SHERWOOD MONTESSORI

SPECIAL MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California
Date/Time: **Thursday, August 17, 2017 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Kristy Cowell, Heather Fox, Monica Woodward, Tanya King, Dillon Chik-McNeal, Melissa Struyf

2. CONSENT AGENDA

2.1 Minutes Approval Consider approval of minutes from June 1, 2017 and June 26, 2017.

2.2 Faculty Contracts Consider approval of Sherwood faculty contracts for 2017-2018.

3. REPORTS AND COMMUNICATION

3.1 Committee Reports
3.2 Sherwood Montessori Parents Organization Report
3.3 School Director Report
3.4 Treasurer Report

3. NOTICED PUBLIC HEARINGS

None

4. REGULAR BUSINESS

5.1 Items Removed From Consent (If any)

5.2 Approval of Employee Handbook

The Board will be asked to approve the 2017-2018 edition of the Employee Handbook.
ACTION REQUESTED: Approve handbook.

5.3 Enrollment Model

The Board will be asked to approve an enrollment model.
ACTION REQUESTED: Approve model.

5.4 Organizational Chart

The Board will be asked to approve an Organizational Chart
ACTION REQUESTED: Approve organizational 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.

5.5 Kindergarten Extended Day

The Board will be asked to approve a revision to our kindergarten model.
ACTION REQUESTED: Approve revision.

5.6 Measure K Planning Funds Proposal

The Board will be asked to approve a proposal to request Measure K bond funds for planning purposes.
ACTION REQUESTED: Approve planning funds 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.

7. FUTURE AGENDA ITEMS

7.1 A report of standardized test results will be provided to the Board.
7.2 The Board will be asked to approve a Prop 39 request for facilities for 2018-2019.
7.3 Unaudited Actuals Consider approval of Unaudited Actuals for 2016-2017.

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. 8:30 p.m.)

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REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: Sherwood Montessori Room No. 4 1071 E. 16th St., Chico, California

Date/Time: Thursday, June 1, 2017 – 5:00 p.m.

AGENDA

1. CALL TO ORDER Meeting called to order @ 5:05

1.1 Roll Call 2016-2017 Board Members

Directors Present: Chris Fosen, Robyn DiFalco, Nili Yudice, Monica Woodward, Heather Fox.

Kristy Cowell late arrival @ 5:53

Three new board members present: Melissa Struyf, Dillon Chick-McNeal, Tanya King

2017-2018 Directors: Kristy Cowell, Heather Fox, Nili Yudice, Monica Woodward, Tanya King, Dillon Chik-McNeal, Melissa Struyf

It is discussed and decided that new board members will start at the June board meeting; first part of the meeting current board will vote. Transition in middle and the new board members will be voting in the second portion of the meeting. Second portion is committees and board officers.

1.2 Commendations

Outgoing directors will receive commendations Postpone until after 5.3

1.3 Welcome New Directors

Incoming directors will be welcomed Postpone until after 5.3

2. CONSENT AGENDA

2.1 Minutes Approval

Approve minutes from 5/18/17 meeting

Motion to Approve Minutes: Chris Fosen

Second: Heather Fox

Unanimous vote 5-0-0 to approve minutes

PULL Agenda item 2.3 Board meeting calendar

2.2 Contract for Business Services

3. REPORTS AND COMMUNICATION None

4. NOTICED PUBLIC HEARINGS None

5. REGULAR BUSINESS

5.1 Items Removed From Consent (If any)

5.1 ITEMS REMOVED FROM CONSENT

Motion by Nili Yudice to move Calendar vote to second half of the meeting for the new board to vote on.

Second by Chris

Unanimous vote 5-0-0 to move the calendar to the second half of meeting with new board members.

5.2 Sherwood's Local Control Accountability Plan (LCAP)

ACTION REQUESTED: Adopt the 2017-2018 LCAP.

Final draft – Michelle still has revisions to budget numbers on budget narrative; and going to review summary to ensure everything in the document is on the summary page.

Revisions on Page 18 of agenda packet, page 4 budget numbers.

Big change for this LCAP was the amount of $ being used for Extended Day.

- Valley Oaks Children's Services has offered assistance with child care costs, and going to see if we can offer to families.
- Already have a family with two students,
- Will send an email out to Valley Oaks families that Sherwood Montessori is now on the list for subsidized before and after school care
- Families currently at the school will be able to take advantage of this subsidy.

Motion to adopt with the budget numbers to be added when available: Chris Fosen

Second: Monica Woodward

Unanimous vote to adopt with the budget numbers to be added when available 5-0-0

5.3 BUDGET

5.3 2017-2018 Original Budget

ACTION REQUESTED: Adopt budget.

- Budget is based on estimated enrollment of 153 children, which Pat will be tracking daily.
- Enrollment vs. ADA (average daily attendance).
- ADA runs appx 95% day to day.
- Will be tracking day to day to find out if we are going to hit the number that the budget assumes.
- Budget includes salary increases for teaching staff
- This year's ADA was about 136, so was low.
- Can do increase for teachers as salary schedule or a onetime bonus.
- Pat will know by September meeting whether we have adequate money or not.
- If there's no need to subsidize the Extended day, it's a good thing.
- No subsidizing of extended day:
    - means the number of people signed up based on the estimate, means we could be $20,000 positive on the budget.
- Money is coming from governor, but is based on ADA from six months ago. We won't see the bump to current ADA for 6 months.
- Will know if there are changes by the governor June 15th.
- The rest of the budget is based on our experience and our hope with extend day.
- Salaries are based on assumption, this is an interim budget.
- We have opportunity, when school starts based on enrollment, to redo the budget in December.

We went from $224,000 to projected $8,000 cash reserve, mostly due to the ADA not being what was projected. Costs from the move and renovation of 1010 Cleveland need to be considered here also

The projected budget is conservative.

CUSD is concerned that we have the cash to keep going, and two that our projected enrollment shows up.

First cash flow report doesn't tell them much.

By end of September, and 8 weeks of enrollment and ADA ; CUSD will be looking at how much we have and to see if we have what we need.

Pat will advise if we should revise, based on current picture in September, and revision in December.

Expenses are up due to : Benefits are huge increases and in PERS and STRS both by over 2%.

First Annual Budget:

Motion to adopt 2017-18 budget: Chris Fosen

Second: Heather Fox

Vote to adopt budget: 5-0-1 abstention by Kristy Cowell as she showed up at the end of this conversation

Meeting minutes handed off to Kristy. 5:59pm

5.4 Officer Election Kristy takes over notes here time 5:59 PM

Bring back 1.2 and 1.3

1.2 Commendations

Commendations for outgoing directors

To Chris Fosen: A big thank you from the Board of Directors!

To Robyn DiFalco, Chair of the Board: A big thank you from the Board of Directors!

To Mark Reiser, Vice-Chair of the Board: A big thank you from the Board of Directors!

1.3 Welcome New Directors

Incoming directors will be welcomed – new board members introduced

To Tanya King: Welcome!

Melissa Struyf: Welcome!

Dillon Chik-McNeal: Welcome!

The Board will be asked to elect a Chair, a Vice Chair, a Secretary and a Treasurer for the 2017-2018 school year.

ACTION REQUESTED: Elect officers.

- Officers for school year 2017-2018 are as follows:
- Executive Committee
    - Chairman of the Board will be Monica Woodward
    - Vice-Chair of the Board will be Nili Yudice
    - Secretary will be Kristy Cowell
    - Treasurer will be Dillon Chik-McNeal

Chair works closely with Director….leads the board.

Vice-Chair – can lead in absence of chair…..can help with certain situations

Secretary – minutes – official record keeper

Treasurer – meets with Pat on a regular basis…..helps explain information to the board re: Budget

- One nomination for treasurer, Dillon Chik-McNeal….unanimous support
- One nomination for secretary, Kristy Cowell……unanimous support
- Support for Nili Yudice in vice chair role….unanimous support
- Monica Woodward in Chair….unanimous support

New Check signers We will need minutes from secretary documenting positions. Signers go to the bank to sign.

Check signers for the school year 2017-2018 will be:

- Nili Yudice
- Dillon Chik-McNeal
- Monica Woodward

Michelle will fill out document (resolution) and submit to bank.

5.5 Committees of the Board

ACTION REQUESTED: Create Board committees.

It is decided that there can be three or fewer board members per committee

Robyn will continue as Chair for the rest of this meeting.

Goal of new committees: reaffirm the purpose of the committee and reevaluate and set goals for coming year

- Executive Committee - selected
- Elections Committee – Monica Woodward and Heather Fox will work with SMPO
- Finance Budget- Dillon Chik-McNeal, Treasurer and Kelli Kurth, Teacher
- Audit Committee – Dillon Chik-McNeal, Pat and Michelle
- Safety Committee – drafting procedural plan for 1010….schools safety plan….waiting for report from Insurance company Tanya King, Chair and Monica Woodward
- Funds Development Committee – a joint of SMPO and Board…..core responsibility to raise funds

  Heather-should this committee include recruitment and retention? Dillon and Heather Fox, Chair Pat would like to see budgets for fundraisers.

- Communications-has traditionally covered recruitment and retention. Website…
    a. Nili Yudice, Chair and Heather Fox
- Curriculum – rolling on….waiting for Curriculum Library Kristy Cowell, Chair will recruit new members
- Campus Improvement Committee – cleanliness of campus has been the priority. Discussed 8th grade legacy project. Beautifying the school. 1010 too Tanya King and Melissa Woodward, Chair
- Facilities Planning Committee-continue to look to the future; Measure K (could fund a new portable classroom) Monica Woodward, Chair and Nili Yudice
- Policy Committee - Melissa and Nili Yudice, Chair
    a. Suicide prevention
    b. FUA
    c. Math
    d. General review of all policies could happen; activates on an as needs basis. Prop 39 docs
- Community Connections Working Group – formed in 2016 for integrating relationships with Chapman school and community. Melissa Woodward

2.3 Board Meeting Calendar for 2017-2018

Meetings have been set for the third Thursday of the month @6PM

By-Laws require 1 annual meeting

Robyn DiFalco – do we want a planning retreat in the fall?

Nili Yudice – Can discuss this at the Sept meeting. It would be nice to have a retreat and talk about Brown Act

Motion to adopt: Nili Yudice, with addition of Sept being Board Retreat with potential to re schecule at a time of no more than 3 hours

Second: Dillon Chik-McNeal ….unanimous vote 7-0-0

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA - NONE

7. FUTURE AGENDA ITEMS

7.1 Approval of Facilities Use Agreement (FUA) Mike Allen, John Bohannon, Julie Kissle

For future maybe think about working directly with John Bohannon.

7.2 Teaching Faculty Contracts

Bylaws state that board will approve contracts

8. CLOSED SESSION entered in at 7:45 PM Robyn and Chris will be involved.

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.) 9:02PM

SPECIAL MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: Sherwood Montessori Room No. 3 1071 E. 16th St., Chico, California

Date/Time: Monday, June 26, 2017 – 5:30 p.m.

AGENDA

1. CALL TO ORDER 5:35 pm

1.1 Roll Call

Kristy Cowell, Heather Fox, Monica Woodward, Tanya King, Melissa Struyf

2. CONSENT AGENDA None

3. REPORTS AND COMMUNICATION None

4. NOTICED PUBLIC HEARINGS None

5. REGULAR

5.1 Memorandum of Understanding (MOU) between Sherwood and CUSD

The Board will be asked to approve an MOU between Sherwood and its authorizer, Chico Unified School District (CUSD) to cover the next five years of its Charter.

SUMMARY The Board of Education of Chico Unified School District (CUSD) would like to have the approval of the MOU for the next five years of our Charter from Sherwood Montessori Board before their consideration of the MOU at their upcoming meeting.

DISCUSSION After the successful renewal of our Charter at the March 22, 2017 meeting of the CUSD Board of Education, CUSD staff drafted the MOU that will cover the next five years. After reviewing and revising, the MOU is now ready for approval by the boards of both organizations. There is nothing unusual or objectionable in the MOU and I recommend, without reservations, that it be approved.

ACTION REQUESTED Approve MOU.

Motion to approve MOU for the next five years of our Charter: Heather Fox

Second: Melissa Struyf

Discussion: explain Due Process and SBIT

Vote to approve MOU between Sherwood and its authorizer, Chico Unified School District (CUSD) to cover the next five years of its Charter. **: 5-0 Unanimous**

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA – no public comment

7. ADJOURNMENT 5:40 PM

Sherwood Montessori Board of Directors
Committee Reports
for August 17, 2017 Board Meeting

Audit Committee *Chair: Dillon Chik-McNeal*

-

Budget/Finance Committee *Chair: Dillon Chik-McNeal*

-

Campus Improvement Committee *Chair: Melissa Struyf*

-

Communications Committee *Chair:*

-

Curriculum Committee *Chair: Kristy Cowell*

-

Elections Committee *Chair: Monica Woodward*

- No meetings held

Facilities Planning Committee *Chair: Monica Woodward*

- Committee met 6/20/17
- Tanya Parish, Monica Woodward, Michelle Yezbick attended
- we looked at the site and discussed possibilities for the space
- Monica contacted the Nature Explore program to look into an outdoor nature play area design. This would cost about $8000 to have them come out and do the design, plus teacher training. They estimated construction (if not using volunteers) at around $50k.
- Michelle looked into different companies that make portable classrooms.
- Michelle and I met with an architect on 8/10/17 to start the planning process. He will research compliance issues with new construction, setbacks, etc. and get back to us.

Funds Development Committee *Chair: Heather Fox*

-

Policy Committee *Chair: Nili Yudice*

-

Safety Committee *Chair: Tanya King*

- Committee met at 9:00 on 6/14/17
- Tanya King, Monica Woodward, Tanya Parish, Michelle Yezbick were present

- We reviewed the safety recommendations made by our insurance company and made plans to address the issues they pointed out as safety concerns, such as getting commercial grade doormats, a kitchen mat, and a case for the kitchen knives.
- We looked over the draft of the Safety Procedures for 1010 Cleveland and finalized it using input from teachers' experiences using the property this spring.
- Did not set up a time for our next meeting but will communicate about it as needed.

Community Connections Working Group

Members: Michelle Yezbick, Marlo Knox

Agenda Item 3.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Romie Steffenson, SMPO Vice President

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

Date: August 11, 2017 for the meeting of August 17, 2017

The SMPO leadership team has been busy over the summer. We are working hard to restructure the SMPO to utilize shared leadership in place of a president, vice president and a secretary. The new leadership titles of the SMPO are as follows: Fundraiser Coordinator, Events Coordinator and Public Relations Coordinator. We have split Sherwood's events into two categories, fundraisers and community events. The person elected to each leadership role will be in charge of coordinating the events pertinent to their title. For example, the Fundraiser Coordinator would provide assistance in coordinating Sherwoodstock, while the Event Coordinator would assist in coordinating Bike to School Day. The Public Relations Coordinator will be responsible for posts to the Facebook Page, keeping the marquis board up to date and sending out all school emails from the SMPO. This change in structure allows for more people to take on leadership roles which spreads the workload out, and encourages new volunteers to be active within the community. Shared leadership also will provide more people a chance to be involved instead of one main voice speaking for the school.

After meeting with the school director and a representative from the Board of Directors, we have also changed the fundraisers for next year. We will be eliminating asking our students to sell things. In place, we will have a please week at the beginning of the school year. We will ask each family to donate $35 per student to the school. 100% of the money will go to buying Chromebooks or iPads for the classrooms. We are hoping with a targeted goal and the removal of selling other companies' merchandise, it will encourage people to donate. We will have two other big fundraisers during the year, a 5k and Sherwoodstock, in the Fall and Spring, respectively. With only three big fundraisers throughout the year, instead of 6-7 small ones we hope to create an environment where parents don't feel "nickel and dimed" and the school still has successful fundraisers. We will also still have restaurant takeovers and Cal Skate Night as fundraisers.

We are excited to encourage more people to get involved his year. With more people involved in the leadership and less fundraisers to manage, more energy can be spent getting our community

involved and keeping them informed. We would love to hear feedback of ways you all think we could increase involvement.

Thank you!
Kelli Kurth, Fundraiser Coordinator
Romie Steffenson, Events Coordinator
Amber Benedict, Public Relations Coordinator

Agenda Item 3.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

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

Date: August 11, 2017 for the meeting of August 17, 2017

ADMINISTRATIVE ITEMS:

- Our current enrollment is 161. We have 3 more middle school students who have been offered spots we are waiting to hear from. There are spaces in kindergarten, and a small number of spaces at the other grade levels.

- I have been meeting with our bond consultant, a local architect, and the Facilities Development Committee to plan use of our bond funds, potentially for developing the 1010 Cleveland property.

FISCAL ITEMS:

- Our original budget revenues were calculated at a lower enrollment number, so we should see an improved bottom line in our budget for 2017-2018.

SAFETY ITEMS:

- The Safety Committee met over the summer and finalized a safety plan for the 1010 Cleveland Ave. property. It was incorporated into the School Safety Plan and presented at the back to school all staff meeting.

Agenda Item 3.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Dillon Chik-McNeal, Board Treasurer

Subject: **Agenda Item 3.5 Treasurer Report**

Date: August 11, 2017 for the meeting of August 17, 2017

April Treasurer's Report

The July Cash Flow and Profit and Loss Financial Reports are attached to this memo.

Sherwood Montessori
Profit & Loss YTD Comparison
July 2017

	Jul 17	Jul 17
Ordinary Income/Expense		
Income		
8000-Revenues		
8010-8099 Revenue Limit Sources		
8019-Prior Year Adjustments	391	391
Total 8010-8099 Revenue Limit Sources	391	391
8300-8599 Other State Revenue		
8311- AB602 Spec. Educ.- SELPA	3,278	3,278
8590-Categorical Funds	33	33
Total 8300-8599 Other State Revenue	3,311	3,311
8600-8799 Other Local Revenue		
8673-Parent Fees		
8673-Extended Day		
Material Fee	50	50
Total 8673-Extended Day	50	50
Total 8673-Parent Fees	50	50
Total 8600-8799 Other Local Revenue	50	50
Total 8000-Revenues	3,752	3,752
Total Income	3,752	3,752
Gross Profit	3,752	3,752
Expense		
2000 Classified Salaries		
2300-Administration Salaries	6,083	6,083

Sherwood Montessori
Profit & Loss YTD Comparison
July 2017

	Jul 17	Jul 17
2400-Clerical and Office Sal		
Administration Support	154	154
Clerical Salaries	995	995
Total 2400-Clerical and Office Sal	1,149	1,149
Total 2000 Classified Salaries	7,232	7,232
3000-Employee Benefits		
3202-PERS, Classfied	1,123	1,123
3302-OASDI	408	408
3311-Medicare	96	96
3401-Health Benefits	5,088	5,088
3601-Workers Comp	2,202	2,202
Total 3000-Employee Benefits	8,917	8,917
4000-Books and Supplies		
4300-Materials and Supplies		
Office Supplies	106	106
Total 4300-Materials and Supplies	106	106
Total 4000-Books and Supplies	106	106
5000 Services/Other Op. Exp.		
5400-Liability Insurance	3,831	3,831
5500-Operations / Housekeeping		
Electricity	268	268
Housekeeping Services	140	140
Total 5500-Operations / Housekeeping	408	408
5600-Rental/Leases/Repairs		

Sherwood Montessori
Profit & Loss YTD Comparison
July 2017

	Jul 17	Jul 17
Copier Lease	244	244
Total 5600-Rental/Leases/Repairs	244	244
5800-Other Services		
Advertising	15	15
Auditing and CPA Services	880	880
Bank Fees	30	30
Business Manager Services	2,600	2,600
District Oversight	2,800	2,800
Extracurricular Services	99	99
Field Trips and Assemblies	1,930	1,930
LiveScan and TB Test Services	52	52
Student Information Services	1,500	1,500
Total 5800-Other Services	9,906	9,906
5900-Communications		
Internet Filtering (CIPA)	968	968
Internet Service Provider	184	184
Online List Management	10	10
Telephone, Cellular	115	115
Total 5900-Communications	1,277	1,277
Total 5000 Services/Other Op. Exp.	15,666	15,666
Total Expense	31,921	31,921
Net Ordinary Income	-28,168	-28,168
Net Income	**-28,168**	**-28,168**

SHERWOOD MONTESSORI CHARTER SCHOOL CASH FLOW PROJECTIONS FOR 2017-18

	ACTUAL July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	PROJECTED Accrual	PROJECTED TOTAL	PROPOSED BUDGET	Variance
state aid percentages	0.00%	5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	18.00%	109.00%		
in-lieu percentages	0.00%	6.00%	12.00%	8.00%	8.00%	8.00%	8.00%	8.00%	33.33%	16.67%	16.67%	16.67%	0.00%	141.34%		
CASH IN																
8011 Local Control Funding		29,319	29,319	52,774	52,774	52,774	52,774	52,774	62,143	62,143	62,143	62,143	(15,297)	586,378	690,480	(104,102)
8012 Education Protection Act			41,347			41,347		13,837	41,347		28,832	41,347	42,669	165,387	172,958	(7,571)
8096 In Lieu Taxes		19,158	38,317	25,545	25,545	25,545	25,545	25,545	44,699	22,349	22,349	22,349	(22,363)	319,307	296,250	23,057
SUMS Grant					25,000									25,000	25,000	
8181 FED - SELPA									8,625			4,313	4,312	17,250	9,562	7,688
8550 Mandates Block Grant						6,047						2,016		8,062	8,062	-
8560 State Lottery			6,250			6,250			6,250			6,250		25,000	25,000	-
8311 Special Education - SELPA AB602	3,278	3,278	5,900	5,900	5,900	5,900	5,900	7,168	7,168	7,168	7,168	7,166	-	71,894	61,200	10,694
8590 All Other State Revenue	424													424	-	424
8660 Interest From Banks														-	-	-
8673 Parent Fees	50		4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000		40,050	40,000	50
8699 Fundraising / Donations						5,000			5,000		5,000		5,000	20,000	20,000	-
8710 Other Local Revenue									3,000					3,000	3,000	-
Total Current Year Revenues	3,752	51,755	125,132	88,219	113,219	146,862	88,219	103,323	182,231	95,660	129,493	149,584	14,321	1,281,752	1,351,512	(69,760)
9200 Accounts Receivable	1,087												-	1,087	1,087	-
9200 Due from state/local government	86,984		119,421											206,405		206,405
Total Cash In	91,823	51,755	244,553	88,219	113,219	146,862	88,219	103,323	182,231	95,660	129,493	149,584	14,321	1,489,244	1,352,599	(69,760)
Total Cash In Y-T-D	91,823	143,578	388,132	476,350	589,569	736,431	824,649	927,973	1,110,204	1,205,865	1,335,357	1,484,941	1,499,262			

	ACTUAL July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	PROJECTED Accrual	PROJECTED TOTAL	PROPOSED BUDGET	Variance
CASH OUT																
Salaries & Benefits																
1000 Certificated Salaries	-	37,565	37,565	37,565	37,565	37,565	37,565	37,565	37,565	37,565	37,565	37,565	37,565	450,775	450,774	(1)
2000 Classified Salaries	7,232	25,000	31,000	31,000	31,000	31,000	31,000	31,000	31,000	31,000	31,000	31,000		342,232	344,218	1,986
3000 Employee Benefits	8,917	18,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000		216,917	224,055	7,138
Total Salaries & Benefits	16,149	80,565	87,565	87,565	87,565	87,565	87,565	87,565	87,565	87,565	87,565	87,565	37,565	1,009,924	1,019,047	9,124
Supplies																
4100 Texts and Core Curricula	-	2,000				2,000			1,000					5,000	5,000	-
4200 Reference Materials	-	1,000	500	-	-	500		-					-	2,000	2,000	-
4300 Materials and Supplies	106	4,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	1,250			-	19,356	20,250	894
4400 NonCap Equipment			4,000										-	4,000	4,000	-
Total Supplies	106	7,000	6,500	2,000	2,000	4,500	2,000	2,000	3,000	1,250	-	-	-	30,356	31,250	894
Services / Other Op Exp																
5200 Travel and Conferences		1,000	1,000			1,000			2,000		1,000		-	6,000	8,000	2,000
5300 Dues and Memberships	-	-	-		1,000	-							-	1,000	1,000	-
5400 Property/Liability Insurance	3,831	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300			-	15,531	14,850	(681)
5500 Operations / Housekeeping	408	408	408	408	408	408	408	408	408	408	408	3,500	4,200	12,188	46,200	34,012
5600 Rentals, Leases, and Repairs	244	244	244	244	244	244	244	244	244	244	244	300	-	2,984	10,200	7,216
5800 Prof. & Consulting Services	9,906	14,000	14,000	14,000	14,000	14,000	14,000	14,000	14,000	14,000	14,000	14,000	8,900	172,806	169,900	(2,906)
5900 Communications	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	290		14,337	5,240	(9,097)
Total Services	15,666	18,229	18,229	17,229	18,229	18,229	17,229	17,229	19,229	17,229	16,929	18,090	13,100	224,846	255,390	30,544
Capital Oulay																
6200 Buildings and Improvements																-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Total Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Current Year Expenses	31,921	105,794	112,294	106,794	107,794	110,294	106,794	106,794	109,794	106,044	104,494	105,655	50,665	1,265,126	1,305,687	40,562
NET ORDINARY INCOME	59,902	(54,038)	132,260	(18,575)	5,425	36,568	(18,575)	(3,470)	72,438	(10,383)	24,999	43,929		16,627	45,825	
9500 Accounts Payable	(11,972)				-	-	-	-	-	-	-	-		(11,972)		11,972
9511 Payroll Liabilities	60,351		-	-	-	-	-	-	-	-	-	-	-	37,565	37,565	-
Total Cash Out	80,300	105,794	112,294	106,794	107,794	110,294	106,794	106,794	109,794	106,044	104,494	105,655	50,665	1,290,719	1,343,252	52,534
Total Cash Out Y-T-D	80,300	186,094	298,387	405,181	512,974	623,268	730,061	836,855	946,648	1,052,692	1,157,185	1,262,840	1,313,505			
Percent of Budget	5.98%	13.85%	22.21%	30.16%	38.19%	46.40%	54.35%	62.30%	70.47%	78.37%	86.15%	94.01%	97.79%			
Transfer from Line of Credit Account												-		-		
Interest on Line of Credit	-	-	-	-	-	-	-	-						-		
Beginning Cash Balance*	66,250	77,773	23,735	155,995	137,420	142,845	179,413	160,838	157,368	229,806	219,423	244,422	288,351	252,007	211,546	40,461
Net Change	11,523	(54,038)	132,260	(18,575)	5,425	36,568	(18,575)	(3,470)	72,438	(10,383)	24,999	43,929	(36,344)	198,526	9,347	(17,227)
Ending Cash Balance	77,773	23,735	155,995	137,420	142,845	179,413	160,838	157,368	229,806	219,423	244,422	288,351	252,007	450,533	220,893	23,235
Restricted Cash	52,200	52,200	52,200	52,200	52,200	52,200	52,200	52,200	52,200	52,200	52,200	52,200	52,200	52,200	52,200	
Unrestricted Cash	25,573	(28,465)	103,795	85,220	90,645	127,213	108,638	105,168	177,606	167,223	192,222	236,151	199,807	398,333	168,693	

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: **Agenda Item 5.2 –Employee Handbook Revisions**
Date: August 11, 2017 for the meeting of August 17, 2017

SUMMARY

Revisions in the Employee Handbook are submitted for approval.

DISCUSSION

The following changes were made to the Employee Handbook:

Change	**Rationale**
Job descritions changed	Updated to reflect practices.
Confidentiality section	Expanded to give more guidance. Content distributed as a memo in the 2016-17 school year.
Communication Protocol	Developed with staff to address an expressed need, distributed as a memo in 2016-17 school year.
Facilities Use Agreement	Included to inform employees of aspects of the agreement to which they are expected to adhere.
Purchasing and Reimbursement section	Added guidance on purchases using class budgets at the end of the school year.
Hours of Work, Breaks, Overtime, and Paydays section	Expanded to add guidance to teachers, instructional aides and teachers' aides regarding scheduling.
Communication section	Includes a link to the Operational Plan

ACTION REQUESTED

Approve revisions to Employee Handbook.

Attachments: Redline copy of Emplyee Handbook, DRAFT Employee Handbook 2017-2018

SHERWOOD MONTESSORI

Sherwood Montessori

Employee Handbook

~~2016-~~2017-2018

~~SHERWOOD MONTESSORI STAFF HANDBOOK~~

~~TABLE OF CONTENTS~~

Contents

~~General Information~~ 4
~~About this Document~~ 5
~~Mission Statement~~ 5
~~Equal Employment Opportunity/Non-Discrimination Policy~~ 5
~~Sexual Harassment Policy~~ 6
~~Substance/Tobacco Use Policy~~ 6
~~Professional Policies and Procedures~~ 6
~~Job Descriptions~~ 6
~~Director~~ 6
~~Administrative Assistant~~ 7
~~Business Manager~~ 8
~~Professional Conduct~~ 10
~~Confidentiality~~ 10
~~Certification and Credentials~~ 13
~~Criminal Background Check~~ 14
~~Child Abuse & Neglect Reporting Procedures~~ 14
~~CPR & First Aid Training~~ 14
~~Guidance and Discipline~~ 16

~~TB Testing~~ ..... ~~16~~
~~Performance Evaluation~~ ..... ~~16~~
~~Personnel Files~~ ..... ~~17~~
~~Security & Emergency Protocols~~ ..... ~~17~~
~~Use of Email, Voicemail, and Internet Access~~ ..... ~~18~~
~~Purchasing & Reimbursements~~ ..... ~~18~~
~~Field Trips~~ ..... ~~19~~
~~Conferences & Report Cards~~ ..... ~~19~~
~~Independent Study~~ ..... ~~19~~
~~Human Resources~~ ..... ~~19~~
~~Staff Attendance~~ ..... ~~19~~
~~Hours of Work, Breaks, Overtime, and Paydays~~ ..... ~~20~~
~~Salary Schedule & Movement on the Salary Schedule~~ ..... ~~22~~
~~Leaves of Absence~~ ..... ~~23~~
~~Assignment and Reassignment Policies~~ ..... ~~17~~
~~Employee Benefits~~ ..... ~~26~~
~~Holidays & Paid Time Off~~ ..... ~~26~~
~~Internal Complaint Review~~ ..... ~~26~~
About this Document 5
Mission Statement 5
Equal Employment Opportunity/Non-Discrimination Policy 5
Sexual Harassment Policy 6
Substance/Tobacco Use Policy 6
Job Descriptions 6
Professional Conduct 10
Facilities Use Agreement with Chapman Elementary 10
Confidentiality 10
Communication Protocol 12
Certification and Credentials 13
Criminal Background Check 14
Child Abuse & Neglect Reporting Procedures 14
CPR & First Aid Training 14
Decision Making Process 15
Guidance and Discipline 16
TB Testing 16
Performance Evaluation 16
Personnel Files 17
Security & Emergency Protocols 17
Use of Email, Voicemail, and Internet Access 18
Purchasing & Reimbursements 18
Field Trips 19
Conferences & Report Cards 19
Independent Study 19
Staff Attendance 19
Hours of Work, Breaks, Overtime, and Paydays 20
Salary Schedule & Movement on the Salary Schedule 22
Leaves of Absence 23
Assignment and Reassignment Policies 24
Employee Benefits 26
Holidays & Paid Time Off 26

Internal Complaint Review 26

Appendices

Reimbursement Form
Request for Absence Form
Absences Verification Form
Student Injury Form
Thought Paper
Incident Report

~~General Information~~

About this Document

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

Mission Statement

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

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

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

Core Values

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

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

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

Equal Employment Opportunity/Non-Discrimination Policy

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

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

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

Sexual Harassment Policy

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

Substance/Tobacco Use Policy

All use or possession of any alcoholic or illegal substance on School grounds or at a Sherwood Montessori event or reporting to work while under the influence of intoxicants or drugs will not be tolerated. Use or possession is grounds for immediate dismissal. Any observed use or possession is to be reported directly and immediately to the Director. Failure to do so can be cause for immediate termination. Sherwood Montessori is a smoke-free workplace. All School buildings, grounds, and facilities are nonsmoking areas. Additionally, smoking is prohibited within 20 feet of the school's playgrounds and the building's entrances, exits, and windows.

~~Professional Policies and Procedures~~

Job Descriptions

Director

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

- Present reports to the board on progress, programs and problems of school operations;
- Implement and communicate the school mission;
- Oversee curriculum and instruction;

- Communicate with the Chico Unified School District;
- Meet with parents as needed;
- Oversee the budget and purchasing;
- Hire, evaluate, promote and discipline teachers and staff;
- Negotiate salaries;
- Develop short and long range plans;
- Oversee the operations of a safe and productive school;
- Talk with student encountering problems and resolve problems.

Administrative Assistant

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

- Compile and file students' grade and attendance reports, immunization and other school records;
- Greet visitors to the school, determine the nature of business, and direct visitors to destination;
- Answer telephone to provide information, take messages, or transfer calls;
- Schedule appointments to talk with the Director or teachers and handle school communication;
- Inventory, order and dispense school supplies;
- Accept and deposit funds for student activities;
- Disburse funds, record financial transactions, and audit and balance student-organizations and other school-fund accounts;
- Maintain calendar of school events;
- Oversee student playground activities and monitor classroom during temporary absence of teacher;
- Assist the Director in all areas and be aware of what's going on at the school on a day-to-day basis;
- Maintain school attendance records for all students using attendance software;
- Manage the School Lunch Program, including maintaining paperwork for the Free and Reduced Lunch Program and communicating with the contracted lunch provider to ensure compliance with all federal, state, and local legal requirements;
- Use appropriate software and hardware such as, but not limited to, word processing, school database, page layout, and spreadsheet.
- Complete California Department of Education required data submissions, such as CALPADS and attendance reports.
- Track employee absences and record changes in sick leave available for certificated staff.

Office Manager

The Office Managers job duties include, but are not limited to:

- In a professional and helpful manner, greet public, answer phones, and take messages as needed.
- Adhere to confidentiality with all communications.
- Maintain student records (immunization, health).
- Manage office interruptions, including helping students in a nurturing manner and fulfilling staff's requests, and multitask.
- Perform a variety of clerical duties, including typing, proofreading, filing, checking records and recording information on records.

- Compile and prepare various departmental files, records and reports; search files for specified information.
- Respond to routine correspondence.
- Maintain accurate attendance records, including issuing tardy slips, verifying student absences, providing information to parents, teachers and counselors; input absences into computer; contact parents/guardians by telephone or in person regarding student absences; maintains and compiles truancy reports in compliance with SARB.
- Maintain correspondence with District lunch personnel regarding the number of students receiving school lunch.
- Process aftercare accounts (keep running tally of each student's minutes); maintain accurate records of paid and unpaid accounts; email delivery of student aftercare bills.
- Receive and sort incoming mail, packages and faxes.
- Take care of sick and injured students; administer basic first aid and dispense prescribed medication to individual students in accordance with District and school policy.
- Receive, sort, duplicate and distribute various instructional materials; prepare materials for student packets and other related materials for distribution.
- Record all monies received on weekly deposit slips.
- Perform other tasks as requested.

-Business Manager

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

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

Classroom Teacher

The job duties of the classroom teacher include, but are not limited to:

- Report directly to the Director in all pertinent matters or areas of concern
- Hold a Bachelor of Arts or Bachelor of Science degree or higher, hold a California State Teacher's Credential or commit to obtaining one within two years of employment, and hold a Montessori Certificate or commit to obtaining one within two years of employment

- Prepare and maintain an environment that meets the needs of all learners and is reflective of the Montessori philosophy of order and beauty
- Initiate and facilitate ongoing dialogue with parents on the overall development of each child/teen
- Demonstrate competency to deliver an educational program based on individual needs of each child/teen
- Demonstrate competency to provide effective, innovative instruction with a balance of Montessori materials and best practices to address adopted State Standards
- Oversee the learning of all children/teens in the classroom while partnering with colleagues and Director in supporting the needs of all learners
- Be a reflective practitioner open to continuous self-improvement and self-evaluation
- Demonstrate basic computer literacy/competency, use technology to access and respond to professional emails from Director and parents, and teach technology skills as outlined in California State Standards
- Model positive attitude and courteous behavior for children, teens and adults, and prepare all other visitors and teachers to model the same respect when working and volunteering in the school
- Conduct the class: plan, develop, record and implement class curriculum; make materials when needed, maintain classroom materials and keep shelves clean and orderly
- Communicate ground rules and procedures effectively to all children/teens and remain consistent with consequences
- Communicate verbally with parents in the fall and in the spring at conferences regarding progress of students
- Turn in comprehensive progress reports for each child/teen twice yearly
- Keep accurate and daily attendance and tardiness records for each child/teen
- Turn in a material replacement list order, room repair list, inventory worksheet, wants/needs order, and any other documents communicated on the last Friday at the end of each year
- Electronically submit to Director reports for the Board of Directors
- Complete paperwork for English language learners by due dates
- Complete Report Cards on standard forms by due dates
- Collect and turn in data on student achievement as requested by Director or MTSS Administrator
- Act as immediate supervisor of the teacher's aide, including: setting a schedule within approved parameters, assigning tasks as needed, providing formative feedback and a formal evaluation, and providing appropriate training or referral to appropriate training as needed to optimally perform duties

Teacher's Aide

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

- Demonstrate abilities to use computers, copiers, and other office equipment needed to assist classroom teacher in work related duties

Professional Conduct

Sherwood Montessori strives to be an exemplar in educating for the human potential. We value candid, respectful communication with openness for hearing the needs of others. We honor others' perspectives and positions and actively seek to understand these within the context of a diverse society. We are committed to ownership of one's education, for students as well as the lifelong learners who comprise our staff. Sherwood seeks to be a community where talent, ideas, input, and knowledge are actively shared, sought out, honored, and acted upon. We acknowledge that conflict is a natural product of the complexity of the human condition and commit to approaching conflict with a problem-solving agenda, receptivity to feedback, and an appreciation of lessons learned. Sherwood staff members should conduct themselves in a manner that reflects an understanding of the school's mission statement and core values.

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

Facilities Use Agreement with Chapman Elementary

Sherwood Montessori has facilities on Chapman Elementary campus, property owned by the Chico Unified School District (CUSD), and 1010 Cleveland Ave., property owned by Sherwood Montessori. We are committed to being good neighbors to Chapman Elementary, and to adhere to the guidelines and schedules outlined in the Facilities Use Agreement (FUA). Sherwood employees are expected to follow the schedule and agreements outlined in the FUA. The Director is the point of communication between Chapman/CUSD for any issues regarding the facility located on CUSD property, including: needed repairs, desired improvements or changes, and the lunch/recess/P.E. schedules and boundaries.

Confidentiality

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

Employees are required to safeguard student and family confidentiality in:

The Environment

- When discussing sensitive information with students (home life, academic needs, IEP and 504 goals or services) make sure you are in an area where other students or parents cannot hear.

- When you are reading email, be sure no one else can see your screen and sign out of your account when finished.
- Do not post in areas that can be seen by other students or parents the names of kids in intervention groups or schedules that indicate on them that the students are in groups for counseling, intervention, speech, or other IEP services. This includes in the Learning Center.
- Do not post contact information in the classroom. We do not have permission from all families to publish this information.

Email

- Do not share contact information unless you have been given written permission by every parent in your class to do so. Use bcc for sending email to the whole class or groups in the class.
- Do not share information about disciplinary issues that involve other students in email. Use "a student" or "students". While the parent is likely to hear from their child who else was involved, it can't be us who lets them know.
- When communicating about counseling groups, use bcc to preserve students' confidentiality if you are trying to put together a group. Once they are part of the group, it is likely that they will tell their parents who else is in the group, but we cannot share this information, even if the parent wants to know as part of the decision-making process. Many, many groups did not happen because the parents weren't comfortable with giving consent without knowing who else would be in the group. Unfortunately, these are the constraints within which we must work.

Documentation

- Discipline documentation that goes home should not include any student name except the name of the child in the family receiving it. Use "a student" or "students" to refer to other students involved. While the parent is likely to hear from their child who else was involved, we are not to be the source of this information.
- Do not post or leave documents out where parents or other children can see them if they contain discipline information, IEP or 504 information, contact information, or any information that could be considered sensitive.

Face to Face Communication

- Do not share discipline information, IEP or 504 information, contact information, or any information that could be considered sensitive in a conversation if there are others around that can hear you, even if you think the "others" won't know who you are talking about.
- Be careful in the community with the above point. The person behind you in line or in the next booth at a restaurant might know who you are talking about, we live in a small town.
- Even positive information is confidential. An employee was once complimenting a family member on good marks on a report card and a formal complaint was made by the parent.
- Be mindful of when you need to "Neither confirm nor deny!" a remark made by someone not under the umbrella of confidentiality. For example, if a parent says something like; "Sally just ran that way with her aide, well, I assume it is her aide…" do not confirm the guess. This can be tricky, e.g.: you are organizing a field trip and need to make sure there is room for a para to ride with a particular student. You would say to the driver: "Will there be space for another adult to ride in the front passenger seat? I would like Rachelle to ride with this group." Rather than "Can Rachelle ride in your car? I need her with Kevin."

Communication Protocol

In our small community, we often find ourselves in multiple roles. Many of our employees are also parents, and communicating from these overlapping roles can be challenging. The following guidelines were developed with input from employees who have multiple roles.

Parent Role

- If you are a parent at this school who is also an employee, it is important to remember to be an employee during work hours and a parent when off the clock. That doesn't mean you can't give your kids a hug or smile throughout the day, but please be mindful of limiting these interactions to not distract your child's classroom or your child as a student.
- As a parent/employee you may have access to observing parts of your child's day other parents do not have. Please be aware that teachers and staff should not be put in the position where they feel you are judging their work. If you do observe something that troubles you, DO NOT approach your colleagues during the work day. You must follow communication protocol any other parent would follow: respect teachers' time, DO NOT approach them "on the fly", in the hallway or during their lunch or other break times. Send an email or make an appointment for a meeting. Be mindful of how much time you are taking. Most parents are limited to two conferences a year, are you taking too much?
- Be honest with yourself regarding your ability to remain neutral when your child conflicts with other students or with her or his teacher. Discuss difficulties you are having with your immediate supervisor.

Employee Role

- Please be aware of ways you might be communicating differently with colleagues who are also parents. Even positive feedback about one's child can be disruptive to a colleague's day if s/he is not expecting it because s/he is at work, in an employee role. If you have feedback, positive or constructive, for a colleague about her or his child, ask yourself: How would I handle this with any child who did not have a parent working at this school? *If you are a teacher's aide or paraprofessional aide note that the Employee Handbook restricts you from directly communicating with parents as this is the teacher's role, not the role of an aide.*
- Part of a teacher's role, or a director's role, is to communicate information about students to their parents. If the parent is also an employee here, you may be tempted to communicate with that parent when they are at Sherwood during their work day as an employee. DO NOT approach your colleagues during the work day. You must follow communication protocol as a teacher or director with these parents in the same way you would for any other parent. DO NOT approach them on the fly, in the "hallway" or during their lunch or other break times. Send an email or make an appointment for a meeting.
- If you find that you are having trouble working with a colleague's child in a natural and uninhibited way, please discuss this with your immediate supervisor.
- If you have feedback that you feel is important for parents to know, but you are not a Lead Teacher, please consult with your immediate supervisor about an appropriate way to get the feedback to the parent.

Supervisor Role

- If you have a role as a supervisor (director or teacher), it is important to be aware of how your authority can affect others If you are feeling emotionally charged because of something to do with your child, reset yourself. It is o.k. to have strong feelings and it is o.k. to express yourself, but you must do so in a professional manner when you are in your professional role.

More guidance regarding communication including use of school email, website, social media, meetings, the request system, weekly school announcements, texting, and many other forms of communication can be found

in the Operational Plan. The Operational Plan is currently in draft form, although the Communication section of the plan has been vetted and approved by the Board of Directors, the entire document is subject to change to reflect the needs of the organization.

Certification and Credentials

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

Classroom Teachers

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

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

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

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

Teaching Aides

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

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

Specialty Teachers

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

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

Criminal Background Check

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

Child Abuse & Neglect Reporting Procedures

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to a child protective agency. Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." School employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause another person in the same situation to suspect child abuse.

Child abuse should be reported promptly by phone to a child protective agency. The Chico Children's Services 24 hr. hotline number for the Chico area is:1-800-268-8822 Oroville area: 1-800-400-0902 . The phone call is to be followed by a written report within thirty-six (36) hours.

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

CPR & First Aid Training

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

Sherwood offers training in First Aid/CPR every other year. Employees are required to attend or seek out comparable training to be certified, but the cost will not be covered by the school for these alternate trainings. It is especially important for after care staff, office staff, and employees assigned to First Aid in the event of a disaster (see Comprehensive School Safety Plan) to have current training. If your training has lapsed, please see your immediate supervisor for guidance regarding steps to take to be in compliance with this safety policy.
If a student is injured at school and the injury will require follow up care at home, an Injury Report (see Appendices) will be sent home to inform parents. If an injury will require follow-up care at home, including washing the wound and changing bandages, an Injury Report (see Appendices) must be filled out, copied, and sent home. The copy should be placed in the Director's mailbox. Minor bruises, scratches, and scrapes do not need an Injury Report. The employee who was on supervision duty at the time of the injury should complete the report.

When administering first aid, it is crucial that universal precautions are taken to prevent transmission of blood borne pathogens (see Comprehensive School Safety Plan). Blood borne pathogens training is an annual training required by all employees. In this training, proper use of latex gloves and proper clean up after a body fluids spill is explained. All staff are required to use gloves when assisting injured children or adults, and these should be available in all classrooms and the office. In addition, each classroom and the office should have a well-stocked first aid kit.

School employees are not allowed to administer any medication to a student for any reason without an "Authorization to Administer Medication" form on file for the student. This includes homeopathic and alternative medicines. School employees may not administer cough syrup, aspirin, ibuprofen, or any over the counter medication at school without an authorization on file with a physician's signature. Students who are old enough to self-administer such medication are allowed to do so, but we ask students to keep the medicine in the office to prevent other students' access.

Whenever a child has a head injury, an exam to determine the extent of the injury should be conducted. If the student sustains a head injury while on campus, however minor, the student should be sent to the office for a second look. First aid training requires that the child is checked for coherence, dizziness, and nausea: ask the student their name, age, where they are, what happened. Pupils should be checked for symmetry and appropriate response to light. The surface of the head should be examined for blood or bumps. A Head Injury Report (see Appendices) must be filled out and sent home to notify parents so they can continue to monitor for potential concussion.
Serious injuries should be followed up with a phone call home to parents from a Sherwood staff member. If you have witnessed an injury, please be sure to ascertain who will be making the phone call.
For serious injuries that require immediate medical intervention, call 911 and see that the injured child is transported to the emergency room for treatment.

Decision Making Process

Sherwood Montessori success is a collaborative effort between teachers, administration, support staff, parents and the Board. The following is a list of items that require BOTH teacher input and FINAL APPROVAL from Director:

1. Class placement/class lists
2. Enrollment/admissions
3. Whether or not a student will have support services/an IEP/SBIT
4. Strategies that will be implemented with 504s and IEPs
5. Safety procedures

6. Whether or not a student will be promoted to the next grade level
7. Teachers' aides' assignments
8. Staffing assignments
9. Teachers' aides' schedules
10. Enrichment schedules (art, music, PE)
11. Whole school events
12. Fundraising
13. Field trips. Overnight/out of state requires Board approval
14. Employee performance issues
15. Aide evaluations

Guidance and Discipline

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

TB Testing

No person shall be employed by the School unless the employee has submitted proof of an examination within the last four (4) years that the employee is free of active tuberculosis. This examination shall consist of an X-ray of the lungs or an approved tuberculin test which, if positive, shall be followed by an X-ray of the lungs. Thereafter all employees shall be required to undergo the foregoing examination at least once every four (4) years or be examined by our licensed school nurse. After such examination, each employee shall cause to be on file a certificate with the School from the examining health care professional showing the employee was examined and found free from active tuberculosis.

Performance Evaluation

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

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

Performance evaluations will review standards such as but not limited to: the quality and quantity of work performed, knowledge of the job, initiative, communication skills, work ethic, and collaboration. The

performance evaluations are intended to make the employee aware of progress, areas for improvement, and objectives or goals for future work performance.

~~The Director will seek the input of teachers in evaluating the work of Teaching Aides.~~Teachers' Aides will be evaluated by the teacher they assist with the Director overseeing the process. TAs will be evaluated on punctuality and attendance, effectiveness and responsiveness with students, initiative, and communication skills.

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

Personnel Files

All staff should notify the Director immediately of any changes address, telephone number, number of dependents and person(s) to notify in case of emergency.
The School will restrict disclosure of your personnel file to authorized individuals within the School. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Security & Emergency Protocols

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

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

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

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

Use of Email, Voicemail, and Internet Access

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

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

Purchasing & Reimbursements

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

For mileage or travel:

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

Checks for the school are written on the first and third weeks of the month. Requesting checks with a turnaround of less than two weeks can cost the school a considerable amount of money and may not be possible. For classroom teachers, this is usually for field trips. Please request checks from the school at least two weeks ahead of the time you need them.

Purchasing for the school year should be wrapped up by the end of May in most cases. Funds provided in class budgets are intended to be spent within the fiscal/school year for the class of that year. For this reason, our financial auditors have advised us that purchases made in the last weeks of school are obviously not going to be used by the current class and are therefore an inappropriate use of funds. Examples of acceptable uses of funds at the end of a school year include field trips or class parties, things that would be experienced by the class for whom the funds were intended. Unspent classroom funds do not roll over to the next year.

Field Trips

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

Conferences & Report Cards

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

Independent Study

Students at Sherwood Montessori may be granted an Independent Study if they need to be away from school during any calendared student day. Parents are to make the request to the Director at least two weeks ahead of the scheduled trip or absence. Teachers are asked to pull together work for the student for the duration of the Independent Study such that it is comparable to the quantity and quality of work the student would do if she or he were present at school. Teachers are asked to sign and fill all paperwork carefully as it will be used to recoup ADA, i.e.: public funds. When students return to school, teachers are asked to turn in all work to the front office; original work must be kept on file in the office.

~~Human Resources~~

Staff Attendance

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

Absences

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

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

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

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

School Functions and Meetings

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

Certificated staff members are required to attend ~~Wednesday~~ staff meetings/development days/collaboration days each ~~Wednesday~~week while school is in session ~~at 2:30 p.m~~. Support staff is not required to attend, but are invited and encouraged to do so. Classroom teachers or other direct supervisor of the support staff will need to adjust the work schedules in weeks that hourly staff will be attending meetings in order to stay within the maximum allowed hours per week. Staff children should only be present at staff meetings in emergency situations so that staff can share information freely. If children are in attendance, please have appropriate activities planned for them in a location where they can be monitored by you and notify Director and staff members present of their attendance.

Hours of Work, Breaks, Overtime, and Paydays

Wage & Hour Laws for Non-exempt Employees

Two ~~part test~~Part Test for ~~exemption:~~Exemption

- Minimum salary: $47,~~446~~476/yr and $3,953.83/month
- Majority of Exempt Duties "customarily and regularly exercise discretion and independent judgment"
- Typical Exemptions: Executive, Professional or Administrative exemption
- Must meet Salary Test –whichever is more:

Federal Law (teachers are not subject to this)

-As of 12/1/16 minimum salary for exempt workers is $47,~~446~~476 annually

-Comply with until state minimum wage exceeds $11.41

State Law (teachers are subject to this)

-2x minimum wage for full-time employee

-Currently $3,466.66/month

-As of 1/1/17, will be $3,640/month for employers with 26 employees or more

Meal and Rest Periods~~:~~

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

Overtime

- Non-exempt employees must be paid for overtime worked, even if the employee did not get permission. The employee will be paid and it becomes a personnel issue in which the employee may receive disciplinary action.
- Non-exempt employees must be paid 1 ½ times the "regular rate of pay" for:
  -Hours worked in excess of 40 in a workweek
  -Hours worked in excess of 8 hours (but fewer than 12 hours) in a workday
  -The first 8 hours worked on the 7th consecutive day of work in a workweek
- Non-exempt employees must be paid double an employee's "regular rate of pay" for:
  -Hours worked in excess of 12 in a workday
  -Hours worked in excess of 8 on the 7th consecutive day of work in a workweek
- Hours worked on Saturdays and Sundays are treated like hours worked any other day

~~**Notes:**~~

Scheduling

Sherwood's cap on 29.5 hours/week for part time employees is related to benefits package.
Even when we are having fun, doing stuff we like to do and would choose to do on our own time, we are working if we are here and should ~~**avoid blurring**~~not blur the line between volunteer and employee.

Teachers should work with their aides to set a schedule that honors the 29.5 hour/week limit and optimizes the impact on student achievement, e.g.: a schedule that has the aide working the majority of the time the students are in the classroom. Teachers and aides must also consider the playground supervision duties that are mandatory for all classroom aides and be certain that the schedule created accounts for these important safety duties.

Instructional and paraprofessional aides' schedules will be set with the supervising teacher or administrator. These employees have the same factors to consider when creating a schedule, with the exception of

playground supervision duties. Additional factors that will need to be considered include intervention group schedules and IEPs.

Finally, schedules of all aides must comply to labor laws regarding rest and meal breaks, listed above.

All schedules and changes is schedules will need final approval from the Director.

Paydays

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

Salary Schedule & Movement on the Salary Schedule

Vertical Placement (Years of Experience)

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

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

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

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

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

Vertical movement on the salary schedule will occur as one space per year maximum and will only move once yearly at the start of the contract year (July 1st). No vertical movement will be made if the employee is at the maximum experience level allowed on the salary schedule. Movement on the salary schedule will follow completion of at least a 0.75 FTE year. Employees who work less than 0.75 FTE will advance one vertical step every other school year.

Horizontal Placement (Education Credits)

Column placement shall be based upon semester units verified by official transcripts. Pay scale shall not be determined until complete transcripts have been received. It shall be the responsibility of the employee to provide official transcripts and written to the Director. Teachers will need to provide official transcripts by June ~~30th~~1st to have units count toward next year's salary.

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

Leaves of Absence

Sick Leave

As of January 1, 2016, classified staff may now accrue sick leave at a rate of one hour in sick leave bank for every 30 hours worked. These hours may be used in accordance to law: to recoup wages normally earned on days when the employee is sick or a family member of the employee is sick. Sick pay does not roll over year to year. If an employee is absent from work due to illness or illness of an immediate family member, hours will be paid out for all hours the employee has accumulated in her or his sick leave bank. Be sure to fill the Employee Absence Verification Form (see Appendices) upon return to work to document that the absence was due to illness and ensure that this gets communicated to the school's Business Manager for appropriate compensation.

Emergency Leave

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

1. Appearance in court as an interested party or under subpoena;
2. Death of an immediate family member;
3. An emergency caused by an accident or illness that requires the employee to be absent from work;
4. Emergency care for a sick family member.

Observance of religious holidays are not considered sick days.

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

Personal Leave

The Director may grant up to three (3) days, from the sum of the ten days of Emergency Leave, per employee per year for urgent personal business or other emergencies. Such leave shall be at full pay and benefits but with cost of substitute deducted. Such leave may not be accrued and will not be paid out for any reason if not used.

Long Term Leave

After the ten Emergency Leave days have been used, the employee may request Long Term Leave. Long Term Leave shall be defined as unpaid leave for pregnancy, post-childbirth maternity or paternity, adoption, employee long-term illness, and any other reasons required by law. The school may require certification from a qualified medical professional to document the reason for the leave and/or to verify the employee's ability to

return to work. Such leave shall be given for a maximum of up to twelve (12) consecutive weeks, or longer if required by law. In no event shall such leave extend beyond the end of the employee's annual contract unless the contract is renewed. Such leave is available to all staff of Sherwood Montessori. Any health benefits provided to the employee by the school will continue to be provided during this leave. Whenever possible, such leave must be pre-approved by the Director and at least 30 days advance notice shall be given by the employee.

Jury Duty

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

Professional Development Leave

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

Assignment and Reassignment Policies

Definitions

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

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

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

~~1.4~~ "Involuntary" refers to a reassignment initiated by the Director.

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

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

~~2.~~ General Provisions

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

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

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

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

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

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

~~3.~~ Assignments

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

~~4.~~ Reassignments

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

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

~~4.1.2~~ If the employee renewed for the following year so requests, the Director must provide, in writing, the specific reasons for their reassignment or the denial of their requested reassignment, unless mutually agreed upon by the employee renewed for the following year and the Director.

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

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

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

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

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

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

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

~~5.~~
Grant-Funded Teaching Positions

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

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

Employee Benefits

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

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

Holidays & Paid Time Off

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

Internal Complaint Review

Complaints regarding allegations of harassment or discrimination should be made pursuant to the specific policies addressing those issues. The purpose of this "Internal Complaint Review Policy" is to afford all employees of the school the opportunity to seek internal resolution of their work-related concerns. All employees have free access to their immediate supervisors or to the Director to informally express their work-related concerns.

All efforts should be made to handle situations between the specific people involved. If there is a personal issue between two (2) employees, the employees should address the situation at that level first. The following procedure should be followed only if the situation cannot be resolved at the primary level.

Filing of Complaint

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

Investigation

An objective and timely investigation of all complaints which cannot be resolved informally will be undertaken. This includes meeting separately with the employee and with others who either are named in the complaint or who may have knowledge of the facts set forth in the complaint.
The School will attempt to treat all internal complaints and their investigation as confidential, recognizing, however, that in the course of investigating and resolving internal complaints some dissemination of information to others may be necessary or appropriate.
Upon completion of the investigation, the Director shall report the finding(s) to the employee in writing.

Non-Retaliation

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



~~Reimbursement Claim~~

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

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

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

~~Claimant name:~~ _____

~~Mailing address (if needed):~~ _____

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

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Total $

Signature of Claimant/Requester Date Approved by
Date



Absence Request

Absence Information

Employee
Name:

Type of Absence Requested:

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

Dates of Absence: From: To:

Reason for Absence:

Employee Signature *Date*

Director Approval

- ☐ Approved
- ☐ Rejected

Comments:

Director Signature *Date*

SHERWOOD MONTESSORI

Absence Verification

Absence Information

Employee Name: _____

Type of Absence:

☐ Sick ☐ Vacation ☐ Bereavement ☐ Time Off Without Pay

☐ Military ☐ Jury Duty ☐ Maternity/Paternity ☐ Other

Dates of Absence: From: _____ To: _____

Employee Signature *Date*

From the Employee Handbook:

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

~~Sick leave days available before absence:_____~~

~~Sick leave days now available:_____~~

~~*Director Signature*~~ ~~*Date*~~

SHERWOOD MONTESSORI

Incident Report Form

Date _____ Time _____ Place _____

Student's name _____ Teacher's Name _____

Incident Type:

- o Safety issue (i.e.: leaving campus, rough/unsafe play)
- o Fighting/Physical aggression
- o Stealing/damage to property

Repeated Incident of:

- o Defiance of authority
- o Taunting/Making faces
- o Threats/Name calling
- o Profanity/Obscene gestures
- o Social isolation/exclusion

Brief Description of Incident:

_____
_____
_____
_____
_____
_____
_____
_____
_____

Staff Action Taken:

- o Reset Procedure
- o Thought Paper
- o Student Conference
- o Sent to Director
- o Other:_____

Administrative Action Taken:

Reporting Staff/Teacher: _____ Date _____

Director's Signature:_____ Date _____

Parent's Signature _____ Date _____

Student's signature _____ Date _____

Staff, please give original to Director before making a copy and sending home to parent.
Parents, feel free to respond with comments on back and return to office. This will then be kept on file in place of the unsigned form in child's file.



Thought Paper

Date _____

What was the problem?

_____

_____

_____

How did your choices affect other people?

_____

_____

_____

What would have been a better choice?

_____

_____

_____

What is your plan to be sure this problem doesn't happen again?

_____

_____

_____

Teacher's Signature_____ Date _____

Student's Signature _____ Date _____

Parent's Signature _____ Date _____

Sherwood Montessori Employee Handbook

2017-2018

Contents

About this Document 3
Mission Statement....3
Equal Employment Opportunity/Non-Discrimination Policy 3
Sexual Harassment Policy....4
Substance/Tobacco Use Policy....4
Job Descriptions....4
Professional Conduct....7
Facilities Use Agreement with Chapman Elementary 8
Confidentiality 8
Communication Protocol....9
Certification and Credentials....10
Criminal Background Check....11
Child Abuse & Neglect Reporting Procedures....12
CPR & First Aid Training....12
Decision Making Process 13
Guidance and Discipline 13
TB Testing 14
Performance Evaluation 14
Personnel Files....14
Security & Emergency Protocols 15
Use of Email, Voicemail, and Internet Access 15
Purchasing & Reimbursements 15
Field Trips 16
Conferences & Report Cards 16
Independent Study 16
Staff Attendance....16
Hours of Work, Breaks, Overtime, and Paydays....17
Salary Schedule & Movement on the Salary Schedule....19
Leaves of Absence 20
Assignment and Reassignment Policies....21
Employee Benefits....23
Holidays & Paid Time Off....23
Internal Complaint Review 23

<u>Appendices</u>

Reimbursement Form
Request for Absence Form
Absences Verification Form
Student Injury Form
Thought Paper
Incident Report

About this Document

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

Mission Statement

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

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

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

Core Values

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

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

To maintain a diverse total school population through inclusive mixed-aged, mentor-based classrooms that welcome all students

To place emphasis on collaboration, problem-solving, and self-directed goal-setting for each Montessori student according to developmental readiness

To nurture a commitment toward sustainability and environmental awareness locally and globally, both in Chico and in the greater world

To apply firm standards of conduct, emphasizing mutual respect, honesty, and courtesy

To employ creative, passionate, and engaged teachers who are committed to the Montessori philosophy

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

Equal Employment Opportunity/Non-Discrimination Policy

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

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

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

Sexual Harassment Policy

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

Substance/Tobacco Use Policy

All use or possession of any alcoholic or illegal substance on School grounds or at a Sherwood Montessori event or reporting to work while under the influence of intoxicants or drugs will not be tolerated. Use or possession is grounds for immediate dismissal. Any observed use or possession is to be reported directly and immediately to the Director. Failure to do so can be cause for immediate termination. Sherwood Montessori is a smoke-free workplace. All School buildings, grounds, and facilities are nonsmoking areas. Additionally, smoking is prohibited within 20 feet of the school's playgrounds and the building's entrances, exits, and windows.

Job Descriptions

<u>Director</u>

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

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

Administrative Assistant

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

- Compile and file students' grade and attendance reports, immunization and other school records;
- Greet visitors to the school, determine the nature of business, and direct visitors to destination;
- Answer telephone to provide information, take messages, or transfer calls;
- Schedule appointments to talk with the Director or teachers and handle school communication;
- Inventory, order and dispense school supplies;
- Accept and deposit funds for student activities;
- Disburse funds, record financial transactions, and audit and balance student-organizations and other school-fund accounts;
- Maintain calendar of school events;
- Oversee student playground activities and monitor classroom during temporary absence of teacher;
- Assist the Director in all areas and be aware of what's going on at the school on a day-to-day basis;
- Maintain school attendance records for all students using attendance software;
- Manage the School Lunch Program, including maintaining paperwork for the Free and Reduced Lunch Program and communicating with the contracted lunch provider to ensure compliance with all federal, state, and local legal requirements;
- Use appropriate software and hardware such as, but not limited to, word processing, school database, page layout, and spreadsheet.
- Complete California Department of Education required data submissions, such as CALPADS and attendance reports.
- Track employee absences and record changes in sick leave available for certificated staff.

Office Manager

The Office Managers job duties include, but are not limited to:

- In a professional and helpful manner, greet public, answer phones, and take messages as needed.
- Adhere to confidentiality with all communications.
- Maintain student records (immunization, health).
- Manage office interruptions, including helping students in a nurturing manner and fulfilling staff's requests, and multitask.
- Perform a variety of clerical duties, including typing, proofreading, filing, checking records and recording information on records.
- Compile and prepare various departmental files, records and reports; search files for specified information.
- Respond to routine correspondence.
- Maintain accurate attendance records, including issuing tardy slips, verifying student absences, providing information to parents, teachers and counselors; input absences into computer; contact parents/guardians by telephone or in person regarding student absences; maintains and compiles truancy reports in compliance with SARB.
- Maintain correspondence with District lunch personnel regarding the number of students receiving school lunch.

- Process aftercare accounts (keep running tally of each student's minutes); maintain accurate records of paid and unpaid accounts; email delivery of student aftercare bills.
- Receive and sort incoming mail, packages and faxes.
- Take care of sick and injured students; administer basic first aid and dispense prescribed medication to individual students in accordance with District and school policy.
- Receive, sort, duplicate and distribute various instructional materials; prepare materials for student packets and other related materials for distribution.
- Record all monies received on weekly deposit slips.
- Perform other tasks as requested.

Business Manager

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

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

Classroom Teacher

The job duties of the classroom teacher include, but are not limited to:

- Report directly to the Director in all pertinent matters or areas of concern
- Hold a Bachelor of Arts or Bachelor of Science degree or higher, hold a California State Teacher's Credential or commit to obtaining one within two years of employment, and hold a Montessori Certificate or commit to obtaining one within two years of employment
- Prepare and maintain an environment that meets the needs of all learners and is reflective of the Montessori philosophy of order and beauty
- Initiate and facilitate ongoing dialogue with parents on the overall development of each child/teen
- Demonstrate competency to deliver an educational program based on individual needs of each child/teen
- Demonstrate competency to provide effective, innovative instruction with a balance of Montessori materials and best practices to address adopted State Standards
- Oversee the learning of all children/teens in the classroom while partnering with colleagues and Director in supporting the needs of all learners
- Be a reflective practitioner open to continuous self-improvement and self-evaluation
- Demonstrate basic computer literacy/competency, use technology to access and respond to professional emails from Director and parents, and teach technology skills as outlined in California State Standards

- Model positive attitude and courteous behavior for children, teens and adults, and prepare all other visitors and teachers to model the same respect when working and volunteering in the school
- Conduct the class: plan, develop, record and implement class curriculum; make materials when needed, maintain classroom materials and keep shelves clean and orderly
- Communicate ground rules and procedures effectively to all children/teens and remain consistent with consequences
- Communicate verbally with parents in the fall and in the spring at conferences regarding progress of students
- Turn in comprehensive progress reports for each child/teen twice yearly
- Keep accurate and daily attendance and tardiness records for each child/teen
- Turn in a material replacement list order, room repair list, inventory worksheet, wants/needs order, and any other documents communicated on the last Friday at the end of each year
- Electronically submit to Director reports for the Board of Directors
- Complete paperwork for English language learners by due dates
- Complete Report Cards on standard forms by due dates
- Collect and turn in data on student achievement as requested by Director or MTSS Administrator
- Act as immediate supervisor of the teacher's aide, including: setting a schedule within approved parameters, assigning tasks as needed, providing formative feedback and a formal evaluation, and providing appropriate training or referral to appropriate training as needed to optimally perform duties

<u>Teacher's Aide</u>

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

Professional Conduct

Sherwood Montessori strives to be an exemplar in educating for the human potential. We value candid, respectful communication with openness for hearing the needs of others. We honor others' perspectives and positions and actively seek to understand these within the context of a diverse society. We are committed to ownership of one's education, for students as well as the lifelong learners who comprise our staff. Sherwood seeks to be a community where talent, ideas, input, and knowledge are actively shared, sought out, honored, and acted upon. We acknowledge that conflict is a natural product of the complexity of the human condition and commit to approaching conflict with a problem-solving agenda, receptivity to feedback, and an

appreciation of lessons learned. Sherwood staff members should conduct themselves in a manner that reflects an understanding of the school's mission statement and core values.

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

Facilities Use Agreement with Chapman Elementary

Sherwood Montessori has facilities on Chapman Elementary campus, property owned by the Chico Unified School District (CUSD), and 1010 Cleveland Ave., property owned by Sherwood Montessori. We are committed to being good neighbors to Chapman Elementary, and to adhere to the guidelines and schedules outlined in the Facilities Use Agreement (FUA). Sherwood employees are expected to follow the schedule and agreements outlined in the FUA. The Director is the point of communication between Chapman/CUSD for any issues regarding the facility located on CUSD property, including: needed repairs, desired improvements or changes, and the lunch/recess/P.E. schedules and boundaries.

Confidentiality

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

Employees are required to safeguard student and family confidentiality in:

The Environment

- When discussing sensitive information with students (home life, academic needs, IEP and 504 goals or services) make sure you are in an area where other students or parents cannot hear.
- When you are reading email, be sure no one else can see your screen and sign out of your account when finished.
- Do not post in areas that can be seen by other students or parents the names of kids in intervention groups or schedules that indicate on them that the students are in groups for counseling, intervention, speech, or other IEP services. This includes in the Learning Center.
- Do not post contact information in the classroom. We do not have permission from all families to publish this information.

Email

- Do not share contact information unless you have been given written permission by every parent in your class to do so. Use bcc for sending email to the whole class or groups in the class.
- Do not share information about disciplinary issues that involve other students in email. Use "a student" or "students". While the parent is likely to hear from their child who else was involved, it can't be us who lets them know.
- When communicating about counseling groups, use bcc to preserve students' confidentiality if you are trying to put together a group. Once they are part of the group, it is likely that they will tell their

parents who else is in the group, but we cannot share this information, even if the parent wants to know as part of the decision-making process. Many, many groups did not happen because the parents weren't comfortable with giving consent without knowing who else would be in the group. Unfortunately, these are the constraints within which we must work.

Documentation

- Discipline documentation that goes home should not include any student name except the name of the child in the family receiving it. Use "a student" or "students" to refer to other students involved. While the parent is likely to hear from their child who else was involved, we are not to be the source of this information.
- Do not post or leave documents out where parents or other children can see them if they contain discipline information, IEP or 504 information, contact information, or any information that could be considered sensitive.

Face to Face Communication

- Do not share discipline information, IEP or 504 information, contact information, or any information that could be considered sensitive in a conversation if there are others around that can hear you, even if you think the "others" won't know who you are talking about.
- Be careful in the community with the above point. The person behind you in line or in the next booth at a restaurant might know who you are talking about, we live in a small town.
- Even positive information is confidential. An employee was once complimenting a family member on good marks on a report card and a formal complaint was made by the parent.
- Be mindful of when you need to "Neither confirm nor deny!" a remark made by someone not under the umbrella of confidentiality. For example, if a parent says something like; "Sally just ran that way with her aide, well, I assume it is her aide…" do not confirm the guess. This can be tricky, e.g.: you are organizing a field trip and need to make sure there is room for a para to ride with a particular student. You would say to the driver: "Will there be space for another adult to ride in the front passenger seat? I would like Rachelle to ride with this group." Rather than "Can Rachelle ride in your car? I need her with Kevin."

Communication Protocol

In our small community, we often find ourselves in multiple roles. Many of our employees are also parents, and communicating from these overlapping roles can be challenging. The following guidelines were developed with input from employees who have multiple roles.

Parent Role

- If you are a parent at this school who is also an employee, it is important to remember to be an employee during work hours and a parent when off the clock. That doesn't mean you can't give your kids a hug or smile throughout the day, but please be mindful of limiting these interactions to not distract your child's classroom or your child as a student.
- As a parent/employee you may have access to observing parts of your child's day other parents do not have. Please be aware that teachers and staff should not be put in the position where they feel you are judging their work. If you do observe something that troubles you, DO NOT approach your colleagues during the work day. You must follow communication protocol any other parent would follow: respect teachers' time, DO NOT approach them "on the fly", in the hallway or during their lunch or other break times. Send an email or make an appointment for a meeting. Be mindful of how much time you are taking. Most parents are limited to two conferences a year, are you taking too much?

- Be honest with yourself regarding your ability to remain neutral when your child conflicts with other students or with her or his teacher. Discuss difficulties you are having with your immediate supervisor.

Employee Role

- Please be aware of ways you might be communicating differently with colleagues who are also parents. Even positive feedback about one's child can be disruptive to a colleague's day if s/he is not expecting it because s/he is at work, in an employee role. If you have feedback, positive or constructive, for a colleague about her or his child, ask yourself: How would I handle this with any child who did not have a parent working at this school? *If you are a teacher's aide or paraprofessional aide note that the Employee Handbook restricts you from directly communicating with parents as this is the teacher's role, not the role of an aide.*
- Part of a teacher's role, or a director's role, is to communicate information about students to their parents. If the parent is also an employee here, you may be tempted to communicate with that parent when they are at Sherwood during their work day as an employee. DO NOT approach your colleagues during the work day. You must follow communication protocol as a teacher or director with these parents in the same way you would for any other parent. DO NOT approach them on the fly, in the "hallway" or during their lunch or other break times. Send an email or make an appointment for a meeting.
- If you find that you are having trouble working with a colleague's child in a natural and uninhibited way, please discuss this with your immediate supervisor.
- If you have feedback that you feel is important for parents to know, but you are not a Lead Teacher, please consult with your immediate supervisor about an appropriate way to get the feedback to the parent.

Supervisor Role

- If you have a role as a supervisor (director or teacher), it is important to be aware of how your authority can affect others If you are feeling emotionally charged because of something to do with your child, reset yourself. It is o.k. to have strong feelings and it is o.k. to express yourself, but you must do so in a professional manner when you are in your professional role.

More guidance regarding communication including use of school email, website, social media, meetings, the request system, weekly school announcements, texting, and many other forms of communication can be found in the Operational Plan. The Operational Plan is currently in draft form, although the Communication section of the plan has been vetted and approved by the Board of Directors, the entire document is subject to change to reflect the needs of the organization.

Certification and Credentials

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

Classroom Teachers

Sherwood Montessori teachers are required to have a minimum of a Bachelor's Degree from an accredited, degree-granting institution and a valid authorization from the California Commission on Teacher Credentialing (CCTC). Head classroom teachers must demonstrate core academic subject matter competence, in the elementary grades through passing CCTC's approved subject matter examination or by completing the California High Objective Uniform State Standard of Education (HOUSSE). Head classroom teachers that demonstrate core academic subject matter competence may teach with an Intern Credential for up to two

years as they actively work to obtain a California Teacher Credential (Multiple Subjects). Teachers of English Language Learners (ELLs) are also required to demonstrate competency in teaching ELLs. This may be fulfilled with a CLAD or BCLAD credential or by passing a CCTC approved exam.

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

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

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

Teaching Aides

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

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

Specialty Teachers

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

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

Criminal Background Check

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

Child Abuse & Neglect Reporting Procedures

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to a child protective agency. Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." School employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause another person in the same situation to suspect child abuse.

Child abuse should be reported promptly by phone to a child protective agency. The Chico Children's Services 24 hr. hotline number for the Chico area is:1-800-268-8822 Oroville area: 1-800-400-0902 . The phone call is to be followed by a written report within thirty-six (36) hours.

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

CPR & First Aid Training

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

Sherwood offers training in First Aid/CPR every other year. Employees are required to attend or seek out comparable training to be certified, but the cost will not be covered by the school for these alternate trainings. It is especially important for after care staff, office staff, and employees assigned to First Aid in the event of a disaster (see Comprehensive School Safety Plan) to have current training. If your training has lapsed, please see your immediate supervisor for guidance regarding steps to take to be in compliance with this safety policy.
If a student is injured at school and the injury will require follow up care at home, an Injury Report (see Appendices) will be sent home to inform parents. If an injury will require follow-up care at home, including washing the wound and changing bandages, an Injury Report (see Appendices) must be filled out, copied, and sent home. The copy should be placed in the Director's mailbox. Minor bruises, scratches, and scrapes do not need an Injury Report. The employee who was on supervision duty at the time of the injury should complete the report.

When administering first aid, it is crucial that universal precautions are taken to prevent transmission of blood borne pathogens (see Comprehensive School Safety Plan). Blood borne pathogens training is an annual training required by all employees. In this training, proper use of latex gloves and proper clean up after a body fluids spill is explained. All staff are required to use gloves when assisting injured children or adults, and these should be available in all classrooms and the office. In addition, each classroom and the office should have a well-stocked first aid kit.

School employees are not allowed to administer any medication to a student for any reason without an "Authorization to Administer Medication" form on file for the student. This includes homeopathic and alternative medicines. School employees may not administer cough syrup, aspirin, ibuprofen, or any over the

counter medication at school without an authorization on file with a physician's signature. Students who are old enough to self-administer such medication are allowed to do so, but we ask students to keep the medicine in the office to prevent other students' access.

Whenever a child has a head injury, an exam to determine the extent of the injury should be conducted. If the student sustains a head injury while on campus, however minor, the student should be sent to the office for a second look. First aid training requires that the child is checked for coherence, dizziness, and nausea: ask the student their name, age, where they are, what happened. Pupils should be checked for symmetry and appropriate response to light. The surface of the head should be examined for blood or bumps. A Head Injury Report (see Appendices) must be filled out and sent home to notify parents so they can continue to monitor for potential concussion.
Serious injuries should be followed up with a phone call home to parents from a Sherwood staff member. If you have witnessed an injury, please be sure to ascertain who will be making the phone call.
For serious injuries that require immediate medical intervention, call 911 and see that the injured child is transported to the emergency room for treatment.

Decision Making Process

Sherwood Montessori success is a collaborative effort between teachers, administration, support staff, parents and the Board. The following is a list of items that require BOTH teacher input and FINAL APPROVAL from Director:

1. Class placement/class lists
2. Enrollment/admissions
3. Whether or not a student will have support services/an IEP/SBIT
4. Strategies that will be implemented with 504s and IEPs
5. Safety procedures
6. Whether or not a student will be promoted to the next grade level
7. Teachers' aides' assignments
8. Staffing assignments
9. Teachers' aides' schedules
10. Enrichment schedules (art, music, PE)
11. Whole school events
12. Fundraising
13. Field trips. Overnight/out of state requires Board approval
14. Employee performance issues
15. Aide evaluations

Guidance and Discipline

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

TB Testing

No person shall be employed by the School unless the employee has submitted proof of an examination within the last four (4) years that the employee is free of active tuberculosis. This examination shall consist of an X-ray of the lungs or an approved tuberculin test which, if positive, shall be followed by an X-ray of the lungs. Thereafter all employees shall be required to undergo the foregoing examination at least once every four (4) years or be examined by our licensed school nurse. After such examination, each employee shall cause to be on file a certificate with the School from the examining health care professional showing the employee was examined and found free from active tuberculosis.

Performance Evaluation

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

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

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

Teachers' Aides will be evaluated by the teacher they assist with the Director overseeing the process. TAs will be evaluated on punctuality and attendance, effectiveness and responsiveness with students, initiative, and communication skills.

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

Personnel Files

All staff should notify the Director immediately of any changes address, telephone number, number of dependents and person(s) to notify in case of emergency.
The School will restrict disclosure of your personnel file to authorized individuals within the School. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Security & Emergency Protocols

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

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

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

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

Use of Email, Voicemail, and Internet Access

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

Purchasing & Reimbursements

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

For mileage or travel:

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

Checks for the school are written on the first and third weeks of the month. Requesting checks with a turnaround of less than two weeks can cost the school a considerable amount of money and may not be possible. For classroom teachers, this is usually for field trips. Please request checks from the school at least two weeks ahead of the time you need them.

Purchasing for the school year should be wrapped up by the end of May in most cases. Funds provided in class budgets are intended to be spent within the fiscal/school year for the class of that year. For this reason, our financial auditors have advised us that purchases made in the last weeks of school are obviously not going to be used by the current class and are therefore an inappropriate use of funds. Examples of acceptable uses of funds at the end of a school year include field trips or class parties, things that would be experienced by the class for whom the funds were intended. Unspent classroom funds do not roll over to the next year.

Field Trips

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

Conferences & Report Cards

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

Independent Study

Students at Sherwood Montessori may be granted an Independent Study if they need to be away from school during any calendared student day. Parents are to make the request to the Director at least two weeks ahead of the scheduled trip or absence. Teachers are asked to pull together work for the student for the duration of the Independent Study such that it is comparable to the quantity and quality of work the student would do if she or he were present at school. Teachers are asked to sign and fill all paperwork carefully as it will be used to recoup ADA, i.e.: public funds. When students return to school, teachers are asked to turn in all work to the front office; original work must be kept on file in the office.

Staff Attendance

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

Absences

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

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

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

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

School Functions and Meetings

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

Certificated staff members are required to attend staff meetings/development days/collaboration days each week while school is in session. Support staff is not required to attend, but are invited and encouraged to do so. Classroom teachers or other direct supervisor of the support staff will need to adjust the work schedules in weeks that hourly staff will be attending meetings in order to stay within the maximum allowed hours per week. Staff children should only be present at staff meetings in emergency situations so that staff can share information freely. If children are in attendance, please have appropriate activities planned for them in a location where they can be monitored by you and notify Director and staff members present of their attendance.

Hours of Work, Breaks, Overtime, and Paydays

Wage & Hour Laws for Non-exempt Employees

Two Part Test for Exemption

Minimum salary: $47,476/yr and $3,953.83/month
Majority of Exempt Duties "customarily and regularly exercise discretion and independent judgment"
Typical Exemptions: Executive, Professional or Administrative exemption
Must meet Salary Test –whichever is more:
Federal Law (teachers are not subject to this)
-As of 12/1/16 minimum salary for exempt workers is $47,476 annually

-Comply with until state minimum wage exceeds $11.41

State Law (teachers are subject to this)

-2x minimum wage for full-time employee

-Currently $3,466.66/month

-As of 1/1/17, will be $3,640/month for employers with 26 employees or more

Meal and Rest Periods

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

Overtime

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

-Hours worked in excess of 40 in a workweek

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

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

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

-Hours worked in excess of 12 in a workday

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

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

Scheduling

Sherwood's cap on 29.5 hours/week for part time employees is related to benefits package.
Even when we are having fun, doing stuff we like to do and would choose to do on our own time, we are working if we are here and should not blur the line between volunteer and employee.

Teachers should work with their aides to set a schedule that honors the 29.5 hour/week limit and optimizes the impact on student achievement, e.g.: a schedule that has the aide working the majority of the time the students are in the classroom. Teachers and aides must also consider the playground supervision duties that are mandatory for all classroom aides and be certain that the schedule created accounts for these important safety duties.

Instructional and paraprofessional aides' schedules will be set with the supervising teacher or administrator. These employees have the same factors to consider when creating a schedule, with the exception of

playground supervision duties. Additional factors that will need to be considered include intervention group schedules and IEPs.

Finally, schedules of all aides must comply to labor laws regarding rest and meal breaks, listed above.

All schedules and changes is schedules will need final approval from the Director.

Paydays

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

Salary Schedule & Movement on the Salary Schedule

Vertical Placement (Years of Experience)

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

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

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

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

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

Vertical movement on the salary schedule will occur as one space per year maximum and will only move once yearly at the start of the contract year (July 1st). No vertical movement will be made if the employee is at the maximum experience level allowed on the salary schedule. Movement on the salary schedule will follow completion of at least a 0.75 FTE year. Employees who work less than 0.75 FTE will advance one vertical step every other school year.

Horizontal Placement (Education Credits)

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

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

Leaves of Absence

Sick Leave

As of January 1, 2016, classified staff may now accrue sick leave at a rate of one hour in sick leave bank for every 30 hours worked. These hours may be used in accordance to law: to recoup wages normally earned on days when the employee is sick or a family member of the employee is sick. Sick pay does not roll over year to year. If an employee is absent from work due to illness or illness of an immediate family member, hours will be paid out for all hours the employee has accumulated in her or his sick leave bank. Be sure to fill the Employee Absence Verification Form (see Appendices) upon return to work to document that the absence was due to illness and ensure that this gets communicated to the school's Business Manager for appropriate compensation.

Emergency Leave

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

1. Appearance in court as an interested party or under subpoena;
2. Death of an immediate family member;
3. An emergency caused by an accident or illness that requires the employee to be absent from work;
4. Emergency care for a sick family member.

Observance of religious holidays are not considered sick days.

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

Personal Leave

The Director may grant up to three (3) days, from the sum of the ten days of Emergency Leave, per employee per year for urgent personal business or other emergencies. Such leave shall be at full pay and benefits but with cost of substitute deducted. Such leave may not be accrued and will not be paid out for any reason if not used.

Long Term Leave

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

Jury Duty

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

Professional Development Leave

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

Assignment and Reassignment Policies

Definitions

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

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

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

"Involuntary" refers to a reassignment initiated by the Director.

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

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

General Provisions

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

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

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

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

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

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

Assignments

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

Reassignments

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

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

If the employee renewed for the following year so requests, the Director must provide, in writing, the specific reasons for their reassignment or the denial of their requested reassignment, unless mutually agreed upon by the employee renewed for the following year and the Director.

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

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

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

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

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

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

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

Grant-Funded Teaching Positions

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

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

Employee Benefits

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

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

Holidays & Paid Time Off

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

Internal Complaint Review

Complaints regarding allegations of harassment or discrimination should be made pursuant to the specific policies addressing those issues. The purpose of this "Internal Complaint Review Policy" is to afford all employees of the school the opportunity to seek internal resolution of their work-related concerns. All employees have free access to their immediate supervisors or to the Director to informally express their work-related concerns.

All efforts should be made to handle situations between the specific people involved. If there is a personal issue between two (2) employees, the employees should address the situation at that level first. The following procedure should be followed only if the situation cannot be resolved at the primary level.

Filing of Complaint

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

Investigation

An objective and timely investigation of all complaints which cannot be resolved informally will be undertaken. This includes meeting separately with the employee and with others who either are named in the complaint or who may have knowledge of the facts set forth in the complaint.

The School will attempt to treat all internal complaints and their investigation as confidential, recognizing, however, that in the course of investigating and resolving internal complaints some dissemination of information to others may be necessary or appropriate.

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

Non-Retaliation

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

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: **Agenda Item 5.3 Enrollment Model**
Date: August 11, 2017 for the meeting of August 17, 2017

SUMMARY

The Board is asked to consider a model for enrollment that represents an ideal for the school.

DISCUSSION

The proposed Enrollment Model was created considering best practices in Montessori education, sound fiscal planning, and our current and projected enrollment based on past years' data. The model includes multiple-age groupings as promoted by Dr. Maria Montessori. It takes into account our operating budget and the revenues generated by ADA (average daily attendance).

While this model is the ideal, actual enrollment may differ. While we can be strategic in school promotion, ultimately the applications to our school are controlled by parents choosing Montessori, and as a public school we accept all students whose parents or guardians who seek entry for their child/ren. Staff will be directed to enroll as closely to the approved model as possible, while avoiding pitfalls such as creating overcrowded classrooms by over-enrolling at diffferent levels. Our currently adopted Lottery Policy, attached here as a reference, will also serve as a guide.

ACTION REQUESTED:

Adopt proposed Enrollment Model.

Attachment: Proposed Enrollment Model, Lottery Policy.

DRAFT "Sustainable Enrollment Model"				***Based on past trends of natural attrition at certain grades***
	Ideal Enrollment by Grade	**Ideal Enrollment by level**	**Ideal Class size by level**	**Notes**
TK	4	24	1 class of 24	
K	20			Ideal Kinder class is less than 24 but better to enroll more at start of year and anticipate losing a few mid-year
1st	24	72	3 classes of 24 each	While 24 is ideal, maybe OK to have higher enrollment in 1st & 2nd grades for class size of 25-26
2nd	24			
3rd	24			3rd grade should be capped at 24 or less to avoid creating a bulge in Upper El
4th	16-20	48-60	2 classes of 24-30* ea	4th & 5th grades should be capped at 20 to avoid creating a bulge in Upper El or Middle School
5th	16-20			
6th	16-18			6th grade should be capped at 16-20 students, depending on enrollment in adjacent grades
7th	12-15	24-30	1 class of 24-30*	At this level there is natural attrition for students who want the mainstream Jr High experience. Adjust enrollment #s accordingly
8th	12-15			*Less than 30 is truly "ideal" but we would allow up to 30 for budgetary reasons or based on currently enrolled students.
Totals	**182-186**	**182-186**	**(Maximum enrollment)**	

Attachment 5.3

SHERWOOD MONTESSORI

Lottery Policy

The Director of Sherwood Montessori will request two volunteer members who do not have children in the lottery to coordinate the enrollment activities of the upcoming school year. Ideally, these volunteers will be recruited one month prior to the draw.

Current students will be exempt from the lottery. Incoming children of current teaching staff and the Founding Board of Directors will be exempt from the lottery as long as those children do not exceed ten percent of all admissions in any one year, as required by federal law. Siblings of currently enrolled students will also be exempt as per accepted public school policy and federal law.

Students who live within the boundaries of Chico Unified School District will be given a weighted preference (1.5 factor) over students who reside outside the district.

Construction of the Lottery.
Prior to the draw but following the close of the first round of applications, all of the students will be organized in a spreadsheet by requested grade. Each student will be listed by the First Name and first initial of the Last Name. If the student has a sibling also interested in attending, it will be noted on the record. Exempt students will be noted and the weighted preference will be shown. Both Lottery Volunteers will independently verify that all students are listed correctly, with correct siblings, exemptions, and preferences.

Action of the Lottery.
At the time of the drawing, the spreadsheet with names, exemptions, and weightings will be projected in a public setting. The drawing will be top down. That is, first the 8th grade will be drawn, then the 7th grade, etc. The computer program will provide each student with a random number that will be multiplied by the weighting factor. The list will be sorted from greatest to least number. Starting with the highest number, the students will be offered spots until all available spots are filled. The remaining students will comprise the waitlist in the order that they were drawn. For students who are offered spots, the Lottery Volunteers will adjust the siblings to “Exempt” status. Then, the next lower class will be drawn.

The results will be printed and certified by both Lottery Volunteers and maintained in the office of Sherwood Montessori.

Post-Lottery.
Following the lottery, accepted students will have three days to accept a position. If they decline, the next person on the waitlist will be contacted. Students who apply after the drawing will be added to the waitlist in the order they are received. Hard copies of registration forms will be time-stamped by Sherwood staff. If a position is accepted by a student on the waitlist, any siblings will immediately move to the front of the waitlist as per the „Exemption‟ policy. If a student declines a position, he/she will be removed from the list and will need to re-apply.

Agenda Item 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.4 Organizational Chart**

Date: August 11, 2017 for the meeting of August 17, 2017

SUMMARY

A draft organizational chart with revisions that are aligned to this year's budget is proposed for approval.

DISCUSSION

The proposed chart has the Director of MTSS supervising the special education staff while the intervention staff would be back under the supervision of the Director. No other changes are proposed for the organizational chart for the upcoming school year at this time.

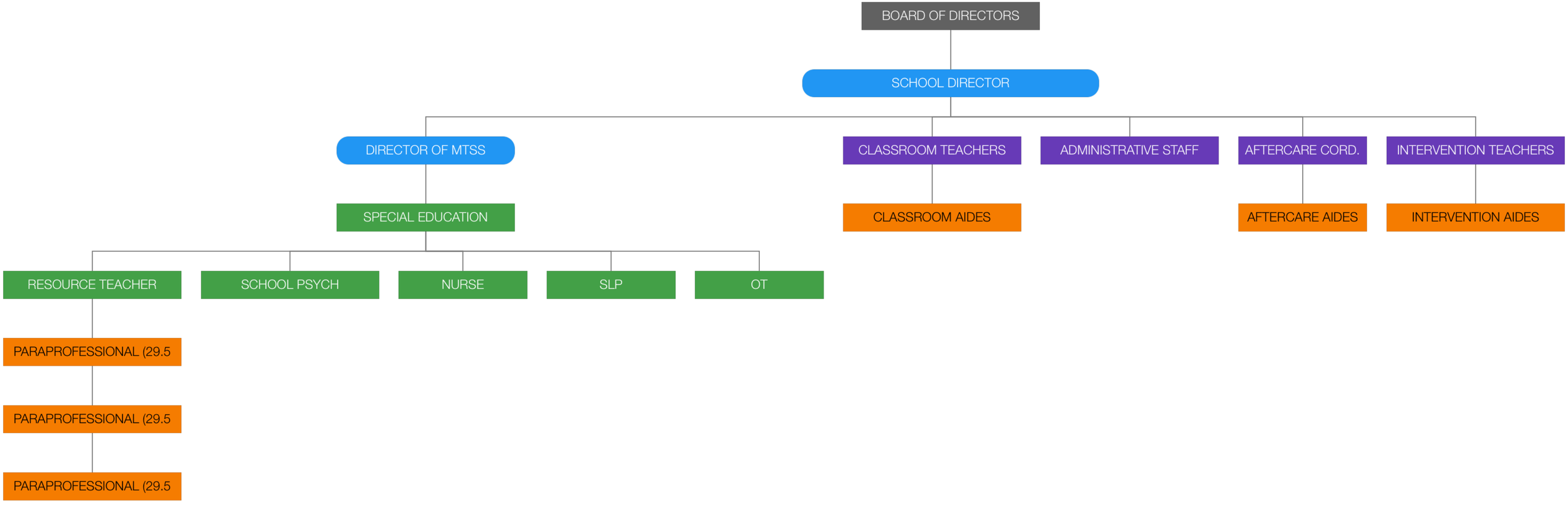
This model is in good alignment with both Directors' backgrounds, experience and education.

This model will also eliminate any potential conflicts that could arise from the asking the Director of MTSS to supervise his son who is employed in the intervention program.

ACTION REQUESTED:

Adopt proposed organizational chart.

Attachment: Draft Organizatonal Chart


BOARD OF DIRECTORS
SCHOOL DIRECTOR
DIRECTOR OF MTSS
SPECIAL EDUCATION
RESOURCE TEACHER
SCHOOL PSYCH
NURSE
SLP
OT
PARAPROFESSIONAL (29.5
PARAPROFESSIONAL (29.5
PARAPROFESSIONAL (29.5
CLASSROOM TEACHERS
CLASSROOM AIDES
ADMINISTRATIVE STAFF
AFTERCARE CORD.
AFTERCARE AIDES
INTERVENTION TEACHERS
INTERVENTION AIDES

Agenda Item 5.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.5 Kindergarten Extended Day**

Date: August 11, 2017 for the meeting of August 17, 2017

SUMMARY

Having a full day kindergarten option will help fill our kindergarten program.

DISCUSSION

Currently, Sherwood offers a kindergarten day that ends at 12:05 p.m. At 12:05 p.m., parents have the option to have their students stay in the kindergarten Extended Day program. In the past, this was free to families who qualify for free or reduced lunch. Our policy was changed last year, and now Extended Day is offered only for a fee. This means that families who cannot pick up their kindergarten (or transitional kindergarten) student in the middle of the day must pay for child care starting at 12:05 p.m.

For some families, this poses a financial burden that makes our kindergarten program inaccessible. We know that we have lost at least one student to this issue, possibly more. The revenues that would be disbursed from the State for that one student could cover the cost of offering the Extended Day program for free from the time of the early kindergarten dismissal to the end of the school day. Families who need child care for their kindergarten student after dismissal time, 2:40 p.m., would need to pay for the care until 5:30 p.m. when the program closes.

This change would make our kindergarten program as financially accessible as other public kindergarten programs in Chico and would eliminate the need for families to choose other programs for financial reasons. It would also preserve the shorter day option (12:05 p.m. dismissal) for the families who would like that option.

ACTION REQUESTED:

Approve offering a free Extended Day option program for kindergarten families.

Agenda Item 5.6

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.6 Planning Funds Proposal**

Date: August 11, 2017 for the meeting of August 17, 2017

SUMMARY

DISCUSSION

I have met with the bond consultant, an architect, and Monica Woodward to determine the necessary steps to completing a project funded with our allocation of Measure K bond funds. Our vision includes a relocatable classroom placed at 1010 Cleveland that could house a science lab/Makers' Space/music instruction classroom. Before we can pursue this idea, we need clarity about what our pre-build obligations and costs would be for requirements the City or County may have.

The architect will meet with the City Planning Department staff and determine setbacks, whether or not sidewalks and curbs will be required, permits and costs associated, and any other requirements that the City or County may have.

The Measure K Charter School Facilities Committee will want Sherwood's Board to approve this proposal before they will consider approval. Once approved by this committee, it will need to be approved by the Chico Unified School District's Board of Directors. Upon that final approval, the bond funds can be released and the architect can begin working on the planning for our project.

ACTION REQUESTED:

Approve funding proposal.

Attachment: Measure K Planning Funds Proposal

Measure K Charter School Facilities Committee
Project Recommendation Form for Consideration by CUSD Board of Trustees

GENERAL INFORMATION:

Name of School: Sherwood Montessori
Address: 1010 Cleveland Avenue, Chico CA 95928
Contact Name: Michelle Yezbick
Contact Phone/email: (530) 345-6600 / michelle@sherwoodmontessori.org
Year Established: 2010
Charter Renewal Date: January, 2017
CDS Code: 04-61424-0121475
Charter Number:1166
Website: www.sherwoodmontessori.org

1. **Type of Project:**
   - __X___Planning
   - _____Construction
   - _____Health Safety (Including ADA)
   - _____Modernization/Repair/Renovation/Improve
   - _____Purchase or lease Project
   - _____Other (including FF&E)

2. **Project Narrative:**
   Sherwood Montessori would like to add a relocatable classroom to create a science lab/ to the property owned by the charter school at 1010 Cleveland Ave. We are requesting planning funds to investigate what pre-build obligations to the County and/or City would be required to complete this project.

3. **Charter School Property Project Location**: *(If project location is different from address above.)*

   ---

   a. Does your school currently operate on a CUSD School Site: X____yes _____no
   b. Does your school lease property/buildings from a private owner: _____yes X___no
      Note: Sherwood also operates on a site it owns, adjacent to Chapman Elementary, at 1010 Cleveland Ave.

4. **Enrollment:**
   a. Current enrollment and ADA: 158/150.1

5. **Financial Questions**

   a. Was your prior annual audit report free of any negative findings? ___X__yes _____no
      (if no, please explain)

   b. What were your cash reserves as a percent of expenditures at the end of the prior fiscal year?
      __30%_____

6. **Project Schedule**
   Please briefly describe the timeline for the project planning and completion.

Planning would begin immediately toward work that would happen late fall/early winter 2017.

7. Total Allocation for School Round 1: $400,174
Total Estimated Cost of Project: $25,000
Amount Remaining in Allocation: $397,679

School Facilities Projects to be Funded with Proceeds of Bonds

"Bond proceeds will be expended to repair, modernize, replace, renovate, expand, construct, acquire, equip, furnish and otherwise improve the classrooms and school facilities the [charter's] existing schools, new school sites, and other [charter] owned properties to provide equity among campuses, improved facilities, and student access to instructional technology."—Measure K

SHERWOOD MONTESSORI

MEETING NOTICE OF THE BOARD OF DIRECTORS

Fall Planning Retreat

Location: **23 Blackstone Ct, Chico CA 95928**
Date/Time: **Saturday, September 16, 2017 – 9:00 a.m.-3:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Monica Woodward, Kristy Cowell, Dillon Chik-McNeal, Heather Fox, Monica Woodward, Tanya King, Melissa Struyf

2. CONSENT AGENDA

2.1 Minutes Approval Consider approval of minutes from August 10, 2017 and August 17, 2017.

3. REPORTS AND COMMUNICATION

3.1 Director's Report
3.2 Treasurer's Report

4. NOTICED PUBLIC HEARINGS

None

5. REGULAR BUSINESS

5.1 Appointment of New Board Member

The Board will be asked to appoint a board member to the open seat.
ACTION REQUESTED: Appoint board member.

5.2 Approval of MOU with Chico Country Day School

The Board will be asked to approve the MOU between Sherwood and Chico Country Day for provision of School Psychologist services.
ACTION REQUESTED: Approve MOU.

5.3 The Board of Directors of Sherwood Montessori will have a Board Retreat 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.

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 The Board will be asked to approve a Prop 39 request for facilities for 2017-2018.

7.2 The Board will be asked to approve an Enrollment Model.

7.3 A report of standardized test results will be provided to the Board.

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. 3:00 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.

SPECIAL MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: Sherwood Montessori Room No. 3 1071 E. 16th St., Chico, California

Date/Time: Thursday, August 10, 2017 – 4:30 p.m.

AGENDA

1. CALL TO ORDER 4:35

1.1 Roll Call: Kristy Cowell, Monica Woodward, Tanya King, Dillon Chik-McNeal, Melissa Struyf

Absent: Heather Fox, Nili Yudice

2. CONSENT AGENDA None

3. REPORTS AND COMMUNICATION None

4. NOTICED PUBLIC HEARINGS None

5. REGULAR BUSINESS

5.1 Enrollment Model for 2017-2018

The Board is asked to consider a change in the current enrollment model for the 2017-18 school year.

Motion to open discussion to consider a change in the current enrollment model for the 2017-2018 school year. Dillon Chik-McNeal Second: Tanya King

Discussion:

Michelle: We currently have many 6th and 7th grader students on wait list. There are 10 openings in the present 4th/5th classrooms. The 4th/5th grade teachers are prepared to take 6th graders. With the new model, 6th graders will be split into 3 classrooms.

Tanya Parish: The #1 underlying positive is that new students are coming to our school; she would like to see the kindergarten growing. This is not an ideal scenario. There may be concerns we have not considered and feels the cons will be difficult but solvable. Feels confident it will be OK. She wants 6th graders in her 4th/5th class for leadership. This is Montessori.

Parent input: Parent with a 3rd grader who has been registered with 6th grader on waitlist shares that they will be OK with their child in upper elementary classroom instead of the middle school classroom.

There is a realization that some 6th grade students are not ready for a middle school experience, so to put some in the upper elementary classroom and not the middle school would be a win/win for some families.

Other comments: Classrooms sizes are at 23 now; will rise to 30 students with this model change. Those 6th grade students who are not in the middle school will not be included in the annual middle school field trip.

Motion to revise the enrollment model to allow 6th graders to enroll in upper elementary or middle school: Dillon Chik-McNeal

Second: Monica Vote is unanimous Yes to revise enrollment model to allow 6th graders to enroll in upper elementary or middle school.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA None

7. ADJOURNMENT (Est. 5:00 p.m.) 5:05

SPECIAL MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: Sherwood Montessori Room No. 4 1071 E. 16th St., Chico, California

Date/Time: Thursday, August 17, 2017 – 6:00 p.m.

AGENDA

1. CALL TO ORDER 6:09

1.1 Roll Call Kristy Cowell, Heather Fox, Monica Woodward, Tanya King, Dillon Chik-McNeal, Melissa Struyf

Board member Nili Yudice has resigned. The board will consider a new member in the future.

2. CONSENT AGENDA

2.1 Minutes Approval Consider approval of minutes from June 1, 2017 and June 26, 2017.

Motion to approve: Kristy Cowell Second: Heather Fox Vote: Unanimous Yes to approve past minutes.

2.2 Faculty Contracts

Consider approval of Sherwood faculty contracts for 2017-2018.

Dillon motion to move this item forward to 5.7 Second Heather Fox

3. REPORTS AND COMMUNICATION

3.1 Committee Reports

Audit Committee Chair: Dillon chick-McNeal– will defer to Pat

Budget/Finance Committee Chair: Dillon Chik-McNeal - has met with Pat and will defer to him

Campus Improvement Committee Chair: Melissa Struyf - no meetings over summer

Communications Committee Chair: Nili Yudice was Chair….we will need a new Chair for this committee.

Curriculum Committee Chair: Kristy Cowell We have previously talked about 4-5-6 grades having one set of classroom sets between them. Tanya Parish says there are large holes in cultural, history, science….these materials come from different companies. Some sets they can share but those are still

incomplete. Heather asks for clear list and cost for grant money. Curriculum committee will work on getting a list together. AMS has recommended lists that we can work with. Will work with funds development committee here. Can possibly use 5K fundraiser $ for materials. This committee is looking for new members.

Elections Committee Chair: Monica Woodward There has been no meeting.

Facilities Planning Committee Chair: Monica Woodward

● Committee met 6/20/17

● Tanya Parish, Monica Woodward, Michelle Yezbick attended

● we looked at the site and discussed possibilities for the space

● Monica contacted the Nature Explore program to consider an outdoor nature play area design. This would cost about $8000 to have them come out and do the design, plus teacher training. They estimated construction (if not using volunteers) at around $50k.

● Michelle researched different companies that make portable classrooms.

● Michelle and I met with an architect on 8/10/17 to start the planning process. He will research compliance issues with new construction, setbacks, etc. and get back to us.

There will need to be curbs and sidewalks constructed on Cleveland as part of this process.

Funds Development Committee Chair: Heather Fox. Met with SMPO about coming changes for SMPO. The school needs guiding policy for the parents who are fundraising. Heather is willing to write the policy and will bring it to board for approval.

Safety Committee Chair: Tanya King– met at end of school year. Finalized policy for 1010. Done. Took in all recommendations from insurance company. No next meeting has been planned. There are thoughts of petitioning the city for speed bumps on Cleveland. This committee thinks we need a school sign. Talked about the possibility of CARD supplying signs for dDrug use penalties.

Dillon Chik-McNeal asks how do we get parents involved. Last year we did newsletter info with no one volunteering. Maybe a write up explaining what we do?

3.2 Sherwood Montessori Parents Organization Report

The planned fundraiser will be a 6 month process due to permit application process. Will happen in March? Future fall fundraiser. Still asking $35 per student. …for classroom technology. Pledge week….week of Aug 22 to Sept 1.

3.3 School Director Report

Enrollment actually 158 and we planned for 153. This means a significant increase in budget. Smooth start so far. Special thanks to SMPO for first day activities.

3.4 Treasurer Report

Currently we have 153 enrollment/145 ADA. Made it through July with no difficulty and we may make it through August. The school has a loan at disposal and will most likely need to use it in September. The school still has money coming in from last year but we can only hold books open for so long. Will recalculate according to 158. The board will adopt a revised budget in Nov/Dec. We will get paid @136 until February….then we will have a catch up.

Kristy Cowell: move that we bring item 2.2 back for discussion. Dillon Chik-McNeal second

Michelle Yezbick:

It is in the charter that board approves contracts.

Salary schedules show we are lower by a lot. Michelle shares information comparing salaries in the district.

The school should have a committee that looks at salary schedules and budget committee so we can catch up on teacher pay; this could be a goal of the budget committee.

Contracts have begun.

Can we ask the budget committee to work towards a bonus of stipend for teachers?

Nov revision (if enrollment is held up) will let us know what the numbers are.

Biggest reduction to reserves is the loss of 10 ADA from previous year.

Tanya Parish shares that teachers are being actively approached by new jobs…..Kristy will share CALIFORNIA MONTESSORI PROJECT CERTIFICATED SALARY SCALE

We will talk more about this at Retreat. 170 IS THE MAGIC NUMBER…..186 Is our growth model.

MOVE TO APPROVE TEACHER CONTRACTS FOR 2017-2018 with the understanding that we will try to make sure our teachers are financially appreciated. Dillon Chik-McNeal Second: Heather Fox

Vote is unanimous yes.

3.**4. NOTICED PUBLIC HEARINGS** None

4.**5. REGULAR BUSINESS**

5.1 Items Removed From Consent (If any)

5.2 Approval of Employee Handbook

The Board will be asked to approve the 2017-2018 edition of the Employee Handbook.

ACTION REQUESTED:

Motion to Approve handbook: Melissa Struyf

Second: Heather Fox

VOTE TO APPROVE HANDBOOK: Unanimous vote to approve handbook

DISCUSSION: revisions will go in memo

1. tobacco/alcohol at school events
2. field trip notice from teachers to the board needs to be at least 3 months

5.3 Enrollment Model

The Board will be asked to approve an enrollment model.

ACTION REQUESTED:

Motion to Approve enrollment model: Heather Fox

Second: Monica Woodward

VOTE TO APPROVE ENROLLMENT MODEL:

DISCUSSION:

Michelle Yezbick shares that if we adopt this as our ideal then we will have more freedom to move things around because numbers change. This will allow flexibility with enrollment.

Monica Woodward feels this policy needs more explanation and Heather Fox agrees.

Children (6th grade) coming into middle school should go into middle school class.

It is decided to move this item to the retreat in September for approval

MOTION TO TABLE THIS CONVERSATION AND ADD TO AGENDA FOR NEXT MONTH: Monica Woodward
Second: Heather Fox

5.4 Organizational Chart

The Board will be asked to approve an Organizational Chart

ACTION REQUESTED:

Motion to Approve organizational chart: Dillon Chik-McNeal

Second: Tanya King

VOTE TO APPROVE ORGANIZATIONAL CHART: Unanimous yes

DISCUSSION: the change here is that the intervention teachers and aides will now be under Michelle Yezbick.

5.5 Kindergarten Extended Day

The Board will be asked to approve a revision to our kindergarten model.

ACTION REQUESTED:

Motion to Approve revision: Dillon Chik-McNeal

Second: Heather Fox

Tanya King recused herself from this conversation….

VOTE TO APPROVE REVISION TO KINDERGARTEN MODEL: 5 yes votes and one abstention by Tanya King

DISCUSSION: Giving subsidized child care to kindergarten families to allow growth in the program. Heather Fox asked how do we present this? Kristy Cowell mentions that this is a band-aid approach. Michelle Yezbick explains the extended day option. This option for care is already full, which means we will need a new teacher 1-2 hours a day. This action would be instant.

5.6 Measure K Planning Funds Proposal

The Board will be asked to approve a proposal to request Measure K bond funds for planning purposes.

ACTION REQUESTED:

Motion to Approve planning funds proposal: Dillon Chik-McNeal

Amended to add the phrase: *'a science lab/Makers' Space/music instruction classroom'*

Total changed to 375,174

Second: Kristy Cowell

VOTE TO APPROVE PLANNING FUNDS PROPOSAL FOR MEASURE K FUNDS: Unanimous vote to approve

DISCUSSION:

Michelle Yezbick has been meeting with bond consultant, Mike Weissenbourn, wanting to pursue outdoor classrooms. She also has met with an architect, Allaen Chambers,

This is our process: First our board approves, then the Charter School Facilities Committee approves, and then Chico Unified approves.

$25K covers cost of architect and finding civil engineer for us.

We found out we are in the Cc~~c~~ounty so the Cc~~c~~ity is not involved.

$400+K then $$~~4~~800+K will come in the future….way down the line

Zoning is good and we have no need for community meetings.

1010 needs building inspection from county….Al~~a~~l~~e~~n Cc~~c~~hambers has these relationships.

Need sidewalk on Cleveland….as well as work on the interior path and gate to park.

We are hoping for two buildings that will face each other; used and not too expensive.

We are the last charter to move on Measure K$.

Heather Fox asks are we sure we won't need to touch our budget. Michelle Yezbick answers yes, we are sure.

The money totals on the bid need to be changed to 375,174.

Heather Fox wants a detailed budget for portables because Measure K will not cover materials for the new classrooms. Michelle Yezbick says we have a lot of things in storage, and there will be a budget. Chico Unified does not want to see us fail. We will be carefully scrutinized.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

7. FUTURE AGENDA ITEMS

7.1 A report of standardized test results will be provided to the Board.

7.2 The Board will be asked to approve a Prop 39 request for facilities for 2018-2019.

7.3 Unaudited Actuals

7.3 reconsider enrollment model

Consider approval of Unaudited Actuals for 2016-2017.

8. CLOSED SESSION – CANCELLED

Motion to postpone this conversation due to circumstances: Monica Woodward

Second: Dillon Chik-McNeal

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 8:26 PM

Agenda Item 3.1

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

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

Date: September 12, 2017 for the meeting of September 16, 2017

ADMINISTRATIVE ITEMS:

- Our current enrollment is 160.

- Our planning funds proposal will be on the CUSD Board agenda for the meeting on September 20th. Our next steps will include finalizing projected costs, and will depend largely on which company we purchase buildings from. I will have some preliminary conceptual plans to show that were created by a representative from one of the potential companies.

- We are currently hiring an afternoon aide for one of the upper elementary classrooms to release the current aide to do P.E. with the other classes. We are also seeking an additional staff member to the Extended Day program. Sherri Scott was hired for the Cooking and Gardening program, with Richie continuing for the kindergarten class. Sherri has taught through CARD and has worked with preschool programs in Butte County.

- The reports for standardized testing have not yet been released to the public. The originally scheduled public release date was postponed, and we have not yet heard when the new date will be. Parents have received their individual score reports, and school staff who have access (teachers and administrators) can review score reports through password protected online portals, but we are unable to release information to the public until the embargo is lifted.

FISCAL ITEMS:

- Pledge Week raised $4,637, exceeding the goal of $4,000. When added to the Chipotle restaurant takeover, we now have $5,056 to put towards technology. Classrooms that are

not in need of technology can put the funds towards the purchase of classroom materials.

SAFETY ITEMS:

- The Safety Committee met with a CARD representative, Terry Zeller, to share concerns about tree safety and illegal activities in the park. We are on the same page as far as our goals, and have opened a line of communication. Terry will be updating us about his meetings with the security company CARD contracts with and the arborist with whom they contract.

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 Pyschologist at 0.25 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. <u>Special Education Services</u>

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. 0.205 FTE or equivalent of 48.7539 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 (205%) of the benefit cost of the employee, including STRS, payroll fees, workers compensation fees, and other fees associated with an employee.

- Mileage rate equal to the IRS Standard Mileage Rates, if applicable

- 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, 2017~~6~~ and continue through June 30, 2018~~7~~.

(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

SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California
Date/Time: **Thursday, October 19, 2017 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Kristy Cowell, Heather Fox, David Steffenson, Monica Woodward, Tanya King, Dillon Chik-McNeal, Melissa Struyf

2. CONSENT AGENDA

2.1 Minutes Approval Consider approval of minutes from Board Retreat, September 19, 2017.

3. REPORTS AND COMMUNICATION

3.1 Committee Reports
3.2 Instructional Staff Reports
3.3 Sherwood Montessori Parents Organization Report
3.4 School Director Report
3.5 Director of Special Education Report
3.6 Treasurer Report

3. NOTICED PUBLIC HEARINGS

None

4. REGULAR BUSINESS

5.1 Items Removed From Consent (If any)

5.2 Board Development

Board members will be asked to share their impressions of the article *The Five Dysfunctions of Charter School Boards* and the rubric *A Rubric for Achieving the Gold Standard.*

ACTION REQUESTED: Discuss article and rubric.

5.3 Standardized Test Results

The Board will discuss student achievement as measured by standardized tests in the spring of 2017.

ACTION REQUESTED: Discuss standardized test results.

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 Prop 39 Facilities Request

The Board will be asked to approve a Prop 39 facilities request.

ACTION REQUESTED: Approve Prop 39 request.

5.5 Sherwood Branding Discussion

The Board will be asked to discuss the coordination of branding the school.

ACTION REQUESTED: Discuss school brand and decide what next steps to take.

5.6 Unaudited Actuals

The Board will be asked to approve the Unaudited Actuals Financial Report for 2016-2017 fiscal year.

ACTION REQUESTED: Approve Unaudited Actuals.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

7. FUTURE AGENDA ITEMS

7.1 The Board will be asked to adopt the First Interim Budget

7.2 The Board will be asked to approve the Annual Financial Audit

7.3 The Board will be asked to approve a calendar for the 2018-2019 school year

8. Closed Session

8.1 Public Employee Performance Evaluation

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

9. ADJOURNMENT (Est. 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.

MEETING NOTICE OF THE BOARD OF DIRECTORS

Fall Planning Retreat Location: 23 Blackstone Ct, Chico CA 95928

Date/Time: Saturday, September 16, 2017 – 9:00 a.m.-3:00 p.m.

AGENDA

1. CALL TO ORDER

1.1 Roll Call

Monica Woodward, Kristy Cowell, Dillon Chik-McNeal, Heather Fox, Tanya King, Melissa Struyf

Not present Kristy Cowell, Tanya King

Tanya King arrived 10:26

Kristy Cowell arrived 11:38

Call to order at 9:58

2. CONSENT AGENDA

2.1 Minutes Approval: Consider approval of minutes from August 10, 2017 and August 17, 2017.

Motion to approve: Dillion Chik-McNeal

2nd – Heather Fox

All approve minutes 4 to 0

3. REPORTS AND COMMUNICATION

3.1 Director's Report

Discrepancy in fundraising pledge week: $5, 056 is the correct total; the Chipotle takeover was super easy and made good money.

The SUMS grant: we are only one of 11 charters in CA that received the grant. Michelle will be at trainings on Tue/Wed for SUMS grant.

There was a hypodermic needle on the playground – a 10 acre grass field. The kids told Kimberly who then went to the parks people since they have sharps containers. Are going to have kids play away from unmown areas.

Talk of building relationships with the homeless in the park – Melissa Struyf and maybe Tanya King doing a sweep on Sundays. Heather Fox will see if a sweep of the campus on Monday mornings is a possibility.

We are still looking for music and art special teachers. Spanish is a possibility also. Art and music is a high need for our program and we have lost some families because we have not had that offered.

3.2 Treasurer's Report

Current enrollment 160 – but ADA is 135. ADA will increase in Feb. Have $50,000 reserve that will be $58,000 due to a mistake. May not have to touch the loan money.

Magic enrollment number is 170; Stipend is recommended for teachers. We would hopefully adopt a revised salary schedule that includes stipends. We can look at this at the first interim budget in November.

Spending is very frugal – 90% of money going out is salary; 8% is rent, electricity etc. 2% is for extras (field trips, etc.)

March is the big month where our ADA will come in and we will have a better idea for next year.

4. NOTICED PUBLIC HEARINGS None

5. REGULAR BUSINESS

5.1 Appointment of New Board Member: The Board will be asked to appoint a board member to the open seat.

ACTION REQUESTED: Appoint board member.

Consideration of David Steffenson for Nili Yudice's empty board seat. Discussion that a legal perspective on the board would be helpful; will join us at next meeting.

Motion to Approve: Monica Woodward

Second: Melissa Struyf

Unanimous vote to approve new board member : 5-0 -0

5.2 Approval of MOU with Chico Country Day School: The Board will be asked to approve the MOU between Sherwood and Chico Country Day for provision of School Psychologist services.

ACTION REQUESTED: Approve MOU.

Motion to Approve: Heather Fox

Second: Melissa Struyf

Unanimous vote to approve MOU : 5-0-0

5.3 The Board of Directors of Sherwood Montessori will have a Board Retreat for the purposes of planning for the organization

NOTES: No public in attendance Items for the Board Retreat are as follows:

1. Brown Act for Board Members

    a. Types of Meetings
    b. Posting Requirements
    c. Avoiding Serial Meetings
2. Three Essential Roles for Successful Schools
    a. Strategic
    b. Tactical
    c. Operational
    d. Small Schools' Challenges
3. NOTES: Kristy Cowell arrives and continues minutes 11:38
4. SWOT analysis
    a. Strengths, Weaknesses, Opportunities and threats were discussed.
    b. The board created a chart for future reference.
5. Strengths and Weaknesses
    a. Strengths include our Garden Program, emphasis on the whole child and multi-age groups
    b. Weaknesses include large classes in the upper grades, extended day program and location
6. Opportunities and Threats
    a. Opportunities include 1010 Cleveland Ave, partnerships with other schools, our Garden Program and growth
7. Priorities
    a. Priorities include increased enrollment, increased teacher salaries, permanent home,

8. Committees

- Dissolve campus improvement committee
    a. Merge with facilities development with Tanya King, Monica Woodward and Michelle Yezbick (David later joined this committee)
- Dissolve funds development committee
    a. Fundraising plan already in place (fall 5k and spring Sherwoodstock, plus pledge week and restaurant takeovers) is well-structured.
- New committee: Recruitment and outreach committee
    a. To focus on marketing/advertising/outreach with Heather Fox, chair, Dillon Chik-McNeal and Melissa Struyf
- Safety Committee with Tanya King, chair, Monica Woodward, Tanya Parish and Veronica Viers
- Elections Committee with Monica Woodward as chair and Tanya King. This committee needs an SMPO member
- Budget Committee with Dillon Chik-McNeal as chair, Michelle Yezbick, Pat Casey
    a. David Steffenson will be asked to join
- Audit Committee with Dillon Chik-McNeal, Pat Casey, and Heather Fisher
- Curriculum Committee with Kristy Cowell as chair, Eric Parish, Michelle Yezbick, and Sheng Vang
    a. add Monica Woodward to this Committee
- Vice chair needs filled because we lost Director Nili Yudice.
    a. Heather Fox volunteers and is accepted by the board as our new Vice Chair
- Committees will meet and come up with SMART goals soon

9. Executive Committee
    a. Monica Woodward, Chair
    b. Heather Fox, Vice President
    c. Kristy Cowell, Secretary
    d. Dillon Chik-McNeal, Treasurer
10. Closed agenda is postponed

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.

7. FUTURE AGENDA ITEMS

7.1 The Board will be asked to approve a Prop 39 request for facilities for 2017-2018. 7
7.2 The Board will be asked to approve an Enrollment Model.
7.3 A report of standardized test results will be provided to the Board.

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. 3:00 p.m.)

October Committee Reports

Safety Committee:

- Our September meeting took place on September 27, 2017 at 9 am. Myself (Tanya King) and Monica Woodward were present.
- We decided it was important to focus on goals and came up with:

Safety Committee Goals

1. Develop a clear drop-off policy to improve traffic flow in the morning, and communicate it to parents. (timeline: 1 month)
2. Survey teachers to identify potential safety issues that need to be addressed. (timeline: 1 month)
3. Produce bound flip-books with emergency procedures similar to what Chapman has and provide them to every classroom. (timeline: mid-year)
4. Review the school's safety policy and edit it for consistency and clarity. Develop a disaster policy and review communication protocols with parents in case of emergency. (timeline: end of year)
5. Continue to address safety issues in a timely manner as they arise.

Curriculum Committee:

Kristy Cowell, Chair
Eric Parish, Lower elementary teacher
Sheng Vang, Upper elementary teacher
Tanya King, Board member
Michelle Yezbick, Director

- Our September Curriculum committee meeting took place in Early September just after school started.
- We decided that what we need is for the teachers to fill out an inventory of materials in their classrooms so we can address the need for more materials for all classrooms.
- Teachers have been given a form to work with to help us understand what materials we have and what materials we need to purchase.
- The status of our curriculum library is: teachers will fill out and return their forms as they finish them……items will be categorized as to which is permanent and needs to stay in the classroom and which would be better served in our new Curriculum Library.
- Our next steps moving forward: SUMS grant money will allow us to purchase storage containers for the materials that need to be stored in the Library ….a data base will be created to track the materials.
- Our October committee meeting will be set soon.

Facilities Development Committee:

- Our September meeting took place on 9/28/17. Monica Woodward, David Steffenson, and Michelle Yezbick were present.
- We met with architect Alan Chambers and bond consultant Mike Weissenborn to discuss the plan to add one or two portable classrooms on the 1010 Cleveland property.
- We discussed different options for portables with different price points, and decided we would like to visit Nord School to see examples of the different types of portables that are available to us.
- The civil engineer and architect are currently working on site to draft plans.
- We are currently planning a visit to Nord, as well as a committee meeting to set goals.

Recruitment and Outreach Committee:

- The Recruitment and Outreach Committee met on October 30, and spent about two hours going over our focus for the short term and longer term.
- Melissa spoke about specific outreach and communications with CARD regarding 20th street park and will have to provide an update at the meeting.
- The focus of our meeting was on outlining the goals and activities for the year, as well as ongoing for this committee. We spoke about the need for consistent messaging all around for Sherwood, which led into a discussion of rebranding. I explained that Robyn and Mark had intended to complete that a year before but with the move and 1010 Cleveland it did not happen. (Larger discussion to be had by the board).
- The other focus is on increasing enrollment, particularly for TK/K as that is the foundation of our school. We are planning targeted outreach to preschools and have proposed a kindergarten open house that will be held the very beginning of the year. Heather has received the brochure from Michelle, and is updating for accuracy, and the committee member will be contacting preschools to place the brochure at sites, give presentations if wanted, and generally start building a relationship with this community. Long term goal discussed was a Kindergarten Faire with the Charter Schools, but that is not feasible for this year.
- There was also a discussion about offering regular tours, supported by parent volunteers to lighten Michelle's load and give a parental perspective on Sherwood.

Agenda Item 3.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.2 Instructional Staff Report**

Date: October 13, 2017 the meeting of October 19, 2017

Kindergarten/Transitional Kindergarten -Teresa Shippen

I am one of few people remaining to proudly say that I have been a part of Sherwood Montessori since its inception. Having been a part of the start-up team, I have watched as this school has dealt with the ebb and flow of life. From our early days of "building the plane while it is flying", to the thoughtful way we look to improve, grow and nurture our Montessori beliefs, I feel as if this school is always striving for the best of two worlds: trying to be an authentic Montessori School, and a public school at the same time. The biggest struggle I face in Kindergarten (and I suspect other teachers feel this too) is how to maintain our Montessori culture, while secretly worrying about how to help the students meet the State Standards. I want to give each student the time they need to master the tasks set before them, in a way that feels unrushed, calm, and inspired. This time of year is challenging. Assessment Data is due, conferences are being scheduled, even report cards loom in the not so distant future. There are many reasons teachers start to feel anxious about how we will be able to get in enough lessons, and how we will maintain our students' motivation to learn.

Our kindergarten classroom is filled with 17 highly motivated students this year. :) At almost every moment throughout the morning you will hear the call for "Teacher". They want more...more lessons...more attention...more help solving problems that arise. They are just beginning to learn the joys of independence, and the thrill of patiently waiting for their teacher. While I am tempted to squeeze in every bit of reading/math/ phonics that I can, I remind myself that the core of our lessons should be on Grace and Courtesy. This is what separates Montessori from many other types of learning, and remains the most important lessons in our class. Until we have learned to be a helpful part of our community, we cannot move on to the heart of the academics. So, it is at this time of year that I remind myself to slow down, be patient, and remember the importance of each lesson you give. I have noticed that the more time you spend giving the students lessons and experiences in Grace and Courtesy, the more time you will gain for academics. To rush this process, is to set yourself up for a year of challenges. Maria Montessori would call this "the Process of Normalization". Our class is in the "Process of Normalization", a very special time for both students and teachers alike. Throughout this process we are all learning to be patient, kind and contributing members of our school

community. We feel fortunate to be at a school that honors this process.

1st/2nd/3rd -Marlo Knox

It is my pleasure to give the board a general impression of the start of my school year.

Above all I want the board to have a sense of the depth of my gratitude. I am grateful to be able to serve, to give, to work. I am surrounded by exceptional coworkers and colleagues. Our students are endearing, filled with love for life, and enthusiastic about creating a learning community. Parents, grandparents, siblings, neighbors, and friends are stepping into our classroom creating strong partnerships so that our children understand the importance of this place we call school. Sherwood is one of many miracles I have experienced in my life. I know the gifts I have been given. I understand the good path that lies in front of me. Every day, in all circumstances, I am more than content. I have joy in what I do and the people I am with.

I also want the board to know that as I begin my fifth year at Sherwood I realize how constant change has been while I have worked here. Many of these changes have led to positive growth. I see the intention of most of them and understand how building a unique educational opportunity might require such flexibility. However, a stable, consistent environment fosters ease, expertise, and improved performance by students and teachers alike. I have moved and designed classrooms several times, I have worked with many assistants, enrichment teachers and intervention staff have traveled through my classrooms in streams, and there are only five students still at Sherwood from my first class of 18 children in 2013. I am looking forward to a time where I am able to react less and prepare more.

Finally, I want to inform the board that SMPO has managed to create a system that has activated volunteerism in an unprecedented way in my classroom. I have had many families volunteer to supply food donations, purchase classroom supplies, wipe tables, vacuum, wash laundry, clean dishes, and give generous monetary gifts so that our individual classroom is the best learning environment it can be. Because families are giving generously of their time, energy, and talents, I am able to focus on preparing our learning environment, organizing lessons, and communicating clearly with others. I feel encouraged, supported, and able to give all I can to be the best Montessori guide I can be to the children and families in my care.

The school year is off to a great start. I appreciate the opportunity to tell you so.

1st/2nd/3rd-April Pearce

I would like to begin by introducing myself as a Montessorian. Fifteen years ago, I stumbled into a Montessori teacher's aide position (a great story for another day) and quickly became enamored with this style of education that teaches the whole person and respects the child. With three younger siblings in a working-class home, I had been taking care of kids since I was a kid and had developed strong opinions about how children should be treated. At twenty years old, I knew Montessori was the right fit for me.

I earned my AMS Early Childhood and my junior college University Transfer degree while working in a Montessori preschool in Santa Rosa. Then I transferred to Chico State, where I earned my TESOL certificate and Bachelor of Arts in Linguistics. My foci were language acquisition and reading development, which deepened my passion and reverence for Montessori education because I learned the science behind the genius (a reference to Lillard's book by the same name). I moved back to the Bay Area for AMS Lower Elementary training and began teaching at a K-2 private Montessori school in Sonoma. After two years, wanting to see what comes next, I earned my AMS Upper Elementary credential and taught at a Montessori charter school in Petaluma.

While I loved working with children, I needed a break, so I began managing my family's sailboat charter business, organizing and hosting charters on the San Francisco Bay. That was a wonderful few years (with more great stories), but my passion is education. I moved to Chico and entered the Masters in Education, Curriculum and Instruction, program. Twice during the winter I flew to Taiwan to instruct AMS Early Childhood Language and Cultural courses and observe my students working with children. Last year, I began substituting and acting as a resource for teachers new to Montessori at Sherwood. I seized the opportunity to lead a class here, even though I am still working on my master's degree and need to earn my CA state credential.

The copious amount of work I have taken on is worth securing my position at the public Montessori in my community of choice. The challenge of balancing work, school, and family obligations often leaves me feeling like I am not doing my best anywhere. For example, I have incomplete university assignments, this report is late, and I have not yet contacted chaperones for my field trip in four days. As a high achiever (post high school), this is uncomfortable. I am thankful my professors are understanding, Sherwood staff are supportive, and I have a great group of parents who have already told me they can chaperone –I did inform them about this field trip at Back to School Night. I have let go of my goal to graduate magna cum laude and continue to try my best everywhere I can, while getting at least seven hours of sleep at night. I am mindful this high workload will be short lived and I cherish my time in the classroom with students.

While we have not accomplished everything I had hoped, I am excited to tell you about the beginning of the year in Room 1. My transition into the classroom was great. The hand-off from Emily was comfortable. I had worked with, and substituted for, her many times so I was familiar with the classroom and the students. We went through paperwork together and conferenced about the children. I also had the opportunity to go through the classroom and talk shop with Carin, who had taught the previous year. We went to the same training center and have similar philosophies about education. During the summer I worked hard to get the classroom ready and was happy to see young humans in the environment I had created. There are some gaps in material inventory I hope to fill soon.

I began the school year with 19 students, 11 from the previous year, plus one new second grader, and seven first graders. One new second grader joined us the second week of school,

and two left in September, claiming to follow friendships at another school. There are currently 18 on my roster. I look forward to having a larger class size. Due to differing exposures to Montessori education, it is taking longer than I anticipated to have a normalized classroom. The majority of the students in Room 1 have difficulty choosing and sustaining work, which is a hallmark characteristic of Montessori students. I have been giving fewer lessons than I prefer in order to support children in their work habits and community relationships. While normalization has yet to be established, we have made several academic accomplishments:

- the First Great Lesson, some of the related experiments, and space research;
- biology studies including living and non-living things, classifications of living things, biomes, and most recently, microbes;
- geography work including layers of the Earth, land and water formations, and most recently, puzzle maps; various studies of the noun;
- International Peace Day activities, including developing an original version of a peace song; and multiple experiences voting to make classroom decisions, for example, we used a rank voting system to decide the theme for our class picture;
- a successful first field trip to the Gateway Science Museum to experience the exhibit Zoo in You: The Human Microbiome; a little library for the Parade of Lights –following the theme of the book we were reading, the students each painted an imaginary planet; and finally
- all students use Montessori math materials daily (with various levels of prompting and support).

Also, we have a culture of readers. The majority of the students in Room 1 spend 30-40 minutes per day reading independently or with peers. Additionally, I read to the whole class for 15-20 minutes daily before lunch. We just finished our first chapter book, *George's Secret Key to the Universe*, by Lucy and Stephen Hawking. I have invited families to be guest readers on Fridays. We have already been read to by a former student of Room 1 and are looking forward to a parent whose son is helping her select books to read to the class.

I treasure my time working with my students and am grateful to be a member of the Sherwood community. I look forward to the years ahead when I have only one full-time commitment and can focus more energy on teaching. Until then, I will appreciate any flexibility and support the Board has to offer.

1st/2nd /3rd -Eric Parish

Imagine that you walk out to a pond on an early morning. The water is still, smooth as glass. You can see the reflection of the trees and hills off of the water. There is a mist floating just above the water line. Everything is calm, peaceful, and relaxed. This is like the classroom or learning environment before anyone enters the classroom.

Now imagine the class approaching the pond. Teachers and students in their swimwear, they have their towels, some have floaties. Everyone is excited, ready for the experience, and they jump in. There is a lot of splashing, some kids are doing cannonballs, others are just dipping their toes in the water checking the temperature. Some kids are good swimmers, they have had

lessons and practice, they are able to swim around in the turbulence. Others are still practicing, they can keep their heads above water, but need a little help, so teachers and the good swimmers give them support. While others are just learning, they need a lot of help and support from the teacher, they pull on the teacher's legs and shoulders trying to stay afloat.

I have developed this analogy over the years and sometimes the classroom seems a lot like the pond. The third graders at times are like the good swimmers. I have given them lessons and they have practiced with some of them reaching mastery over a three-year period. The second graders are the swimmers that have had a year of lessons with the teacher, are keeping afloat and are ready for more advanced techniques. The first graders are the ones that are jumping in for the first time and are eager to learn how to do it on their own, however they need individual attention.

When you have a good number of third graders that have gone through the three-year cycle, you have a lot of good helpers that can assist the younger community members. They can help them practice the lessons that were given by the teacher. They are visual examples of good work habits and orderly behavior. This year two third graders of the seven on our class roster have been in our learning environment since first grade and are completing their three-year cycle. These numbers have always been low and we did lose some students in the past two years due to a variety of reasons. These two third grade students are able to work with self-direction, independence and understand how to self-select work. They work wonderfully with the younger students and help to guide them through the learning environment. The remainder of the third-grade class has yet to reach this state of good work habits and orderly behavior. Therefore, some of our time is spent redirecting these new students back on task from distracting and disruptive behavior.

I like to average about six Montessori lessons per each three-hour work period. Currently I average about one or two Montessori lessons. These lessons are typically given to small groups who are within a progression of Montessori materials. I love giving these lessons, they make me feel good about teaching. This year I am spending more time committed to teaching the Mind Up curriculum which has a focus on the parts of the brain and mindfulness and the Superflex curriculum that has a focus on social thinking. I am hoping that as the students begin to practice more mindful thinking during the work period I will be able to get back to teaching more Montessori lessons.

I really feel that it is important that Sherwood Montessori strives to have a full kindergarten. I also believe it is important that we are able to retain these students into the lower elementary as more Montessori based homeschools appear. We are losing students to our competition. My second-grade numbers look very good. Out of my nine students four came from our kindergarten and eight have started with me at first grade. The first-grade roster also looks positive with six of the seven students coming from our kindergarten.

I am optimistic that we will all get to where we need to be by the end of the year. It is going to be a long process with many ups and downs. The turbulence in the pond will calm down. There is always going to be waves and ripples. Some days the water is going to be rougher than

others. Some kids are going to learn to swim on their own, and there will be less tugging and pulling on the teachers. Some kids are going to need a life jacket. The goal is that we all make it in the end as best we can.

4th /5th/6th -Sheng Vang

With this year being my second year at Sherwood, I've got to say that it has been a great year thus far. I'm at a better place than I was this time last year. Although, I have more students this year than last year there is something to be said about having students who have gone through lower elementary at a Montessori school vs. students who are not familiar with the Montessori way and starting fresh in upper elementary. Although, it is not impossible to train those brand new to Montessori it takes more time and energy to guide them.

One thing that I've found difficult this year is the interruption of our 3-hour morning work-time due to academic interventions. Although, it is great that the students who need extra support are getting help, it takes them away from their works and from lessons/activities that occur in class when they are not present. Since we don't have any Specials in the afternoon time yet, I reteach to the small group of students who do leave in the morning, but once Specials start that will be quite difficult to do especially when our afternoon work time is so short.

4th /5th /6th-Tanya Parish

"An uninterrupted learning continuum for the child from the youngest age through adolescence is emblematic of Montessori educational settings. The learning continuum is shaped by a standardized practice that establishes a seamless consistency in approach across individual classrooms and up through the grade levels." http://montessoriguide.org/the-learning-continuum/

How do we meet the needs of students entering this continuum at the Upper Elementary level with little to no Montessori experience to draw from?

This year we allowed sixth grade families to choose to stay in the upper elementary class. Having a small group of sixth graders has allowed me to have the leadership and role modeling of older students, as is traditional to Montessori classrooms.

My classroom now has 27 students. I currently have 10 students in my class that have been at Sherwood since kindergarten. Here is a breakdown of these students by grade:
1 sixth grader
5 fifth graders
4 fourth graders

The remaining 17 students have to come to Sherwood at different grade levels and 7 students are new to Sherwood this year. When students enter the Montessori environment, without a Montessori foundation it takes a bit of time and training to help them normalize into the classroom. The teacher must spend time helping them build a foundation. This can be

everything from how to enter the classroom and move quietly to how to choose an activity to do during work time. Ideally, a Montessori school would gain new students during the kindergarten and early elementary years and retain them, making the upper elementary class much easier to normalize. This year so far I am spending a majority of my time building this foundation of order, coordination, concentration, and independence. These are the elements that allow a Montessori classroom to flow so eloquently. These elements establish the expectations for behavior and set the tone for an environment conducive to learning.

My classroom is very busy. I am grateful for the size of the classroom at this campus, because we are using every inch. During work time it takes a careful path to walk mindfully through the many rugs and students working on the floor and the tables are full. The range of concentration in the class is wide. As we continue through the year and towards normalization, I would expect more students to be able to sustain the three-hour work period.

The changes to the learning center and having Justin Allen as a fantastic support have made a world of wonderful difference this year. For students that use the services provided in the learning center, it has become a place of learning and fun. I appreciate the knowledge and support Justin and the learning center staff bring to my classroom. Students receiving special education services students move from specialized academic instruction in the learning center and then into the general education classroom with the supports needed to be active members of our classroom community. A community awareness of individuality, acceptance and inclusion are possible due to having a special ed staff that supports students and staff when needed with appropriate practice. I look forward to learning more as we make use of our grant that allows for training at The Sheldon School in Dallas Texas with the goal of understanding the specific needs of children at risk for learning differences and providing strategies matching the Montessori educational method to those needs. Children at risk for learning differences would benefit from teachers and staff that can specifically implement the Montessori curriculum in this way. http://www.shelton.org/page.cfm?p=1979

I am hopeful that we will begin to have our specialty classes soon. These include cooking and Gardening, Music, Art and Spanish. It is frustrating to have had 10 ukuleles donated to my classroom with no one to teach us how to use them. It is frustrating to have seen so many financial resources go into a brand-new kitchen at 1010 Cleveland, that our students are not having regular access to. I have made an effort to try to incorporate Art, Music and cooking into our regular schedule as much as feasible until the proper staff is recruited and hired. It is my understanding that many individuals have been interviewed and when presented hours and pay have graciously declined. This is unfortunate.

Teachers have been asked to be brave in taking on an additional evening of parent education through our Silent Journey. My hope is that together, teachers can present the beauty and magic of Montessori as we know it to be true. My hope is that parents and board members attend, I am grateful that we have been given two of our Wednesday meeting times to collaborate and prepare. This planning time would be difficult to find elsewhere.

I am continually grateful for my experiences at Sherwood. I work with wonderful students every

day. I am constantly moving and am blessed to work with such wonderful teachers that collaborate well and often. I am grateful for the freedom and movement that the Montessori environment and curriculum allow me as a teacher. This makes it truly possible to meet the needs of all students to the best of my ability. Please feel free to come into my classroom to observe any time. You will see the “murmuration" of the classroom. As the students, environment and teachers interact, they seem to be connected together as do flying starlings. They twist and turn and change direction at a moment's notice yet remain together in flight.



6th/7th/8th-Celeste Shults

News From Middle School is pretty fantastic! The school year started out with some confusion about where the 6th graders should go, however with the collaboration of my upper elementary colleagues and I we are making it work. The 6th graders in upper elementary come to me for PE, math, and they have the option to attend middle school field trips. It has been fun to get to know all of the kids in the 6th grade class.

Speaking of field trips, we are planning our end of the year field trip to Ashland, OR in late April. Be looking for an update in a future board report on the specific dates and the plays we will attend. Of course our fundraising efforts have already started with our Recycling fundraiser starting this Friday, 10/13 from 8:15-8:45 AM in the 20th street parking lot by Sherwood. Drop off your bottles and cans to Chris’ (Fiona’s dad) truck. We will again stay at the SOU (Southern Oregon University) dorms. The kids get the true college kid experience. We are again partnering with Reid Cross (Sienna’s dad) who is a professor in the Kinesiology department at Chico State to experience their Challenge Course. We have attended 3 times so far and we have 3 more visits planned in the coming weeks. It is pretty amazing to see my students work together as a team to accomplish a goal. We will also be attending a couple of field trips where we will watch two students in our class perform in Aladdin Jr in November and a third student in our class is performing in the Nutcracker. We are all so excited to watch 3 of our heroes on their journey.



Our theme this year is “A Hero’s Journey’. As we all know going through your teen years is a bit challenging if we all take the time to reflect on our own experiences. This summer I had the opportunity to be a part of a conference where we explored our own hero’s journey. As in all hero’s journeys, it takes time, effort, and patience. It is not something that happens overnight. This is how I see the three year process of being in middle school. The way you arrive in Middle school is not how you leave middle school. So, I am having my students reflect on their journey through middle school. Each child is at a different place in their journey and they will all leave middle school having experienced and changed in different ways. It is unique to each person. My goal as their middle school teacher is to prepare them for whatever that next step may be. It might be to go to one of the bigger junior highs in town, or home school, or high school. Whatever or wherever they land I want them to have the tools within themselves to find success.

How do I do this? It is with a lot of opportunities to explore their environment and discover what it is that makes them tick. It is also with many different professionals at our school working with them. We have an amazing cooking, gardening, and community program with Kimberly that with the new space has become something my students are looking forward to starting back up again soon. My assistant Michael creates an environment in my classroom where every student feels heard and valued. Steve Duke shares his passion for math with my 8th graders. My students also receive caring assistance from all of the professionals in the learning center, yard duty assistants, and office assistants. Wherever they turn there is an adult in their environment that is ready to help them create the best version of themselves possible.

Here’s to an amazing 2017-2018 School year!

Extended Day-Julia Goddard

Extended Day has gotten into a nice groove after a few planned and unexpected changes in the beginning of the year.

The response to the larger change in the program, pre-pay/full or partial commitment, has been one of many. Some parents are benefiting from "buying in bulk" whereas some parents have reported that they are paying more than they would like. Most parents have understood the benefits that this change has made for the school and program at large. Financially, we have had the largest percentage of families paid in the first two installments than all of the 2016-2017 school year.

Kindercare has gotten a positive response from parents thus far. We have hired a second person, Hannah, to help in Kindercare and it has provided more time for teachers to help, more in depth, with social conflicts and teachable moments. This will also allow us to add a third afternoon class to After Care as well.

Overall, we are still working out kinks with new systems and protocols due to the dismissal time change, hoping to improve the program little by little as we progress through the year.

Agenda Item 3.3

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SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Romie Steffenson, SMPO Events Coordinator

Subject: **Agenda Item 3.3 Sherwood Montessori Parents Organization Report**

Date: October 13, 2017 for the meeting of October 19, 2017

Sherwood Montessori Parents Organization
Report to the Board of Directors

The SMPO is hosting a restaurant takeover on November 2, at Woodstock's Pizza. We have coordinated Literary Character Day with the Festival of Gratitude, to provide students the option to dress up at school. The upcoming Festival of Gratitude event, on November 3, is coming together and we are excited to offer it as a community event this year. We are still working on booking a venue for the Winter Festival, the date that we currently have on calendar was not available. We seem to be enjoying a nice "calm" and we are enjoying it! Next SMPO Meeting is scheduled for Nov. 14.

Agenda Item 3.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.4 School Director Report**

Date: October 13, 2017 for the meeting of October 19, 2017

ADMINISTRATIVE ITEMS:

- Our current enrollment is 161.
- After some questions from the CUSD Board of Education, our planning funds were approved for using Measure K bond money to develop the site at 1010 Cleveland Ave.
- *North State Parent* magazine wrote a lovely article about our Fall Festival of Gratitude event that will run in their November issue.
- Attendees at this year's Parade of Lights reported having a great time representing the Sherwood Wolf Pack. The float was beautiful and the community had an opportunity to see our school spirit on display.
- I will soon be forming a focus group for the evaluation of our current LCAP and the creation of our LCAP for next year. One of the first tasks will be to create a survey for stakeholders to give feedback on how the school is doing in several areas.

FISCAL ITEMS:

- To provide ADA access to the Sherwood side of campus, CUSD has agreed to split costs to construct a sidewalk from our pedestrian gate to the asphalt. Sherwood's cost of the project is projected to be $1,416
- The Measure K Charter Facilities Committee is seeking a solution to the lack of access for charters to bridge disbursements of the bond funds to complete larger projects.

- Pat Casey, our Business Manager, has been working with energy professionals to complete a lighting audit. This is a step towards using the Prop 39 Clean Energy and Jobs funding that was allocated to Sherwood.

- The SB740 program has increased the funds available for schools that are able to take advantage of the grant from $750 per ADA to $1,117 per ADA. Eligible charter schools will have 55% of pupils enrolled who qualify for free or reduced lunch, or be located in an area of attendance for a district school that has 55% of pupils enrolled who qualify for free or reduced lunch. There is a projection that the program may not have enough funds to cover all applicants this year and it is not clear what the funding will look like if that happens. Fully funded grant awards are calculated based on the lesser-of-the-two calculation:
  • Current year ADA multiplied by $1,117; or
  • 75% of (school lease cost + Eligible Other Costs)
  Example:
  ADA: 125 X $1,117.00 = $139,625
  Lease: $125,000.00 + Other Costs: $5,000 = $130,000 x 75%= $97,500
  The maximum award is $97,500 (the lesser of the two calculation)

SAFETY ITEMS:

- We passed our annual fire inspection, and the Fire Inspector noted that we are doing a great job maintaining our school.

- The Safety Committee has been very active this year with input from parent and teacher representatives and coordinating with CARD.

Agenda Item 3.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Larry Gimbel, Director of MTSS

Subject: **Agenda Item 3.5 Director of Special Education Report**

Date: October 13, 2017 for Board Retreat on October 19, 2017

This year has had its ups and downs. One of the downs was the decision to separate Interventions from Special Education. This occurred at the beginning of the school year, so that all the plans made over the summer were for naught. It was taken several weeks to get the kinks worked out, but we now seem to all on the same page and heading in the right direction again. Another down is the apparent misunderstanding of Special Education laws that exists at this school. I am asking that we devote a staff development day to address the basics so that we are all on the same page. Misconceptions regarding special education can have negative effects on students, staff, our families, and school.

There have also been some very positive happenings. Heather Wright, our new Speech person, has moved right into Anne Marie's shoes and is continuing to provide top caliber services for our students and staff. Justin Allan has totally transformed the Learning Center to a happening place for learning. He uses media, electronics, and tried and true methods to make learning fun. As one of our staff members said, "There's a lot of stuff going on."

Perhaps the best news of all is that the parents of almost all of of new students receiving services report that their children now actually look forward to coming to school. Parents report that after years of struggling to get their children to school, their children are now telling their parents to put down their coffee and drive them to school. Children who have avoided homework are now coming to their parents and asking for help completing assignments. I think this says a lot about our staff, both general and special education, and the level of caring and commitment shown to our students.

Agenda Item 3.6

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.6 Treasurer Report**

Date: October 13, 2017 for the meeting of October 19, 2017

September Treasurer's Report

The September Financial Board Report is attached to this memo. The analysis from the Board Treasurer will be given at the Board meeting on the 19th.

Attachments: September Financial Board Reports

Sherwood Montessori
Board of Directors - Donations and Fundraising Report
July through September 2017

Type	Date	Memo	Amount
8000-Revenues			
8600-8799 Other Local Revenue			
8699-Fundraising and Donations			
8699-Field Trip Donations			
Deposit	09/15/2017	K field trip	106
Deposit	09/25/2017	T-shirts	48
Deposit	09/25/2017	Teresa - field trips	19
Deposit	09/25/2017	Parade of lights	19
Total 8699-Field Trip Donations			192
8699-Fundraising			
Deposit	07/27/2017	eScrip rebate	7
Check	08/01/2017	sweatshirt return	-30
Deposit	08/24/2017	Chipotle	301
Deposit	08/24/2017	Bake sale	114
Deposit	08/29/2017	eScrip rebate	8
Deposit	09/06/2017	Pledge week	183
Deposit	09/15/2017	T-shirts Sherwood	708
Deposit	09/15/2017	Pledge week	4,321
Deposit	09/25/2017	Pledge week	154
Deposit	09/29/2017	electronic scrip rebate	9
Total 8699-Fundraising			5,775
Total 8699-Fundraising and Donations			5,967
Total 8600-8799 Other Local Revenue			5,967
Total 8000-Revenues			5,967
TOTAL			**5,967**

Sherwood Montessori
Balance Sheet - Current Month
Accrual Basis — **As of September 30, 2017**

	Sep 30, 17
ASSETS	
Current Assets	
Checking/Savings	
9100-Assets	28,687
Total Checking/Savings	28,687
Accounts Receivable	
9200-Accounts Receivable	59,771
Total Accounts Receivable	59,771
Other Current Assets	
9290 - Due from Grantor Govts.	15,236
Total Other Current Assets	15,236
Total Current Assets	103,694
Fixed Assets	
9410 - Land	95,000
9430- Building	60,000
Total Fixed Assets	155,000
TOTAL ASSETS	**258,694**
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
9500-Accounts Payable	-2,049
Total Accounts Payable	-2,049
Other Current Liabilities	
9500-Liabilities	21,042
Total Other Current Liabilities	21,042
Total Current Liabilities	18,993
Total Liabilities	18,993
Equity	
9793 - Audit Adjustments	15,974
Restricted Assets	61,165
Unrestricted Fixed Assets	155,000
Unrestricted Net Assets	105,580
Net Income	-98,017
Total Equity	239,702
TOTAL LIABILITIES & EQUITY	**258,694**

Sherwood Montessori
Profit & Loss YTD Comparison
September 2017

	Sep 17	Jul - Sep 17
Ordinary Income/Expense		
Income		
8000-Revenues	84,253	142,175
Total Income	84,253	142,175
Gross Profit	84,253	142,175
Expense		
1000 Certificated Salaries	38,259	75,737
2000 Classified Salaries	42,412	66,026
3000-Employee Benefits	19,342	43,310
4000-Books and Supplies	6,261	11,412
5000 Services/Other Op. Exp.	13,236	43,706
Total Expense	119,509	240,192
Net Ordinary Income	-35,257	-98,017
Net Income	**-35,257**	**-98,017**

Sherwood Montessori
Board of Directors - Vendor Payments Report
September 2017

Type	Date	Num	Name	Memo	Account	Amount
Bill	09/01/2017		Chico Country Day	May Special Education Servi...	SELPA	2,046.97
Check	09/01/2017	DBT	Raley's	supplies	Office Supplies	28.13
Check	09/05/2017	DBT	Facebook Ads	aD	Advertising	19.41
Check	09/05/2017	DBT	Target	supplies	Extended Day	7.38
Check	09/05/2017	DBT	Target	supplies	Custodial Supplies	13.92
Check	09/05/2017	DBT	Target	supplies - Tanya	Instructional Supplies	5.25
Check	09/05/2017	DBT	BED BATH & BEYOND	supplies - 1010 Cleveland	Instructional Supplies	32.16
Check	09/06/2017	DBT	Michaels	supplies	Extended Day	26.79
Check	09/06/2017	DBT	Amazon.com	supplies	Office Supplies	6.96
Check	09/06/2017	DBT	Amazon.com	supplies	Extended Day	64.81
Check	09/06/2017	DBT	Costco	supplies	Custodial Supplies	81.48
Check	09/06/2017	DBT	Costco	Dell laptop	Computers and Electr...	922.09
Check	09/07/2017	DBT	CharterSAFE	Premium package - 17/18	5400-Liability Insurance	1,277.00
Check	09/07/2017	DBT	CharterSAFE	Premium package - 17/18	3601-Workers Comp	734.00
Bill	09/11/2017		EverBank	INV 41435186	Copier Lease	243.63
Bill	09/11/2017		Recology	ACC 021465921 - SERVICE...	Trash/Recycling	74.78
Bill	09/11/2017	INV 100...	Pearson Education Inc.	Textbooks	4100-Textbooks/Core...	122.72
Bill	09/11/2017		S & S WHOLESALE PROD...	food- Farmers Market 4/25 - ...	Food (Instructional)	29.55
Bill	09/11/2017		Sherri Scott	LiveScan	LiveScan and TB Test...	52.00
Check	09/12/2017	DBT	heutink USA	supplies	Instructional Supplies	13.06
Check	09/12/2017	DBT	Costco	supplies	Custodial Supplies	23.59
Check	09/12/2017	DBT	Costco	supplies	Office Supplies	30.32
Check	09/12/2017	DBT	Costco	supplies	Extended Day	46.03
Check	09/12/2017	DBT	Costco	supplies	Instructional Supplies	26.57
Check	09/12/2017	DBT	heutink USA	supplies	Instructional Supplies	13.06
Check	09/12/2017	DBT	heutink USA	supplies	Instructional Supplies	6.51
Bill	09/13/2017		Limey Tees	T-Shirts - Celeste	Instructional Supplies	734.87
Check	09/13/2017	DBT	Target	supplies	Extended Day	6.43
Check	09/13/2017	DBT	Target	supplies	Instructional Supplies	57.66
Check	09/13/2017	DBT	University Box Office	TICKETS	Field Trips and Asse...	324.00
Check	09/13/2017	DBT	SOUTHWEST AIRLINES	Celeste - training	5200-Travel and Conf...	383.97
Check	09/15/2017	DBT	USPS		Postage	16.68
Check	09/15/2017	DBT	Montessori Outlet	MAP LABELS - MAPS	4200-Books/referenc...	101.71
Check	09/15/2017	DBT	Amazon.com	supplies- charcoal filters	Maintenance Supplies	16.97
Check	09/18/2017	DBT	USPS		Postage	11.30
Check	09/18/2017	DBT	Wufoo	SEPT - OCT	Online List Managem...	9.95
Bill	09/20/2017		Comcast	Aug 10-Sept 9	Internet Service Provi...	184.05
Bill	09/20/2017		Verizon Wireless	wireless service	Telephone, Cellular	115.29
Bill	09/20/2017		Advanced Document	staples	Office Supplies	96.53
Bill	09/20/2017		The Creative Apple		Instructional Supplies	29.88
Bill	09/20/2017		The Creative Apple		Instructional Supplies	96.99
Bill	09/20/2017		The Creative Apple		Instructional Supplies	11.23
Bill	09/20/2017		The Creative Apple		Instructional Supplies	26.08
Bill	09/20/2017		Office Depot		Office Supplies	20.05
Bill	09/20/2017		Securly, Inc.	internet	Internet Filtering (CIPA)	1,672.00
Check	09/20/2017	5485	Richie Hirshen	Trader Joe's	Farmers' Market	11.45
Check	09/20/2017	5485	Richie Hirshen	Dollar tree	Food (Instructional)	2.15
Check	09/20/2017	5486	Julia Goddard	supplies	Extended Day	7.50
Check	09/20/2017	DBT	Amazon.com	supplies	Instructional Supplies	7.50
Check	09/20/2017	DBT	AbeBooks.com		4200-Books/referenc...	14.24
Check	09/20/2017	DBT	TUFF SHED	Partial payment - $1,500 tota...	Maintenance Supplies	900.00
Check	09/21/2017	DBT	TUFF SHED	Balance due	Maintenance Supplies	600.00
Check	09/22/2017	5487	Steve Duke	1010 Cleveland repair	Maintenance Supplies	47.09
Check	09/22/2017	5488	Teresa Shippen	supplies	Instructional Supplies	150.77
Check	09/22/2017	5488	Teresa Shippen	supplies	4300-Materials and S...	73.19
Check	09/22/2017	DBT	Gateway Science Museum	Gateway Science Museum fi...	Field Trips and Asse...	75.00
Check	09/22/2017	DBT	Amazon.com	supplies- charcoal filters	Maintenance Supplies	11.88
Check	09/22/2017	DBT	Costco	supplies	Custodial Supplies	23.58
Check	09/26/2017	DBT	Costco	supplies	Extended Day	40.05
Check	09/26/2017	DBT	Costco	supplies	Instructional Supplies	7.99
Check	09/26/2017	DBT	Costco	supplies	Office Supplies	171.09
Check	09/26/2017	DBT	Costco	printer	Computers and Electr...	697.13
Bill	09/27/2017		North State Parent Magazine	Charter School Directory - A...	Advertising	165.00
Bill	09/27/2017		North State Parent Magazine	1/6 pg ad - September 2017 ...	Advertising	310.00
Bill	09/28/2017		Scholastic	news 4/5/6	4200-Books/referenc...	121.00
Bill	09/28/2017		Health Connected	teen talk middle school curri...	4100-Textbooks/Core...	232.74
Bill	09/28/2017		Advanced Document	CNIN684611	Copier Lease	331.92

Type	Date	Num	Name	Memo	Account	Amount
Bill	09/28/2017		PG & E	1010 Cleveland	Electricity	295.64
Bill	09/28/2017	3098963	KCoe Isom, LLP	progress billing - 3098963	Auditing and CPA Ser...	225.00
Bill	09/28/2017		Office Depot	inv 2110834096	Office Supplies	70.88
Bill	09/28/2017		Office Depot	custodial	Custodial Supplies	6.99
Bill	09/28/2017		Office Depot	supplies	Office Supplies	66.92
Check	09/28/2017	5499	Jeanette Conery	pledge week supplies	Fundraising Expenses	43.23
Check	09/28/2017	5500	Tanya,Parish	supplies	Instructional Supplies	11.20
Check	09/28/2017	5500	Tanya,Parish	supplies	Instructional Supplies	87.18
Check	09/28/2017	5501	Marlo . Knox	supplies	Food (Instructional)	49.80
Check	09/28/2017	5501	Marlo . Knox	supplies	Instructional Supplies	19.50
Check	09/28/2017	5502	Julia Goddard	supplies	Extended Day	4.50
Check	09/28/2017	5503	Marlo . Knox	supplies	Office Supplies	31.20
Check	09/28/2017	5503	Marlo . Knox	supplies	Instructional Supplies	16.38
Check	09/28/2017	DBT	WINCO FOODS	supplies	Instructional Supplies	7.09
Check	09/28/2017	DBT	Costco	supplies	Extended Day	12.79
Check	09/28/2017	DBT	Costco	supplies	Custodial Supplies	15.00
Check	09/28/2017	DBT	Costco	supplies	Instructional Supplies	16.06
Check	09/29/2017	DBT	Costco	supplies	Instructional Supplies	27.36
Bill	09/30/2017		Pat Casey		Business Manager Se...	3,150.00
Check	09/30/2017			Service Charge	Bank Fees	27.00
TOTAL						**18,048.80**

SHERWOOD MONTESSORI CHARTER SCHOOL CASH FLOW PROJECTIONS FOR 2017-18

	ACTUAL July	ACTUAL August	ACTUAL September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	PROJECTED Accrual	PROJECTED TOTAL	PROPOSED BUDGET	Variance
state aid percentages	0.00%	5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	18.00%	109.00%		
in-lieu percentages	0.00%	6.00%	12.00%	8.00%	8.00%	8.00%	8.00%	8.00%	33.33%	16.67%	16.67%	16.67%	0.00%	141.34%		
CASH IN																
8011 Local Control Funding		29,596	29,596	53,272	53,272	53,272	53,272	53,272	53,272	53,272	53,272	53,272	53,272	591,912	694,209	(102,297)
8012 Education Protection Act				42,107		42,107			42,107			42,107		16,428	172,958	(156,530)
8096 In Lieu Taxes		19,158	38,317	25,545	25,545	25,545	25,545	25,545	25,545	25,545	25,545	25,545	31,927	319,307	296,250	23,057
8019 Prior Year Adjustments	391															
SUMS Grant					25,000									25,000	25,000	
8181 FED - SELPA				19,431										19,431	9,562	9,869
8550 Mandates Block Grant						18,887						6,296		25,182	25,182	-
8560 State Lottery						6,250			6,250			6,250		18,750	25,000	(6,250)
8311 Special Education - SELPA AB602	3,278	3,278	5,900	5,900	5,900	5,900	5,900	7,168	7,168	7,168	7,168	7,166		71,894	61,200	10,694
8590 All Other State Revenue	33													33	-	33
8673 Parent Fees	50	1,739	4,872	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	1,400		40,061	40,000	61
8699 Fundraising / Donations	7	392	5,568			5,000			5,000		4,033			20,000	20,000	-
8710 Other Local Revenue									3,000					3,000	3,000	-
Total Current Year Revenues	3,759	54,163	84,253	150,255	113,717	160,961	88,717	89,985	146,342	89,985	94,018	142,036	85,199	1,150,998	1,372,361	(221,363)
9200 Accounts Receivable	1,087												-	1,087		1,087
9200 Due from state/local government	100,437													100,437		100,437
Total Cash In	105,283	54,163	84,253	150,255	113,717	160,961	88,717	89,985	146,342	89,985	94,018	142,036	85,199	1,252,522	1,372,361	(220,276)
Total Cash In Y-T-D	105,283	159,446	243,699	393,954	507,671	668,632	757,349	847,334	993,676	1,083,661	1,177,679	1,319,714	1,404,913			

	ACTUAL July	ACTUAL August	ACTUAL September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	PROJECTED Accrual	PROJECTED TOTAL	PROPOSED BUDGET	Variance
CASH OUT																
Salaries & Benefits																
1000 Certificated Salaries	-	35,281	35,191	35,127	35,127	35,127	35,127	35,127	35,127	35,127	35,127	35,127	37,565	424,180	458,729	34,549
2000 Classified Salaries	7,232	16,382	42,412	42,412	42,412	42,412	22,000	22,000	22,000	22,000	22,000	22,000		325,262	282,115	(43,147)
3000 Employee Benefits	8,917	15,052	19,342	19,000	19,000	19,000	16,800	16,800	16,800	16,800	16,800	16,800		201,111	220,438	19,327
Total Salaries & Benefits	16,149	66,715	96,945	96,539	96,539	96,539	73,927	73,927	73,927	73,927	73,927	73,927	37,565	950,553	961,282	10,729
Supplies																
4100 Texts and Core Curricula	-	882	355			2,000	400	400	1,000					5,037	5,000	(37)
4200 Reference Materials	-		237	500	-	500	250	250	250				-	1,987	2,000	13
4300 Materials and Supplies	106	4,163	4,049	2,000	2,000	2,000	2,000	2,000	1,000	900			-	20,218	20,250	32
4400 NonCap Equipment			1,619											1,619	4,000	
4700 Food				100	50	50	50	50	50	50	50	50	-	500	500	-
Total Supplies	106	5,045	6,260	2,600	2,050	4,550	2,700	2,700	2,300	950	50	50	-	29,361	31,750	8
Services / Other Op Exp																
5200 Travel and Conferences		100	384		1,000	1,000			3,000		2,000		-	7,484	8,000	516
5300 Dues and Memberships	-	20	-		980	-							-	1,000	1,000	-
5400 Property/Liability Insurance	3,831	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277			-	15,324	14,850	(474)
5500 Operations / Housekeeping	408	6,213	370	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	3,900	4,109	46,200	46,200	-
5600 Rentals, Leases, and Repairs	244	384	576	700	700	700	700	700	700	700	700	700	-	7,504	10,200	2,696
5800 Prof. & Consulting Services	9,834	6,451	14,500	14,500	14,500	14,500	14,500	14,500	14,500	14,500	14,500	14,500	8,615	169,900	169,900	-
5900 Communications	1,277	432	2,009	400	400	400	400	400	400	400	400	290		7,208	5,240	(1,968)
Total Services	15,594	14,877	19,116	20,777	22,757	21,777	20,777	20,777	23,777	20,777	21,500	19,390	12,724	254,620	255,390	770
Capital Oulay																
6200 Buildings and Improvements																-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Total Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Current Year Expenses	31,849	86,637	122,321	119,916	121,346	122,866	97,404	97,404	100,004	95,654	95,477	93,367	50,289	1,234,534	1,248,422	11,507
NET ORDINARY INCOME	73,434	(32,474)	(38,068)	30,339	(7,629)	38,095	(8,687)	(7,419)	46,338	(5,669)	(1,459)	48,669		(83,536)	123,939	
9500 Accounts Payable		3,793												3,793		(3,793)
9511 Payroll Liabilities	32,854		-	-	-	-	-	-	-	-	-	-	-	32,854		(32,854)
Total Cash Out	64,703	90,430	122,321	119,916	121,346	122,866	97,404	97,404	100,004	95,654	95,477	93,367	50,289	1,271,181	1,248,422	(25,140)
Total Cash Out Y-T-D	64,703	155,133	277,454	397,370	518,716	641,582	738,986	836,390	936,394	1,032,048	1,127,525	1,220,892	1,271,181			
Percent of Budget	5.18%	12.43%	22.22%	31.83%	41.55%	51.39%	59.19%	67.00%	75.01%	82.67%	90.32%	97.79%	101.82%			
Beginning Cash Balance*	47,087	87,667	51,400	13,332	43,671	36,042	74,137	65,450	58,031	104,369	98,700	97,241	145,909	47,087	47,087	-
Net Change	40,580	(36,267)	(38,068)	30,339	(7,629)	38,095	(8,687)	(7,419)	46,338	(5,669)	(1,459)	48,669	34,910	(18,659)	123,939	(245,416)
Ending Cash Balance	**87,667**	**51,400**	**13,332**	**43,671**	**36,042**	**74,137**	**65,450**	**58,031**	**104,369**	**98,700**	**97,241**	**145,909**	**180,819**	**28,428**	**171,026**	**(245,416)**
Restricted Cash	52,200	52,200	52,200	52,200	52,200	52,200	52,200	52,200	52,200	52,200	52,200	52,200	52,200	52,200	52,200	
Unrestricted Cash	35,467	(800)	(38,868)	(8,529)	(16,158)	21,937	13,250	5,831	52,169	46,500	45,041	93,709	128,619	(23,772)	118,826	

THE FIVE DYSFUNCTIONS OF CHARTER SCHOOL BOARDS

by

Brian L. Carpenter
CEO
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Overview

Bestselling author and executive business consultant Patrick Lencioni is on to something. In his book, *The Five Dysfunctions of a Team*, he explains why business teams of all kinds fail. More importantly, he explains what they need to do to succeed. Though I haven't yet met Lencioni, I credit him with the idea for the title of this essay.

The idea of writing something about school board dysfunctions has been percolating in my mind for some time. As a superintendent of schools in the private sector for twelve years and as a charter school board member the past several years, I have often had a front row seat to the dysfunctional things school boards do. Not that board dysfunction is limited to schools: I have also witnessed dysfunctional behavior as a member of other governing boards. All told, my hands-on experience—or should I say, my seats-on experience—with boards presently totals something in excess of twenty years.

During these years, I've sat through lengthy board discussions about such important things as the color of trim for new offices, how teachers should approach the controversial issue of Santa Claus, and whether a particular student deserved a detention. I've seen shouting matches and power plays that would make Machiavelli blush (and here I should note that names in this paper have been changed to protect the guilty). One board on which I served as superintendent was so divided that one-half of it threatened to sue the other half. And if such provincial behavior weren't depressing enough, I've also seen boards that were flat-out incompetent. In another organization, failure by the board to provide proper financial oversight resulted in an embezzlement case involving the executive director and the FBI. Extreme, yes, but it illustrates how serious problems can arise when boards don't function properly.

Years of such observations have led me to conclude that boards have common dysfunctions. The purpose of this paper is to improve the performance of charter schools by helping board members understand what some of those common dysfunctions are and how to avoid or remedy them.

I'd love to claim originality of thought here, but much of what I will say has been written or said by others—often better than I could write or say it. Nevertheless, my desire is for this brief piece to ignite passion in charter school board members to commit themselves to making their boards into models worthy of imitation. For further study, I strongly recommend reading the works of Patrick Lencioni and John Carver, both of whom are listed in the references section of this paper.

Finally, I'd like to dedicate this paper to my friend and mentor, Dr. Bruce Lockerbie. Bruce is chairman and founder of Paideia, an agency that works with schools, churches and nonprofit organizations that want to improve their leadership. Thank you, Bruce, for your years of wise counsel and for being the first to provoke serious thought in me on the subject of effective school board leadership.

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"there is one thing that all boards have in common ... *They do not function.*" (original emphasis)

Peter Drucker

The Thing Charter School Boards Have In Common

One of my favorite quotes about board dysfunction comes from the late business genius, Peter Drucker. In one of his many outstanding books on leadership, *Management: Tasks, Responsibilities, Practices*, he asserted that "there is one thing that all boards have in common … *They do not function*." (1974, p. 628) (original emphasis).

As a charter school board member that can be a hard pill to swallow. After all, you have the best of intentions, you volunteer your time and skills, and you are probably successful in your other roles in life. You may even serve on several other boards. But the assertion that all boards do not function, coming as it does from the luminous Drucker, suggests that we ought to ask ourselves what would make him say that.

One need not consult the Oracle of Delphi to understand why—especially anyone who has served on a charter school (or other) board for any length of time. The dysfunction is obvious. Think about it: What does the typical charter school board meeting look like?

First, it generally meets monthly, which is way too often. When enough board members are present for a *quorum*—or as I like to say, a *quarrel*—the meeting is called to order. The chair then asks if everyone had a chance to review the minutes and the financial statements. Most board members will then peruse them for the first time. A resolution to adopt them will be passed—though many board members don't know how to read and interpret financial statements.

Next, depending on the order of the agenda, the board will discuss old business, new business, and other business (as opposed to just *business*). It will spend several hours rehashing and reviewing decisions that already have been made by the school leader. It may discuss adopting policies about which it generally has insufficient training and knowledge (e.g., does your school have a good AHERA policy?). The board will listen attentively to administrative presentations about field trips, essay winners or other feel-good information. Finally, as the meeting winds toward the end, no issue that any single board member wants to raise is considered inappropriate or out-of-bounds. At some point, usually near exhaustion, the board will adjourn, only to repeat the process next month, and the next month, and so on.

Some boards meet between meetings through committees. Often, these committees do little more than reach a foregone conclusion or serve as a smokescreen or end-run tactic.

What is the result of all this largely pointless activity? Charter schools which fail to perform the very thing for which they were created: *student achievement*. Some charters aren't even rivaling the achievement of their nearby local districts.

With whom does the ultimate responsibility for this failure lie? The legal conclusion is inescapable: Regardless of whether the school is self-managed or the management is contracted through a service provider, the final responsibility rests with the board of directors.

This being the case, it's time to consider how to avoid the five dysfunctions of charter school boards.

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Dysfunction #1
Managing vs. Governing

The difference between managing and governing a school is like the difference between coaching an NFL football team and owning one.

Although it's not a perfect analogy, in football, a coach is hired by the owners to run the team—and he's held accountable on the basis of the team's performance. There is no such thing as a successful coach without a winning team.

With perhaps a notable exception or two, the owners of the team do not tell the coach which plays to call or otherwise how to do his job.

In charter schools, the board governs for an owner. But who is the owner? Obviously, the board doesn't own the school as with a football team owner. And it isn't the management company, even if it owns the building. It is *the public* who ultimately owns charter schools.

Thus, charter school boards govern schools in the sense of a trust. This is why board members are sometimes referred to as trustees—people who control something on behalf of the owner. Charter school trustees have the authority to govern the school on behalf of the public.

The management of a school functions similar to a football coaching team. Management in a school has direct supervision of the teachers, staff and students. Management should possess the expertise necessary to run the school on a day-to-day basis. The head administrator should be evaluated by the board as to how well he or she is achieving the objectives of the board, just as a football coach is evaluated according to the objectives of the owner. In essence, the board says *what* it wants; the management determines *how* to achieve it (within board-defined limits).

Whenever a board performs the roles, tasks or responsibilities of management, it becomes dysfunctional.

Consider the following example from a conference I attended a few years ago. A board member in the audience boasted to the rest of the group (mostly other board members) that individual board members in his school conducted teacher evaluations. That's as dysfunctional as it is misguided. School board members aren't usually qualified to evaluate teachers anymore than Wendy's board members are qualified to evaluate restaurant employees.

Even if occasional charter school board members are qualified to do so, performing the role of management puts the board at risk of alienating the school faculty and staff, as well as potentially inviting the entrance of a union (see Carpenter, 2006)—an occurrence the board will likely regret.

Instead of evaluating, hiring and firing personnel, choosing curriculum, selecting test instruments and reviewing routine student discipline matters—all of which are management functions—the board should prescribe the outcomes it wishes to achieve, establish (through policies) the boundaries in which the outcomes are to occur and then hold the management accountable by evaluating those outcomes.

For boards that need further help defining governance responsibilities, I recommend the book, *Boards That Make a Difference* (Carver, 2006). It unpacks the mystery of how to cease managing and start governing.

"charter school boards govern schools in the sense of a trust. This is why board members are sometimes referred to as trustees—people who control something on behalf of the owner. Charter school trustees have the authority to govern the school on behalf of the public."

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Dysfunction #2
Misappropriating Board Authority

Too often, charter school board members mistakenly believe that the authority which the board possesses to govern the school is possessed by each board member individually. It is not. Some board members go so far as to behave as if what they want accomplished individually is the same as what the board wants accomplished. A friend who is an authorizer told me of a comical example of this: A board member ordered the school leader to install a bicycle rack because she wanted her child to ride a bike to school.

In schools in which I've served, *individual* board members have:

- Telephoned me at home (sometimes on weekends) to dispute student discipline matters involving children of their friends
- Spent or encumbered school funds on pet projects without board authorization
- Directed traffic and staff at school drop-off/pick-up time without being asked to do so
- Authorized fundraising
- Polled teachers for opinions about the strategic direction of the school

Quite thankfully, renegades such as these are usually just one person on a board. Even so, one board member who thinks he or she possess the authority of the board—especially if he or she happens to be the chair—can interfere with the effective governing of the entire board (Kissman, 2006).

Such individuals often give directives to school leaders, form cliques, interfere with management, raise issues at the board level that arise from personal agendas, and/or pose as the spokesperson for the staff or parents or some segment thereof.

In reality, the only time a board member possesses authority is when he or she is sitting in a board meeting, as part of the whole board, or when he or she has been duly appointed to act on behalf of the board (such as, being part of a committee—something that should be used sparingly, if at all, since board committees diminish the board's ability to hold the CEO accountable) (Carver, 2006).

In contrast to individuals running around the school imposing their own agendas, a functional board speaks with one voice. It does this only when it passes a resolution (regardless of the actual vote count).

Individual board member opinions which may be stated in board meetings are not binding on the school's administration. How could they be? No matter how talented, there is no superintendent that can simultaneously satisfy multiple individuals with conflicting opinions.

Devising proper lines of authority and requiring that individual board members adhere to them by casting them as board policy can go a long way toward eliminating "loose cannon" problems. Also, new board members should receive an orientation which explains the governing philosophy of the board.

Lastly, waste no time as a board in removing an individual board member who consistently refuses to abide by the policies of the board to act and speak as one. Schools run better without such members.

"Devising proper lines of authority and requiring that individual board members adhere to them by casting them as board policy can go a long way toward eliminating "loose cannon" problems."

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Dysfunction #3
Creating "Revolving Door Accountability"

Prior to selecting a CEO, the board should decide what is to be accomplished by the school. Board expert John Carver refers to these accomplishments as "Ends," defined as those things that are to be accomplished, for whom and at what cost. (Carver, 2006).

Only once the board knows what it wants, is it in a position to search for someone whom it may hold accountable to achieve it.

A good starting point for determining ends is for every board member to read the contract that exists between the board and the organization that approves it to operate and receive state funds (i.e., its authorizer or sponsor). These contractually agreed-upon outcomes should be the minimal basis of CEO accountability.

What is more often the practice, however, is that a board hires a CEO without any forethought as to how he or she is to be held accountable. As my friend Bruce Lockerbie says, oftentimes the first job evaluation the CEO gets in such cases is written on a pink-slip. The board then repeats the process with its next CEO, thereby creating a "revolving door" to the school leader's office. This is board caprice, not accountability, and it is highly detrimental to building a good school.

Beyond those outcomes which the board is contractually obligated for the school to achieve (the very essence of the charter school idea), the board should develop additional policy objectives that are consistent with the mission and vision of the school. The CEO should then be delegated with the necessary authority to achieve them. True accountability comes from assessing the school's performance against the pre-defined outcomes.

Besides student achievement, which is clearly the primary deliverable for any charter school leader, the board should also ensure that school finances are being appropriately handled. Every board should receive regular financial statements including balance sheet, statements of cash flow, and income and expense.

It is also advisable for the board to hire *its own* auditor to periodically review these statements and to conduct an annual audit.

If you think this is too expensive, I can assure you it is a bargain compared to dealing with the occasional crooked CEO who steals money, as happened in an organization on whose board I once served. Few of us on the board expressed concern about not receiving good financial reporting until it was too late.

And it's not just embezzlement against which the board should guard. The board also needs to protect the school from incompetent management which can cause a school to close due to insolvency. For a sobering example of this, read the California Charter Academy story in chapter four of *Hopes, Fears, & Reality* (Lake, Hill, 2005).

Finally, if you have a talented CEO who is accomplishing what the board has defined, show your appreciation to him or her. You'll be doing your school a favor since it is well-known that talented school leaders are in short supply. Keep the door to the CEO's office voluntarily locked—from the inside.

"A good starting point for determining ends is for every board member to read the contract that exists between the board and the organization that approves it to operate and receive state funds (i.e., its authorizer or sponsor). These contractually agreed-upon outcomes should be the minimal basis of CEO accountability."

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"kids in your school will live with the education they're getting from you for the rest of their lives. Isn't it worth at least half of the board's regular meeting time to discuss how well the school is providing that education?"

Dysfunction #4
Wasting Time on Administrivia

I don't recall where I first heard the word "administrivia." Someone coined it to refer to the thousand-and-one details involved in running a school. I like the word because it captures so well, the tendency of school boards to spend unbelievable amounts of time on insignificant things, or at least things that are far less significant than student achievement.

A former superintendent friend once told me that in his observation, school boards spend 75 percent of their time talking about things that really don't matter. By the time they're two hours into this bog, board members are too tired to devote even 15 minutes to talk about improving student performance. This same friend says that if charter schools invert this model and spend 75 percent of every meeting wrestling with the difficult issues of student performance, charter schools would become the most successful schools in the country.

What issues do boards waste their time on, if not discussing student performance? Well, the sky really is the limit. Here's a sample of discussions I've endured:

- Paint colors on exterior classroom doors
- Filling secretarial positions
- Content on classroom bulletin boards
- Cheerleader skirt length
- Selecting a contractor to repaint an exterior sign
- Extra-curricular activities
- Recess protocol
- Tennis court resurfacing
- Restroom usage schedules
- Field trip details

For boards seeking not to waste time on administrivia, I recommend three things.

First, establish a baseline for your board by having someone keep a minute-by-minute running summary of how the board spends its time during two or three regular meetings. Put the findings into one of two columns. One column is for minutes spent on student achievement. The other column is for everything else. Compare the two columns. If your board is spending less than half its time on student achievement, the board is wasting time on administrivia. (Obviously, there are other important topics that boards need to discuss, but they shouldn't consume half of a typical meeting.)

Second, read Patrick Lencioni's book, *Death by Meeting*. It contains some excellent lessons about the structure of meetings. Although the book is geared toward management meetings (not to be confused with board governance meetings), some of Lencioni's ideas and insights are applicable to charter school boards.

Finally, exercise the discipline of taking the long view of things. Ask yourselves as a board if "xyz" issue is going to be of any importance in five years. If it isn't, delegate it to the CEO and move on.

Student achievement will always pass this litmus test because kids in your school will live with the education they're getting from you for the rest of their lives. Isn't it worth at least half of the board's regular meeting time to discuss how well the school is providing that education?

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Dysfunction #5
Failing to Develop Its Own Capacity

There was a time when a school board could do its job with little or no expertise required. A hundred years ago, if you could read and cipher, you probably would have been considered well-qualified to help govern a school.

Not anymore.

These days, schools are complex organizations. The list of things about which charter school board members should have a working knowledge include, but are not limited to, the following:

- No Child Left Behind Act (NCLB)
- Individual with Disabilities Education Act (IDEA)
- Sizeable amounts of state-level public school code including your state's charter school requirements
- Financial reporting
- Contractual agreements
- Funding, building, and maintenance of school buildings
- Employment law
- Management companies
- Student achievement and performance measures
- Good governance
- Policy development
- Negotiating skills
- Union tactics
- The politics of school choice
- Marketing

The above sample of items illustrates just how complex the charter school sector is. Regardless, board members have the responsibility to know this stuff. What to do?

The functional board recognizes that it needs to develop itself. To do so, it devotes time in its board meetings and resources for that purpose. It may watch an informative program, discuss a book or invite an outside expert to present information. Board members should also seek to educate themselves outside board meetings by attending an occasional seminar and by staying informed of broader charter school trends.

This doesn't mean that every charter school board member should possess the same depth of knowledge as the school leader. That would be absurd.

It does mean, however, that board members should recognize that they cannot govern properly without a certain level of understanding. It is completely legitimate for boards to invest time and reasonable amounts of school funds necessary to acquire it.

On the charter school board on which I currently serve, the board devoted time for several months to discuss a book on governance which everyone agreed to read. We also regularly invite our school leader to educate us on various issues involving student achievement.

If you're reading this as a charter school board member, that's a good indicator you take your role seriously. But if others on your board aren't developing their knowledge through further training, discussions and reading, their negligence will impede effective governance.

The references at the end of this paper are a good place to start. Pick a resource and resolve as a board to begin spending a few minutes each meeting discussing it. This action alone would improve most boards.

"A hundred years ago, if you could read and cipher, you probably would have been considered well-qualified to help govern a school. Not anymore."

References & Recommended Resources

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From the CEO of the National Charter Schools Institute



Brian L. Carpenter

Affiliated with Central Michigan University in Mount Pleasant, Michigan since its inception in 1995, the National Charter Schools Institute is committed to advancing quality in the charter school sector through publications, conference presentations and tailored technical assistance to charter schools.

If you found this publication meaningful, I invite you to visit our Web site at www.NationalCharterSchools.org where you will find similar monographs on a variety of topics including board governance, administrative leadership, evaluating research and more—*all free of charge.* As long as proper attribution is given, you're welcome to print and distribute as many copies of these as you like.

If you would like to discuss the prospect of board governance training or other kinds of technical assistance, please e-mail me at bcarpenter@nationalcharterschools.org, or call the Institute at (989) 774-2999 (Monday through Friday, 8:00 am to 5:00 pm, EST).

Finally, any feedback you might wish to suggest to improve this, or any of our publications, would be valued.

A Rubric for Achieving the Gold Standard

Indicators of Success	Confusion Around Strategic Role and Responsibilities	Understands Strategic Role and Responsibilities	The Gold Standard: Living the Strategic Role
Live your mission, vision, values, and goals	Board doesn't have an articulated, strategic vision and direction to guide work toward achieving focused organizational goals.	Board sets an articulated strategic vision and direction that result in clear, precise, and focused organizational goals by which to guide work.	Board collaboratively sets an articulated strategic vision, and direction utilizing extensive stakeholder input. This results in clear, precise, and focused organizational goals by which to guide work.
	Data alone dictate strategic priorities with little or no context provided for those data.	Goals are connected to data.	Goals and data are both aligned to strategic priorities.
	Board ignores cultural needs or expectations.	Board considers cultural needs in determining strategic priorities.	Strategic priorities account for cultural needs.
		Some board energy is focused on strategic priorities, but most of the board's energy is spent elsewhere.	Most of the board's energy is spent on strategic priorities.
Build a collaborative culture through shared leadership.	Board reacts to and focuses upon individual acts of improvement that are not aligned with other district initiatives or desired outcomes.	Board has a commitment to continuous improvement of the school district.	Board creates and sustains a culture of ongoing change and continuous improvement.

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Indicators of Success	Confusion Around Strategic Role and Responsibilities	Understands Strategic Role and Responsibilities	The Gold Standard: Living the Strategic Role
Build a collaborative culture through shared leadership.	Board's existing structures and processes are unclear and inconsistently deployed.	Board uses structures and processes to keep it strategically focused.	Board structures and processes are systematic and deployed through all levels of the school district.
	Board-superintendent relationship isn't secure because a lack of trust by each side in the other doesn't allow for unity of purpose.	Board recognizes that a strong partnership with the superintendent is essential to organizational success, but doesn't consistently act as a partner in making decisions.	Board-superintendent partnership reflects a high degree of trust and collaboration, which allows the district to fulfill its vision and mission.
	The lack of collaboration and trust among the strategic, tactical, and operational roles results in independent silos of unaligned efforts.	Board recognizes that collaboration and mutual trust are necessary to form a sustained partnership among the three roles, but doesn't consistently make decisions based upon this recognition.	Board consistently expects and promotes collaboration and mutual trust across the three roles.
	Board infrequently utilizes input groups; when it does, it usually doesn't follow the group's recommendations.	Board utilizes staff and community input groups to help set its strategic priorities, but might not fulfill their expectations of future shared decision-making.	Board charges to staff and community input groups account for engagement of those groups in future collaborative and role-appropriate decision-making.
	Board doesn't assume the responsibility of being visionary because of the community's desire for stability, or it ignores the desire of stability in order to promote rapid changes.	Board recognizes that its responsibility for visionary change may conflict with the community's desire for ongoing stability.	Board effectively and collaboratively balances organizational stability with visionary change.

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Indicators of Success	Confusion Around Strategic Role and Responsibilities	Understands Strategic Role and Responsibilities	The Gold Standard: Living the Strategic Role
Have data drive decision-making.	Board has insufficient data to guide its strategic priorities.	Board systematically uses data to focus on its strategic priorities, but the data determined for collection are defined mainly by the board. Board utilizes a scorecard to identify and track key strategic priority indicators and report progress to the community but occasionally acts independently from its scorecard data.	Board systematically uses data from learners, classrooms, and schools to focus upon its strategic priorities.
	Board has no district performance scorecard to identify and track progress toward achieving strategic priorities, or has a scorecard and uses it to micromanage.	Board uses data to assess both processes and outcomes.	Board utilizes a scorecard to identify and monitor key strategic priority indicators and reports progress to the community. It consistently bases its actions on its analysis of scorecard data.
	Board is process-driven rather than outcomes-driven. Processes are random and inconsistent.	Board decisions are impersonal, objective, and professional.	Board continually ensures that organizational processes yield outcome measurements.
	Board decisions are personal and subjective.	Board recognizes the need for research to inform decision-making and takes on the task of researching desired standards of rigor.	Board decisions reflect a selfless visionary perspective.

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Indicators of Success	Confusion Around Strategic Role and Responsibilities	Understands Strategic Role and Responsibilities	The Gold Standard: Living the Strategic Role
Have data drive decision-making.	Board either performs its own research independent of staff or fails to establish rigorous standards for research.		Board sets rigorous standards for research but allows staff to perform or arrange for research.
Align board responsibilities and behaviors with school district goals and actions.	Board has difficulty consistently staying within a strategic role.	Board willingly embraces a strategic role.	Board actively promotes and follows a collaborative, formal decision-making cycle.
	Board meddles in other role responsibilities by not staying within the limits of the strategic role.	Board understands and adheres to the limits of the strategic role with occasional reminders to do so from administration.	Board members consistently self-monitor in adhering to the limits of the strategic role.
	Board ignores role expertise at other levels of the system.	Board recognizes that there are different levels of role expertise within the system.	Board actively encourages collaborative efforts that tap into levels of expertise found at each role.
	Board doesn't collaboratively set realistic timeframes, thereby imposing its timeframes on tacticians and operationalists.	Board sets timelines for district goals that realistically account for the needs of administrators and teachers.	Board solicits realistic strategic, tactical, and operational timeframes as part of its strategic planning and recognizes that timeframes need to be set collaboratively.

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Indicators of Success	Confusion Around Strategic Role and Responsibilities	Understands Strategic Role and Responsibilities	The Gold Standard: Living the Strategic Role
Align board responsibilities and behaviors with school district goals and actions.	Board members take partisan positions rather than addressing the merits of issues, or don't support split-vote decisions based on the merits of the issues.	Board members vote individually based upon the merits of the issues and agree to support split-vote decisions.	Board members reach consensus upon the merits of issues prior to voting.
Build system accountability at all levels.	Board has insufficient data to be accountable to the community for organizational progress.	Board has the data it needs to be accountable to the community for organizational progress but doesn't consistently share them.	Board uses appropriate data for strategic decision-making and is accountable to the community for continuous improvement.
	Board either doesn't have the appropriate data for the goal it's assessing or doesn't know how to properly analyze the appropriate data to guide continuous improvement.	Board has the right data to make strategic decisions.	Board knows how to analyze the right data to guide continuous improvement.
	Board evaluates staff members subjectively, absent utilizing objective and rigorous standards for performance.	Board knows the difference between monitoring and evaluating organizational performance.	Board monitors organizational performance while allowing evaluation of individual performance to occur at the tactical and operational levels.

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Indicators of Success	Confusion Around Strategic Role and Responsibilities	Understands Strategic Role and Responsibilities	The Gold Standard: Living the Strategic Role
Build system accountability at all levels.	Board confuses the evaluation of individual performance with the monitoring of organizational performance.	Board sets the standards of rigor for evaluation of performance, but still monitors evaluation processes.	Board sets the standards of rigor for evaluating staff performance, which is done by tacticians and operationalists.
	Board micromanages by establishing action plans that drive strategic priorities represented in the scorecard.	Board doesn't link scorecard priorities and action plans.	Board allows tacticians to determine the plans required to reach the strategic goals represented in the scorecard.
	Board hasn't established a relationship between its budget and strategic priorities.	Board directs fiscal resources toward strategic priorities.	Board budget is based upon its strategic priorities.
Communicate at all levels.	Board doesn't distinguish between strategic, tactical, and operational data and micromanages as a result.	Board understands that some data it receives aren't essential to its strategic decision-making role; rather, existing data inform the board of data that other stakeholders need.	Board consistently distinguishes between data needed for strategic decision-making and data needed for tactical and operational decision-making.
	Board's scorecard backup data either insufficiently explain scorecard metrics used or are too detailed for reporting.	Board's scorecard backup data accurately explain scorecard metrics but are too detailed because they have gone beyond the scorecard's purpose.	Board's scorecard backup data accurately explain scorecard metrics without utilizing data that are more appropriate for the tactical and operational levels.

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Indicators of Success	Confusion Around Strategic Role and Responsibilities	Understands Strategic Role and Responsibilities	The Gold Standard: Living the Strategic Role
Communicate at all levels.	Board lacks bridge structures with community, administration, and union groups and fails to communicate effectively.	Board understands that bridge structures are required to effectively communicate with community, administration, and union audiences.	Board utilizes communication bridges to community, administration, and union groups, and refrains from establishing such bridges to operational staff.
	Board members don't follow the complaint process and address complaints inappropriate to their strategic role.	Board has a formalized complaint process and follows it, but still wants to determine outcomes when it doesn't agree with the outcomes the complaint process and board policies describe.	Board doesn't leave its strategic role in following its formal complaint process.
	Board doesn't articulate clear, challenging, and rigorous targets, nor does it acknowledge or celebrate success at all levels of the organization.	Board takes responsibility for articulating challenge and rigor expected of the organization and for celebrating success at all levels of the system that improves organizational performance, but doesn't always make this a priority.	Board consistently and effectively promotes challenging and rigorous goals for the school district, while recognizing and celebrating success at all levels.
	Board doesn't recognize that different roles and audiences require different communication strategies.	Board members recognize that communicating with other roles and audiences is more difficult than communicating with each other.	Board uses a variety of strategies to appropriately communicate with different roles and stakeholders while remaining within its strategic role.

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Indicators of Success	Confusion Around Strategic Role and Responsibilities	Understands Strategic Role and Responsibilities	The Gold Standard: Living the Strategic Role
Communicate at all levels.	Board either doesn't respond to an individual's needs within a reasonable time or responds too quickly, without confirming whether that need is validated by objective data.	Board responds to an individual's needs within a reasonable timeframe.	Board understands that responding to an individual's needs requires a balance between taking time to validate those needs and responding in a timely fashion.
	Board isn't aware that its use of a scorecard might be threatening to some groups or is aware and still uses the scorecard without accounting for or being concerned with the threat or its impact on the group.	Board understands a scorecard's message can be appropriate for the community and at the same time be threatening to staff.	Board ensures that staff isn't threatened by board's use of a scorecard to report progress to the community.
	Board seldom, if ever, addresses its strategic priorities by placing the scorecard on its public meeting agenda or discussing those priorities in any other public way.	Board regularly uses its scorecard to publicly focus upon its strategic priorities.	Board uses a scorecard at each public meeting to focus upon its strategic priorities and measurable results.
	Board is so busy listening to the public that it fails to complete its business, or spends insufficient time listening to the public before completing its business.	Board understands that its need to conduct its business might occasionally be in conflict with the public's need to interface with the board.	Board balances its need to conduct its business with the public's need to be heard.

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REPRODUCIBLE

Indicators of Success	Confusion Around Strategic Role and Responsibilities	Understands Strategic Role and Responsibilities	The Gold Standard: Living the Strategic Role
Communicate at all levels.	Board doesn't understand how its decision-making process affects the public's acceptance of board decisions.	Board understands that its decision-making process, as publicly modeled, will affect whether the public accepts the decisions it makes.	Board understands that its public modeling of an effective decision-making process is as important as any of the decisions it makes.
Focus on stakeholder (parent, student, teacher, community) satisfaction.	Board isn't concerned with stakeholder opinions or needs as it makes decisions.	Board cares about stakeholder opinions but only intermittently utilizes perception surveys as an objective way to identify those opinions.	Board uses a specific schedule for the collection and analysis of perception survey data.
	Board doesn't collect stakeholder perception data, fails to use what it collects, or uses them in isolation, thereby making inappropriate assumptions and decisions.	Board uses perception surveys to identify stakeholder desires.	Board regularly combines perception data with other indicators of success to determine long-term and short-term district priorities.
	Board acts in isolation based upon an individual's need without first validating that need.	Board understands it shouldn't act upon an individual's need alone but doesn't always have objective data to rely upon in determining the validity of that individual's need.	Board links an individual's need with more objective data to determine its validity.

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Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.3 Standardized Test Results**

Date: October 13, 2017 for the meeting of October 19, 2017

SUMMARY

Results from the California Assessment for Student Performance and Progress (CAASPP) are now available to the public. A preliminary analysis of the data has been completed.

DISCUSSION

Students in grades 3-8 are tested annually in the spring with the CAASPP.

Statewide, countywide, and districtwide results were given as comparisons.

An analysis of our 2016 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. We did not do as well in mathematics. While we anticipated seeing an increase in the students scoring at or above grade level standards, instead we saw a slight decrease. It is important to realize that 35% of our students were new to the school last year, a change we attribute largely to the move.

There was a delay in the public release of the data due to discrepencies found in data from San Diego. Due to this delay, only a cursory examination of the data has been done. When presented to the teachers, several questions to explore were raised, including:

- How did students with Montessori background (from any school) do in comparison with other students?
- How did individual students do in terms of growth? These tests can be compared year to year, where the standardized tests used in the past were not comparable.
- How did our students that have been at Sherwood longer do?

- How does our younger students ability (or lack of) with keyboarding effect outcomes?
- Were scores on CAASPP predictable given scores on iReady assessments?

It is important to remember when looking at these data that our numbers are small, so we will not be able to draw conclusions that can be considered backed by statistical significance.

ACTION REQUESTED

Receive report.

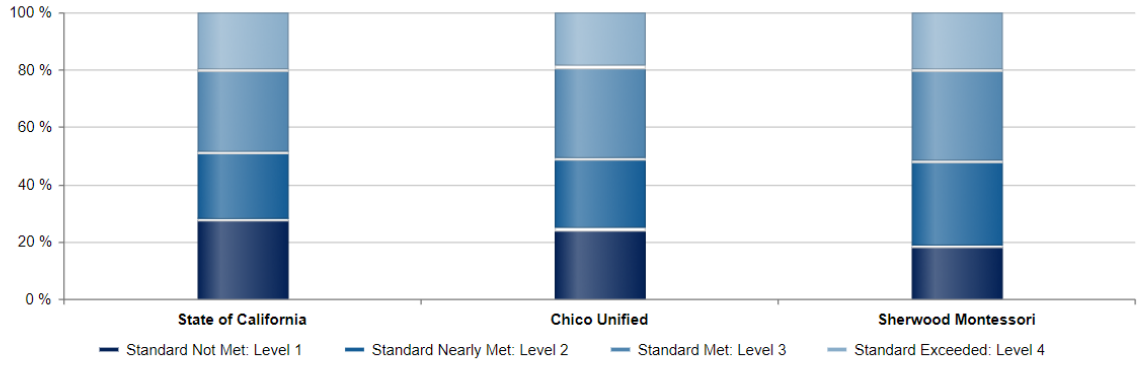
Attachments: CAASPP results graphs

CAASPP Outcomes Comparison: State, District, School

ENGLISH LANGUAGE ARTS/LITERACY

2017 Achievement Level Distribution

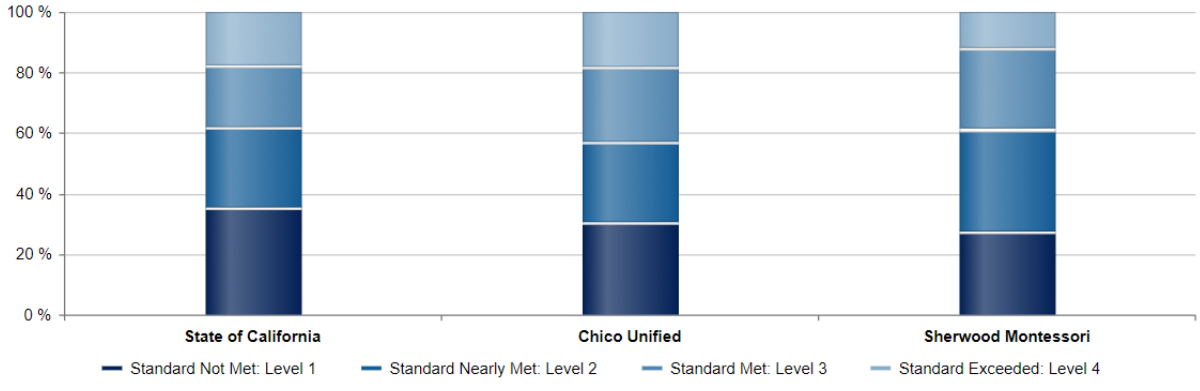
All Grades



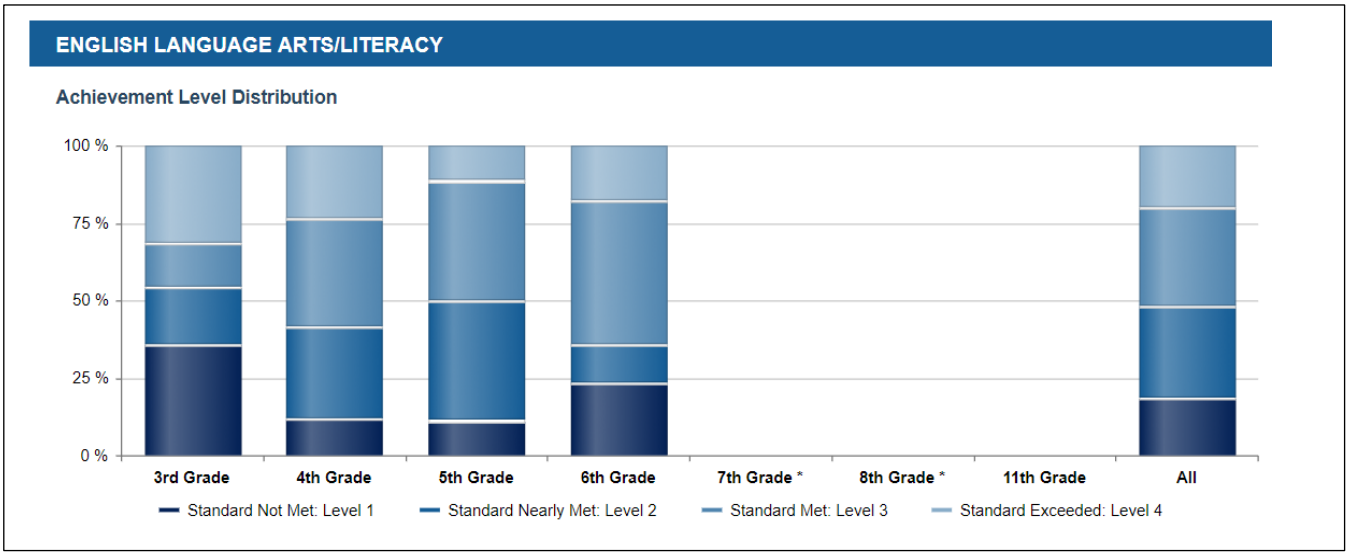
MATHEMATICS

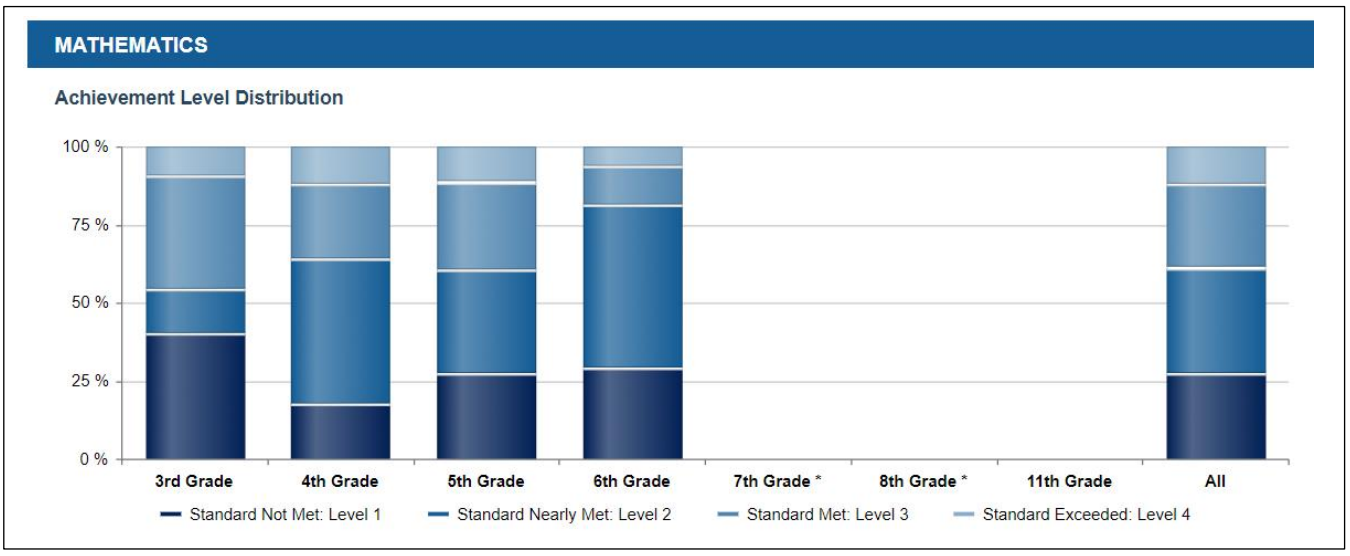
2017 Achievement Level Distribution

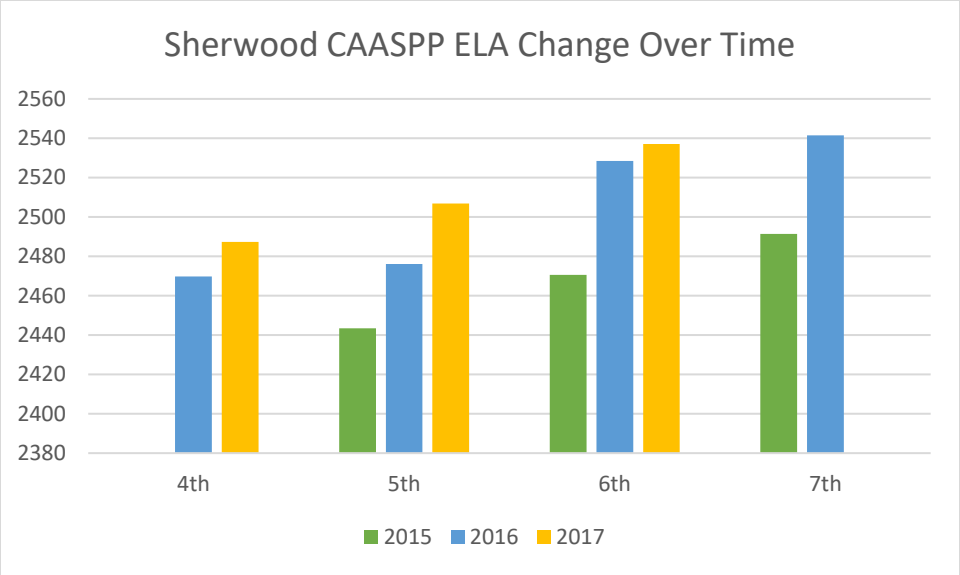
All Grades

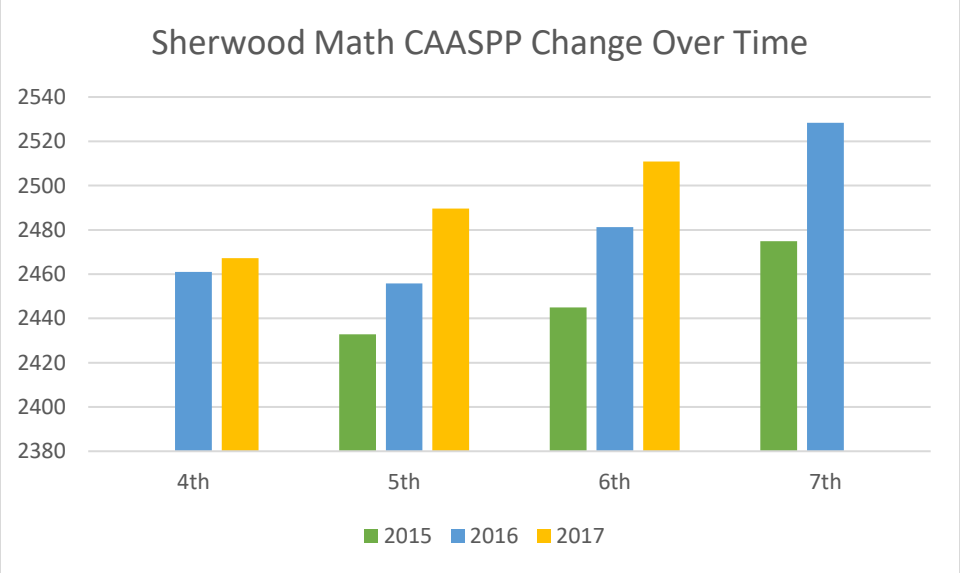


CAASPP Outcomes Data for 2017 by Grade *no data for grades with 10 or fewer students









These data indicate that students who are with Sherwood do show increases in the CAASPP scores over time.

Agenda Item 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.4 Prop 39 Initial Request**

Date: October 13, 2017 for the meeting of October 19, 2017

SUMMARY

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

DISCUSSION

Each year, the School Director writes a Prop 39 Reqest for facilities from CUSD. We are currently occupying facilities provided through this process. Our request for next year will be to stay where we are.

ACTION REQUESTED

Approve draft of Prop 39 Initial Request.

Attachments: DRAFT Prop 39 Initial Request

DRAFT

SHERWOOD MONTESSORI

1010 Cleveland
Chico, CA, 95928
(530) 345-6600
(530) 345-6620 fax

Via hand delivery

October 27, 2017

Superintendent Kelly Staley
Chico Unified School District
1163 E. Seventh Street
Chico, CA 95926

RE: Request for Proposition 39 Facilities for the 2018-19 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.

DRAFT

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 2018-19 school year is 155.47. 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 2016-17.
- "Current year" means the fiscal year in which a facilities request is made. For this request, the current year is 2017-18.
- "Request year" means the fiscal year for which facilities are being requested. For this request, the request year is 2018-19.

Table 1: Total ADA

Grade Level	Actual Total Prior Year (P-2)	Projected Total Current Year	Projected Total Request Year
Tk/K	18.22	16.12	17.86
1	16.64	19.91	17.86
2	15.14	18.01	19.91
3	20.76	17.06	18.01
4	14.38	26.54	17.06
5	16.02	14.22	26.54
6	15.64	19.91	14.22
7	7.77	10.43	19.91
8	3.76	5.69	10.43
total	128.32	147.89	161.8

DRAFT

Table 2: Total In-District ADA

Grade Level	Actual Total Prior Year (P-2)	Projected Total Current Year	Projected Total Request Year
TK/K	21.81	13.27	20.38
1	20.66	19.91	20.38
2	16.95	17.06	19.91
3	18.3	15.17	17.06
4	16.01	22.75	15.17
5	21.97	14.22	22.75
6	16.5	16.12	14.22
7	3.34	9.48	16.12
8	3.87	4.74	9.48
total	139.41	132.72	155.47

Table 3: Total Classroom ADA

Grade Level	Actual Total Prior Year (P-2)	Projected Total Current Year	Projected Total Request Year
Tk/K	18.22	16.12	17.86
1	16.64	19.91	17.86
2	15.14	18.01	19.91
3	20.76	17.06	18.01
4	14.38	26.54	17.06
5	16.02	14.22	26.54
6	15.64	19.91	14.22
7	7.77	10.43	19.91
8	3.76	5.69	10.43
total	128.32	147.89	161.8

Table 4: Total In-District Classroom ADA

Grade Level	Actual Total Prior Year (P-2)	Projected Total Current Year	Projected Total Request Year
TK/K	21.81	13.27	20.38
1	20.66	19.91	20.38
2	16.95	17.06	19.91
3	18.3	15.17	17.06
4	16.01	22.75	15.17
5	21.97	14.22	22.75
6	16.5	16.12	14.22
7	3.34	9.48	16.12
8	3.87	4.74	9.48
total	139.41	132.72	155.47

DRAFT

The following tables represent the projected **in-District ADA** (from Table 2 above) and **in-District classroom ADA** (from Table 4 above) broken down by grade level and the school in the District the pupils are otherwise eligible to attend. (5 CCR Section 11969.9(c)(2).)

Table 5: In-District ADA Broken Down by Grade Level and District Schools Where Pupils Would Otherwise Attend:

School Name	TK	K	1	2	3	4	5	6	7	8	**Total**
Chapman	0	0.948	2.844	4.74	3.792	2.844	0.948	0	0	0	**16.116**
Citrus	0	0.948	1.896	1.896	0.948	0.948	0	0	0	0	**6.636**
Emma Wilson	0	0.948	3.792	2.844	1.896	5.688	3.792	0	0	0	**18.96**
Little Chico Creek	0.948	0.948	0.948	0.948	1.896	2.844	0	0	0	0	**7.584**
Marigold	0	2.844	1.896	0.948	2.844	0	0	0.948	0	0	**9.48**
McManus	0.948	1.896	1.896	2.844	2.844	0.948	2.844	0	0	0	**14.22**
Neal Dow	0	0	0	2.844	0	1.896	1.896	0	0	0	**6.636**
Parkview	0	0.948	3.792	1.896	0	1.896	2.844	0	0	0	**11.376**
Rosedale	0	0	0	0	0	0	0.948	0	0	0	**0.948**
Shasta	0	0.948	0.948	1.896	0.948	1.896	0.948	0	0	0	**7.584**
Sierra View	0.948	0	1.896	0.948		3.792	0.948	0	0	0	**8.532**
Bidwell Jr.	0		0	0	0	0	0	2.844	2.844	1.896	**7.584**
Chico Jr.	0	0	0	0	0	0	0	7.584	1.896	0.948	**10.428**
Marsh	0	0	0	0	0	0	0	4.74	4.74	1.896	**11.376**
Total	**2.84**	**10.4**	**19.9**	**21.8**	**15.2**	**22.8**	**15.2**	**16.1**	**9.48**	**4.74**	**138**

Table 6: In-District Classroom ADA Broken Down by Grade Level and District Schools Where Pupils Would Otherwise Attend:

School Name	TK	K	1	2	3	4	5	6	7	8	**Total**
Chapman	0	0.948	2.844	4.74	3.792	2.844	0.948	0	0	0	**16.116**
Citrus	0	0.948	1.896	1.896	0.948	0.948	0	0	0	0	**6.636**
Emma Wilson	0	0.948	3.792	2.844	1.896	5.688	3.792	0	0	0	**18.96**
Little Chico Creek	0.948	0.948	0.948	0.948	1.896	2.844	0	0	0	0	**7.584**
Marigold	0	2.844	1.896	0.948	2.844	0	0	0.948	0	0	**9.48**
McManus	0.948	1.896	1.896	2.844	2.844	0.948	2.844	0	0	0	**14.22**
Neal Dow	0	0	0	2.844	0	1.896	1.896	0	0	0	**6.636**
Parkview	0	0.948	3.792	1.896	0	1.896	2.844	0	0	0	**11.376**
Rosedale	0	0	0	0	0	0	0.948	0	0	0	**0.948**
Shasta	0	0.948	0.948	1.896	0.948	1.896	0.948	0	0	0	**7.584**
Sierra View	0.948	0	1.896	0.948		3.792	0.948	0	0	0	**8.532**
Bidwell Jr.	0		0	0	0	0	0	2.844	2.844	1.896	**7.584**
Chico Jr.	0	0	0	0	0	0	0	7.584	1.896	0.948	**10.428**
Marsh	0	0	0	0	0	0	0	4.74	4.74	1.896	**11.376**
Total	**2.84**	**10.4**	**19.9**	**21.8**	**15.2**	**22.8**	**15.2**	**16.1**	**9.48**	**4.74**	**138**

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:

DRAFT

School Year	Enrollment	ADA Claimed at P-2	Retention Rate from prior year	Growth Percentage Change	# of Wait Listed Children
2010-11	89	87.52	N/A	N/A	140
20011-12	120	114.54	70%	26%	101
2012-13	140	134.26	94%	14%	106
2013-14	168	145.7	87%	17%	98
2014-15	146	137.63	90%	-13%	113
2015-16	154	145.12	90%	5%	58
2016-17	138	136.038	65%	-10%	115
2017-18	161	N/A	75%	15%	28

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 94.8%.

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 had an students on its waiting list for the past eight 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 (2016-17) 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 the 2018-2019 school year will be Wednesday, August 15th. 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 an outdoor area that can be used as a garden space.

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.

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, and based upon the investment in time and money to improve the facilities currently housing the Charter School, the Charter School desires to locate in its current facility on the Chapman Elementary campus.

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, 2017. The Charter School must respond to the District's written objections, if any, on or before January 2, 2018, 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, 2018, 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, 2018, 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, 2018. 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.

DRAFT

A California Court of Appeals decision has made clear that, in meeting their Proposition 39 obligation, school districts must give the same degree of consideration to the needs of charter school students as it does to the students in district-run schools. The court noted that "accommodating a charter school might involve moving district-operated programs or changing attendance areas" and that providing a contiguous school facility to a charter school might require disruption and dislocation among district students, staff and programs. *Ridgecrest Charter School v. Sierra Sands Unified School District*, 130 Cal.App.4th 986 (2005). In addition, the Court concluded that a school district responding to a request for facilities must issue a statement of reasons at the time it makes its final determination that is "thorough" and "factual" enough to permit "effective review by the courts"; the statement of reasons issued by the school district must demonstrate that the district has "adequately considered all relevant factors" and that the district can "demonstrate a rational connection between those factors, the choice made, and the purposes of [Proposition 39]." Furthermore, as the District may be aware, two recent court cases clarified the manner in which a school district must allocate facilities to a charter school. Specifically, *Bullis Charter School v. Los Altos School District* (200 Cal.App.4th 1022), among other things, requires the District to perform a calculation of the square footage of all of the specialized and non-teaching station spaces at the comparison schools. The District must base its allocation of space to the Charter School on this analysis. In addition, the California Supreme Court has agreed to review whether a school district may use its internal "norming ratios", or student-teacher ratios, in determining the number of classrooms to offer to charter schools instead of using the facilities inventory at comparison group schools required by the Implementing Regulations. (*California Charter Schools Assn. v. Los Angeles Unified School District* (154 Cal.Rptr.3d 889 2013)).

Although Proposition 39 requires the District to allocate a school facility for Charter School use, the Charter School is amenable to discussing alternative facilities arrangements that meet both the needs of the District and the Charter School.

The Charter School Board of Directors has delegated to me the responsibility to negotiate the allocation of a facility under Proposition 39. All communications regarding this matter should be sent to my attention at the address below. My contact information is as follows:

Michelle Yezbick
1010 Cleveland, Chico, CA 95928
Phone: (530) 345-6600
Cell: (530) 966-8513
Fax: (530) 345-6620
michelle@sherwoodmontessori.org

I appreciate the has 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. I acknowledge that the cooperative and professional approach that Chico Unified School District has taken

in working with area charter schools takes time and resources and I applaud the District for being a model for other districts in California.

Sincerely,

Michelle Yezbick

School Director, Sherwood Montessori

cc: Sherwood Montessori Board Members:
Monica Woodward
Heather Fox
Kristy Cowell
David Steffenson
Dillon Chik-McNeal
Melissa Struyf
Tanya King

Sarah Kohlmann, Legal Counsel
Laura Kerr, CCSA Regional Director
John Bohannon, Director, State and Federal 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

Agenda Item 5.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.5: Branding**

Date: October 13, 2017 for the meeting of October 19, 2017

SUMMARY

DISCUSSION

During the 2016-2017 school year, the Communications Committee had the following goals:

- To review the draft Communication Plan presented to the Board in fall 2016 and make recommendations to finalize this document by the January Board meeting.
- To complete a SWOT analysis to assess the Com Plan and make recommendations for revisions that outlines "Best Practices" for Communication Strategies, aligning school-wide communication practices with Sherwood's mission statement.
- To continue marketing/promotional efforts to achieve our enrollment goals
- To continue improving the existing website in the short term, while planning for a new website (longer term).
- To begin a process of re-branding for a new official logo and banner

The current year Recruitment and Outreach Committee has identified the last two goals on this list as areas to work on in the 2017-2018 school year. Committee members would like input from the Board regarding the direction this work can take.

ACTION REQUESTED: Discuss school brand and potential next steps.

Agenda Item 5.6

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.6 Unaudited Actuals**

Date: October 13, 2017 for the meeting of October 19, 2017

SUMMARY

Our Business Manager, Pat Casey, has prepared the Unaudited Actuals for the 2016-2017 fiscal year.

DISCUSSION

Each year, our Business Manager prepares the Unaudited Actuals based on spending in the prior fiscal year. The Unaudited Actuals need the approval of the Board.

ACTION REQUESTED

Approve Unaudited Actuals.

Attachments: Unaudited Actuals for 2016-2017.

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2016 to June 30, 2017

Charter School Name: SHERWOOD MONTESSORI
CDS #: 04614240121475
Charter Approving Entity: Chico Unified School District
County: Butte
Charter #: 0121475

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

[ ] **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)

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

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	552,056.00		552,056.00
Education Protection Account State Aid - Current Year	8012	174,234.00		174,234.00
State Aid - Prior Years	8019	17,202.00		17,202.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	319,307.00		319,307.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		1,062,799.00	0.00	1,062,799.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290			0.00
Special Education - Federal	8181, 8182		19,431.00	19,431.00
Child Nutrition - Federal	8220			0.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299			0.00
Total, Federal Revenues		0.00	19,431.00	19,431.00
3. Other State Revenues				
Special Education - State	StateRevSE		63,486.00	63,486.00
All Other State Revenues	StateRevAO	58,603.00	3,798.00	62,401.00
Total, Other State Revenues		58,603.00	67,284.00	125,887.00
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	68,040.00		68,040.00
Total, Local Revenues		68,040.00	0.00	68,040.00
5. TOTAL REVENUES		1,189,442.00	86,715.00	1,276,157.00
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	365,060.00	41,630.00	406,690.00
Certificated Pupil Support Salaries	1200	6,930.00		6,930.00
Certificated Supervisors' and Administrators' Salaries	1300			0.00
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		371,990.00	41,630.00	413,620.00
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	177,698.00	9,021.00	186,719.00
Noncertificated Support Salaries	2200	52,610.00		52,610.00
Noncertificated Supervisors' and Administrators' Salaries	2300	73,000.00		73,000.00
Clerical and Office Salaries	2400	76,146.00		76,146.00
Other Noncertificated Salaries	2900			0.00
Total, Noncertificated Salaries		379,454.00	9,021.00	388,475.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2016 to June 30, 2017

Charter School Name: SHERWOOD MONTESSORI
CDS #: 04614240121475

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	39,472.00	5,237.00	44,709.00
PERS	3201-3202	21,127.00		21,127.00
OASDI / Medicare / Alternative	3301-3302	36,162.00	1,273.00	37,435.00
Health and Welfare Benefits	3401-3402	64,744.00	7,460.00	72,204.00
Unemployment Insurance	3501-3502	12,060.00	840.00	12,900.00
Workers' Compensation Insurance	3601-3602	8,972.00	8.00	8,980.00
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902	4,578.00		4,578.00
Total, Employee Benefits		187,115.00	14,818.00	201,933.00
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	5,214.00	3,668.00	8,882.00
Books and Other Reference Materials	4200	1,069.00		1,069.00
Materials and Supplies	4300	27,276.00	7,046.00	34,322.00
Noncapitalized Equipment	4400	5,807.00		5,807.00
Food	4700			0.00
Total, Books and Supplies		39,366.00	10,714.00	50,080.00
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	13,504.00		13,504.00
Dues and Memberships	5300	890.00		890.00
Insurance	5400	14,848.00		14,848.00
Operations and Housekeeping Services	5500	33,927.00		33,927.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	15,366.00		15,366.00
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	154,126.00	22,207.00	176,333.00
Communications	5900	5,563.00		5,563.00
Total, Services and Other Operating Expenditures		238,224.00	22,207.00	260,431.00
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170	52,210.00		52,210.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900			0.00
Total, Capital Outlay		52,210.00	0.00	52,210.00
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		1,268,359.00	98,390.00	1,366,749.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2016 to June 30, 2017

Charter School Name: SHERWOOD MONTESSORI
CDS #: 04614240121475

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(78,917.00)	(11,675.00)	(90,592.00)
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(11,675.00)	11,675.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(11,675.00)	11,675.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		(90,592.00)	0.00	(90,592.00)
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	189,533.00	61,143.00	250,676.00
b. Adjustments/Restatements	9793, 9795	137,196.00	22.00	137,218.00
c. Adjusted Beginning Fund Balance /Net Position		326,729.00	61,165.00	387,894.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		236,137.00	61,165.00	297,302.00
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740		61,165.00	61,165.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				0.00
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M	236,137.00	0.00	236,137.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A			0.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2016 to June 30, 2017

Charter School Name: SHERWOOD MONTESSORI
CDS #: 04614240121475

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	(14,078.00)	61,165.00	47,087.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120			0.00
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	88,879.00		88,879.00
4. Due from Grantor Governments	9290	100,828.00		100,828.00
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330			0.00
7. Other Current Assets	9340	155,000.00		155,000.00
8. Capital Assets (accrual basis only)	9400-9489			0.00
9. TOTAL ASSETS		330,629.00	61,165.00	391,794.00
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	69,522.00		69,522.00
2. Due to Grantor Governments	9590	24,970.00		24,970.00
3. Current Loans	9640			0.00
4. Unearned Revenue	9650			0.00
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		94,492.00	0.00	94,492.00
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		236,137.00	61,165.00	297,302.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2016 to June 30, 2017

Charter School Name: SHERWOOD MONTESSORI
CDS #: 04614240121475

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

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

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

2. Community Services Expenditures

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

Objects of Expenditures		Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999	0.00
b. Noncertificated Salaries	2000-2999	0.00
c. Employee Benefits	3000-3999	0.00
d. Books and Supplies	4000-4999	0.00
e. Services and Other Operating Expenditures	5000-5999	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES		0.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2016 to June 30, 2017

Charter School Name: SHERWOOD MONTESSORI
CDS #: 04614240121475

3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:
Results of this calculation will be used for comparison with 2015-16 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis will result in reduction to allocations for covered programs in 2018-19.

a. Total Expenditures (B8)		1,366,749.00
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]		19,431.00
c. Subtotal of State & Local Expenditures [a minus b]		1,347,318.00
d. Less Community Services [L2 Total]		0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]		52,210.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	$	1,295,108.00

SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California
Date/Time: **Thursday, November 16, 2017 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Kristy Cowell, Heather Fox, David Steffenson, Monica Woodward, Tanya King, Dillon Chik-McNeal, Melissa Struyf

2. CONSENT AGENDA

2.1 Minutes Approval Consider approval of minutes from Regular Meeting, October 19 2017.

3. REPORTS AND COMMUNICATION

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

3. NOTICED PUBLIC HEARINGS

None

4. REGULAR BUSINESS

5.1 Items Removed From Consent (If any)

5.2 Board Development
Board members will be given information about SELPAs.
ACTION REQUESTED: Receive report.

5.3 School Calendar 2018-2019
The Board will be asked to approve a school calendar for 2018-2019.
ACTION REQUESTED: Approve proposed 2018-2019 school calendar.

5.4 Local Indicators
The Board will be asked to approve local indicators data for priorities 1,2,3 and 6.

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

ACTION REQUESTED: Approve local indicators data.

5.5 Budget Committee Members

The Board will be asked to approve new Budget Committee members.

ACTION REQUESTED: Approve Budget Committee members.

5.6 Revision of Board of Directors Page on Website

The Board will be asked to approve a revision to the Board's page on the school website.

ACTION REQUESTED: Approve a website revision.

5.7 Placement of Buildings at 1010 Cleveland Ave.

The Board will be asked to choose a placement for the buildings at 1010 Cleveland.

ACTION REQUESTED: Choose a building placement option.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

7. FUTURE AGENDA ITEMS

7.1 The Board will be asked to approve the next proposal in our Measure K project

7.2 The Board will receive the School Accountability Report Card (SARC) Report

7.3 The Board will be asked to adopt the Second Interim Budget

7.4 The Board will be asked to approve Sherwood's response to CUSD's Prop 39 offer

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. 9:00 p.m.)

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REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: Sherwood Montessori Room No. 4

1071 E. 16th St., Chico, California

Date/Time: Thursday, October 19, 2017 – 6:00 p.m.

AGENDA

1. CALL TO ORDER 6:05

1.1 Roll Call Kristy Cowell, David Steffenson, Monica Woodward, Tanya King, Melissa Struyf

Absent: Heather Fox and Dillon Chik-McNeal

2. CONSENT AGENDA

2.1 Minutes Approval: Consider approval of minutes from Board Retreat, September 19, 2017.

Heather Fox joined the meeting at 6:06

Motion to approve minutes: Melissa Struyf

Second to motion: Tanya King

Vote: 5:0 to approve minutes (1 abstention: David Steffenson)

3. REPORTS AND COMMUNICATION

3.1 Committee Reports

Safety Committee has talked with CARD

Curriculum Committee will have goals for next meeting

Facilities Development Committee: Went to Nord-Refurbished portables look good

Recruitment and Outreach Committee

Heather Fox wants to see changes on our brochure to target Kindergarten students

Melissa Struyf has been talking with Terri Ziggler from CARD….

- CARD has hired a security team to patrol the park
- There are no pre-set times for these sweeps. It is intentional.

3.2 Instructional Staff Reports

Common thread among teachers is new students coming in without Montessori experience

Marlo Knox asks how can we do this? How do we reach these students to give them what they need to succeed?

Tanya Parish - How do we identify what they need to meet their needs. Impact of need in upper el: academic, social, behavior, special education…usually here not because they have moved. We are at a disadvantage here because we do not have feeder schools (Montessori)

Monica Woodward – We can possibly offer something before school starts for all new students to attend.

3.3 Sherwood Montessori Parents Organization Report

Nothing to add. Festival of gratitude is coming up November 3. Signups are online in the school announcements.

3.4 School Director Report

Director reports that enrollment today is 159

Cooking, gardening, and Spanish positions have been filled

Tanya King mentioned that CSU has a recruitment site that we could be on and asks if we could we use interns? www.csuchico.edu/careers

Director will be sending out announcement for focus groups for the LCAP.

Kristy Cowell asks to go back to instructional staff reports and discuss the extended day program. Questions whether the program is making money and if they are building classes or offering after care for students.

3.5 Director of Special Education Report

Mr. Gimbal will be here for 40 more days. Michelle has plans to continue the program with a director and notes that Gabby and Justin will still be here.

3.6 Treasurer Report

Pat Casey reports that the extended day program is bringing in more than it is putting out and that things are working because of the families being served and their needs. Paying in advance is working. This is encouraging.

Special education program has a lot of paperwork. We are still subsidizing this program but it is still better than paying Chico Unified. Schools are expected to pick up half the costs…this is statewide. We receive $ based on last year's ADA of 133 and we are budgeted for 145. We are now at 151 that's 50K and we have cash to pay our bills now. Things will be adjusted again in January. We should end this year with 5% reserve of 60K unrestricted reserve. This means that a Teacher Stipend could be possible. The good news is that we are growing and viable. Next month we will vote on the first interim budget . Will use 151 ADA for the budget.

Prop 39 money (clean energy) helped us last year and we are entitled to 200K more in the future. We will have to have a plan on how we will use it before we get it.

(Tanya King left the meeting at 7:38 PM because she went home sick.)

4. NOTICED PUBLIC HEARINGS None

5. REGULAR BUSINESS

5.1 Items Removed from Consent - none

5.2 Board Development: Board members will be asked to share their impressions of the article The Five Dysfunctions of Charter School Boards and the rubric A Rubric for Achieving the Gold Standard.

ACTION REQUESTED: Discuss article and rubric.

DISCUSSION

Heather Fox shared that this is a functional board; Kristy Cowell shares that this is a good article to have

Melissa Struyf enjoyed the article.

Monica Woodward shares that this article has clear boundaries of what the board's job is; we can build our own knowledge; some roles are not clear

Talk about our website…how do we define those boundaries…where does this fit in? Can we make a committee here?

David Steffenson reports that if it is not in a job description or in the budget then that's where the board can step in….could be its own little committee….discussion is needed here.

Management is changing as we grow….lines are not black and white

5.5 Sherwood Branding Discussion

The Board will be asked to discuss the coordination of branding the school.

ACTION REQUESTED: Discuss school brand and decide what next steps to take.

DISCUSSION

Recruitment and Outreach Committee

What needs to happen is that we do need to rebrand……lone wolf? We are a community. The committee feels they cannot do this without board support. We need consistency in our branding. Do we need to rebrand? Can we have a new committee to work on adapting this brand to be more consistent? This committee feels that our school needs a tagline.

We have the committee and just want board approval. The board approves the request from the Recruitment and Outreach Committee to work on a rebrand and a tagline for our school.

5.3 Standardized Test Results

The Board will discuss student achievement as measured by standardized tests in the spring of 2017.

ACTION REQUESTED: Discuss standardized test results.

DISCUSSION

When we have students, who stay through the years, then our test scores improve. Can we see individual growth for children who have come in? Michelle says she can do that.

Monica Woodward asks if we want these scores to define our students….is there anything else we can use.

Director tells the board that we do have other tools we use; each teacher uses what is valuable to them. For children who need extra support we have SST.

Monica Woodward asks if the teachers could report this info to the board, so we can see this growth?

Can we give the teachers a prompt for how they see growth and development in their classrooms without using the test scores? This will be the prompt for next month's board reports.

5.4 Prop 39 Facilities Request

The Board will be asked to approve a Prop 39 facilities request.

ACTION REQUESTED: Approve Prop 39 request.

Motion to approve the Prop 39 request: Monica Woodward

Second to the motion: Kristy Cowell

Vote: Unanimous to adopt

5.6 Unaudited Actuals

The Board will be asked to approve the Unaudited Actuals Financial Report for 2016- 2017 fiscal year.

ACTION REQUESTED: Approve Unaudited Actuals.

Motion to approve Unaudited Actuals: Monica Woodward

Second to the motion: Melissa Stryuf

Vote: Unanimous to approve Unaudited Actuals

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

7. FUTURE AGENDA ITEMS

7.1 The Board will be asked to adopt the First Interim Budget

7.2 The Board will be asked to approve the Annual Financial Audit

7.3 The Board will be asked to approve a calendar for the 2018-2019 school year

8. Closed Session move into 8:51 PM

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. 9:00 p.m.) Actual: 9:33

November Committee Reports

Safety Committee:

- No meeting held this month
- Planning to meet after next board meeting

Curriculum Committee:

Kristy Cowell, Chair
Eric Parish, Lower elementary teacher
Sheng Vang, Upper elementary teacher
Michelle Yezbick, Director

· NOVEMBER.. Curriculum Committee updates:

1. The specialist instructors schedule has begun with Spanish, PE, and Cooking & Gardening classes started at all levels.
2. The Budget Committee met to create the First Interim Budget and if adopted we will have some money to purchase music and art classes. Our Business Manager, Pat Casey, advises that we are better off purchasing these lessons from contractors rather than trying to hire instructors as employees.
3. Tanya and Eric Parish have identified a day to schedule substitutes for their classrooms so they can work on the Curriculum Library project. We are doing well on this and other Curriculum Committee timelines.

Facilities Development Committee:

- No meeting held this month
- Received site plan options from the architect
- Planning to meet 11/17 after the board votes on the site layout

Recruitment and Outreach Committee:

· The Recruitment and Outreach Committee met on October 30, and spent about two hours going over our focus for the short term and longer term.
· Melissa spoke about specific outreach and communications with CARD regarding 20th street park and will have to provide an update at the meeting.
· The focus of our meeting was on outlining the goals and activities for the year, as well as ongoing for this committee. We spoke about the need for consistent messaging all around for Sherwood, which led into a discussion of rebranding. I explained that Robyn and Mark had

intended to complete that a year before but with the move and 1010 Cleveland it did not happen. (Larger discussion to be had by the board).

· The other focus is on increasing enrollment, particularly for TK/K as that is the foundation of our school. We are planning targeted outreach to preschools and have proposed a kindergarten open house that will be held the very beginning of the year. Heather has received the brochure from Michelle, and is updating for accuracy, and the committee member will be contacting preschools to place the brochure at sites, give presentations if wanted, and generally start building a relationship with this community. Long term goal discussed was a Kindergarten Faire with the Charter Schools, but that is not feasible for this year.

· There was also a discussion about offering regular tours, supported by parent volunteers to lighten Michelle's load and give a parental perspective on Sherwood.

Agenda Item 3.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.2 Instructional Staff Report**

Date: November 10, 2017 the meeting of November 16, 2017

Teachers were asked to respond to the following question: What do you do in your classroom to track growth in students not measured on standardized test?

Kindergarten/Transitional Kindergarten -Teresa Shippen

Our Kindergarten classroom uses several systems to track student growth throughout our year. When school begins in August, we spend most of our time learning the aspects of being in a new community. Our initial assessment is Teacher observation. We observe what works are of interest. Is the student using the work for exploration? Are they able to use the work for its intended purpose? I begin to keep track by recording the work the student shows interest in, and whether they will need a lesson to complete the work. I use a checklist to keep track of each subject and the student's interest and abilities are recorded on these lists.

As the year progresses, I begin doing a more formal assessment. These are individual assessments that I perform to better place a student in work that is appropriate to their abilities. This takes me two full days of Substitutes, plus some class time to complete. I try to complete these by mid-September. This assessment includes basic letter recognition, sounds, number identification, counting skills, patterning, printing, and reading levels when appropriate. Later there are more formal addition, subtraction, and handwriting assessments for those students ready for this task. This gives me a more accurate picture of the student. I complete these assessments at least three times a year. I use them more often for students who are struggling in areas of the curriculum, or when I see a sudden surge in growth.

On a day to day level, I continue to use the checklist throughout the year. This helps me to track progress, and plan lessons for students. I will record whether a work was too easy, too difficult or right on track with the student's learning. I can also comment on things like whether the work is of high interest, or perhaps when to switch to a different material to continue working on the same concept. It really indicates growth and development to see it all in a linear format. Through the years, I have tried different methods of recording growth, but this format has proved to be the most reliable and efficient way to assess student learning in Kindergarten.

1st/2nd/3rd -Marlo Knox

Tracking growth in our students begins with meaningful assessment at the beginning of the school year. In the area of language arts, specifically the important task of reading, listening and observing each child read, taking a running record, an independent reading level is identified through this process using Fountas and Pinnell as our major assessment tool, supported and supplemented with Reading A to Z assessment texts. Weekly reading lessons are given after assessment is complete. Continued assessments for growth are administered at assigned intervals according to the students' level. Most students are assessed every 4 and 8 weeks. Unlike other assessments, running record reading assessments are pleasant experiences for both the child and the teacher because we are sharing a book together. It is also authentic, as students and teachers often share books together, reading to or with each other.

Tracking growth in our students' math progress is not as "cut and dry". There is a Montessori math sequence based on Montessori math materials. There is also California Common Core State Standards in math for each grade level. We, all classroom teachers minus Kindergarten, use an online assessment tool, i-Ready Adaptive Diagnostic Assessment in math, at the beginning of the year. I have found that this tool often confirms my classroom observations identifying students who struggle in math, are at grade level in math, or those who are able to do math easily. I have also noticed that i-Ready consistently fails to capture the ability of my most talented math students. I have determined that the assessment format is not practiced and therefore skews results. The approach and practice of the iReady math program is foundationally so different than the Montessori math materials program that i-Ready does little more than provide topics for instruction in my classroom. I use observation and record keeping to teach California Common Core State Standards in math using Montessori materials. I use formative assessments at the end of math topics to track progress. I will also reassess using the iReady diagnosis mid and end year as required of our school.

I wish I had more time to dedicate to this report. There is regular assessment in many areas beyond language arts and math. The clear articulation of what we teach and the materials we use to do that would be worth investing contracted time, working in grade level teams. This process would require much time. As teachers we invest personal, non-compensated, hours, seeking clarity in this important aspect of teaching and documenting the fruits of our efforts and the efforts of our students.

1st/2nd/3rd-April Pearce

To track progress not measured on standardized tests I observe students and document their progression through the Montessori curriculum. I record observations of students working with materials and navigating social situations. For example, I have record sheet for all of the Montessori math materials, where I document lessons given, student practice and mastery. When a student has gained near mastery of a material, I note that I need to give them the next lesson in the sequence. In regards to navigating social situations, I observe children as they interact with each other. I look for their use of social strategies learned to monitor growth in interpersonal situations.

1st/2nd /3rd -Eric Parish

Observation:

The teachers observe the students. How they attend the key experiences. How they follow up with practice of the experiences and do they show an understanding of the materials or content presented.

Checklists:

Language folders with lists of lessons for grammar, vocabulary, mechanics, research, and Waseca reading materials. When the student completes a key experience or a follow up practice the work is reviewed by a teacher who will then sign off for a completed activity. This folder will be in progress throughout the 3 year cycle and will accompany the student to the upper elementary.

Math folder with a checklist of the progression of Montessori math materials. When a student completes a key experience or is observed working with the material a teacher may record in the math folder when the student has been presented a material and then if they are practicing the material and when they have mastered the material. This will let the teacher know when it is time to move the student onto the next Montessori math material.

Weekly reading groups:

Students have been assessed and are grouped into appropriate groups for guided reading. Students have a chance to read with peers and the teacher. When the students are ready the groups move up reading levels. We also review language folders during this group time to see who is practicing what, and who are ready for new key experience presentations.

Weekly class summary:

This is a document that lists language, mathematics, geometry, cultural studies, and science subjects. I can make a quick note for each child after I give a lesson. This is a good reference tool for me to see who I have worked with and who I need to give a lesson to.

4th /5th/6th -Sheng Vang

To track growth that isn't measured on standardized tests, I use several different record keeping sheets that have a note section to take notes, while I give lessons, observe, and conference with students. I find that the one-on-one conferencing with my students is crucial but difficult to do on a weekly basis with all 24 students. To be able to thoroughly meet with each individual student each week and discuss the works that they are feeling successful with and the works that they should practice on, takes time. I am hoping to develop a quick check-

off list for my student conferences.

4th /5th /6th-Tanya Parish

This ability of life to create itself is captured in a strange – sounding new word, autopoiesis (from Greek, meaning self – production or self – making). Autopoiesis is life's fundamental process for creating and renewing itself, for growth and change. The entire network is engaged together in producing itself (Capra 1996.99).

A living system produces itself; it will change in order to preserve that self. Change is prompted only when an organism decides that changing is the only way to maintain itself. (Wheatley, 2006, p. 20)

Montessori and Observation
One of the things I find fascinating about Maria Montessori is that many of her ideas and theories are still being explored extensively today. These ideas also seem to align nicely with new science ideas on observation. The works of Maturana and Varela took place almost 25 years after the death of Maria Montessori. Their ideas on observation and the development of the child, dance gracefully with the ideas of neurophenomenology and autopoiesis.
The grandson of Maria Montessori writes in Education for Human Development: Understanding Montessori, (1992) "Montessori education, … is based on an empirical experiment with children in concrete life situations," (p. 42) Montessori teachers Paula Polk Lillard and Lynn Lillard Jessen point out in their book, Montessori From The Start: The Child at Home, from Birth to Age Three,(2005) Montessori herself suggested "Creative observation of your child is essential from birth onward. This is the only way to discover who your unique child is and how to adjust yourself to his uniqueness." (p.59)

This seems to illustrate the tool of observation, as being very important in creating the actions the adult will take in creating the environment. This environment includes the adult and the child. The development then perhaps is autopoietic. Montessori comments on this herself in The Secret of childhood, (1966) "in this way just as the embryo becomes a child and the child becomes a man, so the human personality is formed through its own efforts." (p. 35)

Montessori teachers obtain extensive training on how to observe in their training. Montessori suggested in The Child, Society and The World (1989) teachers, "acquire the basic tools of the trade by observing and being with children." (p. 51) Teachers are trained to look at what the child is doing without putting their own emotions and feeling into the action. When recording in this way a teacher would say, "the child ran to the door" instead of saying "the child ran excitedly to the door." Using the word excitedly infers the teacher knows what the child is thinking while running to the door. However this use of emotion is an assumption of the teacher. The child could be scared, happy, angry or just simply in a hurry. The teacher must not assume what the child is thinking.

Montessori teachers are often given the knowledge in their training to be aware of themselves as being integral part of the environment possibly affecting the child. Any action the teacher

performs could potentially change the course of the child's actions. Mario Montessori Jr. explains in Education for Human Development: Understanding Montessori, (1992) we must also observe ourselves as part of the experiment. He writes, "Another method of investigation outside of the laboratory is to make the observer or researcher and member of the group under observation." (p. 42). As it is with living systems where all components have an affect on the process of life so does the teacher have and affect on the process of development. Perhaps the words development and life are synonymous.

Montessori philosophy suggests Montessori teachers allow themselves to prepare to become a part of the natural phenomenon of awakening within the child. Montessori writes in The Montessori Method, (1964)
"we wish to awaken in the mind and heart of the educator an interest in natural phenomena to such an extent that, loving nature, he shall understand the anxious and expectant attitude of one who has prepared an experiment and who will awaits a revelation from it." (p. 9)

Observation could be an important tool in the life process of the child as well.
Angeline Stoll Lillard tells us in Montessori: The Science Behind the Genius, (2005) how materials within the classroom can also be used to help the child gain practice in observation. She writes, "working with objects such as the Pink Tower also is intended to train the child powers of observation." (p. 59).

To use observation as a tool is perhaps an integral part to understanding ones experiments. This method seems to allow the researcher the opportunity to become a part of the life process, allowing for growth.

6th/7th/8th-Celeste Shults

Well, how much time do you have? I will lay the answer to this question out for you in a brief snapshot of what I do everyday that informs my instruction sometimes minute by minute, hour by hour, day by day, or even week by week.

I will start with a confession that I could spend my entire day just having my students read and write. It happens to be my personal passion in life. Anyone who spends even a millisecond in my room or reads my weekly newsletters realizes that I absolutely adore books and the written word.

The way I track each of my students' growth in reading & writing is by having many opportunities during the day to observe my students reading and writing. This transcends our language art block in the AM, because you will see it in math, science, history, 20% Time, and all of our specialized classes (Spanish, Gardening, & Cooking).

If a student is an adept reader and writer it will allow them to access all other subjects. This is why we spend so much time practicing the art of reading for comprehension and writing for entertainment, to gain or share information, and to persuade or argue a point.

I have found wonderful rubrics both 4 point for 6th graders and 5 point for 7th and 8th graders that help to inform and guide my students on their writing journey. We have rich discussions on a multitude of topics that help guide my instruction of the class as a whole, as individuals, or as a small group.

My goal is to capture what is it that they want to know more about and then focus their attention toward working on this topic, concept, or idea. This can be tricky because as you well know they are teenagers. Their stamina for topics can be as short as an eye blink or as long as this fidget spinner or bottle flipping faze. It is my job to catch them in that fidget spinning/bottle flipping focus to get them excited about a topic so that they will stretch themselves. I am daily coming up with new ways to capture this elusive attention.

I take what they are showing me both through my observations as well as what I am tracking through daily work to change and customize their learning environment so that it is the most efficient for them.

This is where the Montessori philosophy of the mutli-age classroom is so powerful. To be able to teach a child for 3 years and to be a witness to their educational journey is truly an incredible gift.

Behavior Intervention Effectiveness-Kelli Kurth

To understand the effectiveness of behavior intervention, it is important to know the background information for our school, pertaining to behavior intervention.

Our school currently has 158 students enrolled.

Out of the 158 students there are 66 students who have an SST or 42% of our school is enrolled in the SST program.

Of the 66 students, 27 of the students have behavior interventions or 17% of our students are enrolled in the SST behavior intervention program.

Behavior intervention can mean a lot of different things at Sherwood. Here is a list of reasons why a student might have a behavior intervention SST. The behaviors listed below are examples of behavior that is usually repeated multiple times. When this happens, a referral is made.

- Eloping from class
- Physical aggression towards other students or staff
- Inability to focus and complete work
- Anxiety about school and attending school
- Impulsive behavior
- Damaging school property
- Bullying behaviors
- Showing symptoms of depression
- Any other behaviors that are affecting the students daily activities

When a student has a behavior intervention SST accommodations are put into place to support the student's learning. Accommodations for behavior SSTs might include:

- Access to food when hungry
- Fidget items to hold while in class or in circle time
- Individualized work plan to match student needs
- Access to calm down place when needed
- Earned incentives after work is completed
- Resets in the learning center
- Social coaching (pull out or in class)

Students who have a higher need of support will have a behavior intervention plan as well as accommodations in class.

Of the 27 students currently being served in the SST behavior intervention program, 13 of these students are new to our school, 48% of the behavior intervention students are new to Sherwood. Many of these new students are our students in need of higher support.

Of the remaining 14 students, 1 student has a high need of support. All other students' behaviors have lessened and can be managed in the classroom. This is due to the accommodations and supports put in place by the behavior SST and the classroom teachers.

It is difficult to measure the effectiveness of behavior intervention school wide because every student has a different reason for being in the SST program and needs different supports. Overall, students who are in the SST behavior program, who are returning students, need less support as time goes on. If a student's behavior continues to escalate, the special education team will be brought in to help consult on the behavior plan.

Please feel free to email me if you have more questions about the program. Thank you for all you do for our school!

English Language Arts Intervention-Kathryn Dunlap

2017-2018 ELA Intervention Students Served (as of November 6th, 2017)

	Previous SST students	New Referrals	Exited
Guided Reading	8	2	3
Wilson Reading System	11	6	2
Step Up To Writing	2	0	1

*some students are in more than one ELA Intervention

Guided Reading Intervention
Guided reading intervention focuses on comprehension, vocabulary, and reading strategies. There are currently 8 students who received intervention during the
2016 - 2017 school year. Students' progress in guided reading intervention is evaluated with the A to Z Benchmark Passages and Running Record Assessment. Of these 8 students, 2 students advanced 5 reading levels, 2 students advanced 4 reading levels, 1 student advanced 3 reading levels, 2 students advanced 2 reading levels, and 1 student advanced 1 reading level.

Wilson Reading System
The Wilson Reading system is a structured, systematic skill based reading program that includes phonemic awareness, decoding, sight word recognition, spelling, vocabulary and comprehension. Students' progress through the Wilson Reading System is assessed by the Wilson Assessment of Decoding and Encoding (WADE). Students with one full school year of intervention scored higher in identifying phonemes and decoding, with two students doubling their score. For the students who received intervention with the Wilson Reading System for the 2016 - 2017 school year, 6 out of 8 of those students progressed from reading 2 or less words to reading multiple words from up to three different WADE word lists. In addition, three students who could not read any words from the WADE at the beginning of the 2016 - 2017 school year were successful reading up to 7 out of 10 words from word list one at the beginning of this school year.

Writing
Currently, there are two students who received writing intervention during the 2016 - 2017 school year and continue with writing intervention this school year. Students are assessed using baseline and summative writing assessments as part of the Step Up to Writing curriculum. Both students who received writing intervention during the 2016 - 2017 school year advanced at least one proficiency level in one or more of the following writing rubric areas, organization, ideas/content, language/style and neat/CUPS.

Mathematics Intervention Program-Steve McKeever

<u>The Process</u>

The Referral
Sherwood Montessori uses the i-Ready Math program to measure students' skill and understanding of mathematics. Students' iReady Math scores serve as the first checkpoints for determining appropriate instructional levels. When a student shows as "Below [Grade] Level" in iReady they are eligible to be referred to the Student Support Team process. Through this process the student can be approved to be assessed by Math Intervention which uses the Focus Math program.

The Program
In Math Intervention, students are given assessments that target skills and concepts found in the previous grade level. A 3rd grade student, for example, would receive targeted review and reinforcement of 2nd grade skills and concepts. Meanwhile, students receive instruction at their

current grade-level from their classroom teachers. Over the course of the year, the student is assessed with the Focus Math program to gauge progress.

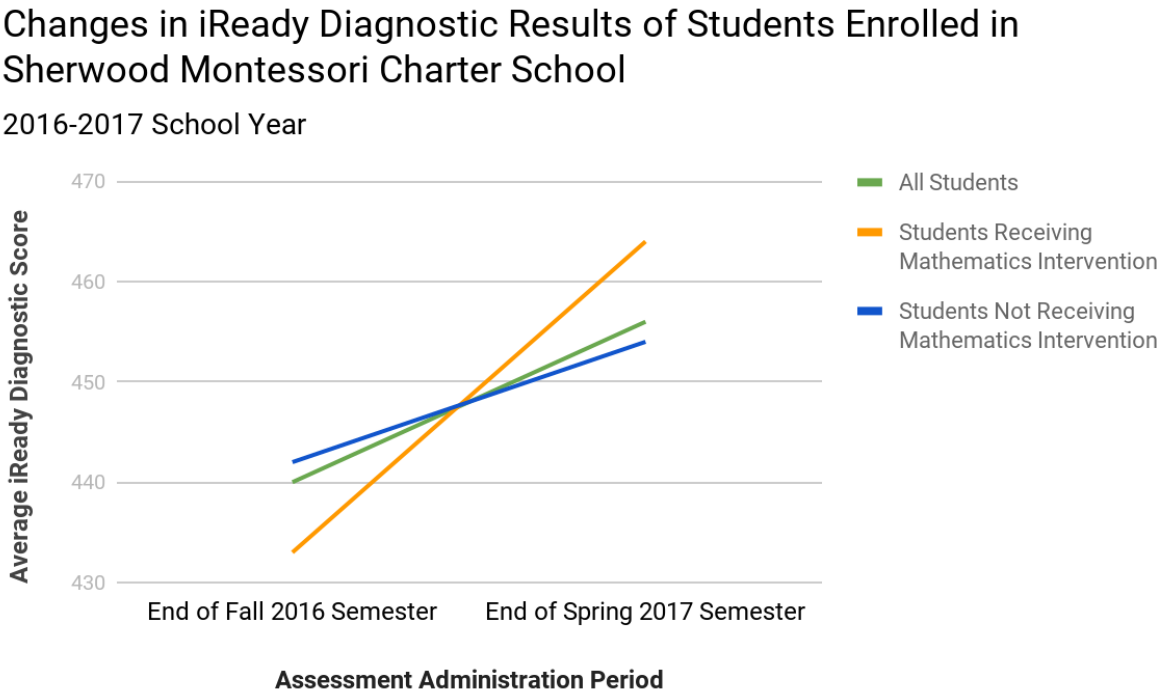
The Next Step

After instructing students with the Math Intervention program, several results may occur:

- Student receives adequate previous grade-level instruction from Math Intervention and adequate grade-level instruction from the classroom and is exited from Math Intervention
- Student receives adequate previous grade-level instruction from Math Intervention but inadequate grade-level instruction from the classroom and qualifies again for Math Intervention the next year
- Student receives inadequate previous grade-level instruction from Math Intervention and fails to make significant iReady growth for the year
- Student's needs appear to warrant higher levels of intervention and the student is referred to the IEP process

At the end of the year, students are re-assessed with the iReady Math Diagnostic to measure progress. Please see below for a comparison of iReady Math Scores for students who did and did not receive math intervention.

For detailed information concerning Focus Math program (the internal intervention curriculum) assessment results please contact stevemckeever@sherwoodmontessori.org or kelli@sherwoodmontessori.org.



The current (Fall 2017) semester currently contains insufficient iReady data to measure student progress, but the graph above shows data for the most recent completed (Spring 2017) semester.

The data for the above graph was taken directly from the "Performance by Grade and Class" report generated by iReady.com for Sherwood Montessori. Data is updated as of 11/8/17 and included:

- Scores for all iReady Diagnostics taken between 10/15/16 and 3/14/17 (known on the graph as "End of Fall 2016 Semester")
- Scores for all iReady Diagnostics taken between 3/15/17 and 7/14/17 (known on the graph as "End of Spring 2017 Semester")
- Number of students who took iReady Diagnostics during the abovementioned periods (92 students in total for End of Fall 2016 Semester, 126 students in total for End of Spring 2017 Semester, 25 students in Math Intervention for End of Fall 2016 Semester, 28 students in Math Intervention for End of Spring 2017 Semester)

Scores for Math Intervention students increased more through the semester than scores for students not receiving Math Intervention. However, this does not mean that Math Intervention will necessarily have a smaller number of qualified students the following semester due to new students who are not reflected in the above data, changes in teacher or teaching style, and more.

Special Education-Justin Allan

A fundamental requirement of special education is to find ways to assess student learning and track growth in student populations that don't necessarily respond to standardized testing. Special education students have a diverse range of needs and goals that are tracked regularly as part of the IEP process. One way this is accomplished is through informal assessments using curriculum based measures that monitor reading fluency, reading comprehension, math fluency, and math comprehension. I have also developed independent reading fluency measures based on high interest books.

I use a program called Sumdog for math and I can pull individual diagnostic and growth monitoring reports. I use this data to place individual math skills in the Sumdog program and I can work on a large range of skills for all grade levels simultaneously. I can easily tell what skills students have mastered and where they are struggling down to the specific standard. I adjust my teaching accordingly.

I also track other data like reading frequency and time spent reading. My class enjoys reading online in EPIC Books. One advantage of reading online is that I can track the number of books students read, how long they spend reading, and the types of books they gravitate toward. I even know how long they spend looking at a page and can tell if they are really reading or not. This data is in turn used to create individualized lessons and instruction.

All data is tracked in computer programs, documents, logs, journals, and SEIS (Special Education Information System).

Agenda Item 3.3

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SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Romie Steffenson, SMPO Events Coordinator

Subject: **Agenda Item 3.3 Sherwood Montessori Parents Organization Report**

Date: November 10, 2017 for the meeting of November 16, 2017

Sherwood Montessori Parents Organization
Report to the Board of Directors

The SMPO hosted a restaurant takeover on November 2, at Woodstock's Pizza. We have yet to receive a total raised from the event. The Festival of Gratitude event, on November 3, was a success, enjoyed by many since we offered it as a community event this year. We have booked the Elk's Club for the Winter Festival, a new date had to be selected due to availability, it is now December 11. The SMPO will be organizing the volunteers and look forward to another wonderful event.

Next SMPO Meeting is scheduled for Nov. 14.

Agenda Item 3.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.4 School Director Report**

Date: November 10, 2017 for the meeting of November 16, 2017

ADMINISTRATIVE ITEMS:

- Our current enrollment is 157.
- School Tours are being scheduled and the 2018-2019 application is posted on our website.
- College Preparatory Mathematics (CPM) became a discussion item at a recent charter leaders meeting. Other middle school math teams are finding it necessary to supplement the curriculum with another that gives students skills practice. The middle school math team met to discuss these ideas, and will meet again in collaboration to discuss the math curriculum and any potential changes.
- By the time this meeting is held, I will be able to report on the Silent Journey and Discovery. Based on feedback, we decided we needed to provide child care, and Justin Allan volunteered his classroom and his time.
- I attended a training for the new assessment for English learners. Although the new test is better aligned to the English Language Development standards, it is not a computer-based assessment as I had hoped. This means it will still be very time consuming. I am now a trained trainer of trainers, so it is my intention to train staff to help out with the assessment, so it will not take so much of my time at the beginning of next year.

FISCAL ITEMS:

- I have attended the first two rounds of SUMS (Scale Up Multi-Tiered System of Support) trainings for our $25,000 grant. In December there will be a third round. PBIS (Positive Behavior Interventions and Supports) trainings will begin in January as part of this grant.

SAFETY ITEMS:

- Counseling has begun for both individual and group counseling. We have the largest number of students being served in the program since we began having on-site counseling with MFT interns.

- The sidewalk construction has been completed, and is now a more convenient ADA compliant path for our side of the campus.

Agenda Item 3.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.5 Treasurer Report**

Date: November 10, 2017 for the meeting of November 16, 2017

October Treasurer's Report

The October Financial Board Report is attached to this memo. The analysis from the Board Treasurer will be given at the Board meeting on the 16th.

Attachments: October , 2017 Financial Board Reports

Sherwood Montessori
Balance Sheet - Current Month
Accrual Basis — As of October 31, 2017

	Oct 31, 17
ASSETS	
Current Assets	
Checking/Savings	
9100-Assets	100,419
Total Checking/Savings	100,419
Accounts Receivable	
9200-Accounts Receivable	19,431
Total Accounts Receivable	19,431
Other Current Assets	
9290 - Due from Grantor Govts.	15,236
Total Other Current Assets	15,236
Total Current Assets	135,086
Fixed Assets	
9410 - Land	95,000
9430- Building	60,000
Total Fixed Assets	155,000
TOTAL ASSETS	**290,086**
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
9500-Accounts Payable	1,140
Total Accounts Payable	1,140
Other Current Liabilities	
9500-Liabilities	24,120
Total Other Current Liabilities	24,120
Total Current Liabilities	25,260
Total Liabilities	25,260
Equity	
9793 - Audit Adjustments	15,974
Restricted Assets	61,165
Unrestricted Fixed Assets	155,000
Unrestricted Net Assets	105,580
Net Income	-72,893

	Oct 31, 17
Total Equity	264,826
TOTAL LIABILITIES & EQUITY	**290,086**

Sherwood Montessori
Board of Directors - Donations and Fundraising Report
October 2017

Type	Date	Memo	Amount
8000-Revenues			
8600-8799 Other Local Revenue			
8699-Fundraising and Donations			
8699-Field Trip Donations			
Deposit	10/11/2017	Sheng- field trip	75
Deposit	10/11/2017	Marlo- field trip	135
Deposit	10/11/2017	April- field trip	80
Total 8699-Field Trip Donations			290
8699-Fundraising			
Deposit	10/11/2017	Celeste - Tshirts	182
Deposit	10/11/2017	donation	35
Deposit	10/11/2017	Tshirts	482
Total 8699-Fundraising			699
Total 8699-Fundraising and Donations			989
Total 8600-8799 Other Local Revenue			989
Total 8000-Revenues			989
TOTAL			**989**

Sherwood Montessori
Board of Directors - Vendor Payments Report
October 2017

Type	Date	Num	Name	Memo	Account	Amount
Bill	10/01/2017		Chico Country Day	May Special Education Servi...	SELPA	2,046.97
Check	10/01/2017	DBT	CharterSAFE	Premium package - 17/18	5400-Liability Insurance	1,277.00
Check	10/01/2017	DBT	CharterSAFE	Premium package - 17/18	3601-Workers Comp	734.00
Check	10/03/2017	DBT	IKEA	supplies	Extended Day	26.02
Check	10/03/2017	DBT	Costco	supplies	Extended Day	4.79
Check	10/03/2017	DBT	Costco	supplies	Custodial Supplies	27.87
Check	10/03/2017	DBT	Costco	supplies	Instructional Supplies	16.68
Check	10/03/2017	DBT	Costco	supplies	Instructional Supplies	14.68
Check	10/03/2017	DBT	Target	supplies	Extended Day	84.06
Check	10/05/2017	DBT	FoodMaxx	supplies	Office Supplies	1.79
Bill	10/09/2017		EverBank	INV 414351186	Copier Lease	334.15
Bill	10/09/2017		California Water Service Co...	AUG-SEPT service	Water	39.42
Bill	10/09/2017		S & S WHOLESALE PROD...	food- - Inv 368440	Food (Instructional)	27.21
Bill	10/09/2017		Chico Country Day	Suicide Prevention Training -...	Extracurricular Services	25.00
Check	10/09/2017	5523	Celeste Shults	whistles	Office Supplies	46.12
Check	10/09/2017	5524	Lindsay . Kirst	LiveScan - cash	LiveScan and TB Test...	32.00
Check	10/09/2017	5525	Chelsea . Acosta	LiveScan	LiveScan and TB Test...	52.00
Check	10/09/2017	5526	Max . Zachai	LiveScan	LiveScan and TB Test...	52.00
Check	10/09/2017	5527	Sarah . Pence	LiveScan	LiveScan and TB Test...	52.00
Check	10/09/2017	5528	Steve Duke	washers - cable for Vanessa ...	Office Supplies	39.14
Bill	10/09/2017		Matt P. McLaughlin	INVOICE FOR SERVICES - ...	SELPA	187.50
Bill	10/09/2017		Matt P. McLaughlin	INVOICE FOR SERVICES - ...	SELPA	1,406.25
Bill	10/09/2017		Butte County Tax Collector	2017-18 PROPERTY TAX - ...	Property Tax	13.60
Check	10/10/2017	DBT	US Games	Balls, Hoops, Volleyball net	Instructional Supplies	500.95
Check	10/11/2017	DBT	Office Depot	supplies	Office Supplies	42.89
Check	10/11/2017	dbt	Costco		Instructional Supplies	124.40
Check	10/12/2017	DBT	American Montessori Society	Teresa - webinar expense - ...	Extracurricular Services	52.00
Check	10/13/2017	DBT	Amazon.com	supplies	Instructional Supplies	6.15
Check	10/13/2017	DBT	CPM EDUCATIONAL PRO...	Inv#1705933-IN	4100-Textbooks/Core...	17.56
Check	10/13/2017	DBT	Amazon.com	supplies	Instructional Supplies	17.99
Check	10/13/2017	DBT	Amazon.com	supplies	Office Supplies	31.71
Bill	10/16/2017		CUSD	INV18-00027-AUGUST 2017	CUSD FUA Charges	1,636.93
Check	10/17/2017	DBT	Costco	supplies	Office Supplies	11.78
Check	10/17/2017	DBT	Costco	supplies	Custodial Supplies	68.60
Check	10/17/2017	DBT	Costco	supplies	Instructional Supplies	20.37
Check	10/17/2017	DBT	Costco	supplies	Instructional Supplies	20.37
Check	10/17/2017	DBT	Amazon.com	supplies	Instructional Supplies	99.95
Check	10/18/2017	DBT	Amazon VIdeo on Demand	supplies	Instructional Supplies	15.00
Check	10/18/2017	DBT	Amazon.com	supplies	Office Supplies	28.86
Check	10/18/2017	DBT	Wufoo	OCT-NOV	Online List Managem...	9.95
Bill	10/19/2017		Recology	Service - 2017 SEPT	Trash/Recycling	74.78
Bill	10/19/2017		White Glove Cleaning Service	SERVICE - 2017 SEPT	5800-Other Services	1,768.00
Bill	10/19/2017		Verizon Wireless	SEPT-OCT	Telephone, Cellular	115.32
Bill	10/19/2017		KCoe Isom, LLP	PROGRESS PAYMENT - A...	Auditing and CPA Ser...	800.00
Check	10/19/2017	5536	Marissa Maxey	supplies - Fall Festival of Gr...	Office Supplies	32.68
Check	10/19/2017	5537	Hannah Robie	Livescan	LiveScan and TB Test...	52.00
Check	10/19/2017	5538	Monica Woodward	banner - advertising	Advertising	151.73
Bill	10/19/2017		Clark Pest Control	SEPT pest service	Pest Control	135.00
Bill	10/19/2017		Law Office of Gregory P. Ei...	Professional Services	Attorney	104.00
Check	10/19/2017	DBT	STAPLES	supplies	Office Supplies	56.17
Check	10/20/2017	DBT	Tracfone	minutes	Telephone, Cellular	10.73
Check	10/20/2017	DBT	Amazon.com	supplies	Office Supplies	14.61
Bill	10/24/2017		PG & E		Electricity	140.25
Bill	10/24/2017		Comcast	Oct - Nov 2017	Internet Service Provi...	190.59
Bill	10/24/2017		White Glove Cleaning Service	August 8/10&11 cleaning	5800-Other Services	870.00
Bill	10/24/2017		California Regional Theater	Celeste	Field Trips and Asse...	90.00
Check	10/24/2017	5545	Creative Apple	Marlo	Instructional Supplies	69.86
Check	10/24/2017	5546	Northern California Ballet	Celeste class	Field Trips and Asse...	66.00
Check	10/24/2017	5547	Richie Hirshen	Ceramic hands project	Food (Instructional)	162.31
Check	10/24/2017	5548	Janine Roza	LiveScan	LiveScan and TB Test...	52.00
Bill	10/24/2017		White Glove Cleaning Service	Oct service - 1070 E. and 10...	Housekeeping Services	2,040.00
Check	10/24/2017	DBT	Costco	supplies	Custodial Supplies	86.60
Check	10/24/2017	DBT	Costco	supplies	Instructional Supplies	8.99
Check	10/25/2017	DBT	SWAPPA, LLC	Pledge Week fundraising	Fundraising Expenses	158.00
Check	10/25/2017	DBT	SWAPPA, LLC	Sale fee	Fundraising Expenses	10.00
Check	10/25/2017	DBT	SWAPPA, LLC	Sale fee refund	Fundraising Expenses	-10.00
Check	10/25/2017	DBT	SWAPPA, LLC	Sale fee	Fundraising Expenses	10.00

Type	Date	Num	Name	Memo	Account	Amount
Check	10/26/2017	DBT	Amazon.com	supplies	Office Supplies	11.78
Check	10/26/2017	DBT	USPS	wc claim docs	Postage	20.69
Check	10/26/2017	DBT	InstaShirt.com	SHERWOOD T-SHIRTS	Fundraising Expenses	701.34
Check	10/27/2017	DBT	Mendes Supply Co.	supplies	Office Supplies	111.80
Check	10/27/2017	DBT	Mendes Supply Co.	supplies	Custodial Supplies	154.74
Bill	10/28/2017	4254	University Box Office	LION KING- SECRET AGEN...	Field Trips and Asse...	320.00
Bill	10/28/2017	4254	University Box Office	LION KING- SECRET AGEN...	Field Trips and Asse...	160.00
Bill	10/28/2017	4254	University Box Office	LION KING- SECRET AGEN...	Field Trips and Asse...	320.00
Bill	10/28/2017	4254	University Box Office	LION KING- SECRET AGEN...	Field Trips and Asse...	480.00
Bill	10/28/2017	4254	University Box Office	LION KING- SECRET AGEN...	Field Trips and Asse...	340.00
Bill	10/28/2017	4254	University Box Office	LION KING- SECRET AGEN...	Field Trips and Asse...	340.00
Bill	10/28/2017	4254	University Box Office	LION KING- SECRET AGEN...	Field Trips and Asse...	160.00
Bill	10/28/2017	4254	University Box Office	handling fee	Field Trips and Asse...	4.00
Bill	10/30/2017		Advanced Document		Copier Lease	308.63
Bill	10/30/2017		California Water Service Co...		Water	39.18
Bill	10/31/2017		Scholastic	INV M632645	Instructional Supplies	121.00
Bill	10/31/2017		Clark Pest Control	OCT pest service	Pest Control	135.00
Bill	10/31/2017		CUSD	INV18-00048-SEPT 2017	CUSD FUA Charges	2,484.20
Bill	10/31/2017	Inv 4644	Robertson Erickson	Engineering Services- Inv 46...	Charter Consulting	1,150.00
Check	10/31/2017	5574	Celeste Shults	2 SISTERS CONFERENCE ...	5200-Travel and Conf...	426.76
Check	10/31/2017	5574	Celeste Shults	Herobag	Instructional Supplies	16.15
Check	10/31/2017	5575	Marlo . Knox	supplies	Instructional Supplies	84.68
Check	10/31/2017	5576	Sherri Scott	energy balls	Food (Instructional)	20.95
Check	10/31/2017	5577	Kimberly Noral	LiveScan	LiveScan and TB Test...	52.00
Check	10/31/2017	5578	Lily Diaz Hannah	LiveScan	LiveScan and TB Test...	52.00
Check	10/31/2017	5579	Janette Giralico Wyman	LiveScan	LiveScan and TB Test...	52.00
Check	10/31/2017	5580	Marissa Maxey	supplies - Fall Festival of Gr...	Office Supplies	80.28
Bill	10/31/2017		Pat Casey	OCTOBER 2017 SERVICES	Business Manager Se...	3,300.00
Check	10/31/2017	DBT	1 & 1 Internet Inc.	Web and email hosting	Website, Hosting	29.97
Check	10/31/2017	DBT	Costco	supplies	Custodial Supplies	10.50
Check	10/31/2017	DBT	Costco	supplies	Office Supplies	18.75
Check	10/31/2017	DBT	Costco	supplies	Extended Day	56.12
Check	10/31/2017	DBT	The Marshall Memo	Subscription	Extracurricular Services	100.00
TOTAL						**28,167.85**

Sherwood Montessori
Profit & Loss YTD Comparison
October 2017

	Oct 17	Jul - Oct 17
Ordinary Income/Expense		
Income		
8000-Revenues	156,128	298,304
Total Income	156,128	298,304
Gross Profit	156,128	298,304
Expense		
1000 Certificated Salaries	39,159	114,896
2000 Classified Salaries	41,075	107,101
3000-Employee Benefits	20,514	63,825
4000-Books and Supplies	2,308	13,720
5000 Services/Other Op. E...	27,949	71,655
Total Expense	131,004	371,196
Net Ordinary Income	25,124	-72,893
Net Income	**25,124**	**-72,893**

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2 Board Development: What is a SELPA?**

Date: November 10, 2017 for the meeting of November 16, 2017

SUMMARY

DISCUSSION

The following information was retrieved from the California Charter School Association's website on November 7, 2017: http://www.ccsa.org/2010/05/what-is-a-selpa.html

The acronym "SELPA" stands for Special Education Local Plan Area.

In 1974, the California State Board of Education adopted the California Master Plan for Special Education. This statewide plan to equalize educational opportunities outlined the process of developing a quality educational program for the disabled students of California.

The Master Plan required that all school districts and County Offices of Education (referred to as Local Educational Agencies, or LEAs) join together in geographical regions in order to develop a regional special education service delivery system. A region might be a group of many small districts or a large single district, but each region must be of sufficient size and scope to provide the full continuum of services for children and youth residing within the region boundaries.

The service regions were named Special Education Local Plan Areas (SELPAs). There are now approximately 135 SELPAs carrying out the spirit and mandate of the California Master Plan for Special Education.

To become a member of a SELPA, the applying charter organization must apply for membership in that SELPA and be deemed by that SELPA a Local Education Agency (LEA) for purposes of special education. This process requires the charter school to demonstrate its ability to serve the full continuum of special education services, as well as assume the full liability for students served in the charter school. While charter schools can apply to become an LEA in their local SELPA or in a charter SELPA, the power to grant membership lies solely with the SELPA itself. If membership is not granted, the charter will not become a member of the SELPA.

Of the 135 SELPAs in California, there are only a few that currently accept charter schools as LEA members. SELPAs accepting applications from charter schools for the 2016-2017 school year include: the

El Dorado County Office of Education Charter SELPA, the Los Angeles County Charter SELPA, the Sonoma County Charter SELPA, and the Desert Mountain Charter SELPA. CCSA is actively working with SELPAs across the state to increase the options available to charter schools seeking LEA status for special education.

When Sherwood made the choice to "go independent for special education services," this meant we no longer received special education services through Chico Unified School District. In the past, our special education funds were collected by the Butte County SELPA, and our apportionment went to CUSD. We entered a contract for services and were billed according to prior year ADA (average daily attendance). As we grew as an organization, our desire to create and run our own program developed until we applied to leave our Butte County SELPA as an LEA in contract with CUSD. We applied to BCOE SELPA and the El Dorado Charter SELPA, but ultimately decided to join the El Dorado Charter SELPA. We were the first charter school in Butte County to join the El Dorado Charter SELPA, STREAM in Oroville is the second member from Butte County. We have been very pleased with the support we are given from El Dorado, as well as the respect for autonomy and the understanding of our school as a unique charter program.

ACTION REQUESTED

Receive report.

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.3 School Calendar 2018-2019**

Date: November 10, 2017 for the meeting of November 16, 2017

SUMMARY

A draft of a calendar for the 2018-2019 school year has been created.

DISCUSSION

The attached draft of a school calendar for the 2018-2019 mirrors local school district calendars with some differences, including starting and ending school dates. There are 180 instructional days in both versions and 185 work days for teachers.

The minimum number of instructional minutes for students is met or exceeded with this calendar. It retains the schedule we have been using this year, with a start time at 8:45 a.m. and dismissal time at 2:40 p.m.

Vacation breaks align with the CUSD calendared vacation breaks.

ACTION REQUESTED: Discuss and approve calendar.

Attachments: Draft of School Calendar for 2018-2019 School Year

Sherwood Montessori

2018-2019 School Calendar DRAFT 11/8 revision

August 2018

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	EP	EP	15	17	18	18
19	21	22	22	23	24	25
26	28	29	29	30	31	

September 2018

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 2018

Su	M	Tu	W	Th	F	Sa
	1	2	4	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 2018

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	30	30	

December 2018

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 2019

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 2019

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 2019

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 2019

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 2019

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 2019

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	EP	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 2019

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 13-14	Planning/Development Days
Aug 15	First Day of School for students
Sep 3	Labor Day-no school
Oct 26	Parent/Teacher Conferences - no school
Nov 12	Veterans Day - no school
Nov 19-23	Thanksgiving Break-no school
Dec 21-Jan 4	Winter Break-no school
Jan 21	Martin Luther King Jr. Day-no school
Feb 15 & 18	Presidents Day-no school
Feb 15	Attendance Make-Up Day-8:45-12:00

Mar 18-22	Spring Break - no school
March 29-April 1	Spring Break 2- no school
Apr 19	Parent/Teacher Conferences- no school
May 27	Memorial Day-no school
Jun 5	Last Day of School

Month	M	T	W	TH	F	Notes	K-min	1/8-min	M	T	W	TH	F	M	T	W	TH	F
August	15	16	15	16	17		600	915	0	0	305	305	305	0	0	200	200	200
August	20	21	22	23	24		1000	1525	305	305	305	305	305	200	200	200	200	200
August	27	28	29	30	31		1000	1525	305	305	305	305	305	200	200	200	200	200
Sept	3	4	5	6	7	Labor Day Holiday	800	1220		305	305	305	305		200	200	200	200
Sept	10	11	12	13	14		1000	1525	305	305	305	305	305	200	200	200	200	200
Sept	17	18	19	20	21		1000	1525	305	305	305	305	305	200	200	200	200	200
Sept	24	25	26	27	28		1000	1525	305	305	305	305	305	200	200	200	200	200
Oct	1	2	3	4	5		1000	1525	305	305	305	305	305	200	200	200	200	200
Oct	8	9	10	11	12		1000	1525	305	305	305	305	305	200	200	200	200	200
Oct	15	16	17	18	19		1000	1525	305	305	305	305	305	200	200	200	200	200
Oct	22	23	24	25	26	Conference Week	800	1060	265	265	265	265	0	200	200	200	200	0
Oct/Nov	29	30	31	1	2		1000	1525	305	305	305	305	305	200	200	200	200	200
November	5	6	7	8	9		1000	1525	305	305	305	305	305	200	200	200	200	200
November	12	13	14	15	16	Veterans Day Holiday	800	1220		305	305	305	305		200	200	200	200
November	19	20	21	22	23	Thanksgiving Break	0	0										
November	26	27	28	29	30		1000	1525	305	305	305	305	305	200	200	200	200	200
Dec	3	4	5	6	7		1000	1525	305	305	305	305	305	200	200	200	200	200
Dec	10	11	12	13	14		1000	1525	305	305	305	305	305	200	200	200	200	200
Dec	17	18	19	20	21	Winter Break	800	1220	305	305	305	305		200	200	200	200	
Dec	24	25	26	27	28	Winter Break	0	0										
Dec/Jan	31	1	2	3	4	Winter Break	0	0										
Jan	7	8	9	10	11		1000	1525	305	305	305	305	305	200	200	200	200	200
Jan	14	15	16	17	18		1000	1525	305	305	305	305	305	200	200	200	200	200
Jan	21	22	23	24	25	Martin Luther King Jr. Day	800	1220		305	305	305	305		200	200	200	200
Jan/Feb	28	29	30	31	1		1000	1525	305	305	305	305	305	200	200	200	200	200
Feb	4	5	6	7	8		1000	1525	305	305	305	305	305	200	200	200	200	200
Feb	11	12	13	14	15	Lincoln's Birthday Holiday	800	1220	305	305	305	305		200	200	200	200	
Feb	18	19	20	21	22	Presidents Day Holiday	800	1220		305	305	305	305		200	200	200	200
Feb/Mar	25	26	27	28	1		1000	1525	305	305	305	305	305	200	200	200	200	200
March	4	5	6	7	8		1000	1525	305	305	305	305	305	200	200	200	200	200
March	11	12	13	14	15		1000	1525	305	305	305	305	305	200	200	200	200	200
March	18	19	20	21	22	Spring Break	0	0										
March	25	26	27	28	29	Spring Break	800	1220	305	305	305	305		200	200	200	200	
April	1	2	3	4	5	Spring Break	800	1220		305	305	305	305		200	200	200	200
April	8	9	10	11	12	Conference Week	800	1060	265	265	265	265	0	200	200	200	200	0
April	15	16	17	18	19		1000	1525	305	305	305	305	305	200	200	200	200	200
April	22	23	24	25	26		1000	1525	305	305	305	305	305	200	200	200	200	200
April/May	29	30	1	2	3		1000	1525	305	305	305	305	305	200	200	200	200	200
May	6	7	8	9	10		1000	1525	305	305	305	305	305	200	200	200	200	200
May	13	14	15	16	17		1000	1525	305	305	305	305	305	200	200	200	200	200
May	20	21	22	23	24		1000	1525	305	305	305	305	305	200	200	200	200	200
May	27	28	29	30	31	Memorial Day Holiday	800	1220		305	305	305	305		200	200	200	200
June	3	4	5	6			600	915	305	305	305	0		200	200	200	0	
TOTAL							**36000**	**54580**										

Month	M	T	W	TH	F	Notes	Inst. Day	Non-Inst.	Total Work
August	13	14	15	16	17		3	2	5
August	20	21	22	23	24		5	0	5
August	27	28	29	30	31		5	0	5
Sept	3	4	5	6	7	Labor Day Holiday	4	0	4
Sept	10	11	12	13	14		5	0	5
Sept	17	18	19	20	21		5	0	5
Sept	24	25	26	27	28		5	0	5
Oct	1	2	3	4	5		5	0	5
Oct	8	9	10	11	12		5	0	5
Oct	15	16	17	18	19		5	0	5
Oct	22	23	24	25	26	Conference Week	4	1	5
Oct/Nov	29	30	31	1	2		5	0	5
November	5	6	7	8	9		5	0	5
November	12	13	14	15	16	Veterans Day Holiday	4	0	4
November	19	20	21	22	23	Thanksgiving Break	0	0	0
November	26	27	28	29	30		5	0	5
Dec	3	4	5	6	7		5	0	5
Dec	10	11	12	13	14		5	0	5
Dec	17	18	19	20	21	Winter Break	4	0	4
Dec	24	25	26	27	28	Winter Break	0	0	0
Dec/Jan	31	1	2	3	4	Winter Break	0	0	0
Jan	7	8	9	10	11		5	0	5
Jan	14	15	16	17	18		5	0	5
Jan	21	22	23	24	25	Martin Luther King Jr. Day	4	0	4
Jan/Feb	28	29	30	31	1		5	0	5
Feb	4	5	6	7	8		5	0	5
Feb	11	12	13	14	15	Lincoln's Birthday Holiday	4	0	4
Feb	18	19	20	21	22	Presidents Day Holiday	4	0	4
Feb/Mar	25	26	27	28	1		5	0	5
March	4	5	6	7	8		5	0	5
March	11	12	13	14	15		5	0	5
March	18	19	20	21	22	Spring Break	0	0	0
March	25	26	27	28	29	Spring Break	4	0	4
April	1	2	3	4	5	Spring Break	4	0	4
April	8	9	10	11	12		5	0	5
April	15	16	17	18	19	Conference Week	4	1	5
April	22	23	24	25	26		5	0	5
April/May	29	30	1	2	3		5	0	5
May	6	7	8	9	10		5	0	5
May	13	14	15	16	17		5	0	5
May	20	21	22	23	24		5	0	5
May	27	28	29	30	31	Memorial Day Holiday	4	0	4
June	3	4	5	6	7		3	1	4
TOTAL									
							180	**5**	**185**

DAILY SCHEDULE				
Class		Class Minutes	Lunch	Minutes
K	8:45-12:05	200		200
1st	8:45-2:40	355	50	305
2-3	8:45-2:40	355	50	305
4-5-6	8:45-2:40	355	50	305
7-8	8:45-2:40	355	50	305

LEGAL REQUIREMENT	
Instructional Minutes	TOTAL
200	36000
280	50400
280	50400
300	54000
300	54000

DEVELOPMENT DAY				
Class		Class Minutes	Lunch	Minutes
K	8:45-12:05	200		200
1st	8:45-2:00	315	50	265
2-3	8:45-2:00	315	50	265
4-5	8:45-2:00	315	50	265
6-8	8:45-2:00	315	50	265

EXCESS OF REQUIREMENT		
K	**36000**	0
1st	**54580**	4180
2-3	**54580**	4180
4-5-6	**54580**	580
7-8	**54580**	580

Agenda Item 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.4 Local Indicators Data**

Date: November 10, 2017 for the meeting of November 16, 2017

SUMMARY

Schools in California that receive the LCFF (Local Control Funding Formula) are requried to have certain data reviewed by their boards of education in a public meeting by December 1.

DISCUSSION

The California Department of Education is requiring all schools and LEAs (local education area) to submit to their boards, in a public meeting, a presentation of the data collected for State Priorities 1, 2, 4 and 6. There are 8 State Priorities, not all are relevant to Sherwood Montessori. The attached slide presentation describes each of the four areas data has been collected for to fulfill this requirement.

ACTION REQUESTED: Approve Local Indicators Data

Attachment: Local Indicator Data Presentation

CA Dashboard Local Indicators

Board of Directors

Sherwood Montessori

November 16, 2017

Big Ideas for CA Dashboard Local Indicators

- 4 Local Indicators complete the Dashboard
  - Compliment the 6 State Indicators
  - Met/Not Met/Not Met for 2 or More Years
  - Have transparency requirements
- Must be populated for Fall 2017 Dashboard
- **Process** is what's important; no colors
- Narrative required but evidence kept locally

Priority 1 – Basic Conditions

- Number/Percentage of teacher misassignments/vacant positions
  - **0**
- Number/Percentage of students without CCSS textbook access
  - **0**
- Number of identified instances where facilities do not meet "Good Repair"
  - **1: interior "fair", some ceiling tiles need replacing**

Priority 2 – Implementation of State Academic Standards

- Option 1 = Sherwood used CCSESA Common Core Leadership Planning Guide Metric for measuring the implementation of state standards. We chose this metric to ensure our school is making decisions based on the reflective survey tool results. Data indicated that we had moved to the final stage, continuous improvement. We are considering using the locally developed rubrics from BCOE as they are specific to math, ELA, and science and offer language the prompts educators to think in terms of the students' experiences with the standards.
- - OR -
- Option 2 = Reflection Tool addressing:
  - Professional development
  - Availability in all classrooms
  - Supporting staff for CCSS related instruction improvements
  - Progress toward implementation by Standard

Priority 3 – Parent Engagement

- Option 1 = Survey

We administered a School Survey for parents and other stakeholders during the 2016-2017 with results summarized in our 2017-2018 LCAP. Results found that parents participated in school activities are were active volunteers. We found our volunteer tracking system difficult to use to glean quantitative data, and are trying a new method this year. We will be shifting the collection of this data from spring to fall, to have current year data to consider when developing our LCAP.

- OR -

- Option 2 = Local Measures

Priority 6 – School Climate

- Survey to be administered at least every other year.

We administered a School Survey for parents and other stakeholders during the 2016-2017 with results summarized in our 2017-2018 LCAP. Students were also surveyed to collect school climate data. In the future, we will administer California Healthy Kids Survey for 5th graders, and move the collection time to the fall to review the current year. Results of the 2016-2017 school year were reviewed with the LCAP Focus Group. Results indicated that there was an increase in positive responses to questions about communication from school to home. Providing school lunch resulted in a positive school climate because students were well-nourished while at school. Parents of low-income students were able to access school events when free child care was provided. This year, we are continuing to provide free and reduced lunch opportunity and scholarships for field trips. We have also implemented a new form of parent education with the Silent Journey and Discovery. Feedback from the evaluations of this event indicated an overall positive response and better understanding and increased appreciation of the Montessori approach.

Sherwood scored “Met” for all four Local Indicators

- Questions/Comments

Agenda Item 5.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.5 Budget Committee Members**

Date: November 10, 2017 for the meeting of November 16, 2017

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.

Currently, approved members of the Budget Committee include me, the School Director; Dillon Chik-McNeal, the Board Treasurer; and Kelli Kurth, teacher. Heather Fox and David Steffenson, both Board members, have expressed interest in joining the Committee.

ACTION REQUESTED: Approve Heather Fox and David Steffenson as additional members of the Budget Committee.

Agenda Item 5.6

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.6 Revision of Board of Directors Page on Website**

Date: November 10, 2017 for the meeting of November 16, 2017

SUMMARY

Monica Woodward, our Board Chair, has ideas for revising the Board of Directors page on the website.

DISCUSSION

Monica has updated the information on current members of the Board of Directors. She has some ideas of other changes she would like to make to the page, but would like to have Board approval first.

ACTION REQUESTED: Approve suggested revisions

Attachments: Unaudited Actuals for 2016-2017.

Agenda Item 5.7

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.7 Placement of Buildings at 1010 Cleveland Ave.**

Date: November 10, 2017 for the meeting of November 16, 2017

SUMMARY

The Board will need to choose a layout for the buildings to be placed at 1010 Cleveland Ave.

DISCUSSION

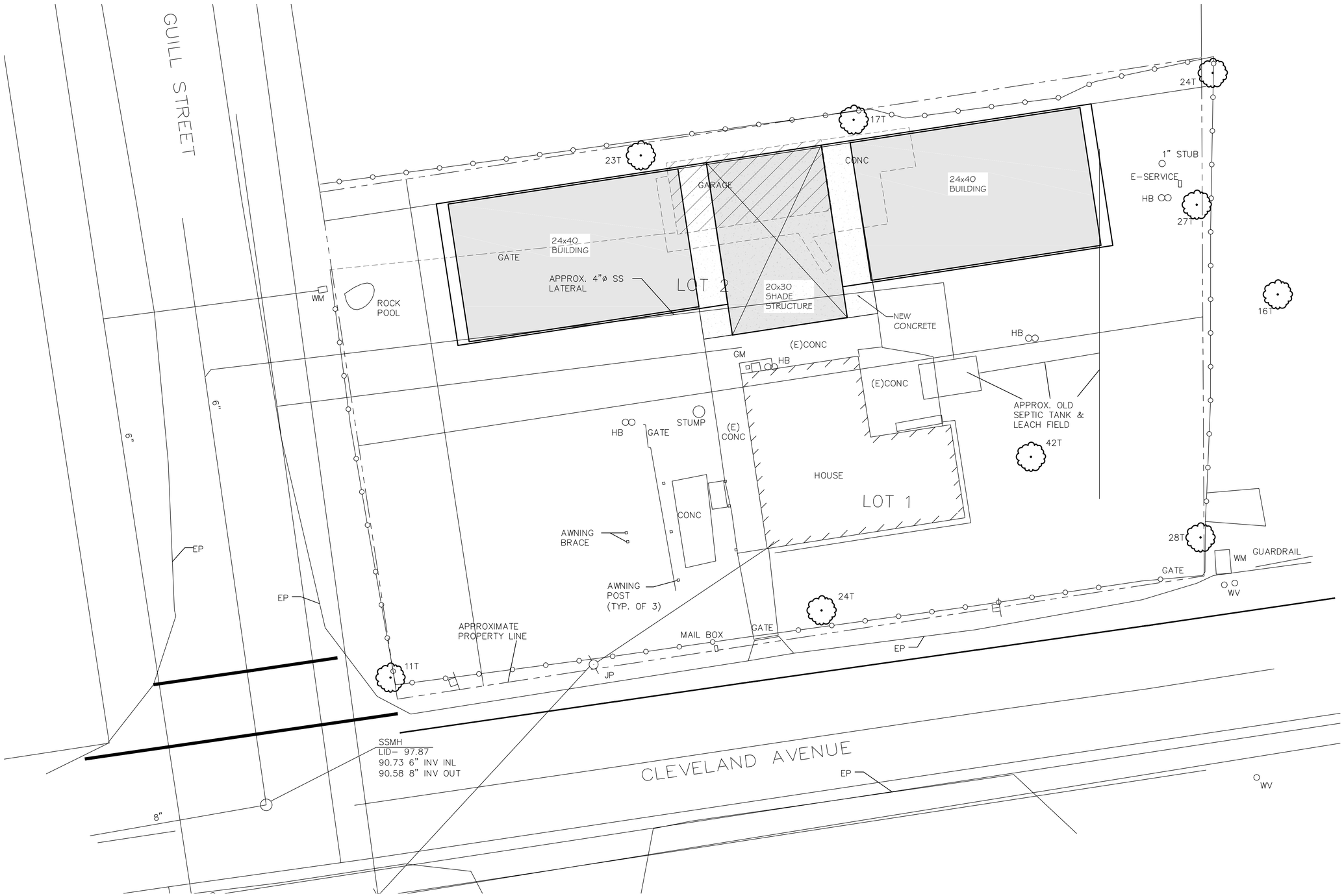
Voters in Chico approved Measure K, which allowed public school students in Chico to enjoy improved facilities and technology with proceeds from the sale of bonds. Sherwood has a portion of those revenues, and for the first project we will be placing relocatable buildings on the property at 1010 Cleveland, with a shade structure between them, to be used as a music/art classroom and studio and a science lab/Makerspace. We will also be developing an outdoor education area on the property.

Alan Chambers of Eagle Architects has completed four drawings depicting options for placement of the buildings allowable by set-back requirements and other requirements to comply with County permitting. The Board is asked to consider the four options and choose one to move forward on the project.

ACTION REQUESTED

Choose a building placement option.

Attachments: Sherwood Site Plans Options A, B, C, D



Eagle Architects
349 Silver Lake Drive
Chico, Ca. 95973
530-898-0123

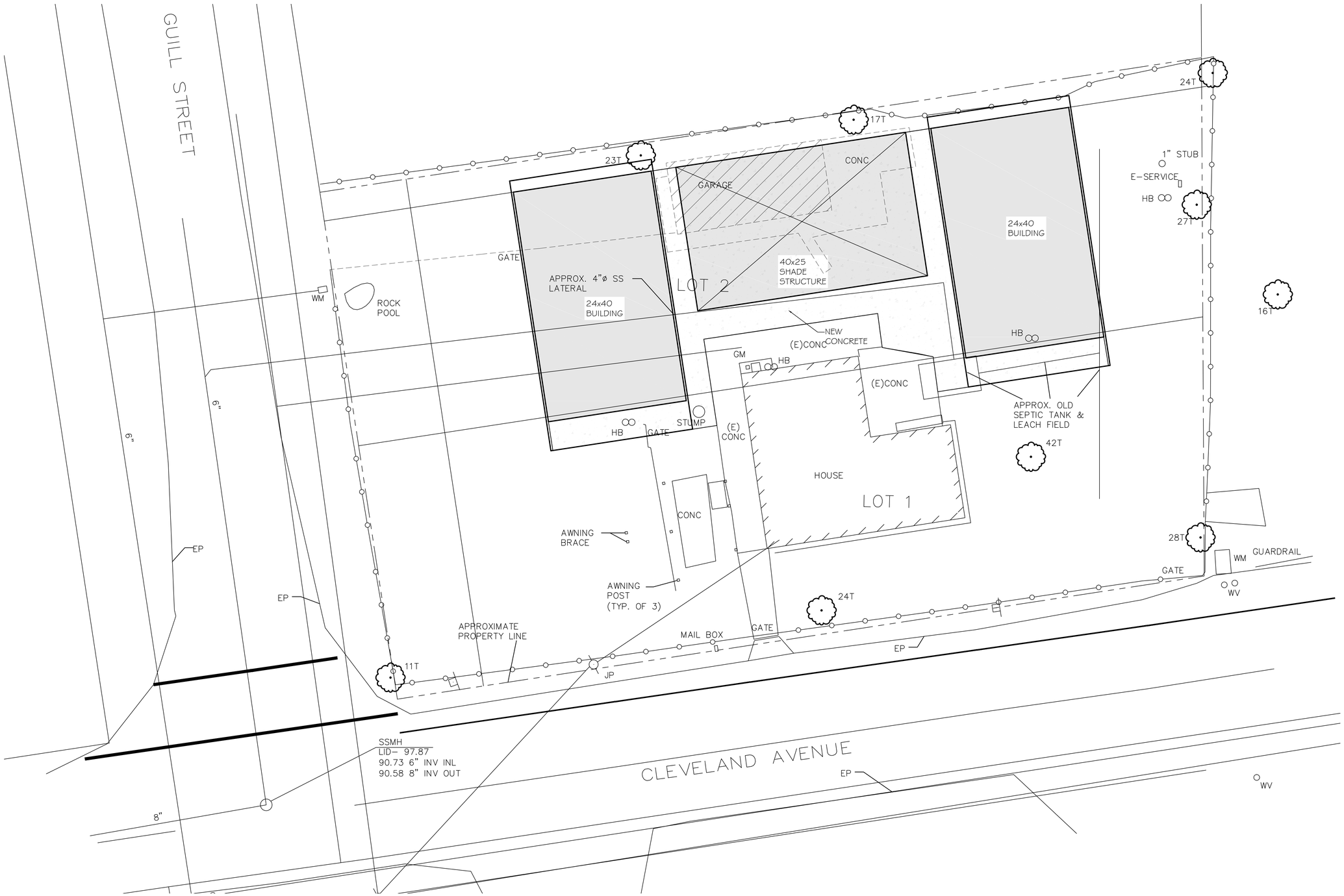
ALAN CHAMBERS
Architect

Chico Unified School District:
Two relocatable buildings
for the
Sherwood Montessori School
1010 Cleveland Street Chico, CA. 95942
CHICO BUTTE COUNTY CALIFORNIA

No.	Description	Date
1		

OPTION
A

Project Number	
Date	11-2-2017
Drawn by	TS
Checked by	AC
Scale:	AS NOTED



Eagle Architects
349 Silver Lake Drive
Chico, Ca. 95973
530-898-0123

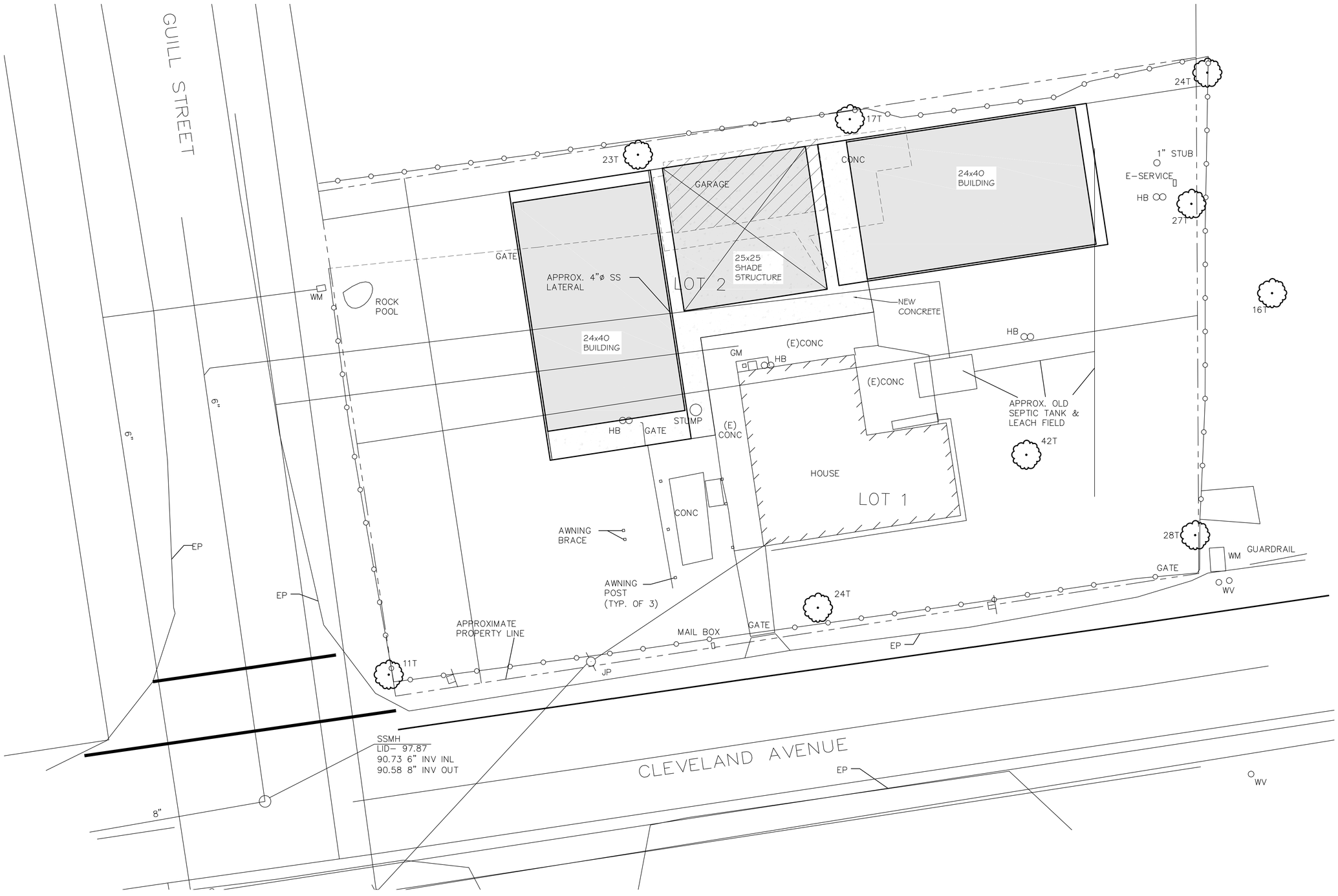
ALAN CHAMBERS
Architect

Chico Unified School District:
Two relocatable buildings
for the
Sherwood Montessori School
1010 Cleveland Street Chico, CA. 95942
CHICO BUTTE COUNTY CALIFORNIA

No.	Description	Date
1		

OPTION
B

Project Number	
Date	11-2-2017
Drawn by	TS
Checked by	AC
Scale:	AS NOTED



Eagle Architects
349 Silver Lake Drive
Chico, Ca. 95973
530-898-0123

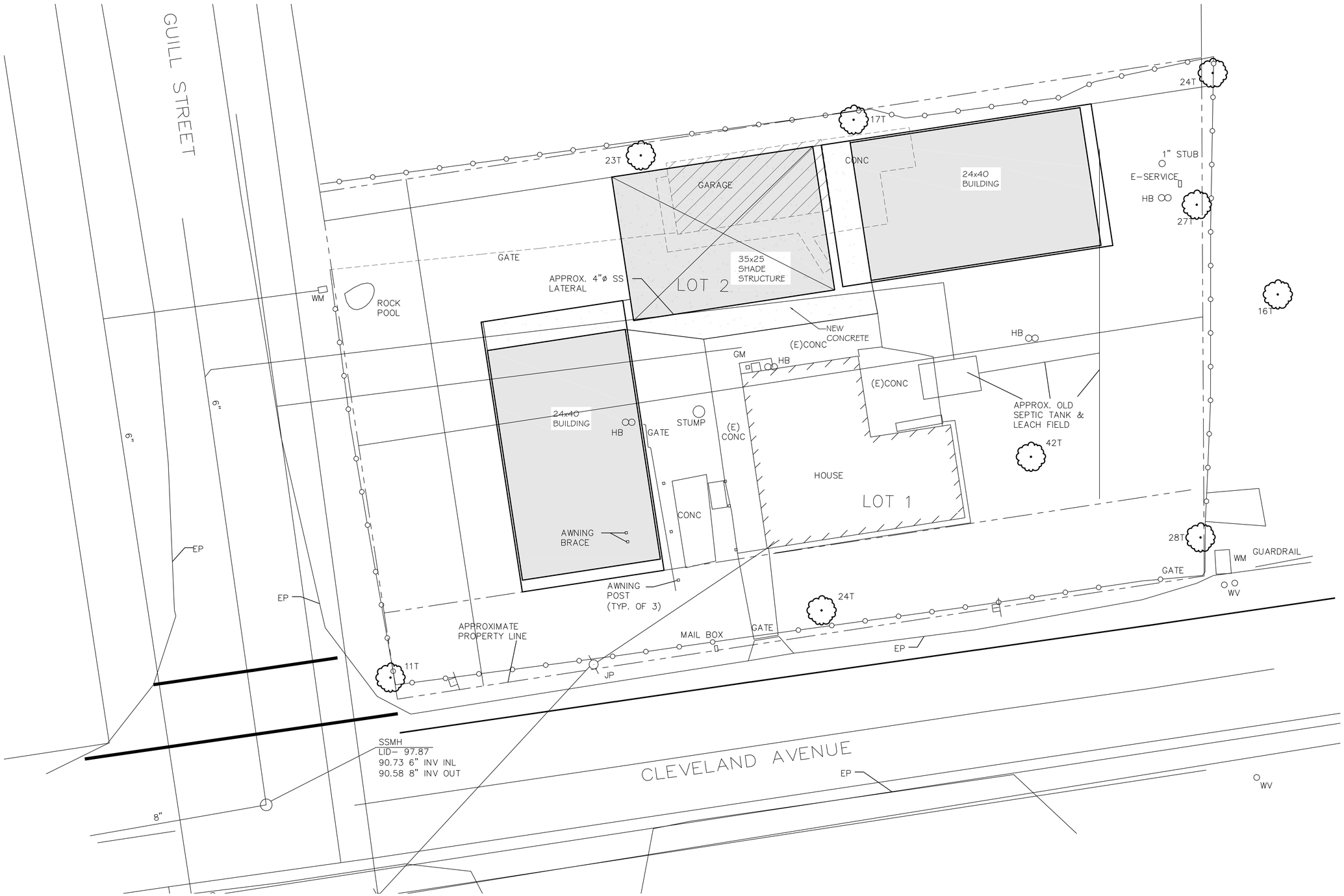
ALAN CHAMBERS
Architect

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for the
Sherwood Montessori School
1010 Cleveland Street Chico, CA. 95942
CHICO BUTTE COUNTY CALIFORNIA

No.	Description	Date
1		

OPTION
C

Project Number	
Date	11-2-2017
Drawn by	TS
Checked by	AC
Scale:	AS NOTED



Eagle Architects
349 Silver Lake Drive
Chico, Ca. 95973
530-898-0123

ALAN CHAMBERS
Architect

Chico Unified School District:
Two relocatable buildings
for the
Sherwood Montessori School
1010 Cleveland Street Chico, CA. 95942
CHICO BUTTE COUNTY CALIFORNIA

No.	Description	Date
1		

OPTION
D

Project Number	
Date	11-2-2017
Drawn by	TS
Checked by	AC
Scale:	AS NOTED

SHERWOOD MONTESSORI

SPECIAL MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California
Date/Time: **Thursday, December 14, 2017 – 5:30 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Kristy Cowell, Heather Fox, David Steffenson, Monica Woodward, Tanya King, Dillon Chik-McNeal, Melissa Struyf

2. CLOSED SESSION

Government Code section 54957
PUBLIC EMPLOYEE PERFORMANCE EVALUATION
Title: School Director
The Board will also meet in closed session to consider finalizing the expulsion of a student.

3. CONSENT AGENDA

None

4. REPORTS AND COMMUNICATION

None

5. NOTICED PUBLIC HEARINGS

None

6. REGULAR BUSINESS

6.1 Annual Financial Audit
The Board will be asked to accept the Annual Financial Audit.
ACTION REQUESTED: Accept audit.

6.2 First Interim Budget
The Board will be asked to adopt the First Interim Budget
ACTION REQUESTED: Adopt First Interim Budget.

6.3 Facilities Project Proposal
The Board will be asked to approve a facilities project proposal that would be financed with Measure K funds.
ACTION REQUESTED: Approve proposal.

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. 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.

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

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

SHERWOOD MONTESSORI

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1071 E. 16th St., Chico, California
Date/Time: **Thursday, December 14, 2017 – 5:30 p.m.**

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Government Code section 54957
PUBLIC EMPLOYEE PERFORMANCE EVALUATION
Title: School Director
The Board will also meet in closed session to consider finalizing the expulsion of a student.

3. CONSENT AGENDA

None

4. REPORTS AND COMMUNICATION

None

5. NOTICED PUBLIC HEARINGS

None

6. REGULAR BUSINESS

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The Board will be asked to accept the Annual Financial Audit.
ACTION REQUESTED: Accept audit.

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Sherwood Montessori

STATEMENT OF FINANCIAL POSITION

June 30, 2017

ASSETS		
Current Assets		
Cash and cash equivalents	$	47,687
Accounts receivable		2,556
Due from federal government		19,431
Due from state government		95,416
Due from local governments		66,892
Total Current Assets		231,982
Property and Equipment		
Net of accumulated depreciation		204,456
TOTAL ASSETS	$	436,438
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable	$	5,425
Accrued payroll and payroll liabilities		71,410
Total Liabilities		76,835
Net Assets		
Unrestricted		305,911
Temporarily restricted		53,692
Total Net Assets		359,603
TOTAL LIABILITIES AND NET ASSETS	$	436,438

The accompanying notes are an integral part of these financial statements.

Sherwood Montessori

STATEMENT OF ACTIVITIES

Year Ended June 30, 2017	Unrestricted	Temporarily Restricted	Total
Revenue and Other Support			
Local control funding formula sources	$ 1,046,225	$ -	$ 1,046,225
Federal revenue	19,431	-	19,431
State revenue	145,214	6,709	151,923
Contributions	25,801	-	25,801
Other local revenue	42,239	-	42,239
Net assets released from restrictions	14,182	(14,182)	-
Total Revenue and Other Support	1,293,092	(7,473)	1,285,619
Expenses			
Program services:			
Instruction	899,239	-	899,239
Instruction-related services	139,489	-	139,489
Pupil services	46,355	-	46,355
Ancillary services	55,297	-	55,297
Plant services	40,946	-	40,946
Transfers between agencies	-	-	-
Total Program Services	1,181,326	-	1,181,326
Supporting services:			
General administration	172,401	-	172,401
Total Expenses	1,353,727	-	1,353,727
Change in Net Assets	(60,635)	(7,473)	(68,108)
Net Assets - Beginning of Year	366,546	61,165	427,711
Net Assets - End of Year	$ 305,911	$ 53,692	$ 359,603

The accompanying notes are an integral part of these financial statements.

Agenda Item 6.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 6.2 First Interim Budget**

Date: December 11, 2017 for the meeting of December 14, 2017

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 November and early December with the original budget for the 2017-2018 fiscal year, current salaries and positions, and cash flow with actual expenditures and revenues for the current fiscal year. 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 until we go through the process once again to create the Second Interim Budget.

ACTION REQUESTED

Adopt Interim Budget

2017-18 BUDGET ESTIMATE	ADA 2ND PER.= 136.03	154 = EST. 148 ADA		FCMAT v18.2b CALCULATOR - 10-30-17								
				154.00 Enrollment		= EST.		148.00 ADA				
With Art and Music	2016-17 UNAUDIT.	2017-18 INITIAL		2017-18								
Revenue			CHANGE	GENERAL FUND GOVT	EXTEND-ED DAY	SELPA - GENERAL FUND	SELPA - STATE - RESTR.	SELPA - STATE - ERMHS	SELPA - FEDERAL - RESTR.	EFFECTIVE EDUCATOR - RESTR.	SUMS GRANT RESTR.	LOTTERY - RESTR.
8011 Local Control Funding	552,056	670,163		670,163								
8012 Education Protection Act	174,234	179,940		179,940								
8096 In Lieu Taxes	319,307	319,307		319,307								
Subtotal LCFF Revenues	1,045,597	1,169,410	***123,813***	1,169,410								
								80%				
SUMS - State Grant		25,000	25,000								25,000	
8019 State Aid - Prior Years	17,202	2,500	(14,702)	2,500								
8181 FED - SELPA	19,431	17,000	(2,431)						17,000			
8311 Special Educ. - SELPA	63,486	77,100	13,614				77,100	***23,120***				
8590 One Time Discretionary	28,638	19,992	(8,646)	19,992								
8550 Mandates Block Grant	4,830	2,062	(2,768)	2,062								
8560 State Lottery	28,933	25,000	(3,933)	20,000								5,000
8673 Parent Fees	37,048	45,008	7,960	-	45,008							
8699 Fundraising / Donations	29,757	20,000	(9,757)	20,000								
8710 Other Local Revenue	1,235	3,000	1,765	3,000	-	-						-
TOTAL REVENUES	**1,276,157**	**1,406,072**	***129,915***	**1,236,964**	**45,008**	**-**	**77,100**	**23,121**	**17,000**	**-**	**25,000**	**5,000**
Expense												
1000 Certificated Salaries	413,620	471,762	58,142	414,974			47,288	9,500				
2000 Classified Salaries	388,475	362,084	(26,391)	269,381	38,316	46,912	7,475					
3000 Employee Benefits	201,933	240,717	38,784	192,317	5,192	16,471	21,337	5,400				
				876,672	**43,508**	**63,383**	**76,100**	**14,900**	**-**	**-**	**-**	**-**
4100 Texts and Core Curricula	8,882	5,000	(3,882)	5,000								
4200 Reference Materials	1,069	10,000	8,931	10,000								
4300 Materials and Supplies	34,322	21,000	(13,322)	13,500	1,500		1,000					5,000
4400 NonCap Equipment	5,807	4,000	(1,807)	4,000		-						
4700 Food (Nutrition)	-	500	500	500								
				33,000	**1,500**	**-**	**1,000**	**-**	**-**	**-**	**-**	**5,000**
5200 Travel and Conferences	13,504	17,800	4,296	2,000		2,000				3,800	10,000	
5300 Dues and Memberships	890	1,000	110	1,000								
5400 Property/Liability Insurance	14,848	14,964	116	14,964								
5500 Operations / Housekeeping	33,927	53,000	19,073	53,000								
5600 Rentals, Leases, and Repairs	15,366	7,200	(8,166)	7,200								
5800 Prof. & Consulting Services	176,333	168,810	(7,523)	115,810		3,300		14,000	20,700		15,000	
SUM Grant				-								
5900 Communications	5,563	7,280	1,717	7,280								
			70,578	**201,254**	**-**	**5,300**	**-**	**14,000**	**20,700**	**3,800**	**25,000**	**-**
6200 CAPITAL OUTLAY- BLDG	52,210		(52,210)									
TOTAL EXPENDITURES	**1,366,749**	**1,385,117**	***18,368***	**1,110,927**	**45,008**	**68,683**	**77,100**	**28,900**	**20,700**	**3,800**	**25,000**	**5,000**
Excess/(Deficiency)	***(90,592)***	***20,955***		***126,037***	**-**	***(68,683)***	***0***	***(5,779)***	***(3,700)***	***(3,800)***	**-**	**-**
Pr. Yr. Unrestrict. Reserves Balance	**151,729**	**101,456**	**12**	**ADA**		**(78,162)**						
Unrestricted Reserves Total Balance	**61,137**	**122,411**	**14**	**ADA**								
Recommended Unrestricted Reserve	**5.00%**	**69,256**										

Agenda Item 6.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 6.3 Relocatable Classrooms Proposal**

Date: December 13, 2017 for the meeting of December 14, 2017

SUMMARY
The Facilities Committee is proposing to take next steps on the 1010 Cleveland Ave. relocatable classrooms project, which requires that our Board of Directors approve a funding request from the Measure K Charter Facilities Committee.

DISCUSSION
In August, the Board approved a proposal to request funds to begin planning for a project funded with our allocation of Measure K bond funds. The project would place a relocatable classroom at 1010 Cleveland. Results of that planning revealed that two classrooms could be obtained in the space, and at the November regular meeting, the Board approved a layout that maximized the yard space at 1010.

The Measure K Charter School Facilities Committee will want Sherwood's Board to approve this proposal before they will consider approval. Once approved by this committee, it will need to be approved by the Chico Unified School District's Board of Directors. Upon that final approval, the bond funds can be released and the project can move to the next phase.

ACTION REQUESTED:

Approve funding proposal.

Attachments: Architect's Estimate of Probable Costs, Funding Request Proposal

Eagle Architects

Alan S. Chambers
Architect/Owner
349 Silver Lake Dr
Chico CA 95973
achambers112@yahoo.com
(530) 898-0123

12/13/17 (second revision)

Estimate of Probable Costs
Sherwood Montessori Classroom Expansion
1010 Cleveland Ave., Chico

Off-Site Costs: Cleveland Ave. & Guill St. Frontage Improvements				
Item	*Quantity*	*Unit*	*Unit Cost*	*Item Total*
Off-Site Costs				
Clear and Grubb	1	ls	1000	1000
Project Layout and Staking	1	ls	1000	1000
Demo Asphalt	542	sf	3	1626
Saw Cut Pavement	236	lf	3	708
Roadway and Shoulder Excavation	68	cy	50	3400
Asphalt Concrete	7	tons	150	1050
Aggregate Base	27	tons	40	1080
Valley Gutter	228	lf	25	5700
Gravel Shoulder	46	tons	50	2300
Striping	1	ls	500	500
Off-Site Subtotal				$18,364
Engineering & Permitting (25%)				$4,591
Contingency (25%)				$4,591
Total Off-Site Costs				$27,546

Site Costs: Classroom Expansion				
Item	*Quantity*	*Unit*	*Unit Cost*	*Item Total*
Clear and Grubb	1	ls	2000	2000
Remove Existing Garage Bldg.	1	ls	4000	4000
Demo & Remove Existing Concrete Flatwork	1	ls	1000	1000
Remove Existing Sycamore Tree	1	ls	1000	1000
Remove Existing Chain Link Fencing	1	ls	600	600
Demo & Replace 6-ft high Wood Fence, North Property Line	154	lf	20	3080
New 6-ft high Wood Fence on Site	70	lf	20	1400
Demo, Remove and Place New 4" Sanitary Sewer Line at Bldg.	100	lf	30	3000
New 4" Concrete Flatwork	1200	sf	5	6000
Demo and Place New 1" Water at Bldg.	146	lf	25	3650

Excavate and Remove Soil for Bldg. Crawl Space	335	cy	16	5360
New Concrete Foundation at Bldg.	256	lf	15	3840
New 4" Sanitary Sewer Line to Bldg.	40	lf	30	1200
New 1" Water Line to Bldg.	40	lf	25	1000
Furnish and Install 6" Agg. Base	32	cy	50	1600
Finish Grading	1	ls	3000	3000
New 400 A 120/208V Electrical Service, New Utility Transformer Pad, Utility Meter, Distribution Board, Feeders to portables and existing Bldg.	1	ls	40000	40,000
Electrical Refurbish Existing Portables (use Prop 39 funds)	-	-	nc	nc
New Internet Service: above ground to existing utility pole	1	ls	500	500
New Telephone Service for Fire Alarm Notification	1	ls	500	500
New Fire Alarm Panel and devices	1	ls	3000	3000
Subtotal Site Costs				$95,730
Total Off-Site Costs				$27,546
Total Site and Off-Site Costs				$113,276

Markup			
Item	*Percentage*	*Subtotal*	*Total*
General Conditions	10%	11,327	
Overhead &Profit	4.5%	5,097	
Bonds & Insurance	2.5%	2,832	
Contingency	10%	11,327	
Subtotal of MarkUp		30,583	
Total Off-site, Site, and Markup			$143,859

Allowances				
Item	*Quantity*	*Unit*	*Unit Cost*	*Item Total*
Refurbished Relocatable Bldg.	2	bldg.	75,000	150,000
Installation of Relocatable Bldg.	2	bldg.	10,000	20,000
Shade Structure (2nd funding cycle)	-	-	-	-
Total Allowances				$170,000
Total Allowances + Total Off-site, Site, and Markup				$313,859

Permit & Engineering Fees				
Item	*Quantity*	*Unit*	*Unit Cost*	*Item Total*
PG&E Design/Engineer Fees (estimate)	1	ls	10,000	10,000
Butte County Permit Fees (estimate)	1	ls	15,000	15,000
Architect & Engineering Fees	1	ls	34,075	34,075
Printing Reimbursable Budget	1	ls	3000	3000
Total Permit & Engineering Fees				$62,075
Total Project Costs				$375,664

Measure K Charter School Facilities Committee
Project Recommendation Form for Consideration by CUSD Board of Trustees

GENERAL INFORMATION:

Name of School: Sherwood Montessori
Address: 1010 Cleveland Avenue, Chico CA 95928
Contact Name: Michelle Yezbick
Contact Phone/email: (530) 345-6600 / michelle@sherwoodmontessori.org
Year Established: 2010
Charter Renewal Date: January, 2017
CDS Code: 04-61424-0121475
Charter Number:1166
Website: www.sherwoodmontessori.org

1. **Type of Project:**
   - __X___Planning
   - _____Construction
   - _____Health Safety (Including ADA)
   - _____Modernization/Repair/Renovation/Improve
   - _____Purchase or lease Project
   - _____Other (including FF&E)

2. **Project Narrative:**
   Sherwood Montessori would like to add a relocatable classroom to create a science lab/makerspace to the property owned by the charter school at 1010 Cleveland Ave. We are requesting planning funds to investigate what pre-build obligations to the County and/or City would be required to complete this project.

3. **Charter School Property Project Location**: *(If project location is different from address above.)*

   a. Does your school currently operate on a CUSD School Site: X___yes _____no
   b. Does your school lease property/buildings from a private owner: _____yes X___no
   Note: Sherwood also operates on a site it owns, adjacent to Chapman Elementary, at 1010 Cleveland Ave.

4. **Enrollment:**
   a. Current enrollment and ADA: 158/150.1

5. **Financial Questions**

   a. Was your prior annual audit report free of any negative findings? ___X__yes _____no
   (if no, please explain)

   b. What were your cash reserves as a percent of expenditures at the end of the prior fiscal year?
   __30%

6. **Project Schedule**

Please briefly describe the timeline for the project planning and completion.
Planning would begin immediately toward work that would happen late fall/early winter 2017.

7. Total Allocation for School Round 1: $400,174
Total Estimated Cost of Project: $375,664
Amount Remaining in Allocation: $-490.00

School Facilities Projects to be Funded with Proceeds of Bonds

"Bond proceeds will be expended to repair, modernize, replace, renovate, expand, construct, acquire, equip, furnish and otherwise improve the classrooms and school facilities the [charter's] existing schools, new school sites, and other [charter] owned properties to provide equity among campuses, improved facilities, and student access to instructional technology."—Measure K

SHERWOOD MONTESSORI

SPECIAL MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California
Date/Time: **Thursday, January 18, 2018 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Kristy Cowell, Heather Fox, David Steffenson, Monica Woodward, Tanya King, Dillon Chik-McNeal, Melissa Struyf

2. CONSENT AGENDA

2.1 Minutes Approval Consider approval of minutes from Regular Meeting, November 16, 2017 and Special Meeting, December 20, 2017.
2.2 Field Trip Approval Consider approval of field trip for middle school to Ashland, Oregon for the Oregon Shakespeare Festival.
2.3 Prop 39 Clean Energy and Jobs Act consider approval of contract that will allow Indoor Environmental Services to use Sherwood's allocation of the Prop 39 funds for energy efficiency improvements.

3. REPORTS AND COMMUNICATION

3.1 School Director Report
3.2 Director of MTSS Report
3.3 Treasurer Report

4. NOTICED PUBLIC HEARINGS

None

5. REGULAR BUSINESS

5.1 Items Removed From Consent (If any)

5.2 Enrollment Model
The Board will be asked to adopt a second interim budget for the 2017-2018 school year.
ACTION REQUESTED: Adopt second interim budget.

5.3 Committee Review
The Board will be asked to review current committees and consider goals progress and feasibility of membership for each committee member.

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

ACTION REQUESTED: Review current committees and make changes as needed.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

7. FUTURE AGENDA ITEMS

7.1 The Board will receive the School Accountability Report Card (SARC).

7.2 The Board will be asked to consider the Prop 39 offer of facilities from CUSD.

7.3 The Board will be asked to adopt a Second Interim Budget.

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.

REGULAR MEETING OF THE BOARD OF DIRECTORS

Location: Sherwood Montessori Room No. 4 1071 E. 16th St., Chico, California

Date/Time: Thursday, November 16, 2017 – 6:00 p.m.

AGENDA

1. CALL TO ORDER 6:03

1.1 Roll Call Kristy Cowell, Heather Fox, David Steffenson, Monica Woodward, Tanya King, Dillon Chik-McNeal

Absent: Melissa Struyf

2. CONSENT AGENDA

2.1 Minutes Approval Consider approval of minutes from Regular Meeting, October 19, 2017.

MOTION TO APPROVE MINUTES: David Steffenson

SECOND: Heather Fox

VOTE: Unanimous yes

3. REPORTS AND COMMUNICATION

3.1 Committee Reports

- **Safety Committee**: meeting times are difficult
- **Curriculum Committee**: this committee is waiting for feedback from Tanya and Eric; possible spring demo?
- **Facilities Development Committee**: meeting tomorrow; we have architectural layouts
- **Recruitment and Outreach Committee**: this committee has not met; work has progressed on Kindergarten and transitional kindergarten brochure and open house to be scheduled possibly in early January, before the lottery

- David Steffendon offers suggestions for the brochure
  - Test results are good
  - Fiction contest was popular and we had students who placed in that contest
  - Believes we should be targeting preschools with our brochure

Budget Committee: We will need to schedule a special board meeting …results from audit are not ready

- Need to adopt a first interim budget
- Meeting set for Dec 14 to discuss budget; time to be determined
- David question: stipend for teachers; Michelle says we liked the longevity stipend; Tanya King asks if this could happen before Christmas time
  - Pat says we have not adopted a budget yet and it could face taxes that time of the year…..spread it over 5-6 paychecks over the next year (2018)
  - Has to be put into the budget we will pass in Dec
  - It is the goal of the budget committee to work out a longevity plan that can go into the budget next month
  - The committee has an approved number to work with around 10K; we can afford this
- David Steffenson asks if the goal of this stipend is retention?
  - What are the criteria
- Still working on a scale that will work

3.2 Instructional Staff Reports –

- Wonderful board reports show earnest work.
- Board recognized that the teachers spoke from their hearts and brains. The word observation speaks to their primary tool.
- Last year board reports were every other meeting. Previous topics were from the teachers about their classroom activities
- No board reports for December

3.3 Sherwood Montessori Parents Organization Report

Winter performance is December 11 at Elks Lodge; there will be no charge this year.

3.4 School Director Report

- Enrollment 155 families moving away is where we are losing our families
- Silent Journey could become back to school night; it was powerful and awesome
- Larry Gimbal has left our school
    - Michelle Yezbick is covering his responsibilities with Justin; working with program specialist from SELPA
    - New configuration will be better for the school. Justin has vision is smart and a problem solver. Kathryn Dunlap moving to Ed Specialist position to help out Justin
- Kelli Kurth increasing time by .1 to become intervention teacher
    - She is willing to do .7 position
- Justin is director now and can be Ed specialist 3 days a week
- Michelle is now able to step back
- Educationally related mental health services can earn 80% from SELPA

3.5 Treasurer Report

- Not a lot has changed.
- Numbers have gone down slightly (ADA)
    - used 150 for ADA not going to be a big impact .
- attendance will be adjusted again in January.
- At 150 ADA, 120K new budget will take it down to 80K 60K is 5% which is what we want to achieve
- Cash flow will increase in January based on ADA proposed budget @ 145

4. NOTICED PUBLIC HEARINGS None

5. REGULAR BUSINESS

5.1 Items Removed from Consent: None

5.2 Board Development Board members will be given information about SELPAs.

Motion to receive Tanya King

Second Kristy Cowell

Discussion:

- SELPA – Special Education Local Plan Area
- In California charters can go out of their regional area for a SELPA
- Sherwood left Butte County Office of Education (BCOE) SELPA
    - Butte County SELPA redistributes differently and CUSD was expensive for us.
- LEA's commonly get reimbursed for about half their spending. BCOE SELPA was designed for large districts.
- More charters are considering leaving BCOE.
- Talk at state level of going to straight ADA model.
    - This is how our current SELPA works.
- El Dorado Charter County SELPA provides services designed specifically for charters.

ACTION REQUESTED: Receive report.

Board votes Unanimous to receive SELPA Information

5.3 School Calendar 2018-2019 The Board will be asked to approve a school calendar for 2018-2019.

ACTION REQUESTED: Approve proposed 2018-2019 school calendar.

Motion to approve: Dillon Chik-McNeal

Second: David Steffenson

Discussion:

- If we have an orientation for new students, when would that be?
- Michelle: could possibly be one of the teacher work days…..using older students as mentors.
- More pressure for teachers here
- Our instructional minutes are to the line.
    - No early dismissal first and last day of school.

Motion to amend dismissal time first and last day of school David Steffenson

Second Monica Woodward

Vote: Unanimous to adopt Calendar for 2018-2019 with amendment

5.4 Local Indicators

ACTION REQUESTED: Approve local indicators data.

Motion to approve local indicators data for priorities 1,2,3,6. Dillon Chik-McNeal

Second Heather Fox

Discussion:

1-met 2-met 3-met 6-met

Data presented by Michelle Yezbick

Priority 6- Ca HEALTHY KIDS SURVEY more surveys for kids are in our future

Approval: Unanimous yes to approve

5.5 Budget Committee Members

ACTION REQUESTED: Approve Budget Committee members.

Motion to approve budget committee members- Heather Fox and David Steffenson: Kristy Cowell

Second: Dillon Chik-McNeal

Discussion:

- Heather would love to attend meetings and ask questions.
    - Does not need to be a member of the committee.
- David is interested also. All committees need at least 2 board members.
- By laws say we need board approval.

Vote: Unanimous yes to approve new budget committee members

5.6 Revision of Board of Directors Page on Website

The Board will be asked to approve a revision to the Board's page on the school website.

ACTION REQUESTED: Approve a website revision.

Motion: Heather Fox

Second: Tanya King

Discussion:

- Email address is on our website and does not need to be there.
- Website should say what the board oversees….
    - there should be a way for people to contact the board.
        - Suggest they come in person to a board meeting to share any grievance.
        - Board will accept with no discussion at that time.
        - OR…they write a letter to the board and deliver to the school.

Vote: Unanimous yes to work towards a website revision

5.7 Placement of Buildings at 1010 Cleveland Ave. The Board will be asked to choose a placement for the buildings at 1010 Cleveland.

ACTION REQUESTED: Choose a building placement option.

Motion to choose a building placement option for new buildings at 1010 Cleveland: Tanya King

Second Heather Fox

Discussion: Placement option A – left the least amount of broken up space

Vote: Adopt Placement option A …Unanimous yes

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

7. FUTURE AGENDA ITEMS

7.1 The Board will be asked to approve the next proposal in our Measure K project

7.2 The Board will receive the School Accountability Report Card (SARC) Report

7.3 The Board will be asked to adopt the Second Interim Budget

7.4 The Board will be asked to approve Sherwood's response to CUSD's Prop 39 offer

8. Closed Session (8:16)

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 8:52 PM

SPECIAL MEETING OF THE BOARD OF DIRECTORS

Location: Sherwood Montessori Room No. 4 1071 E. 16th St., Chico, California Date/Time: Thursday, December 14, 2017 – 5:30 p.m.

AGENDA

1. CALL TO ORDER 5:37

1.1 Roll Call Kristy Cowell, Heather Fox, David Steffenson, Monica Woodward, Tanya King, Dillon Chik-McNeal, Melissa Struyf

All Present

2. CLOSED SESSION

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: School Director

The Board will also meet in closed session to consider finalizing the expulsion of a student.

Motion to finalize expulsion: Dillon Chik-McNeal

Second: Heather Fox

Vote: Unanimous yes to finalize expulsion

Outcome: Student has been expelled

3. CONSENT AGENDA None

4. REPORTS AND COMMUNICATION None

5. NOTICED PUBLIC HEARINGS None

6. REGULAR BUSINESS

6.1 Annual Financial Audit

The Board will be asked to accept the Annual Financial Audit.

ACTION REQUESTED: Accept audit.

Motion to accept the Annual Financial Audit: Dillon Chik-McNeal

Second: David Steffenson

Vote: Unanimous yes to accept the Annual Financial Audit

Discussion: Everything looks good. The school is in good shape financially.

6.2 First Interim Budget

The Board will be asked to adopt the First Interim Budget

ACTION REQUESTED: Adopt First Interim Budget.

Motion to adopt First Interim Budget: Heather Fox

Second: Dillon Chik-McNeal

Vote: Unanimous yes to adopt the first Interim Budget

Discussion: Good news is we are now above the 5% we need. ADA looks promising to end up around 148. All expenses are met; including Stipend for the teachers. Teachers will receive Stipend with their January checks.

6.3 Facilities Project Proposal

The Board will be asked to approve a Facilities Project Proposal

Motion to approve the Facilities Project Proposal: Tanya King

Second: Melissa Struyf

Vote: Unanimous yes to approve the Facilities Project Proposal

Discussion: We have an estimate from the architect to put 2 portable classrooms on the 1010 Cleveland property. After this vote the proposal goes to Measure K Committee and Chico Unified for their approval in January.

7. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA - None

8. ADJOURNMENT – 7:27 PM

Proposed Agenda Item: Middle School Trip to Ashland
Prepared by: Celeste Shults Middle School Teacher

Background Information

The middle school will be attending the Shakespearean Festival in Ashland, Oregon, from April 25-27, 2018. We plan to travel by private vehicles. While in Ashland we will be staying at the Southern Oregon University Dorms and all meals will be provided by them.

Educational Implications

While in Ashland the students will attend two plays which are; *Destiny of Desire* and *Henry V.* We will attend a workshop on Thursday, 4/26 and a prologue for *Henry V* on Friday, 4/27. Prior to our departure to Ashland all students will experience reading *Henry V* in class before we attend the play.

Fiscal Implications

We paid a deposit of $570 last spring to save us a spot to reserve tickets, a workshop, and prologue for the 2018 season. We secured the above mentioned plays, workshop, and prologue last month.
2018: The cost per student is $211 and per chaperone is $211--$251. This includes 2 tickets ($74), and housing ($81 double occupancy (student or chaperone) or $121 single occupancy(chaperone only).They will be eating 6 meals ($56).

We currently have 38 students enrolled at Sherwood Montessori in the 6th, 7th, and 8th grades. I have 29 students currently in middle school and there are 9, 6th graders in the Upper Elementary classrooms. I have received confirmation from 3 of the 6th grade families in the Upper Elementary classrooms that their children will not be attending and I have one middle school student whose family has chosen that their child not attend. This brings me to a total of 34 students potentially attending. This means the total cost for students to attend is $7,174.

Additional Information

We had our annual Chicobag fundraiser which was successful. We made $646.80. We have an ongoing monthly recycling fundraiser($85 raised so far). We will be doing The Bidwell Park Clean-up again tentatively planned weather permitting for Friday, 2/16. This is always successful since it is one part fundraiser and one part community service. We will plan our sister fundraiser to our Science Sights and Sounds fundraiser this year

which will be ‘Ashland or Bust’ (working title) band performances at a venue to be determined.
We are asking for financial help with our workshop($200) and prologue($70) as well as 6 partial($105.5 X 6 = $633) and 4 full scholarships($211 X 4 = $844) for students, and the cost for Celeste ($311), and Michael ($251) to attend. We were just informed when our contract was sent to us at the end of December that SOU is requiring background checks on all chaperones. The cost per background check is $. We are estimating that we will require 8 chaperones/volunteer drivers to get us to Ashland. This would mean we would like to request an additional $. The total we are requesting assistance with is $.

Lasting Impact

A big part to any end of the year field trip is its lasting impact on the student. We have attended Science Camp at Caritas Creek in Occidental, CA twice now and my students talk about their experiences there almost daily. Our experience two years ago attending three plays and workshops were amazing.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. I look forward to speaking to you about it more at our Board Meeting on January 18 at 6:00 PM. Please feel free to email me if you have any questions at celeste@sherwoodmontessori.org.

Sincerely,
Celeste Shults
Middle School Teacher

Positive
Energy
Always
Corrects
Error

Sherwood Montessori
Celeste Shults
1010 Cleveland Avenue
Chico, CA 95928

Oregon Shakespeare Festival®
15 South Pioneer Street
Ashland, OR 97520
Group Sales:
(541) 488 5406 *Local*
(866) 545 6337 *Toll-Free*
Fax: (541) 482 8045
E-mail: groupsales@osfashland.org

Order #: 2790528

November 15, 2017

Group Sales Event List

Performance	Day/Date	Time	Number of Tickets	Ticket Value	Total Price
DESTINY OF DESIRE	Thursday, Apr 26, 2018	8:00 PM	2	$0.00	$0.00
DESTINY OF DESIRE	Thursday, Apr 26, 2018	8:00 PM	43	$37.00	$1,591.00
		Total Tickets:	45	Total Price:	$1,591.00
Workshop	Friday, Apr 27, 2018	9:30 AM		$200.00	$200.00
Location: Meet near the Green Show stage on the Bricks					
				Total Price:	$200.00
Prologue: HENRY V	Friday, Apr 27, 2018	12:30 PM		$70.00	$70.00
Location: Meet in front of the Thomas Theatre.					
				Total Price:	$70.00
HENRY V	Friday, Apr 27, 2018	1:30 PM	2	$0.00	$0.00
HENRY V	Friday, Apr 27, 2018	1:30 PM	43	$37.00	$1,591.00
		Total Tickets:	45	Total Price:	$1,591.00

Handling Fee: $20.00

Handling Fee: $20.00

Total: $3,472.00

Subject: RE: 2017-18 Prop 39 Allocation for Sherwood Montessori

From: PROP39FISCAL (PROP39FISCAL@cde.ca.gov)

To: p.casey@sbcglobal.net;

Date: Wednesday, December 6, 2017 11:16 AM

Good morning Pat,

The 5-year award allocation is 252,433. To date, 50,166 was requested and paid for planning. The remaining award allocation is 202,267, which can be paid upon approval of an energy expenditure plan (EEP) by the California Energy Commission (CEC). The deadline to submit EEPs to the CEC is February 26, 2018. Also see the important dates below.

Important Dates:

February 26, 2018	Last day CEC is accepting energy expenditure plans (EEPs).
June 30, 2019	Last day to encumber funds. No sole source contracts allowed. (Subject to LEA K-12 Audit)
June 30, 2020	Last day to complete projects. (Subject to LEA K-12 Audit)

Additional information is available on the CEC's website: http://www.energy.ca.gov/efficiency/proposition39/index.html

The CEC's Guidelines are also available online: **New Final Guidelines - Proposition 39: California Clean Energy Jobs Act - 2016 Program Implementation Guidelines**

Funding information is available on CDE's website: https://www.cde.ca.gov/fg/aa/ca/prop39cceja.asp

Sincerely,

Derrick Andrade, Fiscal Consultant

Categorical Allocations and Management Assistance Office

School Fiscal Services Division

California Department of Education

E-mail: prop39fiscal@cde.ca.gov

Phone: (916) 327-5922

PROPOSITION 39

FACILITY SOLUTIONS AGREEMENT

by and between

SHERWOOD MONTESORRI
1010 Cleveland Ave.
Chico, CA 95928

and

Famand, Inc.
(dba Indoor Environmental Services)

AGREEMENT

1. DEFINITIONS.

Unless otherwise required by the context in which any term appears: (a) capitalized terms used in this Agreement shall have the respective meanings set forth in Exhibit A; (b) the singular shall include the plural and vice versa; (c) the word "including" shall mean "including, without limitation," (d) references to "Sections" and "Exhibits" shall be to sections and exhibits of this Agreement; (e) the words "herein", "hereof" and "hereunder" shall refer to this Agreement as a whole and not to any particular section or subsection; and (f) references to this Agreement shall include a reference to all attached Exhibits, as the same may be amended, modified, supplemented or replaced from time to time.

2. CONTRACTOR CERTIFICATIONS

This Agreement includes the following contractor certifications, the forms of which are attached in Exhibit B, which must be completed by Contractor prior to commencement of the work on the Systems:

2.1. Fingerprinting/Criminal Background Investigation Certification (Exhibit B-1)

2.2. Drug-Free Workplace / Tobacco-Free Environment Certification (Exhibit B-2)

3. GENERAL

3.1. Scope of Work

(a) Contractor shall furnish to District energy efficiency upgrades and the engineering, design, procurement, construction management, installation, construction, monitoring, and commissioning of energy generation systems (each one a "System") installed at various sites (collectively, the upgrades and Systems shall be referred to as the "Project").

(b) Operations and maintenance are not a part of this Agreement. District shall enter into a separate contract for operations and maintenance to be executed concurrently with this Agreement.

(c) Project will be executed by individual Work Orders, detailed in Exhibit C ("Work").

(d) Work shall be performed in accordance with this Agreement and Exhibits attached hereto.

3.2. Contract Price

(a) Contract Price. Subject to adjustments set forth in this Agreement, Contractor agrees to perform the Work for a total fixed price of **$182,516** ("Contract Price"), including the following amounts detailed in Exhibit C ("Work Order Prices"):

(i) Work Order 1 with a total fixed price of **$109,510**

(ii) Work Order 2 with a total fixed price of **$73,006**

(iii) Payment of the Contract Price shall be made in compliance with the process described in Exhibit C.

(b) Work Order Prices in Exhibit C assume all Work Orders are executed.

PROPOSITION 39

FACILITY SOLUTIONS AGREEMENT

by and between

SHERWOOD MONTESORRI
1010 Cleveland Ave.
Chico, CA 95928

and

Famand, Inc.
(dba Indoor Environmental Services)

TABLE OF CONTENTS

1. DEFINITIONS. 2

2. CONTRACTOR CERTIFICATIONS 2

3. GENERAL 2

3.1. Scope of Work 2

3.2. Contract Price 2

3.3. Protective Measures. 3

3.4. Prevailing Wage. 3

3.5. Insurance 4

3.6. Performance of the Work. 4

3.7. Hazardous Materials. 5

3.8. Suspension of the Work. 5

3.9. Taxes. 6

3.10. Liens. 6

3.11. Compliance with Applicable Laws. 7

3.12. Environmental Attributes, Incentives, and Energy Credits. 7

3.13. Subcontractors 8

3.14. Performance & Payment Bonds. 8

3.15. Title; Risk of Loss. 8

4. PRICE AND PAYMENT 8

4.1. Contract Price 8

4.2. Payment 9

5. COMMENCEMENT & COMPLETION 10

5.1. Commencement and Substantial Completion. 10

5.2. Final Completion. 11

5.3. Inspection. 11
6. REPRESENTATIONS & WARRANTIES 11
6.1. Representations and Warranties of Contractor. 11
6.2. Representations and Warranties of District. 12
7. BREACH & TERMINATION 13
7.1. Termination by District: 13
7.2. Termination by Contractor. 14
7.3. Indemnity. 14
7.4. Limitations of Liability. 15
8. MISCELLANEOUS 16
8.1. Representatives. 16
8.2. Ownership of Plans, Data, Reports and Material. 16
8.3. Governing Law. 16
8.4. Force Majeure. 17
8.5. Dispute Resolution. 17
8.6. Notices and Demands. 18
8.7. Nondisclosure. 18
8.8. Time of Essence. 19
8.9. Validity. 19
8.10. Binding Effect. 19
8.11. Modifications. 19
8.12. Headings. 19
8.13. Counterparts; Signature Pages. 19
8.14. Announcements and Publications. 20
8.15. Complete Agreement. 20

8.16. No Agency. 20

8.17. Priority of Documents. 20

8.18. Assignment. 20

8.19. No Waiver. 21

EXHIBITS

Exhibit A Definitions

Exhibit B Certifications

Exhibit B-1 Fingerprinting / Criminal Background Investigation Certification

Exhibit B-2 Drug-Free Workplace / Tobacco-Free Environment Certification

Exhibit C Work Orders

Exhibit D Not Used

Exhibit E Insurance

Exhibit F Certificate of Substantial / Final Completion and Acceptance

FACILITY SOLUTIONS AGREEMENT

This FACILITY SOLUTIONS AGREEMENT ("Agreement"), dated as of _____, 2017 ("Effective Date"), is by and between SHERWOOD MONTESORRI, a school district organized and existing under the laws of the State of California ("District") and Famand, Inc. (dba Indoor Environmental Services), a California corporation ("Contractor") (each a "Party" and collectively, the "Parties").

RECITALS

WHEREAS, District desires to reduce energy consumption and operational expenses through the installation of energy conservation and energy generation technologies ("System");

WHEREAS, Proposition 39 (California Clean Jobs Act) and Senate Bill 73 authorizes District to enter into agreements, contracts and related documents with private sector entities for developing energy generation and conservation projects upon review and approval by the California Department of Education and California Energy Commission;

WHEREAS, District has assigned specific areas on school properties (each one, a "Site") on which the solar and/or energy conservation measures (each one, a "System") will be constructed;

WHEREAS, District desires to engage Contractor to install energy efficiency upgrades, design, supply and install selected and listed scope of work at each Site; and

WHEREAS, Contractor desires to provide such upgrades, design, supply and installation services, all in accordance with the terms and conditions set forth in this Agreement and this Agreement is contingent on the CEC Proposition 39 submission approval;

WHEREAS, Contractor is a full-service energy services company with the technical capabilities to provide services to the District, including, but not limited to, energy and energy system auditing, engineering, design, procurement, construction management, installation, construction, financing, training, monitoring and verification, maintenance, operation, and repair.

NOW THEREFORE, in consideration of the mutual promises set forth below, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereby agree as follows:

AGREEMENT

1. DEFINITIONS.

Unless otherwise required by the context in which any term appears: (a) capitalized terms used in this Agreement shall have the respective meanings set forth in Exhibit A; (b) the singular shall include the plural and vice versa; (c) the word "including" shall mean "including, without limitation," (d) references to "Sections" and "Exhibits" shall be to sections and exhibits of this Agreement; (e) the words "herein", "hereof" and "hereunder" shall refer to this Agreement as a whole and not to any particular section or subsection; and (f) references to this Agreement shall include a reference to all attached Exhibits, as the same may be amended, modified, supplemented or replaced from time to time.

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(i) Work Order 1 with a total fixed price of **$109,510**

(ii) Work Order 2 with a total fixed price of **$73,006**

(iii) Payment of the Contract Price shall be made in compliance with the process described in Exhibit C.

(b) Work Order Prices in Exhibit C assume all Work Orders are executed.

3.3. Protective Measures.

(a) Contractor shall be responsible for all injury or damage to individuals or property that may occur as a result of its fault or negligence, or that of its Subcontractors, in connection with the performance of the Work.

(b) Contractor shall take all reasonably necessary precautions for the safety of its employees and any and all other individuals present on the Site where the System is located and prevent accidents or injury to individuals on, about, or adjacent to the premises where the Work is being performed.

(c) Contractor shall keep the relevant part of the Site where the System is located and surrounding areas free from accumulation of waste materials or rubbish caused by the Work, and at the end of each Day that the Contractor performs the Work, Contractor shall remove any debris, store such debris in containers at its sole expense, and leave the Site in a clean and orderly condition. Upon Final Completion, Contractor shall remove from the relevant part of the Site where the System is located all waste materials, rubbish, debris, debris containers, tools, Equipment, machinery and surplus materials from the Site and leave the Site in a clean and orderly condition.

(d) Contractor shall comply with the provisions of the California Education Code Section 45125.2 regarding the submission of employee fingerprints to the California Department of Justice and the completion of criminal background investigations of its employees.

3.4. Prevailing Wage.

(a) California Labor Code. Contractor shall comply with all applicable provisions of the California Labor Code, Division 2, Part 7, Chapter 1, Articles 1-5, including (without limitation) the payment of the general prevailing per diem wage rates for public work projects in excess of $1,000. In addition, Contractor and each Subcontractor shall comply with Chapter 1 of Division 2, Part 7 of the California Labor Code, commencing with Section 1720, and including Sections 1735, 1777.5 and 1777.6 forbidding discrimination, and Sections 1776, 1777.5 and 1777.6 concerning the employment of apprentices by Contractor or Subcontractor.

(b) Davis-Bacon Act. Because the Work under this Agreement is financed partially with federal funds (Qualified Zone Academy Bonds), to the extent required by such financing, Contractor shall also comply with all applicable provisions of the Davis-Bacon Act (40 U.S.C. 3141-48). Specifically those provisions found at Title 29 CFR 5.5 requiring Contractor to pay the laborers and mechanics employed on the Project, on a weekly basis, no less than the wages and benefits that are prevailing in the area as determined by the Secretary of Labor.

(c) Certified Payroll Records. This Project is subject to the requirements of Subchapter 4.5 of Chapter 8 of Title 8 of the California Code of Regulations. Contractor and all subcontractors must furnish certified payroll records to the Department of Industrial Relations' Compliance Monitoring Unit at least monthly, or within 10 days of any separate request by the Compliance Monitoring Unit, in the manner required by the Compliance Monitoring Unit.

(d) Payment Withholding. Pursuant to 8 CCR 16463(e), the District may withhold contract payments when payroll records are delinquent or inadequate or as required by the Labor Commissioner. The amount withheld shall be limited to those payments due or estimated to be due to the Contractor or Subcontractor whose payroll records are delinquent or inadequate, plus any additional amount that the Labor Commissioner has reasonable cause to believe may be needed to cover a back wage and penalty assessment against the Contractor or Subcontractor whose payroll records are delinquent or inadequate; provided that the Contractor shall be required in turn to cease all

payments to a Subcontractor whose payroll records are delinquent or inadequate until the Labor Commissioner provides notice that the Subcontractor has cured the delinquency or deficiency.

(e) Site Access. Contractor shall provide site access to Department of Industrial Relations personnel upon request.

(f) Prevailing Wage Notice. On each job site that is subject to compliance monitoring and enforcement by the Department of Industrial Relations, the Contractor shall post at appropriate, conspicuous, weatherproof points at the site the Notice of Projects Subject to Requirements of Subchapter provided in Title 8, section 16451(d) of the California Code of Regulations.

(g) Prevailing Rate Penalty. Contractor shall, as a penalty, forfeit not less than Two Hundred Dollars ($200.00) to the District for each calendar day or portion thereof, for each worker paid less than the prevailing rates as determined by the Director of the Department of Industrial Relations for such work or craft in which such worker is employed for the Work by the Contractor or by any Subcontractor, of any tier, in connection with the Work. Pursuant to California Labor Code §1775, the difference between prevailing wage rates and the amount paid to each worker each calendar day, or portion thereof, for which each worker paid less than the prevailing wage rate, shall be paid to each worker by Contractor.

3.5. Insurance.

(a) Contractor and District, at their own expense, shall procure or cause to be procured and maintain or cause to be maintained in full force and effect at all times commencing no later than commencement of the Work at the Site and until Final Completion, all insurance coverage specified in Exhibit E.

(b) District and any lenders to the District and Contractor shall be added as additional insureds under the commercial general liability, automobile liability and umbrella/ excess liability insurance procured and maintained by Contractor in connection with the Work. Contractor shall not add District or any lender as additional insureds under its worker's compensation insurance policy.

(c) Each Party shall furnish current certificates indicating that the insurance required under this Agreement is being maintained. Each Party's certificate shall contain a provision whereby the insurer agrees to give the other Party thirty (30) days (or ten (10) days in the event of failure to pay premiums) written notice before the insurance is cancelled.

3.6. Performance of the Work.

(a) Contractor agrees to use, and agrees that it shall require each of its Subcontractors to use, only personnel who are qualified and properly trained and who possess every license, permit, registration, certificate or other approval required by Applicable Law or any Governmental Authority to enable such Persons to perform their Work involving any part of Contractor's obligations under this Agreement.

(b) Contractor agrees that all materials and Equipment to be supplied or used by Contractor or its Subcontractors in the performance of its obligations under this Agreement shall be new (if being incorporated into the System) or in good operating condition (if not being incorporated into the System) and fit for the use(s) for which they are employed by Contractor or its Subcontractors. Such materials and Equipment shall at all times be maintained, inspected and operated pursuant to Industry Standards and as required by Applicable Law. Contractor further agrees that all licenses, permits, registrations and certificates or other approvals required by Applicable Law or any Governmental Authority will be procured and maintained for such materials and Equipment

at all times during the use of the same by Contractor or its Subcontractors in the performance of any of Contractor's obligations under this Agreement.

3.7. Hazardous Materials.

(a) Contractor hereby specifically agrees to indemnify, defend and hold District, their present and future Board members, administrators, employees, agents, representatives, successors and assigns harmless from and against any and all losses, liabilities, claims, demands, damages, causes of action, fines, penalties, costs and expenses (including, but not limited to, all reasonable consulting, engineering, attorneys' or other professional fees), that they may incur or suffer by reason of:

(i) any release of a Hazardous Material brought on to the Site by Contractor, or any pre-existing Hazardous Materials that, through Contractor's sole negligence, are released or disturbed at the Site;

(ii) any enforcement or compliance proceeding commenced by or in the name of any Governmental Authority because of an alleged, threatened or actual violation of any Applicable Law by Contractor; and

(iii) any action reasonably necessary to abate, remediate or prevent a violation or threatened violation of any Applicable Law by Contractor.

(b) District hereby specifically agrees to indemnify, defend and hold Contractor, its present and future direct or indirect parents, subsidiaries, affiliates, divisions, and their respective directors, officers, employees, shareholders, agents, representatives, successors and assigns harmless from and against any and all losses, liabilities, claims, demands, damages, causes of action, fines, penalties, costs and expenses (including, but not limited to, all reasonable consulting, engineering, attorneys' or other professional fees), that they may incur or suffer by reason of:

(i) any release of a Hazardous Material brought on to the Site by District, District Representative, or Third Party and any pre-existing Hazardous Material except pre-existing Hazardous Material released or disturbed at the Site through Contractor's negligence;

(ii) any enforcement or compliance proceeding commenced by or in the name of any Governmental Authority because of an alleged, threatened or actual violation of any Applicable Law by District or District Representative; and

(iii) any action reasonably necessary to abate, remediate or prevent a violation or threatened violation of any Applicable Law by District or District Representative.

3.8. Suspension of the Work.

(a) If Contractor does not receive payment of any undisputed invoices submitted in accordance with Section 4.2, Contractor shall have the right, upon not less than fifteen (15) days written notice, to suspend the Work under this Agreement. Contractor shall be entitled to compensation for all undisputed amounts under this Agreement. If District issues full payment of the undisputed invoice within fifteen (15) days of written notice of intention to suspend, the notice of intention to suspend shall have no further force or effect and Contractor shall continue to perform the services hereunder as if the notice of intention to suspend had not been given. In the event of any such suspension, Contractor shall be entitled to request (i) an extension of the deadlines of this Agreement for the same period of the suspension, and (ii) the reimbursement of the additional costs and expenses, if any, reasonably incurred and substantiated by Contractor (provided

Contractor undertakes reasonable efforts to mitigate such costs and expenses) in protecting, securing or insuring the Work, the delay resulting from such suspension, and in resumption of the Work. If a suspension of the Work under this Section 3.10(a) continues for more than two (2) months, Contractor shall be entitled to, at its sole discretion, terminate this Agreement.

(b) District may suspend the Work temporarily at its discretion. In the event of any such suspension, Contractor shall be entitled to request (i) an extension of the deadlines of this Agreement for the same period of the suspension, and (ii) the reimbursement of the additional costs and expenses, if any, reasonably incurred and substantiated by Contractor (provided Contractor undertakes reasonable efforts to mitigate such costs and expenses) in protecting, securing or insuring the Work, the delay resulting from such suspension, and in resumption of the Work. If a suspension of the Work under this Section 3.10(b) continues for more than six (6) months, Contractor shall be entitled, at its sole discretion, to terminate this Agreement.

(c) In the event that the Work is totally or partially suspended, the Party that has caused the suspension (whether by reason of an act, omission or default) shall bear all the damages, costs and expenses caused by the suspension. If the suspension is not due to an act, omission or default of any of the Parties, and such delay falls under the definition of an Excusable Delay, then the deadlines of this Agreement will be extended for the same period of the suspension, or for such other period that the Parties deem reasonable in view of the circumstances, and District shall assume any costs arising under the effects of the suspension on the obligations of the Parties under this Agreement.

(d) After the resumption of the performance of the Work, Contractor shall, after due notice to District, examine the Work affected by the suspension. Contractor shall make good any defect, deterioration or loss of the construction or the Work affected that may have occurred during the suspension period. Costs properly incurred by Contractor (including but not limited to demobilization and mobilization costs, insurance fees, and repair cost) shall be added to the Work Order Price, so long as the suspension did not arise due to any act, omission or default on the part of Contractor.

3.9. Taxes.

The Work Order Price includes (and Contractor assumes exclusive liability for and shall pay before delinquency) all federal, state or local sales, use, value added, excise and other taxes, charges or contributions imposed on, or with respect to all Equipment and Contractor's services contemplated by this Agreement, provided that District shall pay and have exclusive liability with respect to any taxes payable with respect to District's income. Contractor shall hold harmless, indemnify and defend District, together with any and all its governing board, administrators, agents and employees from any liability, penalty, interest and expense by reason of Contractor's failure to pay such taxes, charges or contributions. Contractor and District shall cooperate with each other to minimize the tax liability of both Parties to the extent legally permissible.

3.10. Liens.

Contractor warrants good title, free and clear of all liens, claims, charges, security interests, and encumbrances whatsoever, to all Equipment and other items furnished by it or any of its Subcontractors that become part of the System to the extent payment therefore has been received by Contractor from District.

3.11. Compliance with Applicable Laws.

(a) Contractor specifically agrees that it shall at all times fully comply with Applicable Laws and that it shall perform the Work in accordance with the Applicable Laws. Notwithstanding the foregoing, Contractor's responsibility for any environmental liabilities shall be governed by Section 3.9.

(b) District specifically agrees that in the performance of its obligations under this Agreement it shall at all times fully comply with Applicable Laws.

3.12. Environmental Attributes, Incentives, and Energy Credits.

(a) Contractor acknowledges that District shall retain all rights and interests to the performance based incentive payments made under the California Solar Initiative.

(b) District acknowledges that Contractor shall own, and may assign or sell in its sole discretion, all rights, title, and interest associated with or resulting from the development, construction, installation and ownership of the System or the production, sale, purchase or use of the energy output including, without limitation:

(i) All Environmental Incentives arising from the Environmental Attributes associated with the System;

(ii) The reporting rights and exclusive rights to claim that: (i) the energy output was generated by the System (except as stated in paragraph (a)), (ii) Contractor is responsible for the reductions in emissions of pollution and greenhouse gases resulting from the System, (iii) Contractor is entitled to all credits, certificates, registrations, etc., evidencing or representing any of the foregoing;

(iii) All carbon reduction tonnage as defined under the Climate Action Reserve or similar definition as enacted by the State of California or the U.S. Federal Government ("Carbon Credits");

(iv) All "renewable energy credits" (as such term is defined in Section 399.12(h)(2) of the California Public Utilities Code);

(v) All Environmental Incentives hereafter enacted into law, whether under federal, state or local law, arising from the Environmental Attributes of the System or the energy output or production, sale, purchase, consumption or use of the energy output from the System, expressly excluding, however, any future Environmental Incentives that are or may be dependent on ownership of the System for federal tax purposes.

(c) The Carbon Credits, renewable energy credits, grants and future Environmental Incentives as described herein shall be referred to collectively as "Energy Credits". The Contractor may assign, sell, transfer or otherwise convey all or any part of its right, title, and interest in and to the Energy Credits from time to time as it may determine to be in its best interest. District shall take such steps as Contractor shall reasonably request to confirm Contractor's ownership of Energy Credits as herein provided and shall cooperate with Contractor, to the extent Contractor reasonably requests and at Contractor's expense, in the sale or other disposition of Energy Credits.

(d) Independent Contractor. Contractor is acting hereunder as an independent contractor and not as an agent or employee of the District. The Contractor shall not represent or otherwise hold out itself or any of its directors, officers, partners, employees, or agents to be an agent or employee of the District.

3.13. Subcontractors.

Contractor shall at all times be responsible for the acts and omissions of Subcontractors. Contractor shall be responsible for performance of all the Work, whether performed by Contractor or its Subcontractors. District shall

not undertake any obligation to pay or to be responsible for the payment of any sums to any Subcontractor. The District shall have no responsibility for settling Subcontractor claims or disputes.

3.14. Performance & Payment Bonds.

See individual Work Orders in Exhibit C for bonding requirements.

3.15. Title; Risk of Loss.

(a) From Effective Date and until the date of Substantial Completion for the Work subject to the applicable Work Order, and subject to Sections 3.17(b) and 3.17(c), Contractor assumes risk of loss and full responsibility for the cost of replacing or repairing any damage to the System and all damages to and defects in materials, Equipment, supplies and maintenance equipment (including temporary materials, equipment and supplies) that are purchased by Contractor for permanent installation in or for use during construction of the System.

(b) District shall bear the risk of loss and full responsibility with respect of the System from and after the date of Substantial Completion of the Work subject to the Work Order.

(c) Notwithstanding anything herein to the contrary, District shall bear the risk of loss and full responsibility for the cost of replacing or repairing any damage to that portion of the System applicable to the Work Order and all materials, Equipment, supplies and maintenance equipment (including temporary materials, equipment and supplies) that are purchased by Contractor or District for permanent installation in or for use during construction of the System to the extent caused by the negligent, grossly negligent or willful acts of District or its agents, employees or representatives.

(d) Title to all materials, Equipment, supplies and maintenance equipment required by this Agreement, to be purchased by Contractor for permanent installation as part of the System or for use by District or Project Owner in the operation of that portion of the System subject to the particular Work Order shall pass to the District upon the achievement of Substantial Completion of the Work required by that Work Order.

4. PRICE AND PAYMENT

4.1. Contract Price.

(a) The Work Order Price is firm and fixed and includes all expenses to be incurred by Contractor including, but not limited to, Equipment and materials, erection, commissioning, inclusive of cost of travel and lodging expenses, Applicable Permits (other than the District Permits) and taxes, related to Contractor's performance of its obligations under this Agreement.

(b) Any Changes to the System or Work above and beyond code requirements and Industry Standards requested by the District shall be resolved through a Change Order to this Agreement.

(c) Any additional Work not otherwise specified in Exhibit C shall be resolved through a Change Order to this Agreement.

(d) District and Contractor may mutually agree to reduce portions of the Work to offset the Change Order request to comply with District budget limits.

(e) The Work Order Price shall only be changed by Change Order approved by Contractor and District.

4.2. Payment.

(a) Subject to Section 4.2(e), District shall pay to Contractor the progress payments set forth in Exhibit C when Contractor has completed the Work associated with such payment. Contractor must submit documentation at the time of invoicing for related progress payments.

(b) District shall pay one hundred percent (100%) of each progress payment when such payment is due.

(c) Payments will be made by District within fifteen (15) calendar days of receipt of the Contractor invoices. Notwithstanding the immediately preceding sentence, District shall pay one hundred percent (100%) of the Fundingl Date payment set forth in Exhibit C prior to Commencement of Work. Invoices shall include any partial Lien releases and any other supporting documentation that District may reasonably request. District shall notify Contractor of any missing documentation within five (5) Business Days of receipt of invoice.

(d) The following minimum content will be contained in, or delivered together with, any payment request from Contractor to District:

(i) Contractor address, phone number, and fax

(ii) Contractor invoice number and date

(iii) Project Site address(es)

(iv) Description of completed milestones since the immediately preceding payment request

(v) Total invoice amount

(vi) "Remit to" details (for wire transfer)

(vii) Lien waivers from major Subcontractors (>5% of Work Order Price)

(viii) Signature of authorized representative of Contractor, certifying as to the accuracy of the payment request.

(e) Overdue payment obligations of District hereunder shall bear interest from the date due until the date paid at a rate per annum equal to the rate published by the *Wall Street Journal* as the "prime rate" on the date on which such interest begins to accrue plus two percent (2%).

(f) District may withhold or, on account of subsequently discovered evidence, nullify and require repayment of the whole or part of any payment to the extent necessary to protect District from loss, including costs and actual attorneys' fees, on account of (1) any breach of this Agreement by Contractor; (2) claims filed or reasonable evidence indicating probable filing of claims; (3) failure of Contractor to make payments properly to its Subcontractors or for material, labor or fringe benefits; (4) a reasonable doubt that the Work to be completed as a condition to a payment has properly been completed; (5) penalties assessed against District for failure of Contractor to comply with state, federal or local laws and regulations; or (6) any other ground for withholding payment allowed by state or federal law, or as otherwise provided in this Agreement. When the above matters are rectified, such amounts as then due and owing shall be paid or credited to Contractor.

5. COMMENCEMENT & COMPLETION

5.1. Commencement and Substantial Completion.

(a) Contractor shall perform the Work as soon as practicable following the receipt of Funding Date payment and receipt of Site title reports and as-built drawings from the District.

(b) The Contractor shall achieve Substantial Completion as set forth in Work Order. Contractor may claim a justified extension of the Substantial Completion Date if it is or will be delayed in completing the Work for one or more of the following causes:

(i) Unanticipated Conditions which directly affect the Project Milestones;

(ii) Changes in the design, scope, or schedule of the Project required by the District;

(iii) Breach of this Agreement by District;

(iv) Suspension of the Work pursuant to Section 3.10; or

(v) Force Majeure Event.

(c) The following are conditions precedent to Substantial Completion:

(i) the System is mechanically, electrically, and structurally constructed in accordance with the requirements of this Agreement, the Work and Industry Standards, except for non-critical punchlist items that do not affect operations;

(ii) the electrical infrastructure and the grid connection for the System is mechanically, electrically and functionally complete and capable of interconnection with the local utility;

(iii) District and Contractor shall have agreed on the punchlist items. For clarity purposes, the punchlist shall include final as-built drawings, operation and maintenance manuals, operation and maintenance training, permission to operate by local utility, Performance Test, and final lien waivers; and

(iv) all necessary documents have been submitted to the local public utility and all Work has been completed to the extent necessary for the local utility to issue a permission to operate.

(d) When Contractor believes it has achieved Substantial Completion, Contractor shall provide notice to District containing sufficient detail to enable District to determine that Contractor has complied fully with the requirements of Section 5.1(c). Within five (5) days after receipt of such notice, District shall either issue to Contractor the Certificate of Substantial Completion in a form similar to Exhibit F, or, if reasonable cause exists for doing so, advise Contractor by notice (stating the reasons therefore) that Substantial Completion has not been achieved. In the event District determines that Substantial Completion has not been achieved in accordance with the conditions precedent in Section 5.1(c), Contractor shall promptly take such action or perform such Work as is required to achieve Substantial Completion and shall thereupon issue to District another notice as set forth above. This procedure shall be repeated until such time as District has acknowledged Substantial Completion subject to Section 5.1(f).

(e) All punchlist items shall be completed no later than sixty (60) Business Days after Substantial Completion Date unless otherwise delayed by the local utility. Failure of Contractor to fulfill this obligation shall entitle District to complete the pending works on its own. District shall issue final payment to Contractor minus the cost to complete remaining or incomplete punchlist items.

(f) Any dispute between District and Contractor with respect to the projected achievement of Substantial Completion as contemplated by this Section 5.1(c) shall be resolved in accordance with Section 8.5(b).

5.2. Final Completion.

(a) Final Completion of the System shall be deemed to have occurred only if:

(i) all punchlist items contemplated in Section 5.1(c)(iii) have been completed or waived;

(ii) all manuals, drawings and other documents expressly required to be delivered by Contractor hereunder have been delivered to District;

(iii) on-site operation and maintenance training as required has occurred;

(iv) all final Lien waivers have been obtained;

(v) a Certificate of Final Completion in a form similar to Exhibit F is duly signed by District's Representative and the Contractor's Representative; and

(vi) the local utility has provided a permission to operate.

(b) Upon Final Completion, Contractor shall submit to District a Certificate of Final Completion in a form similar to Exhibit F certifying that all of the foregoing conditions have been satisfied. District shall, within five (5) Business Days after the receipt by District of such written certificate, shall execute an acknowledgment of such certificate if Contractor has achieved Final Completion or provide written notice of Contractor's failure to achieve Final Completion. Contractor shall promptly take such action or perform such Work as is required to achieve Final Completion and shall thereupon issue to District another notice as set forth above. This procedure shall be repeated until such time as District has acknowledged Final Completion subject to Section 5.2(c).

(c) Any dispute between District and Contractor with respect to the projected achievement of Final Completion as contemplated by this Section 5.2(a) shall be resolved in accordance with Section 8.5(b).

5.3. Inspection.

All Work performed by Contractor and all Equipment shall be subject to inspection by District, but such right of inspection of the Work or Equipment shall not relieve Contractor of responsibility for the proper performance of the Work or Equipment to the extent provided under this Agreement. Contractor shall provide to District or District's designee access to Contractor's facility or facilities where the Work is being performed during business hours, and subject to compliance with Site safety rules and policies. District shall ensure that the inspections do not affect the normal performance of this Agreement unless Work is not in compliance with this Agreement.

6. REPRESENTATIONS & WARRANTIES

6.1. Representations and Warranties of Contractor. Contractor represents and warrants to District that:

(a) Contractor is a California corporation, duly organized, validly existing, and in good standing under the laws of the State of California, and has full power to engage in the business it presently conducts and contemplates conducting, and is and will be duly licensed or qualified and in good standing under the laws of the State of California and in each other jurisdiction wherein the nature of the business transacted by it makes such licensing or qualification necessary and where the failure to be licensed or qualified would have a material adverse effect on its ability to perform its obligations hereunder.

(b) Contractor has (either directly or through a Subcontractor) all the required authority, ability, skills, experience and capacity necessary to perform and shall diligently perform the Work in a timely and professional manner, utilizing sound procurement principles, project management procedures, construction procedures and supervisory procedures, all in accordance with Industry

Standards. Contractor has (either directly or through a Subcontractor) the experience and skills necessary to determine, and Contractor has reasonably determined, that Contractor can perform the Work for the Work Order Price.

(c) The execution, delivery and performance by Contractor of this Agreement will not (i) violate or conflict with any covenant, agreement or understanding to which it is a party or by which it or any of its properties or assets is bound or affected, or its organizational documents or (ii) subject the System or any component part thereof to any lien other than as contemplated or permitted by this Agreement.

(d) There are no undisclosed actions, suits, proceedings, patent or license infringements or investigations pending or, to Contractor's knowledge, threatened against it before any court or arbitrator that individually or in the aggregate could result in any materially adverse effect on the business, properties or assets or the condition, financial or otherwise, of Contractor or in any impairment of its ability to perform its obligations under this Agreement.

(e) All goods, services, equipment, parts, and materials furnished in connection with the Work related to the System are new, unused and undamaged at the time of delivery to the Site.

(f) The individual executing this Agreement on behalf of Contractor is duly authorized to execute and deliver this Agreement on behalf of Contractor and this Agreement is binding upon Contractor in accordance with its terms.

6.2. Representations and Warranties of District. District represents and warrants to Contractor that:

(a) District is a California public school district, duly organized, validly existing, and in good standing under the laws of the State of California, and has full legal capacity and standing to pursue its purpose (including the capacity to dispose of and encumber all of its assets) and full power to engage in the business it presently conducts and contemplates conducting.

(b) The execution, delivery and performance by District of this Agreement will not (i) violate or conflict with any covenant, agreement or understanding to which it is a party or by which it or any of its properties or assets is bound or affected, or its organizational documents or (ii) subject the System or any component part thereof or the Site or any portion thereof to any lien other than as contemplated or permitted by this Agreement.

(c) There are no undisclosed actions, suits, proceedings, patent or license infringements or investigations pending or, to District's knowledge, threatened against it before any court or arbitrator that individually or in the aggregate could result in any materially adverse effect on the business, properties or assets or the condition, financial or otherwise, of District or in any impairment of its ability to perform its obligations under this Agreement.

(d) District will exercise commercially reasonable efforts to procure funding for the Project within 365 days of the Effective Date.

(e) District has proof of funds, to the satisfaction of the Contractor, that are necessary from time to time to pay Contractor the Work Order Price in accordance with the terms of this Agreement.

(f) The individual executing this Agreement on behalf of District is duly authorized to execute and deliver this Agreement on behalf of District and this Agreement is binding upon District in accordance with its terms.

7. BREACH & TERMINATION

7.1. Termination by District:

(a) Contractor agrees that District shall be entitled to terminate this Agreement upon the occurrence of any of the following circumstances:

(i) Except as otherwise permitted under this Agreement, Contractor abandons the entire Work for more than ninety (90) days or fails to commence the Work within one-hundred and eighty (180) days after receiving the Funding Date payment, and after expiration of said period fails to commence or continue performance of the Work within ten (10) business days of Contractor's written notice from District to commence or continue performance of the Work;

(ii) Contractor commits a material breach of this Agreement, and Contractor does not commence the cure of said breach and thereafter diligent pursuant to completion the cure of said breach, within thirty (30) days following Contractor's receipt of written notice thereof from District, or

(iii) Contractor makes a general assignment for the benefit of creditors, or a receiver is appointed on account of its insolvency, or it becomes the subject of any proceeding commenced under any federal or state insolvency statute or law for the relief of debtors.

(b) Upon the occurrence of any of the foregoing, District may instruct Contractor to discontinue all or any part of the Work, and Contractor shall thereupon discontinue the Work of such parts thereof. District shall thereupon have the right to continue and complete the Work or any part thereof, by contract or otherwise.

(c) Upon exercising commercially reasonable efforts, District shall be entitled to terminate this Agreement if it is unable to procure funding for the Project within 365 days of the Effective Date. Upon this occurrence, District shall have no further obligation to Contractor.

(d) If District elects to terminate this Agreement for any reason other than provided herein, District shall reimburse Contractor for all expenses incurred prior to termination, including but not limited to development and engineering cost and the actual loss of revenue that the Agreement produces for Contractor.

(e) If any covenant, condition or restriction upon the Site prohibits the installation of the System at the Site, District has the right to terminate this Agreement. Upon such termination, District shall pay to Contractor for all services rendered up to and including the date of termination; plus all costs incurred with respect to equipment or materials ordered (which order cannot be refunded, terminated or such costs otherwise recovered by Contractor) prior to the date of termination; plus, if applicable, amounts payable to Subcontractors arising from costs or expenses reasonably incurred by such Subcontractor and directly resulting from such termination; plus, if applicable, costs incurred by Contractor in demobilizing its work force from Site; plus all engineering and development cost incurred by Contractor prior to the Effective Date.

7.2. Termination by Contractor.

(a) Without limiting the provisions of Section 8.5, District agrees that upon the occurrence of any of the following, District shall reimburse Contractor for all expenses incurred prior to termination, including but not limited to development and engineering cost incurred prior to the Effective Date:

(b) If District makes a general assignment for the benefit of creditors, or a receiver is appointed on account of its insolvency, or it becomes the subject of any proceeding commenced under any federal or state insolvency statute or law for the relief of debtors.

(c) If District fails to make any payment to Contractor hereunder when due, which failure remains uncured for twenty (20) days following District's receipt of written notice thereof from Contractor, the District shall be in breach and Contractor shall have all rights and remedies that may be available under Applicable Law against District with respect thereto, including without limitation the right to suspend performance of the Work or terminate this Agreement as set forth in Section 3.10.

7.3. Indemnity.

(a) Contractor shall fully indemnify, save harmless and defend District from and against any and all costs, claims, and expenses incurred by District and their successors, assigns, governing board members, administrators, managers, employees, agents, affiliates and partners in connection with or arising from any claim by a third party for physical damage to or physical destruction of property, or death of or bodily injury to any person (other than Affiliates of District) arising from or relating to Contractor's performance of its obligations under this Agreement, but only to the extent caused by (a) the negligence, gross negligence or willful misconduct of Contractor or its Subcontractors, agents or employees or others under Contractor's control or (b) a breach by Contractor of its obligations hereunder.

(b) District shall fully indemnify, save harmless and defend Contractor and its successors, assigns, officers, directors, members, managers, employees, agents, affiliates and partners in connection with or arising from any claim by a third party for physical damage to or physical destruction of property, or death of or bodily injury to any person (other than Affiliates of Contractor or Subcontractors) arising from or relating to this Agreement, but only to the extent caused by (a) the negligence, gross negligence or willful misconduct of District or its agents or employees or others under District's control or (b) a breach by District of its obligations hereunder.

(c) Each Party shall indemnify, defend and hold the other Party, and its present and future governing board members, administrators, direct and indirect parents, subsidiaries and Affiliates and their directors, officers, shareholders, employees, agents and representatives harmless from and against any and all claims, actions, suits, proceedings, losses, liabilities, penalties, damages, costs or expenses (including attorneys' fees and disbursements) of any kind whatsoever arising from (a) actual or alleged infringement or misappropriation by such Party (or in the case of Contractor, any Subcontractor) of any patent, copyright, trade secret, trademark, service mark, trade name, or other intellectual property right in connection with the System, including without limitation, any deliverable, (b) such Party's (and in the case of Contractor, any Subcontractor's) violation of any third-party license to use intellectual property in connection with the Work, including, without limitation, any deliverable. District shall indemnify, defend and hold Contractor and its present and future direct and indirect parents, subsidiaries and Affiliates and their directors, officers, shareholders, employees, agents and representatives harmless from against any and all claims, actions, suits, proceedings, losses, liabilities, penalties, damages, costs or expenses (including attorneys' fees and disbursements) of any kind whatsoever arising from the challenge to the procedures under which this Agreement was approved by the District. Notwithstanding the foregoing, the indemnification obligations of Contractor set forth in this Section 7.3(c) shall not apply when the claim of infringement arises from a particular design, process or product of a particular manufacturer or manufacturers that Contractor is directed by District to use in connection with the Contract Documents, unless the Contractor has reason to believe there is an infringement of such intellectual property right.

(d) If any claim is brought against a Party (the "Indemnified Party") that gives rise to a potential indemnity claim under this Section 7.3, then the Indemnified Party shall give written notice of said claim to the other Party (the "Indemnifying Party"). Upon receipt of written notice of the claim, the Indemnifying Party shall be entitled to participate in, and, unless in the opinion of

counsel for the Indemnifying Party a conflict of interest between the Parties may exist with respect to such claim, assume the defense of such claim, with counsel reasonably acceptable to the Indemnified Party. Where the Indemnifying Party has elected not to assume the defense of a claim that gives rise to a potential indemnity claim under this Section 7.3, the Indemnifying Party shall reimburse the Indemnified Party for its reasonable and necessary defense expenses to the extent said claim is adjudged to be covered under the indemnity obligations. Even if the Indemnifying Party assumes the defense of the Indemnified Party with acceptable counsel, the Indemnified Party, at its sole option, may participate in the defense, at its own expense, with counsel of its own choice without relieving the Indemnifying Party of any of its obligations hereunder.

7.4. Limitations of Liability.

(a) No Consequential Damages. IN NO CIRCUMSTANCES SHALL THE CONTRACTOR OR DISTRICT OR ANY OF THEIR RESPECTIVE OFFICERS, MEMBERS OR EMPLOYEES BE LIABLE FOR PUNITIVE, CONSEQUENTIAL OR EXEMPLARY DAMAGES OF ANY NATURE INCLUDING, BUT NOT LIMITED TO, DAMAGES FOR LOST PROFITS OR REVENUES OR THE LOSS OF USE OF SUCH PROFITS OR REVENUE, LOSS BY REASON OF PLANT SHUTDOWN OR INABILITY TO OPERATE AT RATED CAPACITY, COSTS OF REPLACEMENT POWER OR CAPITAL, DEBT SERVICE FEES OR PENALTIES, INVENTORY OR USE CHARGES, DAMAGES TO REPUTATION, DAMAGES FOR LOST OPPORTUNITIES, REGARDLESS OF WHETHER SAID CLAIM IS BASED UPON CONTRACT, WARRANTY, TORT (INCLUDING NEGLIGENCE AND STRICT LIABILITY) OR OTHER THEORY OF LAW. NOTWITHSTANDING THE FOREGOING, THE LIMITATIONS ON PARTIES' LIABILITY FOR CONSEQUENTIAL, PUNITIVE OR EXEMPLARY DAMAGES IN THIS SECTION 7.4(a) SHALL NOT APPLY TO THE PARTIES' RESPECTIVE INDEMNITY OBLIGATIONS AS SET FORTH IN THIS AGREEMENT FOR SUCH DAMAGES WHEN SUCH DAMAGES ARE SOUGHT BY THIRD PARTIES.

(b) Maximum Liability. Whether an action or claim is based on warranty, contract, tort or otherwise, under no circumstance shall (i) District's total liability arising out of or related to this Agreement exceed one-hundred percent (100%) of the Contract Price, minus the aggregate amount of any payments or penalties paid by District under this Agreement, and (ii) Contractor's total liability arising out of or related to this Agreement exceed one-hundred percent (100%) of the aggregate amount of any payments to Contractor by District minus any penalties paid by Contractor under this Agreement.

8. MISCELLANEOUS

8.1. Representatives.

(a) District Representative. District designates, and Contractor agrees to accept, Michelle Yezbick Director, as District Representative for all matters relating to Contractor's performance of the Work. The actions taken by District Representative regarding such performance shall be deemed the acts of District and shall be fully binding for District. District may, upon written notice to Contractor, pursuant to Section 8.6 hereof, change the designated District Representative.

(b) Contractor Representative. Contractor designates, and District agrees to accept, Stan Butts as Contractor Representative for all matters relating to Contractor's performance under this Agreement. The actions taken by Contractor Representative shall be deemed the acts of

Contractor and shall be fully binding for Contractor. Contractor may, upon written notice to District, pursuant to Section 8.6 hereof, change the designated Contractor Representative.

(c) Power of Representatives. The Parties shall vest their Representatives with sufficient powers to enable them to assume the obligations and exercise the rights of Contractor or District, as applicable, under this Agreement.

(d) Notices to Representative. Notwithstanding Sections 8.1(a) and 8.1(b), all amendments, Change Orders, notices and other communications between Contractor and District contemplated herein shall be delivered in writing and otherwise in accordance with Section 8.6.

8.2. Ownership of Plans, Data, Reports and Material.

(a) Subject to Sections 8.2(c), Contract Documents developed by Contractor under this Agreement shall become the property of District when prepared and shall be delivered to District upon completion of the Work; provided that nothing in the foregoing shall impair, alter or otherwise affect Contractor's proprietary rights in its patents, products or other intellectual property.

(b) Any additional inventions or intellectual property created during performance of this Agreement shall be owned by Contractor.

(c) Contractor further agrees to grant and hereby grants to District an irrevocable, non-exclusive, royalty-free license under all patents, copyrights and other proprietary information of Contractor related to the Work now or hereafter owned or controlled by Contractor to the extent reasonably necessary for the operation, maintenance or repair of the System or any subsystem or component thereof designed, specified, or constructed by Contractor under this Agreement. No other license in such patents and proprietary information is granted pursuant to this Agreement.

8.3. Governing Law.

The formation, interpretation and performance of this Agreement shall be governed by and construed in accordance with the laws of the State of California. In the event of any Dispute that is not resolved pursuant to Section 8.5, the Parties hereto agree to submit to the jurisdiction of any court of competent jurisdiction within Sacramento County, California and shall comply with all requirements necessary to give such court jurisdiction.

8.4. Force Majeure.

Contractor shall promptly notify District in writing of any delay or anticipated delay in Contractor's performance of this Agreement due to a Force Majeure Event, and the reason for and anticipated length of the delay. Contractor shall deliver such notice as soon as reasonably practicable, but in any event within forty-eight (48) hours of Contractor's becoming aware of such delay. Contractor shall be excused for any delays or defaults in the performance of its obligations under this Agreement that are the result of a Force Majeure Event. Contractor shall be entitled to a reasonable extension of time for delays due to a Force Majeure Event; provided that any Work done or materials furnished by Contractor in restoring or rebuilding the System will be paid for by District as an approved Change Order pursuant to Section 3.5.

8.5. Dispute Resolution.

(a) Good faith negotiations. In the event that any question, dispute, difference or claim arises out of or in connection with this Agreement, including any question regarding its existence, validity, performance or termination (a "Dispute"), which either Party has notified to the other, senior management personnel from both Contractor and District shall meet and diligently attempt in good faith to resolve the Dispute for a period of thirty (30) days following one Party's written request to the other Party for such a meeting. If, however, either Party refuses or fails to so meet, or the Dispute is not resolved by negotiation, the provisions of Sections 8.5(b), 8.5(c) and 8.5(d) shall apply to the extent applicable to the Dispute.

(b) Technical Dispute. Technical Disputes shall be resolved by an independent expert. For the purposes of this Agreement, a "Technical Dispute" shall mean a Dispute regarding whether the System conforms to the Industry Standards and applicable Building Codes, whether the relevant part of the Site where the System is located meets the required Site characteristics, and any other Disputes of a technical or engineering nature. All Technical Disputes shall be resolved on an accelerated basis by a nationally recognized professional expert unless otherwise agreed in writing by Contractor and District. Parties will share equally in the cost of the independent expert engaged to resolve Technical Disputes.

(c) Non-Binding Mediation. If the Dispute remains unresolved, a Party may require that a non-binding mediation take place with a mediator mutually chosen by District and Contractor. If District and Contractor are unable to agree on a mediator, then either may request that the American Arbitration Association (the "AAA") to appoint a mediator. The mediator's fee and expenses shall be paid one-half by District, and one-half by Contractor. In any such mediation, representatives of the Parties with authority to resolve the dispute shall meet for at least three hours with mediator. The obligation to mediate shall not be binding upon any Party with respect to (i) requests for preliminary injunctions, temporary restraining orders, specific performance, or other procedures in a court of competent jurisdiction to obtain interim relief deemed necessary by such court to preserve the status quo or prevent irreparable injury pending resolution by mediation of the actual Dispute; (ii) actions to collect payments not subject to bona fide Dispute; or (iii) claims involving third parties who have not agreed to participate in the mediation of the Dispute. The provisions of this Section 8.5 shall survive any termination of this Agreement.

(d) Attorneys' Fees. The prevailing Party in any action brought to enforce the terms of this Agreement or arising out of this Agreement may recover its reasonable costs and attorneys' fees expended in connection with such an action from the other Party.

8.6. Notices and Demands.

Any notice, request, demand or other communication required or permitted under this Agreement, shall be deemed to be properly given by the sender and received by the addressee if made in writing (a) the same day if personally delivered; (b) three (3) days after deposit in the mail if mailed by certified or registered air mail, post prepaid, with a return receipt requested; or (c) the same day if sent by facsimile or electronic mail with confirmation. Mailed notices, facsimile notices or electronic notices shall be addressed as follows to:

District:

Name:	SHERWOOD MONTESORRI
Attention:	Michelle Yezbick Director
Address:	1010 Cleveland Ave.
	Chico, CA 95928

Phone: (530) 345-6600
Facsimile: (530) 345-6620
Email: michelle@sherwoodmontessori.org

With a copy to:
Name:
Attention:
Address:

Contractor:
Name: Indoor Environmental Services
Attention: Stan Butts, Vice President
Address: 1512 Silica Avenue
Sacramento, CA 95815
Phone: (916) 888-8808
Facsimile: (916) 348-3020
E-mail: sbutts@ies-hvac.com

8.7. Nondisclosure.

To the extent permitted by law, whichever Party receives confidential information (the "Receiving Party") from the other Party (the "Disclosing Party") shall not use for any purpose other than performing the Work under this Agreement or divulge, disclose, produce, publish, or permit access to, without the prior written consent of the Disclosing Party, any such information of the Disclosing Party. Confidential Information includes, without limitation, all information or materials prepared in connection with the Work performed under this or any related subsequent Agreement, designs, drawings, specifications, techniques, models, data, documentation, source code, object code, diagrams, flow charts, research, development, processes, procedures, know-how, manufacturing, development or marketing techniques and materials, development or marketing timetables, strategies and development plans, personnel names and other information related to Contractor, Suppliers, personnel, pricing policies and financial information, and other information of a similar nature, whether or not reduced to writing or other tangible form, and any other trade secrets. Confidential information does not include (a) information known to the Receiving Party prior to obtaining the same from the Disclosing Party; (b) information in the public domain at the time of disclosure by the Receiving Party; or (c) information obtained by the Receiving Party from a third party who did not receive same, directly or indirectly, from the Disclosing Party. The Receiving Party shall use the higher of the standard of care that the Receiving Party uses to preserve its own confidential information or a reasonable standard of care to prevent unauthorized use or disclosure of such confidential information. Notwithstanding anything herein to the contrary, the Receiving Party has the right to disclose Confidential Information without the prior written consent of the Disclosing Party: (i) as required by any court or other Governmental Authority, or by any stock exchange upon which the shares of any Party are listed, (ii) as otherwise required by law, (iii) as advisable or required in connection with any government or regulatory filings, including without limitation, filings with any regulating authorities covering the relevant financial markets, (iv) to its attorneys, accountants, financial advisors or other agents, in each case bound by confidentiality obligations, (v) to banks, investors and other financing sources and their advisors, in each case bound by confidentiality obligations; or (vi) in connection with an actual or prospective merger or acquisition or similar transaction where the party receiving the Confidential Information is bound by confidentiality obligations. If a Receiving Party believes that it will be compelled by a court or other Governmental Authority to disclose confidential information of the Disclosing Party, it shall give the Disclosing Party prompt written notice, and in all cases not less than five (5) Business Days' notice in advance of disclosure, so that the Disclosing Party may determine whether to take steps to oppose such disclosure. Notwithstanding the foregoing, Contractor acknowledges that this Agreement, once fully executed and approved by the District's Board of Trustees, is public information, subject to release in response to public

information requests under California Government Code § 6250 et seq. (Public Records Act). District shall use reasonable efforts to prevent or limit disclosure of the Confidential Information.

8.8. Time of Essence.

Time is expressly agreed to be of the essence of this Agreement and each, every and all of the terms, conditions and provisions herein.

8.9. Validity.

The provisions contained in each section, subsection and clause of this Agreement shall be enforceable independently of each of the others and their validity shall not be affected if any of the others are invalid. If any of those provisions is void but would be valid if some part of the provision were deleted, the provision in question shall apply with such modification as may be necessary to make it valid. The Parties shall, if necessary, negotiate in good faith and make any necessary amendments to ensure the enforceable terms of this Agreement reflect the true intent of the Parties as of the date of execution of this Agreement.

8.10. Binding Effect.

This Agreement shall be binding on the Parties hereto and on their respective permitted successors, heirs and assigns.

8.11. Modifications.

No oral or written amendment or modification of this Agreement by any administrator, Board member, officer, agent or employee of Contractor or District, either before or after execution of this Agreement, shall be of any force or effect unless such amendment or modification is in writing and is signed by any duly authorized representative of both Parties to be bound thereby.

8.12. Headings.

The headings in this Agreement are for convenience of reference only and the words contained therein shall in no way be held to explain, modify, amplify or aid in the interpretation, construction or meaning of the provisions of this Agreement.

8.13. Counterparts; Signature Pages.

This Agreement may be executed in counterparts which, taken together, shall constitute a single instrument. Facsimile and other electronically transmitted signature pages shall be effective to bind a Party to this Agreement.

8.14. Announcements and Publications.

Contractor shall coordinate with District with respect to, and provide advance copies to District for review of, the text of any proposed announcements or publications that include any non-public information concerning the Work prior to the dissemination thereof to the public or to any Person other than Subcontractors or advisors of Contractor, in each case, who agree to keep such information confidential. If District delivers written notice to Contractor rejecting any such proposed announcement or publication within two (2) Business Days after receiving such advance copies, the Contractor shall not make such public announcement or publication; provided, however, that Contractor may disseminate or release such information in response to requirements of Governmental Authority.

8.15. Complete Agreement.

This Agreement together with the Exhibits hereto completely and exclusively states the agreement of the Parties regarding its subject matter and its terms govern, all prior proposals, agreements, or other communications between the Parties, oral or written, regarding such subject matter. No oral agreement or conversation with any officer or employee of either Party or any or all prior proposals shall affect or modify any of the terms and conditions of this Agreement. This Agreement shall not be modified except by written amendment signed on behalf of the District and Contractor by their duly authorized representatives. Any purported oral amendment to the Agreement shall have no effect.

8.16. No Agency.

This Agreement is not intended, and shall not be construed, to create any association, joint venture, agency relationship or partnership between the Parties or to impose any such obligation or liability upon either Party. Neither Party shall have any right, power or authority to enter into any agreement or undertaking for, or act as or be an agent or representative of, or otherwise bind, the other Party.

8.17. Priority of Documents.

In the event of conflicting provisions between any of the Contract Documents, the provisions shall govern in the following priority: first, duly executed amendments to this Agreement (to the extent not superseded by a subsequent amendment); second, this Agreement; third, Work Order in Exhibit C, and fourth, the other Contract Documents.

8.18. Assignment.

No Party shall be entitled to assign or subcontract this Agreement or any of its rights or obligations under this Agreement, nor shall it enter into any transaction as a result of which it may transfer, assign, charge or dispose by any title of any of those rights and obligations, without the prior written consent of the other Party, which shall not be unreasonably withheld, provided that Contractor may subcontract that portion of the Work to Subcontractors. Notwithstanding the foregoing, (i) without the consent of the Contractor, District shall be entitled to assign its right, title and interest in and to this Agreement (and, in particular, any rights arising in relation to any insurance policy and any other right to collect any amount from Contractor) to any lenders by way of security for the performance of obligations to such lenders; (ii) without consent of the District, Contractor shall be entitled to assign its right, obligation, title and interest in and to this Agreement in connection with a merger or acquisition of Contractor; and (iii) without consent of District, Contractor shall be entitled to assign its right, obligation, title and interest in and to this Agreement to an Affiliate of the Contractor.

8.19. No Waiver.

Either Party's failure to enforce any provision of this Agreement of the waiver thereof in a particular instance shall not be construed as a general waiver of any part of such provision. The provision shall remain in full force and effect.

[Signatures on following page]

IN WITNESS WHEREOF, the Parties hereto have duly executed and delivered this Agreement as of the date set forth above.

SHERWOOD MONTESORRI
a school district organized and existing under the laws of the State of California

By: _____
Name: Michelle Yezbick
Title: Director

Date: _____

Famand, Inc.,
A California corporation, (dba) Indoor Environmental Services

By: _____

Name: Stan Butts
Title: Vice President
Contractor's License #: 646794

Date: _____

EXHIBIT A
DEFINITIONS

"Affiliate" of a specified Person means any Person that directly or indirectly through one or more intermediaries controls, is controlled by, or is under common control with, such specified Person. As used in this definition of Affiliate, the term "control" of a specified Person including, with correlative meanings, the terms, "controlled by" and "under common control with," means (a) the ownership, directly or indirectly, of 50% or more of the equity interest in a Person or (b) the power to direct or cause the direction of the management and policies of a Person, whether through ownership of voting securities, by contract or otherwise.

"Agreement" shall have the meaning set forth in the preamble.

"Applicable Law" shall mean, with respect to any Governmental Authority, any constitutional provision, law, statute, rule, regulation, ordinance, treaty, order, decree, judgment, decision, certificate, injunction, registration, license, permit, authorization, guideline, governmental approval, consent or requirement of such Governmental Authority, as construed from time to time by any Governmental Authority.

"Applicable Permits" " means those permits identified as the responsibility of Contractor as determined in Exhibit C.

"Authority Having Jurisdiction (AHJ)" means those local, state, or federal entities having regulatory authority over a specific aspect of the Project, such as building officials, Department of State Architecture, and fire departments.

"Business Day" means Mondays to Fridays, except such days on which banks are permitted or required to close in California.

"Certificate of Substantial Completion" shall mean a document in similar form to Exhibit F.

"Certificate of Final Completion" shall mean a document in similar form to Exhibit F.

"Change" shall means any addition to, deletion from, suspension of, or other modification to the quality, function, or intent of the Work, including without limitation any such addition, deletion, suspension, or other modification that effects a change in the scope of the Work. An "Unanticipated Condition" as defined in Section 2.4 hereof, experienced by Contractor during the course of the Work is included within the definition of "Change".

"Change Order" shall mean a written document signed by District and Contractor to adjust the Work Order Price or Construction Schedule as a result of a Change issued after execution of this Agreement.

"Commencement of Work" shall mean the commencement of Work for each Work Order.

"Construction Schedule" shall mean the schedule for implementation of the Work as determined by the Contractor to meet the Project Milestones as set forth on Exhibit C.

"Construction Documents" shall mean construction documents prepared by Contractor and approved by District.

"Contract Documents" shall mean this Agreement and Exhibits hereto, and drawings, specifications, plans, calculations, models and designs that are part of this Agreement and the Construction Documents prepared by Contractor and approved by District.

"Contractor" shall have the meaning set forth in the preamble.

"Contractor Representative" shall mean the individual designated by the Contractor in accordance with Section 7.1(b).

"Day" means calendar day unless it is specified that it means a "Business Day".

"Disclosing Party" shall have the meaning set forth in Section 7.7.

"Dispute" shall have the meaning set forth in Section 7.5(a).

"District" shall have the meaning set forth in the Preamble to this Agreement.

"District Permits" means those permits identified as the responsibility of District in Exhibit C.

"District's Representative" shall mean the individual designated by District in accordance with Section 7.1(a).

"Dollar" and "$" shall mean the lawful currency of the United States of America.

"Effective Date" shall mean the date first set forth in the preamble.

"Environmental Attributes" means all environmental and other attributes that differentiate the System or the energy generated by fossil-fuel based generation units, fuels or resources, characteristics of the System that may result in the avoidance of environmental impacts on air, soil or water, such as the absence of emission of any oxides of nitrogen, sulfur or carbon or of mercury, or other gas or chemical, soot, particulate matter or other substances attributable to the System or the compliance of the System or the energy output with the law, rules and standards of the United Nations Framework Convention on Climate Change (the "UNFCCC") or the Kyoto Protocol to the UNFCCC or crediting "early action" with a view thereto, or laws or regulations involving or administered by the Clean Air Markets Division of the Environmental Protection Agency or successor administrator or any state or federal entity given jurisdiction over a program involving transferability of Environmental Attributes and Reporting Rights.

"Environmental Incentives" means all rights, credits (including tax credits), grants, rebates, benefits, reductions, offsets and allowances and entitlements of any kind, howsoever entitled or named (including carbon credits and allowances), whether arising under federal, state or local law, international treaty, trade association membership or the like arising from the Environmental Attributes of the System on each Site or the energy output or otherwise from the development, construction, installation or ownership of the System on each Site or the production, sale, purchase,

consumption or use of the energy output from each Site. Without limiting the forgoing, "Environmental Incentives" includes green tags, renewable energy credits, grants, tradable renewable certificates, portfolio energy credits, the right to apply for (and entitlement to receive) incentive programs offered by the State of California and the right to claim federal income tax credits under Section 45 or 48 of the Code as such credits are available arising from the Environmental Attributes of the system on each Site or the energy output or otherwise from the development, construction, installation or ownership of the System on each Site or the production, sale, purchase, consumption or use of the energy output from each Site.

"Equipment" shall mean (a) all materials, supplies, apparatus, machinery, equipment, parts, tools, components, instruments, appliances, spare parts and appurtenances thereto that are required for prudent design, construction or operation of the System in accordance with Industry Standards and (b) all materials, supplies, apparatus, machinery, equipment, parts, tools, components, instruments, appliances, spare parts and appurtenances thereto described in, required by, reasonably inferable from or incidental to the Work or the Contract Documents.

"Excusable Delay" shall mean a Delay outside of Contractor's control that prevents Contractor from achieving the Commercial Operation Date for any System in accordance with the Project Schedule, and to the extent that such Delay adversely affects the Work such that the performance of the Work is prevented or delayed, Contractor shall be entitled to an adjustment in the Construction Schedule and deadlines of this Agreement. For purposes of this Agreement, an Excusable Delay shall include any of the following events:

(a) an act or failure to act of, or other delay caused by, or negligence of, District or its agents or employees;

(b) changes in the design, scope or schedule of the Project unilaterally required by the District;

(c) the suspension of Work in whole or in part by District;

(d) labor disputes, fire, vandalism, delay in manufacturing and deliveries;

(e) adverse weather conditions not reasonably anticipated and in excess of 150% of the normal weather (*e.g.*, rain, snow, sleet) for the local geographic area for the past ten (10) years as measured in a given month;

(f) unforeseen conditions at any Site, including discovery or existence of Hazardous Substances;

(g) the occurrence of a Force Majeure, or other unavoidable casualties or other causes beyond Contractor's control;

(h) the failure to obtain any Utility Interconnection Agreement, permission to operate, Applicable Permit, CEQA/NEPA

approval or approval of a Governmental Authority or delays caused by changes and/or modifications to the Scope of Work as required by any Governmental Authority having jurisdiction over the Project;

(i) any equipment or material delays caused by suppliers or vendors;

(j) adverse changes to regulatory requirements;

(k) any breach of this Agreement or the Utility Interconnection Agreement or any information provided to the Contractor by District or Utility is inaccurate or incomplete; or

(l) any other cause outside Contractor's control after Contractor's best efforts to mitigate that delay, to the extent that Contractor is able to mitigate such delay, provided that a failure to perform of Contractor's subcontractors' shall not be an Excusable Delay, unless such subcontractors are unable to perform the Work as a result of any of the events described in this definition of "Excusable Delay".

"Facility" shall mean any and all properties of the District upon which the System shall be constructed or to which the System shall be connected, including land, buildings, structures, equipment, and electrical tie-in points.

"Final Completion" shall mean satisfaction or waiver of all of the conditions for completion of that portion of the System applicable to a particular Work Order as set forth in Section 4.2.

"Force Majeure Event" shall mean, when used in connection with the performance of a Party's obligations under this Agreement, any act or event (to the extent not caused by such Party or its agents or employees) which is reasonably unforeseeable, or being reasonably foreseeable, reasonably unavoidable (including by taking prudent protective and preventative measures) and outside the control of the Party which invokes it, and which renders said Party unable to comply totally or partially with its obligations under this Agreement. In particular, any of the following shall be considered a Force Majeure Event:

(a) war (whether or not war is declared), hostilities, revolution, rebellion, insurrection against any Governmental Authority, riot, terrorism, acts of a public enemy or other civil disturbance;

(b) acts of God, including but not limited to, unusually severe storms, floods, lightning, earthquakes, hailstorms, ice storms, tornados, typhoons, hurricanes, landslides, volcanic eruptions, winds in excess of ninety (90) miles per hour, and objects striking the earth from space (such as meteorites) sabotage or destruction by a third party (other than any contractor retained by or on behalf of the Party) of FACILITY and

equipment relating to the performance by the affected Party of its obligations under this Agreement;

(c) strikes, walkouts, lockouts or similar industrial or labor actions or disputes, in each case of a regional or national nature;

(d) changes in Applicable Law after the Effective Date that materially impact a Party's ability to perform under this Agreement; and

(e) acts of any Governmental Authority that materially restrict or limit Contractor's access to the Site.

"Funding Date" shall mean the date that District has received monetary funds necessary to fulfill its obligations under this Agreement.

"Governmental Authority" shall mean any national, autonomic, regional, province, town, city, or municipal government, or other administrative, regulatory or judicial body of any of the foregoing.

"Hazardous Material" shall mean oil or petroleum and petroleum products, asbestos and any asbestos containing materials, radon, polychlorinated biphenyl's ("PCBs"), urea formaldehyde insulation, lead paints and coatings, and all of those chemicals, substances, materials, controlled substances, objects, conditions and waste or combinations thereof which are now listed, defined or regulated in any manner by any federal, state or Applicable Law.

"Indemnified Party" shall have the meaning set forth in Section 6.3(d).

"Indemnifying Party" shall have the meaning set forth in Section 6.3(d).

"Industry Standards" shall mean those standards of care and diligence normally practiced by a majority of engineering, construction and installation firms in performing services of a similar nature in jurisdictions in which the Work will be performed and in accordance with good construction practices, Applicable Permits, and other standards established for such Work.

"Manufacturer Warranty" shall have the meaning set forth in Exhibit C.

"Party" shall mean, individually, each of the parties to this Agreement.

"Person" shall mean any individual, corporation, partnership, company, joint venture, association, trust, unincorporated organization or Governmental Authority.

"Project" shall mean the entirety of Work to be performed by Contractor pursuant to the terms and conditions of the Work and any Change Orders.

"Receiving Party" shall have the meaning set forth in Section 7.7.

"Representatives" shall mean the Contractor Representative and the District Representative and each may individually be referred to as a "Representative".

"School District" shall have the meaning set forth in preamble.

"Site" shall have the meaning set forth in the first recital, and is more fully described in Exhibit C. An individual Site shall mean any area of a property owned by the District upon which a System is constructed.

"Subcontractor" shall mean any Person, other than Contractor and Suppliers, retained by Contractor to perform any portion of the Work (including any Subcontractor of any tier) in furtherance of Contractor's obligations under this Agreement.

"Substantial Completion" shall mean satisfaction or waiver of all of the conditions for completion of that portion of the System applicable to a particular Work Order as set forth in Section 5.1(c).

"Substantial Completion Date" shall mean the actual date on which the Substantial Completion of the System, as defined in Section 5.1(c), has occurred.

"Suppliers" shall mean those Equipment suppliers with which Contractor contracts to build the System.

"System" shall have the meaning ascribed in the Recitals to this Agreement.

"Technical Dispute" shall have the meaning set forth in Section 7.5(b).

"Third Party" shall have the meaning of any persons or entity not affiliated with Contractor or District.

"Unanticipated Condition" shall have the meaning set forth in Section 2.4.

"Work" shall mean all obligations, duties, and responsibilities assigned to or undertaken by Contractor and described in Exhibit C with respect to the System.

"Work Order" shall mean the assigned Work for each Site as described in Exhibit C.

"Work Order Price" shall mean the amount for performing the Work that is payable to Contractor as set forth in Section 3.2, as the same may be modified from time to time in accordance with the terms hereof, and as described in Exhibit C.

EXHIBIT B
CERTIFICATIONS

Exhibit B-1 Fingerprinting / Criminal Background Investigation Certification

Exhibit B-2 Drug-Free Workplace / Tobacco-Free Environment Certification

FINGERPRINTING / CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION (EXHIBIT B-1)

The undersigned does hereby certify to the governing board of the _____ as follows:

That I am a representative of the Contractor currently under contract ("Contract") with the _____; that I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.

Contractor certifies that it has taken at least one of the following actions with respect to the construction Project that is the subject of the Contract (check all that apply):

_____ The Contractor has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with _____ pupils in the course of providing Services pursuant to the Contract, and the California Department of Justice has determined that none of those employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may come in contact with _____ pupils during the course and scope of the Contract is attached hereto; and/or

_____ Pursuant to Education Code section 45125.2, Contractor has installed or will install, prior to commencement of Work, a physical barrier at the Work Site, that will limit contact between Contractor's employees and _____ pupils at all times; and/or

_____ Pursuant to Education Code section 45125.2, Contractor certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Contractor who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of the employee who will be supervising Contractor's employees and its subcontractors' employees is

Name: _____

Title: _____

_____ The Work on the Contract is at an unoccupied Site and no employee and/or subcontractor or supplier of any tier of Contract shall come in contract with the _____ pupils.

Contractor's responsibility for background clearance extends to all of its employees, Subcontractors, and employees of Subcontractors coming into contact with _____ pupils regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

Date: _____

Proper Name of Contractor: _____

Signature: _____

Print Name: _____

Title: _____

DRUG-FREE WORKPLACE / TOBACCO-FREE ENVIRONMENT CERTIFICATION
(EXHIBIT B-2)

Government Code section 8350 et seq., the Drug-Free Workplace Act of 1990, requires that every person or organization awarded a contract or grant for the procurement of any property or service from any state agency must certify that it will provide a drug-free workplace by doing certain specified acts. In addition, the Act provides that each contract or grant awarded by a state agency may be subject to suspension of payments or termination of the contract or grant, and the contractor or grantee may be subject to debarment from future contracting, if the contracting agency determines that specified acts have occurred. The _____ is not a "state agency" as defined in the applicable section(s) of the Government Code, but the _____ is a local agency and public school _____ under California law and requires all contractors on _____ projects to comply with the provisions and requirements of Government Code section 8350 et seq., the Drug-Free Workplace Act of 1990. Contractor shall certify that it will provide a drug-free workplace by doing all of the following:

1 Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the person's or organization's workplace and specifying actions which will be taken against employees for violations of the prohibition;

2 Establishing a drug-free awareness program to inform employees about all of the following:

a. The dangers of drug abuse in the workplace.
b. The person's or organization's policy of maintaining a drug-free workplace.
c. The availability of drug counseling, rehabilitation, and employee-assistance programs.
d. The penalties that may be imposed upon employees for drug abuse violations.

3 Requiring that each employee engaged in the performance of the contract or grant be given a copy of the statement required above, and that, as a condition of employment on the contract or grant, the employee agrees to abide by the terms of the statement.

I understand that if the _____ determines that I have either (a) made a false certification herein, or (b) violated this certification by failing to carry out the requirements of section 8355, that the Contract awarded herein is subject to termination, suspension of payments, or both. I further understand that, should I violate the terms of the Drug-Free Workplace Act of 1990, I may be subject to debarment in accordance with the requirements of section 8350 et seq.

I acknowledge that I am aware of the provisions of Government Code section 8350 et seq. and hereby certify that I will adhere to the requirements of the Drug-Free Workplace Act of 1990.

In addition, and pursuant to, without limitation, 20 U.S.C section 6083, Labor Code section 6400 et seq., Health & Safety Code section 104350 et seq. and _____ Board Policies, all _____ sites, including the Sites, are tobacco-free environments. Smoking and the use of tobacco products by all persons is prohibited on or in _____ property. _____ property includes school buildings, school grounds, school owned vehicles and vehicles owned by others while on _____ property. I acknowledge that I am aware of the _____'s policy regarding tobacco-free environments and hereby certify that I will adhere to the requirements of that policy and not permit any of my firm's employees, agents, subcontractors, or my firm's subcontractors' employees or agents to use tobacco and/or smoke on the Sites.

Date: _____

Proper Name of Contractor: _____

Signature: _____

Print Name: _____

Title: _____

EXHIBIT C
WORK ORDERS

Work Order #1
Major Lighting & Equipment Procurement

Work Order #2
HVAC Installations & Lighting Installation

EXHIBIT C

Work Order #1
Major Equipment Procurement

This scope of work is intended to define the requirements which will form the basis for the procurement of Energy Conservation work at District Facilities that are part of the Agreement.

This Work Order includes the following:

- Lighting Equipment Procurement Scope of Work
- Work Order Milestones
- Fixed Price Amount
- Progress Payment Schedule
- Performance and Payment Bonds

LIGHTING EQUIPMENT PROCUREMENT SCOPE OF WORK

General

The scope of work for this Work Order includes the procurement and transportation of the major components of the System at each Facility. Contractor shall perform, supervise and direct the Work in accordance with Industry Standards, Applicable Law and Project Milestone dates.

Procurement

Contractor shall procure the Lighting required for the System under this Work Order. The following shall be procured:

Shipping and Transportation

The Contractor shall make all necessary arrangements with each manufacturer or distributor for the proper packaging and shipment of all equipment to the District Facility or Contractor warehouse. All equipment shall be shipped in appropriate packaging and by suitably equipped transportation to avoid damage to the equipment at all points from the manufacturer's or distributor's site to the District Facility or Contractor warehouse. The Contractor shall ensure that suitable equipment is available and used for unloading and handling of the equipment at the project Facility.

Equipment Documentation

Upon placement and confirmation of the purchase order, the Contractor shall request from each manufacturer all applicable documentation regarding shipping, handling, factory testing, storage, installation, and maintenance for all equipment ordered. Upon receipt, this information shall be stored and/or transmitted to the District as appropriate.

WORK ORDER MILESTONES

Estimated Work Order Milestone Schedule	
Milestone	**Milestone Date**
Contract Execution Date	12/20/17
Major Equipment Ordering	Funding Date + 1 Week

Contractor shall be given a day-for-day slip in the Work Order Milestone Schedule for a delay in the Funding Date beyond the date shown above.

FIXED PRICE AMOUNT

The fixed price for this Work Order ("Work Order Price") is **$109,510 One Hundred Nine Thousand Five Hundred Ten dollars.**

PROGRESS PAYMENT SCHEDULE

The District shall pay to Contractor the progress payments set forth below when Contractor has completed the Work associated with such payment. Contractor must submit documentation at the time of invoicing for related progress payments.

Progress Payments Schedule	
Payment Milestone	**% of Total Task Order Price**
Contract Execution Date	10%
Major Equipment Ordering	90%

.

- **SCHEDULE 2 – SCOPE OF WORK**

PROJECT SCOPE OF WORK INDEX

Section 1 Basis of Energy Engineering
Section 2 Lighting Scope of Work
Section 3 HVAC Controls Scope of Work
Section 4 HVAC Scope of Work
Section 5 Proposed Project Installation Timeline & Coordination

1.0 BASIS OF ENERGY ENGINEERING

This Agreement should be considered in conjunction with the California Energy Commission approved energy savings forecasts that are presented in the District's approved Energy Expenditure Plan, as required by Proposition 39 California Clean Energy Jobs Act.

Forecasted energy savings are the difference between the pre- and post-retrofit period consumption for the equipment included in the scope of Work. The pre-retrofit (or Baseline) data for this project covers the period from July 2016 through June 2017. The Baseline data takes into consideration the quantity of facilities and size; 2016/2017 building operational schedules; 2016/2017 School Calendar and 2016/2017 individual school Bell Schedules; occupancy factors and utilization; utility usage, costs and utility rates along with the available average ASHRAE weather files for the closest weather station. Except weather files, all this data have been obtained from the CUSTOMER.

Since CONTRACTOR does not control/follow the building operations on a day-by-day basis, it is virtually impossible to track the energy consumption and savings from utility bills due to many dynamic factors that are out of the CONTRACTOR'S control. These factors (permanent or temporary) include, but are not limited to: weather changes; changes in the use of any facility and number of occupants (including, but not limited to, staff, faculty and students); changes to the hours of operation of any facility; changes to the control system scheduling; changes or modifications to the equipment or services provided under this Agreement; changes in utility suppliers, method of utility billing, number of days in the billing cycle, utility rates or method of utility purchasing; improper maintenance of the equipment or of any energy-consuming equipment; changes to the equipment or to any facility required by changes to building codes; additions or deletions of energy-consuming equipment; personal portable heaters; refrigerators and vending machines and/or additions or deletions of any facilities (i.e. portable classroom buildings), etc.

Therefore, engineering calculations approach is based on a measure-by-measure (ECM-by-ECM) basis and is to be derived by comparing the specific value of physical parameters after the installation to its value prior to the installations. For example: lighting systems retrofit (see below) will result in lower wattage consumption than Baseline scenario. This measure is not affected by weather changes, HVAC or other unrelated equipment energy consumption that are reflected in

the utility bills. Below are some key characteristics and features of the measure-by-measure energy saving calculations method:

- It calculates savings based on CUSTOMER inputs, field measurements, and agreed upon assumptions and stipulations.
- It does not involve utility bill comparisons; however, utility bills may be analyzed to identify energy consuming trend s and correlations.
- It is structured so that the individual measure's savings, as described in Scope of Work, shall not be effected by unrelated building modifications.

Additionally, selected energy savings calculations have been performed with the help of the on-line Energy Saving Calculators developed by California Energy Commission (CEC). These on-line calculators are offered by CEC as a part of CA Clean Energy Jobs Act (Proposition 39). CONTRACTOR has no control over engineering methodologies utilized by CEC in on-line Energy Saving Calculators.

In any event, the overall energy use of the facility would be lower than if the energy saving measures (retrofits) identified in the facility solutions project herein had not been implemented.

If desired, the CONTRACTOR may provide additional utility data analysis and benchmarking based on the standard engineering principals for an additional fee (excluded from this Scope of Work). The CUSTOMER is to notify CONTRACTOR in writing no later than thirty (30) days after any changes as outlined above made to the Property that would affect the energy usage at the Property. The CUSTOMER shall make available to CONTRACTOR no later than thirty (30) days upon receipt, on a monthly basis for at least one year after Completion and Acceptance Date, copies of all energy bills, energy usage data, and any and all other such documentation related to changes to energy usage as outlined above.

2.0 GENERAL LIGHTING SCOPE OF WORK

Energy savings are realized due to the fact that the total input watts of the lighting fixtures will be reduced. Energy savings resulting from the Lighting System Retrofit have been estimated for each individual light fixture type based on the following simple formula:

$$\underline{\textit{Annual Saving, \$} = \textit{(Existing Watts} - \textit{New Watts)} /1000 \times \textit{Hours/Year} \times \textit{Utility Rate} \times N}$$

Where,

Existing Watts – Wattage rating for the existing (Baseline) light fixture
New Watts – New wattage rating for the existing light fixture
Hours/Year – Annual number of "burn-hours" (run hours for different areas as reported to CEC)
Utility Rate – Actual weighted composite utility rate, $/kWh
N – Number of light fixtures of the particular type (see below for the actual quantities).

Currently the (1) site has a mixture of lighting technologies. Past modernization and retrofit projects included the upgrading of this site with first generation electronic ballasts and T8 fluorescent lamps. All areas not inclusive of these projects are still using older style inefficient magnetic ballasts and T12 fluorescent lamps.

This project will provide a significant energy reduction while greatly improving the overall quality and quantity of light. All magnetic ballasts and T12 lamps will be replaced with High Efficiency low wattage electronic ballasts coupled with LED lamps. Optical imaging reflectors will be installed where applicable to maximize overall fixture efficiency. All fixtures presently powered by electronic ballasts will be retrofitted with 4th generation electronic ballasts and LED lamps. In addition to the linear fluorescent fixture retrofits all incandescent lamps will be replaced with L.E.D. lamps or fixtures.

All broken lighting diffusers encountered during this project will be replaced as part of this project.

All incandescent or CFL exit signs included in this project will be retrofitted with new L.E.D. exit sign kits as applicable.

All exterior lighting included in this project will be replaced with new L.E.D. fixtures or lamps as applicable.

All expended lighting lamps and ballasts will be disposed of per current EPA regulations. Any found lighting ballast containing PCB's will be treated as Hazardous waste and disposed of per EPA hazardous waste regulations.

Unless specifically requested by the CUSTOMER, the intent of lighting retrofit Work is not to increase the light levels but rather to maintain the existing or better lighting levels while maximize energy savings without re-designing the overall system. In some cases, where the areas are over illuminated (per Illumination Engineering Society recommendations), light levels may be reduced to the recommended levels.

Scope of Work presented herein is based on retrofits feasibility, cost effectiveness and maximum energy savings for the different options. The presented retrofits will not affect the usability of the buildings or facilities and therefore are not alterations, additions, new construction or modification of the existing systems. As a result, the scope of work is considered maintenance replacement of the existing outdated lighting system components with like-kind components of higher efficiency and longer useful life. Maintenance related items are not considered lighting alterations and are exempted from the code and Title 24 provisions. Due to the possibility of dissimilar interpretations of regulations, additional cost-incurring system upgrades may be requested. Upon the CUSTOMER requesting changes based on interpretations, the CONTACTOR will provide a written change order to the CUSTOMER for review and approval.

Below is the Itemized Scope of work below for specific retrofit strategies and fixture totals for each site:

Sherwood Montessori School, 1071 E. 16th Street, Chico, CA

ITEMIZED SCOPE OF WORK		
Existing Lamp Type	**Proposed Lamp Type**	**QTY**
2L 4' F32T8-LBF	2L L48T8/850/12G-EB & VE232MVHIPE	90
1L 8' F96 T12 HO 95W ES	ENV-LRS-8L	44
1L 6' T12 56W	ENV-LRS-8L	4
1L 4' F40T12 40W	ENV-LRS-4L	10
CFL Screw-in 13W	ENV-LED-A19-5.5W-3K	6
2L T8 Wrap 32W	2L L48T8/850/12G-EB & VE232MVHIPE	6
60W Inc. A Lamp	ENV-LED-A19-9.5W-4K	4
4L T8 Wrap 64W	4L L48T8/850/12G-EB & VE432MVHIPE	2
75W PAR38	ENV-LED-PAR38-15W-4K	8
CFL Lamp PL 2Pin Vert 13W	MST-FD15W27V50KBDB77-TR	2
60W Inc. A Lamp	ENV-LED-PAR38-15W-4K	1

2.1 Lighting System Terms and Definitions

- 2L 4’ F32T8/LBF
  - 2 Lamp, 4 foot, Fluorescent Octron, lamp wattage, 8/8”diameter Lamp, 32 watt, Low Ballast Factor
- (2L)Lt8/840/12G-EB-AC(1) VE232MVHIPE
  - 2 Lamp, T8 LED lamp, lamp wattage, 8/8”diameter Lamp, 84 CRI (Color Rendering Index), 4000 Kelvin (Color), Electronic Ballast (4th generation)
- INC Standard Incandescent style lamp
- LED Light Emitting Diode technology
- EB Electronic Ballast
- T-12 Inefficient 12/8” (1.5”) diameter lamp
- CF Compact Fluorescent Lamp
- NEW Means a "new" fixture is to be installed, and not retrofitted
- Wrap A type of fluorescent fixture, surfaced mounted with a "wrap around lens"
- Flood A type of exterior lighting fixture possessing directional capabilities.

2.2 Lighting Scope of Work Exclusions

The impact of the following exclusions has not been estimated in the above Scope of Work:

- Repair of any preexisting electrical distribution problems.
- Repair or replacement of any existing lighting controls or new lighting controls.
- New acoustical ceiling tiles for the existing T-bar grid unless broken by the CONTRACTOR.

- Any items not specified in this scope of work

3.0 HVAC CONTROLS SCOPE OF WORK

3.1 Single-Zone HVAC Units Controls Scope of Work

To minimize HVAC equipment operation and save energy, the existing single zone thermostats serving the HVAC equipment will be replaced with new Venstar model T8850, 365-Day programmable, Wi-Fi thermostats.

The CUSTOMER will have the capability to adjust the temperature set points within pre-determined range. HVAC units will be programmed to run for a pre-determined period of time (see below) within the published Annual School Calendar to address Holidays and non-instructional days. The CUSTOMER will have the capability to adjust the temperature set points within pre-determined range. The thermostat will have digital display and set back capability. Control wiring will be provided, as needed. The thermostats shall be configured to operate upon command. Units' activation shall commence upon pushing the button (on the screen). HVAC units will be activated for a pre-determined period of time (from 30 min up to 4 hours maximum). *Morning warm-up will be available for (2) or (2.5) hours in the morning, as described below, for all locations.* The janitorial staff should not operate the thermostats after regular school or office hours as the extra run time will affect the energy savings. To address ventilation requirements the fan is to be programmed in the "ON" mode. For better energy efficiency and to comply with Title-24 regulations CONTRACTOR assumes the following zone temperature settings to achieve 5° F dead band:

- 75° F – Minimum Occupied Cooling
- 70° F – Maximum Occupied Heating
- 95° F – Night/Unoccupied set back. Different set back cooling temperature can be established in critical areas per CUSTOMER'S request.
- 40° F – Unoccupied Heating for Gas Heating units (night set back can be established per CUSTOMER'S request to prevent water pipes freezing in the critical areas)
- 45° F – Unoccupied Heating for Heat Pump units (night set back can be established per CUSTOMER'S request to prevent water pipes freezing in the critical areas)

Specific sites morning warm-up schedules for individual thermostats (per Bell schedules provided by the Customer and interviews with Customer's HVAC maintenance personnel):

Site	**Location**	**Morning Warm-up Schedule or Daily Programming Schedules**
Sherwood Montessori School	All Areas School Office	7:00 AM – 9:30 AM 7:00 AM – 4:00 PM

Note: Above Schedules are for Mon-Fri operation, **off on Sat-Sun and Holidays per Sherwood Montessori School 2016-2017 Instructional Calendar**.

CONTRACTOR includes up to (4) hours of CUSTOMER's training on how to program and operate new thermostats.

Existing thermostats will be removed and discarded or returned to the CUSTOMER, if desired. Existing time clocks and Energy Management System interfaces (if applicable) will be disabled and abandoned in place.

The specific locations and quantities for the new thermostats are provided in the following table:

Site	Location	Quantity
Sherwood Montessori School	**Office, Classrooms 1, 2, 4, 5, 6, 7, 9, 10 and House**	**10**

3.2 Single-Zone HVAC Units Controls Scope of Work Exclusions

The following exclusions have not been estimated in the above Scope of Work:

- Warranty, repair and/or upgrades to the existing control and electrical systems and system components found in disrepair or not compliant to code. Any and all system defects as a result of pre-existing condition.
- New Controls for mechanical equipment, evaporative coolers and lighting systems that are not specifically addressed above.
- Wi-Fi set up and programming.
- Fire and Life Safety equipment and its components, unless addressed above.
- Overtime labor.
- Any and all other items not specified in this scope.

4.0 GENERAL HVAC SCOPE OF WORK

4.1 Basis of Design and Engineering

The intent of this project is to reduce the CUSTOMER'S utility costs and operational expenses by replacing the existing HVAC equipment with new high energy efficient units.

As requested, CONTRACTOR will be replacing the existing units listed below in Section 4.2 with new higher efficient equipment of equal capacity. These direct replacements are based on the assumption that the original units have been sized properly for the local weather conditions, current occupancy levels and space use. Unless specifically requested, it is not CONTRACTOR's intent to re-design or to modify these systems. Unless specified otherwise, it is CONTRACTOR's intent to maximally re-use the existing air distribution systems, rooftop units' platforms, electrical, gas & condensate drain connections and other existing HVAC system components. It is assumed that that these system components to be re-used are in good operational order and no repairs are needed.

The new equipment, as identified below, is selected based on the energy efficiency and economic viability. These retrofits are like-for-like equipment replacements that are not structural in nature. As it has been reviewed by the licensed Structural Engineer (as required by Division of State Architect), no existing building structural elements will be affected by the replacement HVAC systems. According to State of California Division of State Architect Office of Regulation Service Policy #97-08, IR A-10 (Exemption from DSA Approval document, issued on 6/30/16), IR A-22, IR 11B-6 and applicable Sections 17280-17316 of the California Education Codes, this project falls into the categories of non-structural Work. This Work does not infringe on the Life Safety Systems, if any. The Work described herein is limited to HVAC systems replacement only. Therefore, approval from Department of State Architect is exempted for the in-kind HVAC replacements based on the considered herein reasons.

In the absence of the reliable as-built drawings, CONTRACTOR has made certain design engineering and estimating assumptions for all work prior to completion of the final engineering and construction. Though unanticipated, there may be some changes to the scope of work based on the unknown pre-existing conditions. Should they arise; a fair and equitable solution will be negotiated in good faith between the CUSTOMER and CONTRACTOR for any additional costs required.

CONTRACTOR will use the current 2016 Title-24, 2016 Uniform Building Code (UBC), 2016 California Uniform Plumbing Code (UPC), 2016 California Uniform Mechanical Code (UMC), the National Electrical Code (NEC), Sheet Metal & Air Conditioning Contractors' National Association (SMACNA) standards.

4.2 Mechanical Scope of Work

The following lists in detail the mechanical Scope of Work to be performed for all unit replacements:

- Provide necessary rigging and trucking of new equipment to the project site.
- Provide and install new package unit systems as detailed below.
- Provide all sheetmetal as needed to connect new unit to existing opening.
- Furnish and install weather tight sealant on all seams, joints and connections to ensure full weather seal.
- Reconnect the gas and condensate lines to the new equipment with all materials as needed.
- Reconnect electrical service to all new equipment with new disconnects, as needed.
- CONTRACTOR's technicians will perform a complete start-up and test of new equipment to ensure proper system operation.
- Clean all areas daily as new work is completed.
- One year warranty on CONTRACTOR's provided equipment and workmanship. Warranty starts from the day of equipment start-up.

The quantities, sizes and location of all new HVAC units are listed below:

School Site						
Proposed Equipment						
Area	**Qty**	**Nominal Tons**	**Type**	**Brand**	**Cooling Efficiency SEER/EER**	**Heating Efficiency AFUE %**
House	1	2.0	Pkg/GE	Lennox	14.0 SEER	80%
Classrooms 1, 2, 6 & 7	4	4.0	Pkg/GE	Lennox	14.0 SEER	80%
Office, Portables 4, 5, 9 & 10	5	4.0	Pkg/HP	Bard	10.0 EER	N/A

Notes:

* - G/E – denotes Gas Heating/Electric Cooling system unit.

-H/P – denotes Heat Pump system unit.

** - Equipment brand noted above can be substituted with equal equipment based on the availability at the time of the scheduled installation (per Section 5.0 below), constructability and other considerations as determined by the Project Manager.

4.3 HVAC Scope of Work Exclusions

The above Scope of Work excludes the following:

- Plumbing, Fire Sprinklers, Fire and Life Safety equipment and its components.
- Warranty, repair and/or upgrade of the existing mechanical, plumbing and electrical systems, air distribution and control systems found in disrepair or not compliant to code. Any and all systems and defects which require repairs/replacements as a result of pre-existing condition.
- Upgrade of the existing over all site electrical service capacity, if required for the new units.
- Controls; economizers where not required by code
- All work is to be completed during normal working hours. Any request by CUSTOMER to change working times may result in a change order for added overtime rates.
- DSA fees, reviews and approvals.
- Any items not specified in this Scope.

5.0 PROPOSED PROJECT INSTALLATION TIME LINE & COORDINATION

This project will require extensive scheduling and coordination to insure the efficient implementation of the Work shown herein. CONTRACTOR will provide retrofit services in Phases. Each construction Phase will include a complete HVAC and/or Lighting system retrofit at a given building or school site.

The CUSTOMER shall provide safe access to the buildings and provide the necessary security for students and staff safety during the rigging and equipment handling process. During the retrofit services, areas of the building designated by CONTRACTOR may need to be vacated to ensure the safety of the occupants. It will be the CUSTOMER'S responsibility to temporarily relocate the students to other classrooms and/or, if needed, provide temporary facilities for the duration of the given phase of each project.

In order to minimize the disruption of CUSTOMER'S operation, coordination and scheduling items shall include but are not limited to multiple trips to the job site, multiple equipment riggings, temporary relocation of the tenants (students), etc. CONTRACTOR will work with the CUSTOMER to develop a detailed project schedule. Once the project schedule is confirmed, CONTRACTOR will provide the CUSTOMER with a Schedule of Values and a progress payment schedule, which corresponds to the project schedule. The installation of mechanical systems will start upon executing this Agreement and ordering and obtaining all necessary equipment, parts and materials needed for installation. It is anticipated the construction phase of this project would be performed in the Winter/Fall of 2017-2018.

CUSTOMER and its representatives shall coordinate all the project activities with CONTRACTOR'S Project Manager only.

4. WORK ORDER 2 MILESTONES

Estimated Work Order Milestone Schedule	
Milestone	**Milestone Date**
Contract Approval Date	12/20/17
Substantial Completion	Contract Approval Date + 20 weeks
Final Completion	Contract Approval Date + 24 weeks

Contractor shall be given a day-for-day slip in the Work Order Milestone Schedule for a delay in the Contract Approval Date beyond the date shown above.

5. FIXED PRICE AMOUNT

The fixed price for this Work Order ("Work Order Price") is **$73,006, Seventy Three Thousand Six Dollars.**

6. PROGRESS PAYMENT SCHEDULE

The District shall pay to Contractor the progress payments set forth below when Contractor has completed the Work associated with such payment. Contractor must submit documentation at the time of invoicing for related progress payments.

Progress Payments Schedule	
Payment Milestone	**% of Total Task Order Price**
Progress Payments	85%
Substantial Completion	10%
Final Completion	5%

PERFORMANCE AND PAYMENT BONDS

Upon the written request of the District prior to commencement of work, Contractor shall provide evidence of the following bonds to District:

a. Performance Bond. A bond issued by a corporate surety authorized to issue surety insurance in California, and reasonably acceptable to District, in an amount equal to one-hundred percent (100%) of this Work Order Price payable under the Agreement securing the faithful performance of this Work Order; and

b. Payment Bond. A bond issued by a corporate surety authorized to issue surety insurance in California, and reasonably acceptable to District, in an amount equal to one-hundred percent (100%) of this Work Order Price payable under the Agreement securing the payment of all claims for the performance of labor or services on, or the furnishing of materials for, the performance of this Work Order.

The Performance and Payment Bonds shall guarantee timely completion of the Work in accordance with this Work Order and shall cover the installation period. The warranty period shall extend one (1) year following Final Completion.

The surety, having provided the Performance and Payment Bonds under this Work Order, shall assume no liability to Contractor, District or any third parties, should Contractor fail, for any reason, to deliver acceptable warranties beyond the one (1) year warranty period following Final Completion.

EXHIBIT E
INSURANCE

Contractor Insurance Requirements

1. Required Coverages. Contractor shall carry and maintain with carriers or self insurance, as a minimum, the following insurance coverage:

    i. Workers Compensation Insurance and Employers Liability. In accordance with the laws of the state of where work may be done with limits for employers liability in the minimum amount of one million dollars ($1,000,000) for each occurrence and one million dollars ($1,000,000) for each occurrence of bodily injury on a per employee basis;

    ii. Commercial General Liability. One million dollars ($1,000,000) per occurrence/two million dollars ($2,000,000) in the aggregate for bodily injury, personal injury and property damage, products and completed operations:

    iii. Commercial Automobile Liability, Any Auto. One million dollars ($1,000,000) per accident including owned, non-owned, and hired automobiles.

    iv. Excess coverage of four million dollars ($4,000,000) per occurrence and aggregate, or any other equivalent, available insurance coverage of the Contractor.

2. Policy Endorsements. Insurance coverage required to be maintained by Contractor under this Agreement shall:

    i. provide a severability of interests or cross liability clause for Commercial General Liability Insurance;

    ii. except in the case of worker's compensation insurance and other statutory insurances where it would be inappropriate, name District and others as may be reasonably required by District, as additional insured's; and to the extent permissible in accordance with the policy, include a waiver of subrogation by the insurers in favor of District and each of its respective assignees, Affiliates, agents, officers, directors, employees, insurers or policy issuers and a waiver of any right

of the insurers to any set-off or counterclaim, whether by endorsement or otherwise, in respect of any type of liability of any of the Persons insured under any such policies.

3. Certificates. Contractor shall throughout the Agreement Term provide certificate(s) and/or memoranda of insurance evidencing the coverage specified in this Attachment E to District upon District's reasonable request.

District Insurance Requirements

1. Required Coverage. District shall carry and maintain with carriers or self insurance, as a minimum, the following insurance coverage:

    i. Workers Compensation Insurance and Employers Liability. In accordance with the laws of the state of where work may be done with limits for employers liability in the minimum amount of one million dollars ($1,000,000) for each occurrence and one million dollars ($1,000,000) for each occurrence of bodily injury on a per employee basis;

    ii. Commercial General Liability. One million dollars ($1,000,000) per occurrence/two million dollars ($2,000,000) in the aggregate for bodily injury, personal injury and property damage, products and completed operations:

    iii. Commercial Automobile Liability, Any Auto. One million dollars ($1,000,000) per accident including owned, non-owned, and hired automobiles.

    iv. Excess coverage of four million dollars ($4,000,000) per occurrence and aggregate, or any other equivalent, available insurance coverage of the Contractor.

2. Policy Endorsements. Insurance coverage required to be maintained by District under this Agreement shall provide a severability of interests or cross liability clause for Commercial General Liability Insurance;

3. Certificates. District shall throughout the Agreement Term provide certificate(s) and/or memoranda of insurance evidencing the coverage specified in this Attachment E to Contractor upon Contractor's reasonable request.

EXHIBIT F

CERTIFICATE OF SUBSTANTIAL/FINAL COMPLETION AND ACCEPTANCE

The undersigned, _____ ("the District"), having its office at _____, having entered into the Facility Solutions Agreement ("Agreement") dated _____, 2013, with _____ ("_____"), does hereby certify as follows:

1. I am authorized to issue this [Substantial][Final] Completion Certificate on behalf of the District.

2. As of the date hereof, all the requirements for achievement of [Substantial][Final] Completion pursuant to the Agreement have been met.

ACCEPTANCE

Contractor:
_____

By:_____

Name:_____

Title:_____

District:
_____ SCHOOL DISTRICT

By:_____

Name:_____

Title:_____

Agenda Item 3.1

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

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

Date: January 12, 2018 for the meeting of January 18, 2018

ADMINISTRATIVE ITEMS:

- Our current enrollment is 160.
- School Tours have been going well, with new students enrolling immediately after for the current year and parents filling applications for the lottery for next year.
- The Butte County Charter Board training that was held at CORE Butte was very informative, and I will share some highlights at the meeting.
- I have begun meeting with teachers each Friday morning for a half-hour each meeting. We are having quality, learning-focused conversations that will translate to increased student achievement.
- We are interviewing for a new English language arts intervention aide.

FISCAL ITEMS:

- Governor Brown's proposed budget looks good for public school education.
- In the proposed budget, the SB740 program, which encourages charters to be located in areas where a high number of students qualify for free and reduced lunch, will receive increased funding.
- The proposed budget includes another allocation of one-time discretionary funds.

ACADEMIC AND ENRICHMENT PROGRAMS:

- Now that Spanish and Cooking and Gardening programs are underway, we are looking at setting up units of music and art instruction for classrooms. For this year, we will purchase instruction that will take place in classrooms. Next school year, we will have our additional classrooms to build comprehensive programs in music and art that will build on skills over time.
- The upper elementary classrooms have been integrating *Go Math* with the Montessori materials and curriculum. The restructuring of the daily schedule has also been implemented and teachers report positive results.

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Justin Allan, Director of MTSS

Subject: Director of Special Education Report

Date: January 18, 2017

Our special education population continues to grow. There are currently 25 students receiving special education services. Three more students with special needs are enrolling as of Tuesday January 16. One student is on the spectrum and the two others reportedly have emotional needs. Once we receive paperwork confirming that these students have IEP's we will have 28 students receiving special education services. We also currently have three initial evaluations for IEP's in progress. There are other students in the SST process who will likely be referred by the end of the school year. Out of the 28 current students only four are speech and language only.

We have a high percentage of special education students. The current trend is that number will continue to increase. That increase is being driven by enrollment. So far this year we have completed two initial evaluations one student qualified for services, the other did not.

The learning center continues to adapt to meet the needs of our student population. There are students with significant needs who spend 90% of their day in the learning center and other students who need extra support that spend 30 minutes or less a day. In other settings these students were placed in a special day class, an emotionally disturbed class, or a resource class.

Kathryn Dunlap has adapted well to the learning center and is getting to know the students on her caseload. She is working on Mondays and Wednesdays and has 7 students on her caseload. On the days she is in the learning center she runs the program the same as I do. This requires a familiarity with all students and all IEP's and behavior intervention plans.

Special education will have to continue to adapt and adjust to our population. We have been using extra aide support and it is needed. Planning for next year is crucial so that our aides/resources are used as effectively as possible. I have been pushing in to classes to provide services when possible. In the future this is a possible solution to some problems we are facing with space and numbers.

The following are generally accepted as a full caseload. A full resource class caseload is 28 students, a full special day class caseload is 14, a full emotionally disturbed class caseload is 7-10 students. At Sherwood we have a real mix, but we only have 7 students who could be classified as resource students. Resource students are usually diagnosed with a specific learning disability and usually require less special education service minutes.

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: **Agenda Item 5.2 Enrollment Model**
Date: January 12, 2018 for the meeting of January 18, 2018

SUMMARY

The Board is asked to approve an enrollment model for the school.

DISCUSSION

A proposed enrollment model was created considering best practices in Montessori education, sound fiscal planning, and our current and projected enrollment based on past years' data. The model includes multiple-age groupings as promoted by Dr. Maria Montessori. It takes into account our operating budget and the revenues generated by ADA (average daily attendance). This model was presented in August, with the idea that it was an ideal to work towards, given actual enrollment we have to work with.

The lottery draw for admission will be conducted on the 26th of January. The Board is asked to give input to create a model that staff can use to guide the lottery.

ACTION REQUESTED:

Dicsuss enrollment model.

Attachment: Draft Enrollment Model

Grade	Ideal enrollment	Ideal enrollment by level	Ideal class size by level	Max enrollment by grade	Max enrollment by level	Max class size	Notes
TK	4	24	1 class of 24	5	26	26	Ideal Kinder class is less than 24 but better to enroll more at start of year and anticipate losing a few mid-year
K	20			21			
1	24	72	3 classes of 24 each	28	78	26	Up to 28 in 1st and 2nd may be allowed on a case-by-case basis as long as the total in Lower El does not exceed 78. 3rd grade is capped at 24 to avoid a bulge in Upper El.
2	24			28			
3	24			24			
4	16-20	48-60	2 classes of 24-30 each	20	60	30	As long as 6th graders are in Upper El, these grades must be capped to avoid unmanagably large classes. If 6th graders are also placed in Junior High, students may be admitted into these grades on a case-by-case basis.
5	16-20			20			
6	16-20			20			
7	12-15	24-30	1 class of 24-30	16	32	32	If 6th graders are also placed in Middle School, enrollment for 7th and 8th must be capped at a lower level to keep the class size reasonable.
8	12-15			16			
Total	168-186						

Grade	Current enrollment
TK	5
K	15
1	19
2	24
3	18
4	26
5	15
6	20
7	12
8	6
Total	160
95% ADA	152
90% ADA	144

Challenges that aren't going anywhere:

* We will always need to fill 1st grade seats because K enrollment is lower than 1st enrollment.
* Because we go from 3 Lower El classes to 2 Upper El classes, the numbers are tricky.
  It's easy to imagine having all 24 hypothetical 3rd graders continue to 4th grade and if that continues for a few years, you have classes of 36. That assumes that 6th graders stay with Upper El. It's unlikely because of natural attrition, but it's a real consideration.
* Being a small school, we will always be suceptible to statistical fluctuations.

Challenges that can and should be addressed:

* Enrollment from 7-8 drops off precipitiously. If this were more stable we could be more intentional about our planning, and really commit to Middle school being only 7th and 8th grades. As it is, we NEED 6th graders there to make it a big enough class, but ideally if all the 7th graders stay, it will be plenty big next year.

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: **Agenda Item 5.3 Committee Review**
Date: January 12, 2018 for the meeting of January 18, 2018

SUMMARY

A mid-year review of the current committees will be conducted by the Board.

DISCUSSION

The Committee Review is an opportunity to reflect on the current committees that exist, the scope of the work that has been identified in SMART goals, the work accomplished and what is left to do, and the membership and feasibility of current members to continue.

As School Director, I appreciate and depend upon the work that is done in committees to address school's needs. To be most effective in support of this work, I need clarity on what is needed to move forward. It is most helpful for me if all relevant information is in one place, with goals, membership, and time lines of work in one document.

The Committee Review process is intended to see if any changes are needed to help committees function optimally. At this point of the year, it is a good time to reflect on membership and decide if the current committees have members that are able to meet and work together. As all members of Sherwood's Board are volunteer community members, it is understood and appreciated that intentions and reality are not always congruent. This review is a chance to make membership changes if conflicting schedules are creating an obstacle to committees moving forward in their work.

ACTION REQUESTED: Discuss current committees and make any needed changes.

SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Members of the public are welcome to attend Board meetings and may comment on any item on the agenda or within the Board's jurisdiction. Speakers should identify themselves and address comments to the Chair. Comments are limited to 5 minutes. The board cannot discuss or take action on items not on the agenda. Please refer to the policy on public participation for more information.

Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California
Date/Time: **Thursday, February 15, 2018 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Kristy Cowell, Heather Fox, David Steffenson, Monica Woodward, Tanya King, Dillon Chik-McNeal, Melissa Struyf

2. CONSENT AGENDA

2.1 Minutes Approval Consider approval of minutes from Regular Meeting, January 18, 2018.

3. REPORTS AND COMMUNICATION (20 minutes)

3.1 Committee Reports
3.2 Instructional Staff Reports
3.3 Sherwood Montessori Parents Organization Report
3.4 School Director Report
3.5 Director of MTSS Report
3.6 Treasurer Report
3.7 School Accountability Report Card (SARC)

3. NOTICED PUBLIC HEARINGS

None

4. REGULAR BUSINESS

5.1 Items Removed From Consent (If any)

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.

5.2 Board Development: The Board's Role and Committee Structures (30 minutes)
The Board will be asked to discuss the content of development materials provided. Changes to current committees may be made in response to the discussion.
ACTION REQUESTED: Discuss materials and make any needed changes to current committees.

5.3 Local Control Accountability Plan (LCAP): Purpose and Content (15 minutes)
Following an orientation to the LCAP, the Board will be asked to discuss the opportunities for its future iterations.
ACTION REQUESTED: Discuss the current LCAP and potential future content.

5.4 Prop 39 Offer (10 minutes)
The Board will be asked to approve a response to CUSD's offer for facilities under Prop 39 for 2018-2019.
ACTION REQUESTED: Approve response to CUSD's offer for facilities under Prop 39 for 2018-2019.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

7. FUTURE AGENDA ITEMS

7.1 The Board will be asked to discuss a draft of the Local Control Accountability Plan (LCAP)

7.2 The Board will be asked to approve candidates for the election for the Board of Directors

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.

REGULAR MEETING OF THE BOARD OF DIRECTORS

Sherwood Montessori Room No. 4 1071 E. 16th St., Chico, California

Date/Time: Thursday, January 18, 2018 – 6:00 p.m.

AGENDA

1. CALL TO ORDER 6:04 pm

1.1 Roll Call

Kristy Cowell, David Steffenson, Monica Woodward, Tanya King, Dillon Chik-McNeal

Absent: Heather Fox, Melissa Struyf

2. CONSENT AGENDA

2.1 Minutes Approval Consider approval of minutes from Regular Meeting, November 16, 2017 and Special Meeting, December 20, 2017.

Motion to Approve November 16 and December 20 Agendas: Dillon Chik-McNeal

Second: Tanya King

Vote: Unanimously approved

2.2 REMOVE FROM CONSENT AGENDA TO REGULAR BUSINESS

Field Trip Approval Consider approval of field trip for middle school to Ashland, Oregon for the Oregon Shakespeare Festival.

2.3 REMOVE FROM CONSENT AGENDA TO REGULAR BUSINESS

Prop 39 Clean Energy and Jobs Act consider approval of contract that will allow Indoor Environmental Services to use Sherwood's allocation of the Prop 39 funds for energy efficiency improvements.

Motion to remove these two items from 2.2 and 2.3 to Regular Business 5.1 and 5.2: Kristy Cowell

Second: Monica Woodward

Vote: Unanimous vote to move both items to Regular Business

3. REPORTS AND COMMUNICATION

3.1 School Director Report

- Enrollment is now at 164

- school tours going well
- 32 applicants for Transitional Kindergarten and Kindergarten with 12 spots taken by current children and siblings
- There are also applications for grades 1-5
- Measure K application was accepted, and we are in good standing
- The recent board governance training with Dave Guthrie from Synergy Consultants went well
    - strategic plan is advised
    - recommended ongoing policy committee
    - suggested governance committee
    - suggested agenda changes for streamlining;
    - suggested public comment policy

3.2 Director of MTSS Report

- Our classes are full, and our population is more moderate to severe needs
- ratio is close to 17% special needs
- suggest using unrestricted funds to set aside for this program

3.3 Treasurer Report Dillon – things look good; our budget is realistic;

4. NOTICED PUBLIC HEARINGS None

5. REGULAR BUSINESS

5.1 Items Removed from Consent

2.2 Field Trip Approval Consider approval of field trip for middle school to Ashland, Oregon for the Oregon Shakespeare Festival.

Motion to Approve Field Trip to Ashland, Oregon and provide subsidizing funds: Dillon Chik-McNeal

Second: Tanya King

Vote: Unanimous vote to approve field trip to Ashland, Oregon with subsidized funds from the board

Discussion: LCAP money has been set aside for this reason.

2.3 Prop 39 Clean Energy and Jobs Act consider approval of contract that will allow Indoor Environmental Services to use Sherwood's allocation of the Prop 39 funds for energy efficiency improvements.

Motion to Approve prop 39 contract subject to reasonable changes that do not change the scope of work or the overall costs of the contract: David Steffenson

Second: Monica Woodward

Vote: Unanimous vote to Approve Prop 39 contract subject to reasonable changes that do not change the scope of work or the overall costs of the contract

Discussion:

- will take 2-3 weeks to approve;
- they will be out soon after to begin the work.
- Will have a 20K surplus;
    - what about solar;
    - what about water;
    - could be able to take out a 0% loan over 20 years,
- question under procurement pg. E-2 dangling sentence? The following shall be procured:
- Too many questions to approve.
- We only have until Feb 23, so time is important;

5.2 Enrollment Model the Board will be asked to

ACTION REQUESTED: discussion and input to create a guiding model

Discussion:

- Michelle wants input with flexibility;
- model not needed legally; creates a space to talk about vision and small school;
- Michelle would like to gather parents together for input; will there be an intent to return?
- Monica would like to hear from parents of 5 6 grade students

5.3 Committee Review the Board will be asked to review current committees and consider goals progress and feasibility of membership for each committee member.

ACTION REQUESTED: Review current committees and make changes as needed.

Review:

Audit Committee Chair: Dillon Chick-McNeal– will defer to Pat

Budget/Finance Committee Chair: Dillon Chik-McNeal

Campus Improvement Committee Chair: Melissa Struyf

Communications Committee Chair:

Curriculum Committee Chair: Kristy Cowell

Elections Committee Chair: Monica Woodward

Facilities Planning Committee Chair: Monica Woodward

Recruitment and Outreach Committee:

Funds Development Committee Chair: Heather Fox.

Safety Committee Chair: Tanya King

DISCUSSION:

- handout by Monica
- no time to reconfigure at this meeting
- template for committees to report
- put into on google drive and hard copy both
- suggest we set meetings for the year at the beginning of the year
- Add Tanya King to Curriculum Committee
- Monica Woodward will meet with various board members to come up with more ideas.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA.

7. FUTURE AGENDA ITEMS

7.1 The Board will receive the School Accountability Report Card (SARC).

7.2 The Board will be asked to consider the Prop 39 offer of facilities from CUSD.

7.3 The Board will be asked to adopt a Second Interim Budget.

8. ADJOURNMENT 8:45 PM

Committee: Governance

Meeting Date: 1/24/18

Attendance: Monica Woodward, Dillon Chik-McNeal, Heather Fox

Goals:

- To review our current committee structure and consider changes that would help us lead in a more strategic way
- To create a standardized committee reporting form and begin to catalog committee reports and Director Evaluations to ensure clear communication and smooth succession
- To consider what traits/skills/talents would be beneficial in a new board member
- To develop SMART goals for the director

Outline of Discussion:

- We plan to create a binder of past director evaluations and develop a standard process that will be used going forward
    - What new evaluation systems might be necessary; pulling information from different sources
    - Gathering data about student growth year to year
    - Teacher satisfaction/retention
- Front office efficiency development/operational efficiency—Do we need a consultant?
- Website development: recruit parent volunteer to keep it updated/do social media posts
- Discussed and developed director goals
- What skills are we looking for in a new board member
- Committee structure review—they are currently pretty task-oriented (operational), how can we make them more strategic? Considering the long term and big picture and delegating projects to task forces
- Develop 3-5 year strategic plan at a retreat; find facilitator

Action Items:

- Heather will look for a facilitator for a Spring retreat/strategic planning session
- Monica will print and bring prior director evaluations, and draft a letter outlining realistic time commitments involved with board membership

Agenda Items:

- Board Development on the topic of the Board's role. Plan time to discuss committees and how they can pivot from being "task forces" to providing strategic leadership.
- Discussion of Director Evaluation: Approve or modify goals this committee has identified

Next Meeting: 2/7/18 @ 8:45

Committee: Governance

Meeting Date: 2/7/18

Attendance: Dillon Chik-McNeal, Heather Fox, Monica Woodward

Goals:

- To revisit topics from our previous meeting
- To discuss a request from the SMPO

Outline of Discussion:

- We gathered previous director evaluations and discussed how in the past, goals for the following year were given with the evaluation. Last year this was not a part of the evaluation, but we have developed some goals which we will discuss at the upcoming board meeting for review, discussion, and adoption by the entire board.
- We discussed talking to other charters to learn what works and what doesn't in terms of administration (specifically having 2 administrators vs just 1) and board structure.
- SMPO has asked that the Board be more involved in planning events
    - Specifically, looking at the school calendar and setting dates for major school events
    - Handling money at events where there is a lot of cash going around
    - Setting budgets and fundraising targets for events
- In light of our discussions about re-organizing committee structure to work more strategically and efficiently, we discussed the committee structure brought up at the last board meeting and thought this could fall to a Development Committee
    - Some duties of the Development committee are to set fundraising goals and monitor progress towards those goals. It could also lead the way in developing partnerships with sponsors for our big fundraisers.

Action Items *(who will do what before the next board/committee meeting)*:

- Monica will try to touch base with Wildflower and Inspire
- Heather, Dillion, and Monica will identify one community member each, who may be interested in joining the Sherwood Board for next year.

Agenda Items *(items that need to be brought to the board at a meeting)*:

- None
-

Next Meeting Date: TBD

Committee: Curriculum Committee

Meeting Date: February 12, 2018

Attendance: Tanya King, Kristy Cowell

Goals:

- to help the board realize the importance of a Curriculum Library
- to get the materials out of Eric's room and into a space accessible to all teachers

Outline of Discussion:

- we would like to discuss the possibility of hiring a Curriculum Coordinator; Tanya Parish has suggested we do a scope and sequence for all grades
- Eric needs the extra materials to be out of his room ASAP
    - would like the materials to be put into one place accessible to all teachers
- we would like to suggest the board provide a summer stipend for this project
    - sorting all the materials and organizing them into a usable format
- we would like one of the teachers to volunteer to present a key experience to the board for the March or April meeting
    - the goal here is for the new board members to understand what a Curriculum Library is

Action Items:

provide a stipend for summer organization of Curriculum Library

- free up space in Eric's classroom

Agenda Items:

- future key experience demo for the board

Next Meeting: Not set

Committee: Safety

Meeting Date: 2-5-2017

Attendance: Tanya King, Monica Woodward, and Veronica Viers

Goals:

- Review Core Butte Flipbook
-

Outline of Discussion:

- CORE Butte Flipbook
- Inviting teachers to provide safety concern input
- Packaged snacks at events for kids with allergies in closed packages

Action Items:

- Ask SMPO to remind parents to label ingredients food for events
- Veronica will break flip book down into bulleted items
- Tanya will email teachers asking for any safety concerns for committee to review
- Tanya talked to CARD and they are coming every morning and make sure the homeless stay off and out of kid areas and enforce no smoking policy

Agenda Items:

- Review Flipbook

Next Meeting: Review current safety plan and review teacher input

Agenda Item 3.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.2 Instructional Staff Report**

Date: February 15, 2018

Teachers were asked to respond to the following question: What has been happening in your classroom lately?

Kindergarten/Transitional Kindergarten -Teresa Shippen

The Kindergarten room has been going through a period of unsettlement and many adjustments since returning to school in January. We have added six new students, six new families over the last four weeks. They have trickled in...three the first week, two the second week and one last week. Each new addition brings excitement from our students, and a warm welcoming from our families. As these new students and families adjust to their new environment there are, of course many questions about everything from daily schedules, to Montessori theory, and even the simple things like... where are the bathrooms? (Hint: not in the Kindergarten room!) The new students and families have really handled this transition well and we are very pleased to welcome them. The five that have chosen to remain with us are wonderful additions to this Montessori community, and we feel grateful to have them be a part of our school. This has, however, been a difficult time for the original 17 students. While they have loved and welcomed the new students, they have also found it difficult to be patient and accommodating during this time of transition. Several students are acting out to seek attention and this has made our class time challenging for all. The lessons of Grace and Courtesy seem to have been forgotten by even the most gracious of our students and Lynn and I are finding it difficult to listen to, and guide all of the students through this period of adjustment. There doesn't seem to be enough time in our day. I have taken to hanging out with the extended day for 30-60 minutes just to connect with some of the students. Lynn and I meet each morning to brainstorm new ways to help ease all the students through this challenging time, and talk about ways to balance all of their needs. Those that were tentatively on their way to independence have regressed and need more support. While we are watching wonderful new friendships form, we are also looking forward to the time when this new class will normalize, and once again, run smoothly.

As I look to the future, I am very surprised to see that the board has voted to increase the kindergarten class size to 26. I would have liked to have been present during the discussion of how many to put in our room. The State of California has the average number of students per Kindergarten room as 22. While I am pleased at the interest in next year's Kindergarten, I am

feeling a bit overwhelmed at how to accommodate the needs of so many new to our school and methodologies. As teachers, we are expected to cover the common core standards, and also teach the independence and social skills of a Montessori classroom. This takes a lot of one-on-one time from a teacher, as well as social time with many peer interactions. Guiding so many students through both of these sets of expectations will be a challenge. I fully understand the idea that we will need more students to fill our first grade classrooms for the following year, but I think this also needs to be accomplished with some grace. I would like to suggest that in future years the school open up two TK/K classes, perhaps even a morning/ afternoon share of the classroom. The TK/K year is the first entry into our school, and for many into a Montessori environment. It is so important to set this year up for the success of our new students and their families. I would love to discuss with the board any options that would help make this transition a positive one for all. I would also like to extend an invitation to all of the board members to visit and observe the Kindergarten room. It might help to have a glimpse into what 22 students look like when they are working. Our work period begins at 9:15 most days. Fridays are the exceptions. Please check with me to ensure we are holding a regular work day on the day you would like to visit. I appreciate any input and insight into this dilemma and will make it a priority to be at future board meetings where this may be discussed.

Lastly, I would like to take a moment to thank you all for the generous stipend that was given to us! I am truly appreciative not only of the amount, but of the good will of the board to honor us in this way. Thank you for the support and kindness you have given us!

1st/2nd/3rd -Marlo Knox

The intention of this report is to describe what is going on in my classroom. I'll do my best to capture the essence of our work.

Upon returning to school in January, we spent time reflecting and practicing basic habits of our classroom. This allowed everyone to be clear on expectations as well as prepare for Open House. As a guide, Open House was significantly more pleasurable for me than any prior year. Our assistant, who is a partner in all classroom things, was able to spend the evening of Open House with us.

We have also changed homework practice to include spelling. Adding spelling to work to be completed at home required training students, informing parents, and practicing the process. I use a developmental spelling curriculum called Words Their Way. Mali, my assistant, and I also had to reach our own agreements on how to effectively use our contracted time to prepare homework assignments, correct and record homework assignments, share our findings with families, as well as use our observations of the homework process to inform our guidance of our children, reteaching or supporting their practice where necessary.

We are continually practicing becoming fluent readers and writers. Instruction in reading happens in guided reading groups. Children write at home in reading response journals, have had lessons on the use of transitional words and phrases, have experienced taking notes, and have learned how to write friendly letters. We are currently creating the procedure for writing

our own books.

We are continuing art education. We've used several mediums, such as pastels, papier mâché, liquid watercolor, as well as several forms tempera paint. When a skill/concept is taught we make supplies available so that children can apply the techniques their own ways. We also use art lessons to build opportunities for students to guide and teach each other. We recently taught three different developmental art experiences and then encouraged children to teach each other.

Cursive is taught and practice weekly.

Math lessons and practice dance between Common Core State Standards for each grade level, requiring students demonstrate an abstract understanding of smaller equations, and lessons with Montessori materials which provide concrete practice using large, engaging equations designed to capture a child's interest.

Cultural studies such as geography and the sciences often build off of individual interests, questions formulated through observations made about our natural world, and shared experiences in art, gardening, cooking, and language arts.

1st/2nd/3rd-April Pearce

We have been busy in Room One! Our two new students have transitioned into being members of our classroom, are making friends, and seem to enjoy being here. I am happy to report that the class is mostly normalized. The students are better at making choices and continuing to work throughout the morning work period, with limited redirection. I use the modifier 'mostly' because the quality of their choices and on-task behavior decreases with my absence, whether it be for an SST meeting or a full day away. While it feels good to be needed, one of my aspirations for them is to be able to work as if I did not exist -a factor Montessori noted was hallmark of a normalized classroom.

The children have demonstrated growth in math and reading. Currently many children are working on various reports or books, with topics including cats, newts, and football. When students finish their work, they are eager to present it to the group. Most of the students are genuinely interested in what their peers create, which makes for a respectful, supportive audience during presentations. These are beautiful, priceless moments for me as their guide.

I have presented five Great Lessons: the Story of the Formation of the Universe, the Coming of Life, the Coming of Humans, the Story of Language, and the Story of Numbers. Now, we are focusing on the Timeline of Life, one period at a time. We are currently on the Silurian Period, which begins the Age of Fish. We are all excited that we are two periods away from the first dinosaurs. Also, we are learning about invertebrates, which has mostly coincided with our Timeline of Life studies. So far, we have looked at phylum porifera (sponges), cnidaria (sea anemones and jellyfish), platyhelminthes (flatworms), and annelida (roundworms).

In the afternoons we do something different every day of the week: Mondays we have silent reading, student presentations, and longer community meetings; Tuesdays, we have art; Wednesdays, we play community building games and, sometimes, dance; Thursdays we do growth mindset activities with Middle School mentors, and Fridays, the students have P.E. while Brooke and I prepare their Friday Folders, which include my weekly newsletter, student work, and spelling words for the following week. We recently accomplished the 100th day of school and I am proud of how far we have come as a class. I look forward to what we will do with the next 76 days

1st/2nd /3rd -Eric Parish

Biome Studies

The class has been studying the biomes of the continent of North America. Each week we look at a new biome from the continent we are studying. We use the beautifully made Waseca biome curriculum, which consists of a biome map, where students trace and color the continent, mountains, and rivers. The curriculum includes biomes cards that have pictures and detailed descriptions of the plants, animals, and people of that particular biome. The curriculum also has biome readers, which are colorful stories about the plants, animals, and people of the biome. We also have biomes cards that are specifically about the people of the different biomes. Each student creates a portfolio containing a political map of the continent of study, a biome map, research booklets of plants and animals, and a biome reader book of their own. It is a lot of work and it takes time and patience to complete. But when it is complete the children have a great deal of pride in the work they have done.

4th /5th/6th -Sheng Vang

Since the start of January, we've been working from the Go Math curriculum for my 4th and 5th graders. There hasn't been much push back with the work from students. The curriculum provides a pacing guide for me to focus on lessons, to make sure I am teaching students what they need to know for their grade level. My only concern with doing a standards-based curriculum is the lack of use of our Montessori materials.

In language arts, we are continuing our Literature Circles with I am Malala, Bud, Not Buddy, and LIly's Crossing. The discussions are rich and engaging. Through voiced concerns from parents of my lowest reading students, I have adjusted reading to provide materials at their independent level using tasks from Daily 5. We have finalized our Snow Globe writing and I am hoping to invite parents, classrooms, and/or school community members to come listen to our authors, so that they can share and be proud of their narratives.

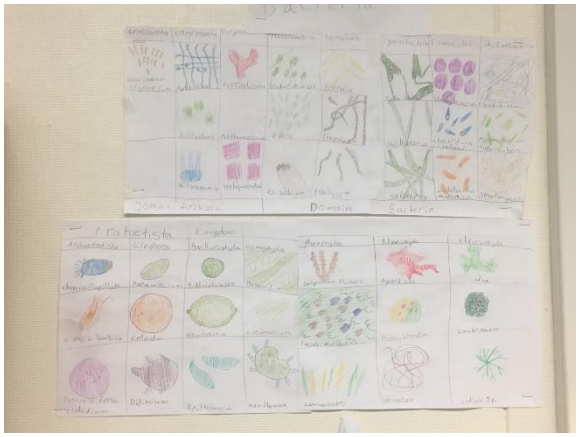
State research, country reports, and biome studies are our continual Cultural Studies works. Starting next week, we are starting our Science Fair Projects and hope to invite families, classrooms, and community members to attend our Science Fair Showcase.

4th /5th /6th-Tanya Parish

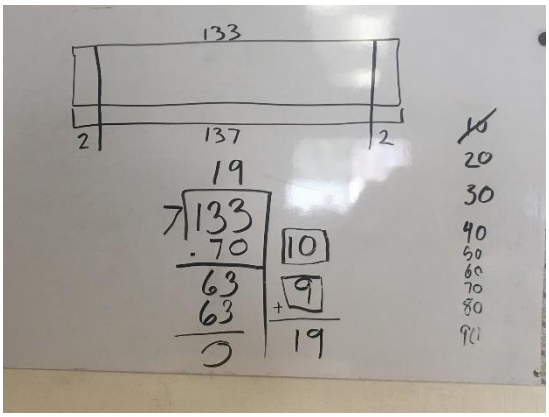


The scientific study of the Fungi Kingdom creatively displayed in the classroom.

The Protista Kingdom

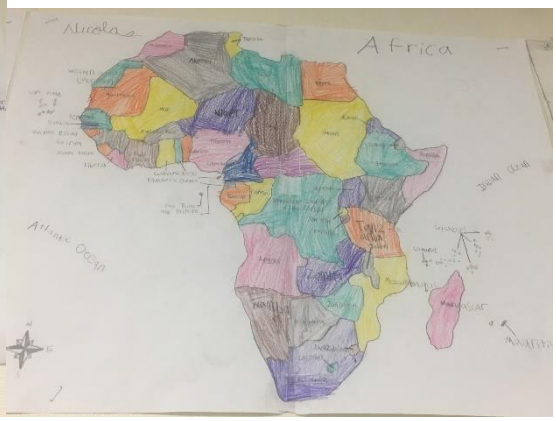


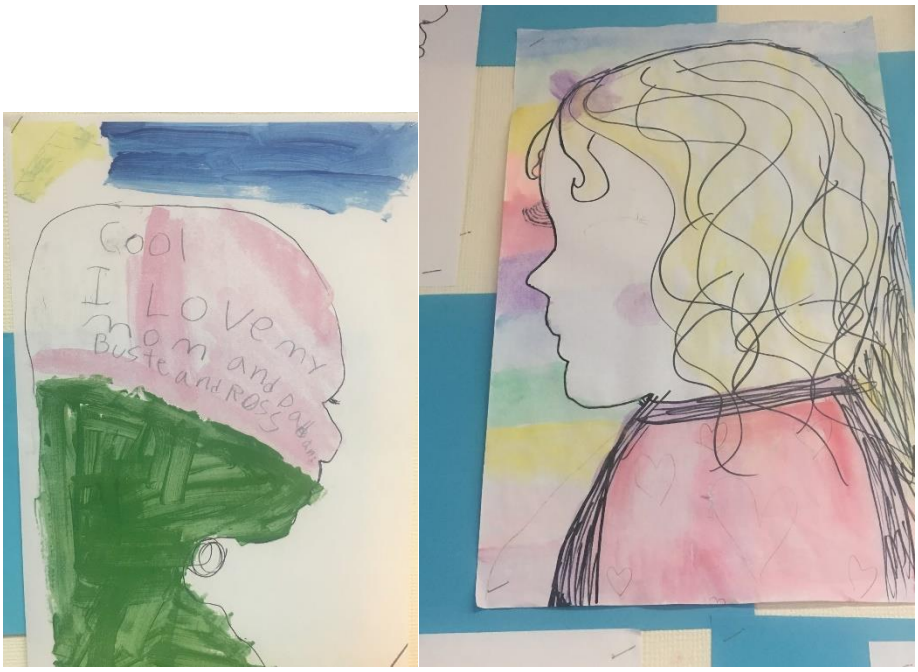




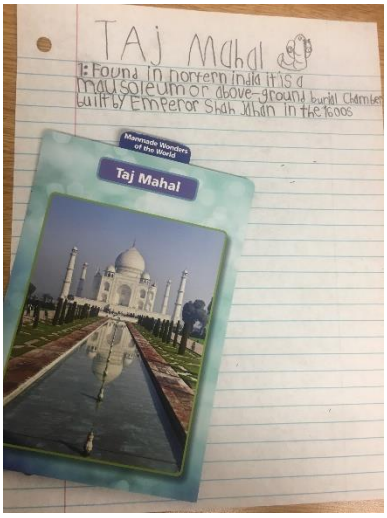
Go Math division with partial quotients


A wonderful new workbench provided by Jim and Cheryl Conery

Map work 




Art Self Portraits



Research

Tea is always on and we would love to invite you to come in and join us for a cup!



6th/7th/8th-Celeste Shults

I can sum up what is 'going on' in middle school in one word...ASHLAND!

Always looking for new ways to be engaged in our learning and community
Science: We are working with a retired guest science teacher name David Samuels weekly
History: We are working our way through the 6th, 7th, and 8th grade history standards by using project-based learning teams
Leadership: We are becoming more serious about our leadership roles as middle school students by being trained by peer mediators at Marsh Junior High as well as being Montessori mentors to students in April's Upper Elementary Class.
Art: Our students will be showing off their art skills both through their Science Fair Projects as well as through their endangered Species Fair puppets.
Necessity is the mother of invention and my students are becoming more and more adept at finding ways to creatively problem solve.
Dedication: My students are dedicated to becoming the future leaders that our world needs!

Oh, & did I mention that we are working really hard fundraising for our trip April 25-27 to Ashland? I would like to extend my most sincerest 'thank you' for your financial support with student scholarships, tuition fee payment for Michael and myself, our two extra activities while at Ashland, and our chaperone's background checks. We are most appreciative of your support of our activities!



Intervention-Kelli Kurth

Math intervention continues to run smoothly and efficiently. Recently, after new data was received from teachers in December, all students at Sherwood who showed a math need were reassessed to see if placement in a math intervention group would benefit them. The math intervention program gained a handful of new students, while others were exited from the program after receiving their targeted instruction and improving their scores. Steve McKeever continues to be an invaluable asset to the math intervention program. His organization, math skills and classroom management with the students help the program thrive and support our students.

Reading intervention groups were paused due to some necessary staff changes in December. After conducting interviews, Deborah Zimmerman was chosen as the new reading intervention assistant. We are excited to welcome Debbie to Sherwood! She started her training by spending an hour in every classroom observing all of our amazing teachers while they taught a reading lesson. She has then continued her training by working with staff members to understand our intervention and reading programs used at Sherwood. After restructuring our reading groups, we will begin small group instruction with our students again starting next week. Debbie is organized and ready to get these groups underway again!

Extended Day-Julia Goddard

As we make our way into February, Extended Day is announcing and anticipating some significant changes that will occur in preparation for my maternity leave at the beginning of Spring Break. Hannah will be stepping into the role as Extended Day Coordinator for the

remainder of the school year assuming my responsibilities including acting as the lead in Kinder Care, managing Morning/After Care staff, enrollment, billing, parent communication, ordering snack and materials, maintaining the budget, hiring if necessary, and behavior support for all students enrolled in the program. Over the next month, I will continue training Hannah on these responsibilities. We are in the process of hiring a new Aide for Kinder Care, so that I can be relieved of the classroom to prepare S.O.P's (Standard Operating Procedures) for Hannah as she prepares to assume the Coordinator role.

We are also putting into practice some of the concepts and tools that we learned in attending the Remix Conference at the end of January. We were given the green light to attend a conference solely devoted to after school programs through the Butte County Office of Education, Expanded Learning. As a group we attended a session devoted to Anti Bullying through Self Actualization and Self Confidence, and then a session called Using Youth Development & Social Emotional Learning to Create Safe, Engaging & Powerful Programs. For the third session we paired off to attend two workshops that were seemingly relevant to our school and program specifically, one called Transforming Classroom Culture with Restorative Justice, and the other focusing on Trauma Informed Practices for the Classroom. Each workshop included concrete tools that we could bring back with us to incorporate into our everyday practices. In addition to this, each Aide has completed 6 online training modules through the CalSac website, a organization providing training and leadership opportunities for out of school programs in California. These have also given us guidance in specific practices that we can implement to improve our program.

Financially, Extended Day remains in the positive zone. Although we've had some students unenroll, we've also had some new students join the program keeping us at a steady enrollment for After Care. Kinder Care enrollment is at its highest this year, and Morning Care has gone down slightly. With 2018-2019 Kindergarten Class at capacity with a waiting list, we may be able to anticipate high enrollment for Kinder Care next year. Attached you will find an up to date Income Report from Pat.

In addition, we are preparing to open registration for the 2018-2019 school year in March for Kinder Care, Morning Care, and After Care. This is earlier than last year's registration opening with hope that more time will encourage families to register before the school year ends so we have a better idea of what to expect in the fall.

Extended Day Finance Report

	Jul 1, '17 - Feb 8, 18
Ordinary Income/Expense	
Income	
8000-Revenues	25,198
Total Income	25,198
Gross Profit	25,198
Expense	
1000 Certificated Salaries	87
2000 Classified Salaries	19,799
3000-Employee Benefits	2,532
4000-Books and Supplies	1,190
5000 Services/Other Op. Exp.	128
Total Expense	23,736
Net Ordinary Income	1,462
Other Income/Expense	
Other Income	
8919 - Interfund Transfer In	750
Total Other Income	750
Net Other Income	750
Net Income	2,212



Extended Day: Monthly Newsletter

February 2018



February is here, and we are soaking in the sunny weather while it lasts! We have some changes coming to the program in the coming months, and want to make sure all of our Extended Day Families are in the loop. As some of you may know, Julia is expecting her second child in April, and is making plans for her maternity leave mid March. Activity classes are in full swing and the students are enjoying having new subject matters to explore.

Important Dates:

Feb 16th: Attendance Make Up Day - **Extended Day Closed**

Feb 19th: Presidents Day - **No School/Extended Day Closed**

Extended Day Contact Info:



7:30 - 8:30 am	588-5851
12:00-5:00 pm	345-6600
5:00 - 5:30 pm	588-5851

Extended Day Coordinator: Julia Goddard
julia@sherwoodmontessori.org

If you need to contact Julia directly, you can reach her by phone using the school number, or email with the above address.

February Activity Schedule:

Monday Craft/Game with Kayci	Tuesday Science with Kayci	Wednesday Cooking with Hannah	Thursday Craft with Kelly	Friday Embroidery with Kelly
			1 Pom Pom Flowers	2 Continue/Finish Embroidery Project #1
5 Continue the Drawing	6 Borax Crystals	7 Gluten Free Pasta with Sunflower Seed Pesto	8 Yarn Cards	9 Learn Extra Stiches/Techniques Project #1
12 Zilch (Game)	13 Shadow Science	14 Jammy Oat Bars	15 Pom Pom Bunnies	16 NO SCHOOL
19 NO SCHOOL	20 Slime	21 Wintry Salad	22 Yarn Monsters	23 New Designs for Project #2
26 The Human Knot (Game)	27 Floating Ball	28 Veggie Spring Rolls with Dipping Sauce	TBD	

Professional Development:

Late last month, the Extended Day team hit the road to attend "The Remix"– an Expanded Learning conference held in Redding and hosted by the Butte County Office of Education. During a full day of workshops and discussions on a number of program-enriching topics, we learned more about:

- Fostering self-actualization in students to further anti-bullying efforts
- Using the principles of restorative justice and nonviolent communication to create a program culture that makes students feel safe, heard, and able to collaborate to create lasting solutions to conflicts.
- Tools for empowering students through youth development and social-emotional learning
- And more!

We are extremely excited to deepen our program with the tools and strategies we gathered at the conference!

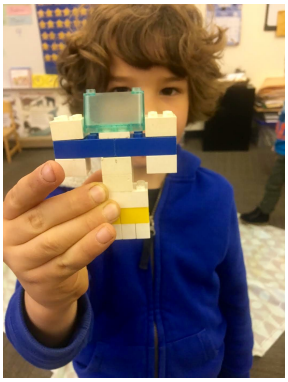
Changes Moving Forward:

As mentioned above, we will be making some adjustments when Julia goes on maternity leave. Hannah, our newest addition, will be stepping into the role of Extended Day Coordinator beginning upon our return from Spring break and finishing out the 2017-2018 school year.



Meet Hannah: Hannah is a University of California Berkeley graduate and a former publicist with a focus on sustainable food. Throughout her publicity career, it was the time she spent volunteering in Berkeley's public schools, including the Edible Schoolyard program at Martin Luther King Jr. High, that kept bringing her back to education. Hannah began the journey towards earning a teaching credential last fall through Chico State. She is excited to expand her work with Extended Day and continue leading weekly cooking activities through the rest of the after-school year!

Photos from January:

















Sherwood Montessori
1010 Cleveland Ave, Chico, CA. 95928

Agenda Item 3.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Kelli Kurth, SMPO Fundraiser Coordinator

Subject: **Agenda Item 3.3 Sherwood Montessori Parents Organization Report**

Date: February 15, 2018

Sherwood Montessori Parents Organization
Report to the Board of Directors

The big news for the SMPO right now is Sherwoodstock. This year's planning committee has met a few times to get Sherwoodstock planning underway. There will be multiple changes to Sherewoodstock this year including; a location change, expanding the "Kidzone" to include activities for all grade levels, a family friendly food truck, lower ticket price with a family option and more. The idea behind the changes is to make this event more family friendly while still preserving the music festival aspect of the event. The planning committee would love to see ALL of our families at the event as well as members of the community outside of Sherwood. We are looking forward to creating an exciting event that we hope the entire community will love!

Cal Skate night was so much fun! It's always a good time to see our community together outside of school. Smiles were everywhere at Cal Skate night, an event that kids look forward to every year!

There are several other smaller events that will need event coordinators, the SMPO will be asking for coordinators at the next SMPO meeting. The variety show, bike to school day and the last day of school events should be easy enough for one or two people to plan for our school.

Agenda Item 3.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.4 School Director Report**

Date: February 15, 2018

ADMINISTRATIVE ITEMS:

- Our current enrollment is 164.
- We have hired Debbie Zimmerman as our new English language arts intervention aide.
- I spoke to the Accountability Department at the California Department of Education about errors on our Dashboard regarding the number of socioeconomically disadvantaged students. Although they acknowledged that there is an error, they were unwilling to fix it.
- I attended a workshop sponsored by our insurance company to learn about new laws for employers that went into effect this year.
- Positive Behavior Interventions and Support (PBIS) training has begun, and the PBIS team and staff are very motivated to get all the work done and ready to start next school year. This is a three-year process, with the goal of the first year being getting all aspects of the program in place for the "Tier 1", or "all students" The second year focuses on "Tier 2", students with intervention needs. The third year focuses on "Tier 3", or students with exceptional needs, such as those addressed by special education services.

FISCAL ITEMS:

- Our Business Manager, Pat Casey, gave an in-service to the teachers about how the new tax laws will affect them.
- At the time of this meeting, the Budget Committee will have started work on the Second Interim Budget.
- I have begun working with a Medical billing contractor who will process billable costs to Medical on our behalf. Projected increase in revenues are $4,000-$5,000 annually.

ACADEMIC AND ENRICHMENT PROGRAMS:

- Our restructure of the intervention program has been going well and has exceeded our expectations for increased efficiency and effectiveness thus far.

- My Friday morning meetings with teachers and instructional staff have become a successful routine. I have already met with all the teachers individually multiple times and have met with our specialist instructors (P.E., Cooking & Gardening, Spanish) as well. It is a valuable time for communication that is essential to support our teachers to do their best work.

SAFETY ITEMS:

- We recently had a brief lockdown while police were called to investigate a suspicious sound that could have been shots. The police checked the area and the lockdown ended when they gave us the all clear.

Agenda Item 3.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Justin Allan, Director of MTSS

Subject: **Agenda Item 3.5** Director of Special Education Report

Date: February 15, 2018

Special education is being stretched to the limits of our current structure. Referrals have been growing and more are anticipated in the future. As referrals go up it is increasing the time demands of other special education positions. Our school psychologist is already at capacity for only working one day a week. What is of more concern is the amount of physical space in the learning center should numbers continue to rise. Our disproportionality will also grow as special education numbers increase.

It could be helpful for me to lead a staff training to help teachers/staff understand the role of special education and what special education does and can do for students. This will include topics on how to talk to parents. I'm finding the school has a culture to have parents write letters requesting special education testing. We can deny testing, but that is usually not the best thing to do. Improper special education testing without proper procedure like SST's and true intervention can harm students.

The learning center continues to be an evolving environment. In many ways the learning center is two different places. For the students who come over in small groups, it's a place they visit for reading, writing, and/or math support that has a lot of interesting, and fun things going on. That is mainly because the learning center is setup largely for students on the autism spectrum and for students with mental health issues. I think it's important to know that for some students the learning center is their classroom. It's where they spend most of the school day and what they associate as school. Luckily this year most of the students who consider the learning center home are close in grade level. If there was a wider range in age grade levels it could present some challenges. On a similar note, I have had a handful of parents express concern to me about the learning center serving K-8 students. In my experience teaching multi-grade classrooms, I have found that there are often very positive and social/emotional benefits for the students in that setting. However, the potential does exist for issues.

Learning Center

Gaining, insight, wisdom and knowledge takes place in a variety of ways in the learning center. Students in the learning center have a wide array of needs and goals. Those goals range from reading fluency, writing, and math to social, emotional, and behavioral. One of the ways learning takes place for students is through the use of technology. We use a great deal of technology in the learning center. One of the new pieces of technology we are using are Kindle Fires. They have some advantages over traditional computers, Chromebooks and iPads. They are economical. We purchased three Kindle Fire 8HD with cases for around $200. Tablets work well for students with fine motor issues and other disabilities. They have been a good tool for learning because web-based programs have apps that run on the Kindle Fires. The apps run well, as do the Kindle Fires. They also have strong security and parental controls. All of ours are controlled through Amazon Whispercast where I can sync books, lessons, and more across multiple devices at the same time. The current online learning programs we use regularly are Sumdog for math (which student interest has dramatically decreased) and now Prodigy for math (so far so good). We also use typing club, and Epic books. Epic Books is a classroom favorite and the students really enjoy doing guided reading together on Epic on the classroom television.

The tablets also have Minecraft which is still a powerful reward and motivator for many students. Minecraft gives students a platform to express creativity. I like it most because it helps students build social and communication skills. I have seen social growth and students are getting along better partly because they play together in each other's Minecraft worlds. I have witnessed students who otherwise wouldn't communicate get in a group, connect, help each other, build and talk.

Agenda Item 3.6

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.6 Treasurer Report**

Date: February 15, 2018

January Treasurer's Report

The January Financial Board Reports will be available at the meeting on the 15th, as well as the analysis from the Board Treasurer.

Agenda Item 3.7

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.7: School Accountability Report Card**

Date: February 15, 2018

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 2016-2017 school year.

DISCUSSION

The SARC includes data on enrollment demographics, facilities, learning materials, school spending, discipline data and assessment data. The 2016-2017 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: 2016-2017 SARC

School Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Sherwood Montessori
Street	1010 Cleveland Ave.
City, State, Zip	Chico
Phone Number	530-345-6600
Principal	Michelle Yezbick, Director
E-mail Address	michelle@sherwoodmontessori.org
School Website	www.sherwoodmontessori.org
CDS Code	04614240121475

District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Sherwood Montessori
Street	1010 Cleveland Ave.
City, State, Zip	Chico
Phone Number	530-345-6600
Superintendent	Michelle Yezbick
Web Site	www.sherwoodmontessori.org
E-mail Address	michelle@sherwoodmontessori.org

School Description and Mission Statement (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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 w ho 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 allow s each child to reach his or her ow n potential academically, personally, and socially and will focus on educating the w hole child intellectually, physically, and psychologically. The methodology used w ill 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.

Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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. 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 June Meeting of the Board of Directors. A representative of the SMPO will be responsible for communication between the SMPO and the Board.

School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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. The most recent revision was August, 2017, and the plan was reviewed with all staff just prior to school opening.

School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by clicking here. Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: 1/2018 completed by CUSD staff

This section should be kept to 1-2 paragraphs.

During the summer of 2016, the school moved from its former location to co-locate at Chapman Elementary under a Prop 39 agreement. This move has greatly relieved overcrowding experienced at the former location.

School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating	X			

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	6.8	6.6	6.6	599
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	1	1	1	3
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

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	♦
Library Media Teacher (Librarian)	0	♦
Library Media Services Staff (paraprofessional)	0	♦
Psychologist	0.25	♦
Social Worker	0	♦
Nurse	0.1	♦
Speech/Language/Hearing Specialist	0.2	♦
Resource Specialist (non-teaching)	0.7	♦
Other	0.8	♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: January 2018

This section should be kept to 1-2 paragraphs.

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	Yes	0.0
Mathematics	Traditional Montessori materials California College Preparatory Mathematics (CPM) grades 6-8 Go Math grades 4-5	Yes	0.0
Science	Traditional Montessori Materials McDougal-Littell Science California Edition/2010 The California Education and the Environment Initiative (EEI) Curriculum grades 4-6 Waseca Biomes Curriculum grades 1-3	Yes	0.0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Traditional Montessori Materials	Yes	0.0
Foreign Language	Spanish materials, dictionaries & Duolingo application for practice	Yes	0.0
Health			
Visual and Performing Arts	Montessori Arts Curriculum	Yes	0.0
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, highlighted yellow, are populated for you with data provided by CDE (as available).
Percent differences, highlighted light-blue, are calculated by this form.
The remaining data was copied over form last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	$6,330	61154	199295	$42,089
District	♦	♦	$5,642	$67,547
Percent Difference: School Site and District	♦	♦	189.0	-46.4
State	♦	♦	$6,574	$77,824
Percent Difference: School Site and State	♦	♦	187.2	-59.6

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

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, art and music, 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, and literacy groups with high level text such as the Book in Common with California State University at Chico and traditional classical literature.

Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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 the 2016-17 school year, classroom teachers attended the American Montessori Society Annual Conference in San Diego, California.

In addition to the Montessori training, Sherwood teachers and Director take part in training 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 Mulit-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, implementing Mindfulness in the classroom, and other topics.

In the 2017-2018 school year, Sherwood was awarded the SUMS (Scale Up Multi-Tiered System of Support) grant for MTSS (Multi-Tiered System of Support) and has been attending professional development designed to improve practices in intervention and special education programs. This is also the school's first year of PBIS (Positive Behavior Interventions and Supports) training, a three-year program.

Professional development meetings 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.

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STANDARDS FOR EFFECTIVE CHARTER SCHOOL GOVERNANCE

STANDARD ONE:



Focus Relentlessly on Student Achievement

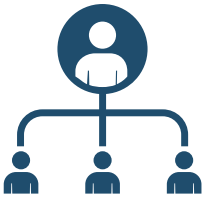
Govern to Fulfill the Mission of the School and the Promises of the Charter

- Believe in the mission of the school
- Assume ultimate responsibility for school and student success
- Use student data to inform board decisions

Know Whether Students are on Track for High-level Achievement

- Agree on the definition of academic excellence
- Understand how student achievement is measured at the school
- Review indicators of student success regularly to measure progress toward school goals

STANDARD TWO:



Ensure Exceptional School Leadership

Hire and Support a Strong School Leader

- Hire the right leader who can manage the school to achieve its goals
- Cultivate a trusting, candid relationship with the school leader, addressing challenges proactively
- Build an effective partnership between the school leader and board chair
- Champion the school leader
- Maintain an up-to-date school leader succession plan

Evaluate and Hold the School Leader Accountable

- Collaborate with the school leader each year to establish his/her annual goals
- Evaluate the leader each year using a formal and transparent process, and hold him/her accountable for achieving concrete results
- Invest in ongoing professional development to support the leader's progress toward his/her goals

STANDARD THREE:



Commit to Exemplary Governance

Build and Maintain a High-Functioning and Engaged Board

- Recruit and maintain a full slate of excellent board members who bring diverse skills, experience, and perspectives
- Elect a board chair who can successfully lead the board and engage all members
- Remove disengaged members from the board
- Invest in the board's development, providing orientation and ongoing training

Implement Best Governance Practices

- Adopt job descriptions for the officers, committees, and board members
- Require that each board member sign an annual agreement, committing to fulfill his/her responsibilities
- Hold well-run, regularly scheduled, strategic meetings
- Employ a robust committee structure to accomplish board work strategically and efficiently
- Assess board performance annually, holding the board accountable for achieving its goals and governing effectively

STANDARD FOUR:



Act Strategically

Determine the Strategic Direction for the School

- Oversee the development of a clear strategic plan that reflects the board's vision and priorities for the school's future
- Set annual goals for the school, board, and each board committee
- Organize the board, its committees, and all meetings to advance the aims of the school's annual goals and strategic plan

Respect the Balance Between Oversight and Management

- Define and build board-wide understanding of the oversight role of the board and the management role of the school leader
- Give the school leader the autonomy and authority to manage the school while maintaining strong and close oversight

STANDARD FIVE:



Raise and Use Resources Wisely

Manage Resources Responsibly

- Ensure that all members understand the school's finances, and provide necessary training
- Review financial data regularly and carefully, using it to make sound decisions that protect the school's short- and long-term sustainability
- Approve a budget each year that allocates resources strategically and aligns with the student performance goals of the school

Expand Awareness and Raise Funds

- Set and meet realistic fundraising goals to provide additional resources the school needs
- Require that each board member make the school a top personal philanthropic priority each year
- Raise the school's profile and engage donors
- Understand the political context of public charter schools and advocate for policies that promote and support the charter sector

STANDARD SIX:



Maintain Legal and Regulatory Compliance

Minimize Risks

- Adhere faithfully to the legal and ethical duties of loyalty, obedience, and care
- Oversee the development, board approval, and regular review of all school and board policies
- Maintain the highest standards of transparency by accurately documenting meeting proceedings and board decisions
- Apply sound business judgment by avoiding conflicts of interest, observing tax requirements, and maintaining liability insurance

Meet Expectations

- Confirm that the school is proactively adhering to the legal requirements set forth by the authorizer, the federal and local governments, and the Internal Revenue Service
- Operate in accordance with bylaws and review them at least every three years
- Comply with open meeting laws of the school's jurisdiction

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Committee Charges for Charter School Boards

Development Committee Charge

Overview

The development committee[1] drives the board's vital fundraising activities. Members of this committee oversee the development of fundraising goals, lead activities to meet these goals, hold the collective board and individual members accountable for gift cultivation, and work closely with administrators to engage the board in regular and effective fundraising activities for the school.

The school leader, the director of development (where applicable), and at least three board members—one of whom serves as the committee chair—comprise the development committee. The committee meets at least once between every board meeting and submits committee minutes to the full board to communicate progress.

Purpose

The development committee holds itself accountable for the following:

- **Setting goals**
  - Recommends organizational fundraising goals for the charter school to ensure short- and long-term sustainability and success
  - Identifies its own committee goals to track the committee's progress over time
- **Leading the board's culture of gift cultivation**
  - Develops policies for the board and school leadership regarding gift solicitation and

[1] Boards should decide whether to have a development committee or a development and external affairs committee. This document is applicable to either committee.

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recognition

- Establishes a 100% board-giving policy
- Crafts a compelling and accurate case for support[2]

- **Motivating individual board members to get involved in the development and acquisition of gifts**
  - Leads by example
  - Arranges fundraising training for the board as needed
  - Reinforces the commitment of every board member to contribute within his or her means
- **Ensuring the board reaches its fundraising goals**
  - Monitors progress toward annual fulfillment of fundraising goals
  - Shares the case for support and specific fundraising projects during board meetings
  - Partners with school leadership to make sure the board is aware of the school's specific fundraising needs
- **Raising awareness for the school**
  - Leverages the board to attend key community, school social, and political events
  - Speaks highly of the school outside of the board meeting, cultivating new donors and champions

[2] The case of support is used in the fundraising world to describe a written statement that answers the question, "Why does your charter school need and desire philanthropic support?"

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Committee Charges for Charter School Boards

Executive Committee Charge

Overview

An executive committee is empowered to act on behalf of the board on urgent issues in between board meetings. The bylaws detail the issues executive committees may and may not act upon. BoardSource points out the key distinction of executive committees is that "unlike other standing committees, the Executive Committee speaks *to* the board as well as *for* the board."[1]

The executive committee typically includes the board chair, all other officers, and the school leader playing the same role as he/she does on the full board (either ex officio or voting member). The committee meets only as needed and can meet in executive session without the school leader when it so chooses (e.g., when his or her evaluation is being addressed).

Only executive committee members and invited guests may attend executive committee meetings[2]. Minutes of executive committee meetings are shared promptly with the board to ensure transparency and keep the other board members well informed. If the executive committee makes significant decisions, all board members should be informed within 24 hours and the decision must be ratified by the full board at its next meeting.

Tips for Executive Committees

Nonprofit governance is trending toward not using the executive committee regularly, as current technology allows boards to "meet" in non-scheduled situations more easily. Electronic voting often eliminates the need for the executive committee to take action without

[1] Andringa, Robert C. The Nonprofit Board Answer Book: A Practical Guide for Board Members and Chief Executives. San Francisco, CA: Jossey-Bass, 2007. 62. Print.
[2] Check local open meeting laws to ensure your executive committee stays in compliance.

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first consulting the full board.

When considering how to best utilize an executive committee, be aware of how this committee can become an inclusive entity.[3] Executive committees risk becoming a "mini board" when too many board-related conversations are limited to the executive committee and the rest of the board is not fully leveraged.

Make sure your bylaws clearly articulate what this committee can and cannot do. For example, most bylaws state that executive committees do not have the authority to take key actions such as dissolving the charter school, hiring or firing the school leader, amending the bylaws, changing the budget, or electing board members.

Executive committees can play beneficial and proactive roles on the board. For example, they can:

- Serve as a mini-think tank for the board by identifying key strategic issues and the best way to frame them for board discussion
- Actively develop new leadership on the board
- Model best governance practices for the rest of the board

All boards should revisit their bylaws to understand the stated authority of the executive committee and work to be transparent. Any action taken by the executive committee should be clearly communicated to and ratified by the full board.

[3] Just like other committees, the executive committee reports to the board.

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Committee Charges for Charter School Boards

Finance Committee Charge

Overview

The finance committee oversees the school's budget and asset management. This committee approves short- and long-term financial goals for the charter school, recommends and monitors a budget aligned with the school's strategic priorities, ensures compliance with strong policies, and raises financial concerns and solutions to safeguard the school's resources.

The finance committee includes the school leader, Chief Financial Officer (CFO), and at least three board members—one of whom serves as the committee chair. The committee meets at least once between every board meeting and submits committee minutes to the full board to communicate progress.

Purpose

The finance committee holds itself accountable for the following:

- **Recommending a budget aligned to the school's strategic priorities**
  - Works with the school leader and CFO to prepare and recommend an annual budget for the board's consideration and approval
  - Ensures the annual budget is prepared in a timely manner
- **Overseeing the school's financial resources**
  - Reviews financial statements regularly to monitor progress throughout the year, and suggests adjustments as required
  - Identifies short- and long-term financial challenges before they become urgent issues

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- Serves as an ongoing resource and advisor to staff on financial issues

- **Providing training or onboarding to ensure all board members understand the school's finances**
- **Driving progress toward financial goals**
  - Sets short- and long-term fiscal goals to ensure school sustainability and success
  - Sets annual committee goals and regularly monitors progress
- **Ensuring financial compliance**[1]
  - Confirms appropriate financial policies and procedures are in place and followed
  - Recommends the selection of an auditor[2]
  - Meets with the auditor before the board's audit review and approval
- **Identifying actions needed to resolve complex financial issues**
  - Determines whether the complexity or scale of financial operations requires the committee to split into two separate board committees: finance committee and audit committee
  - Recommends the creation of an investment committee[3] when appropriate

[1] Some boards ask the finance committee to oversee all charter school compliance including authorizer reporting requirements, etc. Other boards assign this role to the executive committee.
[2] The committee should make sure its school changes auditors (or audit partners) approximately every five years.
[3] An investment committee manages the school's investment portfolio and determines the level of risk desired (high or low) for investments.

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Committee Charges for Charter School Boards

Governance Committee Charge

Overview

In some ways, the governance committee is the most influential committee on the board as it is responsible for maintaining proper board composition and ensuring that the board governs effectively. This committee drives a comprehensive board self-assessment process, fosters the development of new and existing board members, manages board member recruitment, and nominates candidates for officer positions.

The governance committee includes the board chair and at least three other board members, one of whom serves as the committee chair.[1] The school leader or another staff member also often serves on this committee. This committee meets at least once between every board meeting and submits committee minutes to the full board to communicate progress.

Purpose

The governance committee holds itself accountable for the following:

- **Monitoring and maintaining board-wide adherence to governance best practices**
  - Conducts a board self-assessment every one to two years
  - Assesses the school's governance needs by periodically reviewing the board's size, strategic composition, and committee structure; and recommends changes as needed[2]
  - In partnership with the school leader and board chair, creates an annual board cal-

[1] Certain requirements may vary by state; review your state's laws to be certain you are in compliance.
[2] Ask whether your board has the right skills and all of the committees needed. Review your bylaws for committee requirements.

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endar for approval by full board

- Reviews and recommends changes to bylaws and board policies every two years
- Articulates the responsibilities of individual board members by creating a board member agreement that is signed annually by each board member
- Monitors board member performance in relation to the board member agreement, and supports board chair in ensuring all members uphold their board commitments

Onboarding and training new and existing board members

- Orients members to school and board policies, practices, and responsibilities
- Provides ongoing governance training and support
- Creates opportunities for board members to build relationships and interact socially

Guaranteeing steady board leadership

- Identifies, cultivates, and nominates new board members to build a strategically composed board
- Recruits for demographic and skill diversity among board members; including diversity of race, gender, age, skill set, perspective, and experience
- Maintains an officer succession plan that grooms high-performing board members to serve as chair, vice chair, secretary, and treasurer (or finance committee chair)
- Tracks term expirations and maintains a succession plan for board vacancies
- Recruits non-board members to committees to add value and potentially serve as future board members[3]

Setting goals

- Supports the board chair in designing and executing an annual board goal-setting process
- Identifies governance committee goals to track committee progress

[3] Check local regulations about non-voting committee members.

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Committee Charges for Charter School Boards

School Performance Committee Charge

Overview

Many boards share a common misconception that success or failure of its school's students rests squarely on the shoulders of the school leader. Although the school leader is responsible for *how* students excel, the board hires and oversees the school leader to make sure that students *do* excel. The school exists to provide great educational experiences and outcomes for students, and the school performance committee leads the board in upholding this duty. Through appropriate board oversight, the school performance committee monitors student performance against rigorous academic goals and raises strategic issues for board discussion.

The school performance committee must include the school leader and at least three board members, one of whom will serve as the committee chair.[1] The committee meets at least once between every board meeting and provides committee minutes to the full board to communicate progress.

It is important to note that this is a committee that can easily overstep its bounds from oversight to management. The board's role is to ask the questions, provide advice, and hold the school leader accountable for results. The board does not make program-level decisions.

Purpose

The school performance committee holds itself accountable for the following:

- **Partnering with the school leader to set and reach rigorous academic goals**
  - Defines *excellent school performance* based on the charter school's mission and vi-

[1] In schools that have a leadership structure including a school leader and principals, the committee may choose to add the principals as committee members as well.

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sion

- Supports school leader in developing annual academic performance goals for the school, and recommends these academic goals to the board for approval
- Verifies that school administrators are using student performance data to constructively inform decisions
- Monitors the school leader's efforts to improve areas of subpar student performance[2]
- Upon request, serves as on ongoing resource to administrators for academic issues and programming

› **Building board-wide understanding of the school's academic performance and progress toward goals**

- Supports the school leadership in developing and presenting academic dashboards that measure progress towards annual academic goals
- Updates the board, in partnership with the school leader, on performance data and factors currently impacting student achievement
- Identifies challenges to the academic program before they become urgent issues
- Evaluates the school's student achievement against neighboring schools and national standards[3]
- Attends authorizer trainings on academic accountability
- Delivers onboarding and supplemental trainings to foster a working knowledge of student performance data and measurements among all board members

› **Setting committee goals and maintaining a strong committee membership**

- Identifies committee goals to track academic committee progress
- Recruits non-board members—if charter school bylaws allow—with particular educational expertise relative to the school's model to advise the committee

[2] For example, if a school showed low test scores in math, the board should ask the school leader tough questions about why this occurred and what he/she will do to address it. The board *should not* tell the school leader what he/she should do about that result (e.g., suggesting a specific math curriculum or teaching strategy).

[3] Committee members may visit other high-performing schools in the area to learn best practices that inform their work.

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Committee Charges for Charter School Boards

Strategic Planning Committee Charge

Overview

The strategic planning committee is responsible for partnering with the school leader to write, review, and propose changes to the school's long-term strategic plan.[1] The committee includes the school leader and at least three other board members, one of whom will serve as the committee chair. [2]

Purpose

The strategic planning committee holds itself accountable for the following:

- Partnering with the school leader to determine process for creating, reviewing, and updating the strategic plan
  - This includes a clear articulation of roles, decision-making authority, and responsibilities (e.g., board, school leadership, consultant)
- Making a recommendation to the board on whether to hire an outside consultant to facilitate the strategic planning process
- Creating a timeline for the strategic planning process, and holding all parties accountable for meeting deadlines
- Overseeing the completion of a clear, actionable, and concise strategic plan

[1] Note that each board should designate whether the strategic planning committee is a standing committee (meaning its purpose is to address long-term, ongoing, primary activities of the board) or an ad hoc committee that addresses more short-term assignments that have a finite end. For most boards, it is common to establish this group as an ad hoc committee that stops meeting regularly upon completing the planning process.

[2] Consider including members from multiple committees.

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- Monitoring key organizational, community, and market trends to minimize risk, and maximize opportunity to achieve goals outlined in strategic plan
- Creating a dashboard that clearly tracks progress toward goals in strategic plan
- Evaluating the strategic planning committee's effectiveness, and documenting suggested improvements to the process for the board to consider in future years



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Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **LCAP (Local Control and Accountability Plan)**

Date: February 15, 2018

SUMMARY

Each public school, public school district, county office of education, and charter school in California must adopt an updated LCAP by July 1, 2018.

DISCUSSION

Each district and charter school in the state of California is required to develop an LCAP and have it adopted by local boards by July 1st. The LCAP is designed to improve services to significant pupil populations and the entire pupil population. The LCAP is meant to describe how additional revenues from the Local Control Funding Formula (LCFF) will be used by the school to accomplish these improved services. Input from all stakeholders is used in the creation of the LCAP.

I would like to orient Directors to the structure of the LCAP document and the contents of the 2017-2018 adoption. I would also like input from the Board in terms of how our LCAP can dovetail identified goals of the Board and our school's Mission.

ACTION REQUESTED:

Discuss LCAP, take feedback from Directors, and suggest potential revisions for LCAP goals.

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Sherwood Montessori		
Contact Name and Title	Michelle Yezbick Director	Email and Phone	michelle@sherwoodmontessori.org (530) 345-6600

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

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 with 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. Most recently, on March 22, 2017, Sherwood's charter was again renewed for another 5 years by the Chico Unified School District Board of Education.

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 over 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.

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 is 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

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Sherwood has made good progress on its LCAP goals and will continue to work for more improvements in some areas while maintaining progress in others. The increases in expenditures reflect projected actual spending and increases in efforts and resources put towards these efforts. For Goal 1.3, costs associated with creating a database of Montessori materials are added. For Goal 1.4, we now have a comprehensive collection of PE equipment, but need to increase the equipment available at recess. Sherwood made a big investment in the purchase and renovation of property this past year that was transformed into a teaching kitchen, library, small group instructional space, and future garden grounds. More work on this property is planned for the 2017-2018 school year, including planning and planting an amazing teaching garden. Big increases in spending and efforts for improving parent volunteerism were initially implemented during the 2016-2017 school year; continuing these efforts plus creating a tracking system that works for us over the summer break are planned. Our data, including the new Dashboard, shows that we are doing good work that is resulting in measurable student achievement. This 2017-2018 LCAP is focused on carrying out our goals to the next level and maintaining some good progress that has been made.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Sherwood Montessori did quite well as measured by the new accountability system, the Dashboard. Sherwood's Suspension Rate Indicator and ELA Academic Indicator were both blue, and the Math Academic Indicator was green. We intend to maintain these high levels by continuing to implement our Multiple-Tiered System of Support, now as an independent provider of special education services.

Our stakeholders have also consistently identified our teachers as being the aspect of our program with which they are most satisfied. Our teachers express that opportunities for professional development are important to them. They are passionate about implementing an authentic Montessori program, and often seek ways to improve their practice. For these reasons, although our data shows that we are performing well academically, we will continue to allocate resources to provide teachers with high-quality professional development opportunities.

Sherwood currently has 10 English language learners and one foster youth,numbers too low to report data publicly considering students' rights to confidentiality. This year, 25% of our students qualify for free or reduced lunch. Last year, 33% of our students qualified for free or reduced lunch. Standardized testing results showed that students from socioeconomically disadvantaged backgrounds made more gains than their non-disadvantaged peers in math, with "all" students making 16.7 points gain and socioeconomically disadvantaged students making 18.2 points gain. In ELA, "all" students made 22.5 points gain and socioeconomically disadvantaged students made 19.7 points gain. These data indicate that the work Sherwood is doing to increase student academic performance is effective for all students regardless of economic background.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Sherwood Montessori did not have any performance indicators in the “Red” or “Orange” categories. Based on stakeholder input, our area of greatest need is the school facility itself. Although this year we expanded the campus to include a space with a library, garden, and teaching kitchen, parents have expressed that the school needs a fence to improve safety. This issue will be addressed in the coming year using funds from Measure K in cooperation with Chico USD.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Sherwood Montessori has only one measured student subgroup: Socioeconomically Disadvantaged students. While this group of students did score one level below "all students" in both Math and ELA, they did make substantial gains. In the case of Math, they increased by 18.2 points, which was an even greater gain than "all students" (16.7 points). In ELA, gains were comparable, with "all students" increasing by 22.5 points and Socioeconomically Disadvantaged students increasing by 19.7 points. Therefore, we are pleased to report that none of our
student groups are two or more levels below the level of "all students", and all students are making substantial gains.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Sherwood has offered free and reduced lunch and child care for students from low-income families. The school will continue to offer these, although the child care will be offered free only for school events and not on a daily before and after school basis. Funds provided through the Local Control Funding Formula were not enough to continue to offer free daily child care. Instead, the school will use those funds to provide scholarships for field trips for families who qualify for free and reduced lunch.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$1,291,928
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$66,890.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General fund expenditures specified above for the 2017-18 school year include salaries and benefits for all certificated teachers, administrative staff members and classified personnel.

$1,372,361	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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.

State and/or Local Priorities Addressed by this goal:

STATE	☒ 1	☒ 2	☒ 3	☒ 4	☐ 5	☐ 6	☒ 7	☒ 8
COE	☐ 9	☐ 10						
LOCAL								

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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.

ACTUAL

Priority #1 Basic Services
Maintained 100% highly qualified credentialed teachers.
Maintained materials in good repair and replaced/added to materials as needed.
Maintained and improved school facility, put together a school library in newly acquired building, added to PE/recess equipment. Improved school facility by moving to an entirely new campus with classroom square footage increasing by 10-40% plus additional new playground equipment and several acres of play fields that were not available at previous campus.
Retained qualified SBIT Coordinator who worked collaboratively with director, teachers, and parents.
Collected data to determine which students need access to the SBIT process.
Tracked down individual students' growth to show movement towards identified SBIT goals.

Priority #2 Implementation of State Standards
Moved from stage 3 to stage 4 of CCSS implementation: aligned teacher evaluation and support. Purchased iReady assessments in math and English language arts to collect data from formative assessments aligned with CCSS.

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.	Priority #3 Parent Involvement Retained qualified SBIT Coordinator who worked collaboratively with director, teachers, and parents. Priority #4 Pupil Achievement Retained qualified SBIT Coordinator who work collaboratively with director, teachers, and parents. Moved from stage 3 to stage 4 of CCSS implementation: aligned teacher evaluation and support. Priority #7 Course Access Maintained materials in good repair and replaced/added to materials as needed. Moved from stage 3 to stage 4 of CCSS implementation: aligned teacher evaluation and support. Priority #8 Other Pupil Outcomes Provided a facility in good repair and improved PE/recess equipment.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	Continue to monitor teacher credentials and assignments.	Monitored teacher credentials and assignments.
Expenditures	BUDGETED 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $1,200	ESTIMATED ACTUAL Hourly pay to monitor credentials and assignments. 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $1,500 Benefits costs associated with pay. 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $300

Action 2

	PLANNED	ACTUAL
Actions/Services	Teachers will work in grade-level teams and with school director to assess progress on implementing CCSS.	Assessed that we are making good progress on implementing CCSS and data supports this.
Expenditures	BUDGETED	ESTIMATED ACTUAL

	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $3,000 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $350	Portion of teachers' salary for time spent on reflection of CCSS implementation and analysis of data. 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $3,000 Benefits costs associated with pay. 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $600 Hourly pay of supporting staff. 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $350 Benefits associated with classified staff time. 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $70

Action 3

	PLANNED	ACTUAL
Actions/Services	Teachers will review curriculum materials and request replacement or repair for missing or damaged materials.	Materials were purchased. Process of completing a comprehensive inventory still not completed. A curriculum library project has been proposed to address this need. Access to an organized curriculum library will give more teachers and classrooms access to materials that are used for seasonal or occasionally accessed lessons.
Expenditures	BUDGETED 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds $1,500	ESTIMATED ACTUAL Curriculum inventory paid to Montessori mentor. 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $600 Benefits associated with pay 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $120 Curriculum materials 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds $1,200

Action 4

	PLANNED	ACTUAL
Actions/Services	The director will work with the parents' organization and contractors to ensure that the facility is in good repair.	Far more was spent than actually planned. The school moved locations and needed to replace carpet in many classrooms; the bathrooms needed upgrades on flooring; property adjacent to the school needed major renovations.
Expenditures	BUDGETED 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	ESTIMATED ACTUAL Contractor's costs 5000-5999: Services And Other Operating Expenditures General Fund/LCFF Supplemental Funds $50,000 Carpet costs 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds $4,543

Action 5

	PLANNED	ACTUAL
Actions/Services		

	PE and recess equipment will be inspected for its condition and completeness so that missing or damaged equipment can be replaced.	PE equipment was purchased.
Expenditures	BUDGETED 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds $1,500	ESTIMATED ACTUAL PE equipment 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds $2,348

Action 6

Actions/Services	PLANNED 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.	ACTUAL SBIT meetings continued w/ Coordinator, parents, instructors, and teachers. Data collected and analyzed.
Expenditures	BUDGETED 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $11,782	ESTIMATED ACTUAL SBIT Coordinator salary 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $15,000 SBIT Cooridniator benefits 3000-3999: Employee Benefits $3,000

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Review of employee files finds that Sherwood has retained 100% highly qualified credentialed teachers. A comprehensive inventory of Montessori materials was begun, and more work is planned to create a Montessori Curriculum Library. Materials were purchased at the American Montessori Society Annual Conference and others were purchased from the websites of companies that sell Montessori curriculum materials. The school made tremendous efforts in providing a facility in good repair, including: moving to a new location to co-locate with Chapman Elementary under Prop 39, purchasing and renovating a property adjacent to the new campus, and installing a school library in the newly renovated building. The property also contains a newly renovated teaching kitchen and space for gardening. A comprehensive collection of PE equipment was purchased.

	A qualified SBIT Coordinator was retained, and an interim coordinator was hired when the originally hired coordinator took a leave of absence. Data for the SBIT program was collected through the iReady math and English language arts assessments, guided reading levels, letter identification assessments, and teacher-created math assessments for kindergarten. These data, along with teacher observation in the case of behavioral needs, were collected to determine who would participate in SBIT. Once the initial SBIT meetings were held, the team determined which data to collect to track individual students' growth in the SBIT process. The SBIT Coordinator worked collaboratively with director, teachers, and parents. The teachers and administration at Sherwood have fully implemented Common Core State Standards (CCSS) and the teacher evaluation and support process is aligned to the CCSS.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	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.-Action/service effective as measured by check of state credentials. 1.2: Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).-Action/service effedctive as measured with CCSS implementation rubric. 1.3: Provide a broad range of Montessori materials.-Action/service in progress with articulated plan to achieve. Actions/services effective, more time and resources needed to complete. 1.4: Provide a facility in good repair and improve PE/recess equipment.-Action/service in progress. Actions/services effective, need more time and resources to complete the purchase of 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.-Actions/services effective. Process of implementing the actions and services has revealed that more refining of the SBIT process is needed, especially in terms of collecting consistent data for behavior support.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Estimated Actual Expenditures are higher than Budgeted Expenditures. One reason for this was that the Budgeted Expenses did not include employer-provided benefits. In terms of providing a facility in good repair, the expenditures for renovating the newly acquired property were far higher than what was planned with LCFF funds. The school utilized reserves to cover the expenses.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The goal and actions and services to accomplish it will remain mostly unchanged. Small changes were made, such as: recess equipment will be purchased, but PE equipment will not be purchased because we now have a comprehensive collection of equipment for PE. This change is described on pages 28 & 29.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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.

ACTUAL

Priority #3 Parent Involvement
Parent survey results reflected an increase in positive responses to questions about communication from school to home.
There was a slight increase in the number of parents accessing parent education opportunities.
Records of parent involvement and volunteerism were maintained.

Priority #5 Pupil Engagement
Continued conferences with parents of chronically absent students and implement SBIT process as appropriate for any students with suspensions. Refined system for checking for truancy.

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.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	Office staff will review enrollment to ensure that each family has updated contact information. Teachers will assess parents' understanding of communication procedures at conferences.	Office staff reviewed enrollment to ensure that each family has updated contact information. Teachers assessed parents' understanding of communication procedures at conferences.
Expenditures	BUDGETED 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $3,700 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $300	ESTIMATED ACTUAL Updated contact information in the office, reviewed communication procedures with new families. 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $3,100 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $620 Teachers reviewed communication procedures with parents at conferences. 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $300 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $60

Action 2

	PLANNED	ACTUAL
Actions/Services	The value of parent education opportunities will be communicated to the parent community.	The value of parent education opportunities was communicated to the parent community.
Expenditures	BUDGETED 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $800	ESTIMATED ACTUAL Communicated parent education opportunties. 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $400 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $80

Action 3

	PLANNED	ACTUAL
Actions/Services	The school director will meet with the parent group leaders to continue to refine the parent volunteer opportunities communication & tracking system.	The school director met with parent group leaders to continue to refine the parent volunteer opportunities communication & tracking system.

Expenditures	BUDGETED 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $1,000	ESTIMATED ACTUAL Meetings with parent group leaders. 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $1,000 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $200

Action 4

Actions/Services	PLANNED 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.	ACTUAL The office staff, school director, and SBIT Coordinator collaborated and held conferences with parents of chronically absent students and implemented SBIT process as appropriate for any students with suspensions.
Expenditures	BUDGETED 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $950	ESTIMATED ACTUAL SBIT meeting scheduling (includes arranging for substitutes for teachers to attend meetings) 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $1,000 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $200

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Parent survey results reflected an increase in positive responses to questions about communication from school to home.There was a slight increase in the number of parents accessing parent education opportunities. Records of parent involvement and volunteerism were maintained, although data was not organized in a way that we could track easily over time. Conferences with parents of chronically absent students were continued this year and the SBIT process was implemented as appropriate for any students with suspensions. We found it necessary to refine our system for checking for truancy after realizing that our attendance database was not triggering truancy alerts when students had high numbers of absences excused by parents for illness. 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, although data was not organized in a way that we could track easily over time.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Goal: 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.-Action/service effective as measured by survey results. 2.2 Ensure that parents understand the nature of the Montessori method of education.-Action/service marginally effective as measured by attendance at parent education events. Teacher feedback indicates that there is more work to be done in the realm of parent education. 2.3 Improve parent involvement and volunteerism.-Action/services marginally effective as measured by survey results. Volunteer tracking system was ineffective and not useful for a data point. 2.4 Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.-Suspension rate was 0%, chronic absenteeism rate not yet released from California Department of Education.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Most actions/services for Goal 2 had more Actual Expenditures than Budgeted because the Budgeted Expenditures did not include employer paid benefits. The exception is for action/service 2.2 where Actual Expenditures were less than Budgeted because the school was able to use our current facility instead of renting a facility for our parent education opportunities.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	A different model of parent education will be implemented next year using the Silent Journey/Discovery structure utilized by many Montessori schools. Change is described on page 34. A new volunteer tracking system will be developed in-house to suit our needs. More revenues are assigned to this action to accomplish this, described on page 35.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3	Socioeconomically disadvantaged students will have access to free or reduced lunch.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
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.	Priority#4 Pupil Achievement Students were well-nourished and able to achieve academically more so than they would have been able if they were hungry. Priority#5 Student Engagement Students were well-nourished and more engaged in all aspects of their school day. Priority #6 School Climate Students were well-nourished and contributed to a positive school climate more so than they would have been able if they were hungry

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	PLANNED	ACTUAL

	The school will provide free or reduced lunch and after school snack to families that qualify due to low income.	The school provided free or reduced lunch and after school snack to families that qualified due to low income.
Expenditures	BUDGETED 2000-2999: Classified Personnel Salaries Supplemental $500	ESTIMATED ACTUAL Management of applications and lunch program 2000-2999: Classified Personnel Salaries Supplemental $400 Benefits associated with salaries 2000-2999: Classified Personnel Salaries Supplemental $100

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The school provided free or reduced lunch and after school snack to families that qualified due to low income. Free breakfast was also available.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Socioeconomically disadvantaged students will have access to free or reduced lunch.-Action/service was effective because students were not hungry during the school day and were able to access their education.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No significant differences. The program was easy to manage.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes anticipated. Goal is met and actions and services are effective. Revenues allocated are appropriate.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4	Socioeconomically disadvantaged students will have access to free child care after school and during school events.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
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.	Priority #3 Parent Involvement With child care being provided, low income students' parents had access to participate in school events such as Back to School Night and parent organization meetings. Priority #5 Student Engagement The child care program assisted low income students in completing homework/ practicing academic skills during quiet work time. The child care program provided engaging activities to low income students. Priority #6 School Climate Parents of low income students were more connected and able to support the educational success of their students by attending school events. Low income students had access to supportive after care and had positive outlooks about school following academic success and/or involvement in engaging activities.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	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.	The school provided free child care after school and during school events for families that qualified for free or reduced lunch due to low income.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	2000-2999: Classified Personnel Salaries Supplemental $5,000	2000-2999: Classified Personnel Salaries Supplemental 3000-3999: Employee Benefits

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Free child care was provided before and after school and during school events. This enabled parents to attend school events and students to have access to quality child care while parents were at work.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Socioeconomically disadvantaged students had access to free child care after school and during school events.-Action/service was effective as measured by attendance at school events.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual spending was much higher than budgeted. The school will be able to continue to provide free child care for occasional school events, such as Back to School Night and parent education events, but the cost of providing free care every day before and after school was not sustainable.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The school will continue to provide free child care for school events. Instead of providing free before and after school care for students from socioeconomically disadvantaged backgrounds, we will provide scholarships for field trips. Change can be found in the Annual Update, Goal 4, page 42.

Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Focus group recruitment: Recruitment for the LCAP focus group was published in the school announcements dated February 2, February 9, and February 16, 2017. Announcements are received by all parents, staff, and board members as well as interested community members, in both electronic and hardcopy formats. The announcement read: LCAP FOCUS GROUP FORMING
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, community members 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.

Additional recruitment was done in person, on campus by the Board President and chair of the LCAP committee. Members of the school community were asked if they would be interested in participating in a focus group in support of the school, and an effort was made to get an equal number of males/females, people who have kids in different grades, and people who are new or have been with Sherwood for years. Follow up phone calls were made to interested individuals to determine their availability and willingness to participate.

The school survey was sent out on March 23, 2017 and was available through April 10, 2017. Reminders to complete the survey were included in the school announcements on March 30 and April 6, 2017.

The LCAP Focus Group met on April 12, 2017, and looked at input gleaned from surveys answered by stakeholders and evaluated progress made on LCAP goals.

Student Interviews: Students were asked: What do you like about your school? What ideas do you have to make it better? Every student was given the opportunity for feedback. The kindergarten class was asked during circle. Students in grades 1 – 5 were interviewed one-on-one by the school Director, with the interviews taking place in the classroom during the three-hour morning work period. Middle school students were asked to respond using technology and a shared electronic folder.

A summary of the focus group's work, the school survey results, and student interviews was presented in an open, public meeting of the Sherwood Board of Directors on April 20, 2017. The purpose of this presentation was to consider the input gathered, and take further suggestions in a public meeting for the creation of the final draft of the LCAP for 2017-2018 to be presented for adoption before July 1.

A draft of the LCAP was presented in an open, public meeting of the Sherwood Board of Directors on May 18, 2017. Input was taken into consideration before the final draft was created and adopted in an open, public meeting of the Sherwood Board of Directors at the June meeting, 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

There were no responses to the announcements for the LCAP focus group, and little participation even with the targeted face-to-face recruitment by the Board President. Of the eleven people contacted in person and with a follow-up phone call, one attended the LCAP focus group. The School Director and two focus group participants reviewed the school survey results, and the input from student interviews. This information was used as the basis for suggested revisions to the LCAP.

None of the goals were significantly changed for the 2017-2018 LCAP adoption. Some goals had changes in the actions/services. The only changes proposed in spending were based on actual spending or in cases where a change in the action/service raised or lowered the revenues needed to complete the action/service. Goals that were accomplished or were successful either had no change in funding or a decrease in funding as staff's efficiency increased.

The Board of Directors of Sherwood Montessori voted to adopt the proposed final draft of the 2017-2018 LCAP at the June meeting.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☒ Modified ☐ Unchanged

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 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.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

Need: Students need caring, committed, collaborative, exemplary, responsive credentialed teachers who embrace the Montessori method and align it to CCSS using a broad range of Montessori materials.
Students need academic skills to access curriculum & instruction. Students need to attend school in a facility that is in good repair. Students need access to exercise and play.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	100% highly qualified credentialed teachers, including a qualified SBIT Coordinator.	Maintain 100% highly qualified credentialed teachers, including a qualified SBIT Coordinator.	Maintain 100% highly qualified credentialed teachers, including a qualified SBIT Coordinator.	Maintain 100% highly qualified credentialed teachers.
	Materials were maintained or replaced/repaired.	Maintain materials in good repair and replace/add to materials as needed.	Maintain materials in good repair and replace/add to materials as needed.	Maintain materials in good repair and replace/add to materials as needed.

	Bathrooms and classrooms at new site were patched, painted and re-carpeted. Teaching kitchen and library were created at property purchased adjacent to the new site.	Maintain facilities in good repair. Add to recess equipment.	Maintain facilities in good repair. Replace worn PE/ recess equipment.	Maintain facilities in good repair. Replace worn PE/ recess equipment.
	CCSS are implemented and the teacher evaluation system has been aligned to CCSS.	All classrooms will fully implement CCSS and move to stage 5 on the implementation rubric.	Move from stage 5 to stage 6: Evaluate assessment data to make systemic changes and supports.	Maintain stage 6, using assessment data to make systemic changes and supports.
	Retained qualified SBIT Coordinator to work collaboratively with director, teachers, and parents.	Retain qualified SBIT Coordinator to work collaboratively with director, teachers, and parents.	Retain qualified SBIT Coordinator to work collaboratively with director, teachers, and parents.	Retain qualified SBIT Coordinator to work collaboratively with director, teachers, and parents.
	Retained qualified SBIT Coordinator to work collaboratively with director, teachers, and parents.	Retain qualified SBIT Coordinator to work collaboratively with director, teachers, and parents.	Retain qualified SBIT Coordinator to work collaboratively with director, teachers, and parents.	Retain qualified SBIT Coordinator to work collaboratively with director, teachers, and parents.
	Retained qualified SBIT Coordinator to work collaboratively with director, teachers, and parents.	Retain qualified SBIT Coordinator to work collaboratively with director, teachers, and parents.	Retain qualified SBIT Coordinator to work collaboratively with director, teachers, and parents.	Retain qualified SBIT Coordinator to work collaboratively with director, teachers, and parents.
	Materials were replaced/repaired. CCSS are implemented and the teacher evaluation system has been aligned to CCSS.	Maintain materials in good repair and replace/add to materials as needed. All classrooms will fully implement CCSS and move to stage 5 on the implementation rubric.	Maintain materials in good repair and replace/add to materials as needed. Move from stage 5 to stage 6: Evaluate assessment data to make systemic changes and supports.	Maintain materials in good repair and replace/add to materials as needed. Maintain stage 6, using assessment data to make systemic changes and supports.
	Bathrooms and classrooms at new site were patched, painted and re-carpeted. Teaching kitchen and library were created at property purchased adjacent to the new site.	Maintain facilities in good repair. Add to recess equipment.	Maintain materials in good repair and replace/add to materials as needed.	Maintain materials in good repair and replace/add to materials as needed.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Continue to monitor teacher credentials and assignments.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,250	Amount		Amount	
Source	General Fund/LCFF Supplemental Funds	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference		Budget Reference	
Amount	$250	Amount		Amount	
Source	General Fund/LCFF Supplemental Funds	Source		Source	
Budget Reference	3000-3999: Employee Benefits	Budget Reference		Budget Reference	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Teachers will work in grade-level teams and with school director to assess progress on implementing CCSS.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,250	Amount		Amount	
Source	General Fund/LCFF Supplemental Funds	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference		Budget Reference	
Amount	$450	Amount		Amount	

Source	General Fund/LCFF Supplemental Funds	Source		Source	
Budget Reference	3000-3999: Employee Benefits	Budget Reference		Budget Reference	
Amount	$250	Amount		Amount	
Source	General Fund/LCFF Supplemental Funds	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference		Budget Reference	
Amount	$50	Amount		Amount	
Source	General Fund/LCFF Supplemental Funds	Source		Source	
Budget Reference	3000-3999: Employee Benefits	Budget Reference		Budget Reference	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Teachers will review curriculum materials and request replacement or repair for missing or damaged materials.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$3,160	Amount		Amount	
Source	General Fund/LCFF Supplemental Funds	Source		Source	
Budget Reference	4000-4999: Books And Supplies	Budget Reference		Budget Reference	
Amount	$700	Amount		Amount	
Source	General Fund/LCFF Supplemental Funds	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference		Budget Reference	
Amount	$140	Amount		Amount	
Source	General Fund/LCFF Supplemental Funds	Source		Source	
Budget Reference	3000-3999: Employee Benefits	Budget Reference		Budget Reference	

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
The director will work with the parents' organization and contractors to ensure that the facility is in good repair.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$700	Amount		Amount	
Source	General Fund/LCFF Supplemental Funds	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference		Budget Reference	
Amount	$140	Amount		Amount	
Source	General Fund/LCFF Supplemental Funds	Source		Source	
Budget Reference	3000-3999: Employee Benefits	Budget Reference		Budget Reference	
Amount	$3,160	Amount		Amount	
Source	General Fund/LCFF Supplemental Funds	Source		Source	
Budget Reference	4000-4999: Books And Supplies	Budget Reference		Budget Reference	

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Recess equipment will be inspected for its condition and completeness so that missing or damaged equipment can be replaced.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,400	Amount		Amount	
Source	General Fund/LCFF Supplemental Funds	Source		Source	
Budget Reference	4000-4999: Books And Supplies	Budget Reference		Budget Reference	
Amount	$500	Amount		Amount	
Source	General Fund/LCFF Supplemental Funds	Source		Source	

Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference		Budget Reference	
Amount	$100	Amount		Amount	
Source	General Fund/LCFF Supplemental Funds	Source		Source	
Budget Reference	3000-3999: Employee Benefits	Budget Reference		Budget Reference	

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
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.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$15,000	Amount		Amount	
Source	General Fund/LCFF Supplemental Funds	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference		Budget Reference	
Amount	$3,000	Amount		Amount	
Source	General Fund/LCFF Supplemental Funds	Source		Source	
Budget Reference	3000-3999: Employee Benefits	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☐ Modified ☒ Unchanged

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.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

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.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Approximately 20% of parents met or exceeded 50 volunteer hours per year; approximately 10% of parents met or exceeded 70 volunteer hours per year; approximately 50% of parents volunteer about 20 hours per year; 20% of parents volunteer 10 hours or less per year.	Volunteer tracking system will show an increase in parent volunteering at/for the school.	Volunteer tracking system will show an increase in parent volunteering at/for the school or will maintain an increased level of parent volunteering.	Volunteer tracking system will show an increase in parent volunteering at/for the school or will maintain an increased level of parent volunteering.
	72.97% of parents who responded to the survey were satisfied or very satisfied with the way the school approaches parent volunteerism and parent	School survey will show that a majority of respondents are satisfied with the way the school approaches parent volunteerism and parent involvement.	School survey will show that a majority of respondents are satisfied with the way the school approaches parent volunteerism and parent involvement.	School survey will show that a majority of respondents are satisfied with the way the school approaches parent volunteerism and parent involvement.

	involvement. 16.22% were neutral, 10.81% were dissatisfied and 0% were very dissatisfied.			
	N/A Indicators not yet released.	Goal for this measure will be made after the state releases indicators in the fall, 2018.	Goal for this measure will be made after the state releases indicators in the fall, 2018.	Goal for this measure will be made after the state releases indicators in the fall, 2018.
	The suspension rate for 2016-2017 was 2.3% as of mid-May, 2017.	Suspension rate will be maintained at 3% or lower for students who are not an imminent danger or threat to other students.	Suspension rate will be maintained at 3% or lower for students who are not an imminent danger or threat to other students.	Suspension rate will be maintained at 3% or lower for students who are not an imminent danger or threat to other students.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged

Office staff will review enrollment to ensure that each family has updated contact information. Teachers will assess parents' understanding of communication procedures at conferences.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$3,700	Amount		Amount	
Source	General Fund/LCFF Supplemental Funds	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference		Budget Reference	
Amount	$300	Amount		Amount	
Source	General Fund/LCFF Supplemental Funds	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference		Budget Reference	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
The value of parent education opportunities will be communicated to the parent community.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,925	Amount		Amount	
Source	General Fund/LCFF Supplemental Funds	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference		Budget Reference	
Amount	$385	Amount		Amount	
Source	General Fund/LCFF Supplemental Funds	Source		Source	
Budget Reference	3000-3999: Employee Benefits	Budget Reference		Budget Reference	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
The school director will meet with the parent group leaders to continue to refine the parent volunteer opportunities communication & tracking system.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$4,200	Amount		Amount	
Source	General Fund/LCFF Supplemental Funds	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference		Budget Reference	
Amount	$840	Amount		Amount	
Source	General Fund/LCFF Supplemental Funds	Source		Source	
Budget Reference	3000-3999: Employee Benefits	Budget Reference		Budget Reference	

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
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.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,500	Amount		Amount	
Source	General Fund/LCFF Supplemental Funds	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference		Budget Reference	
Amount	$500	Amount		Amount	
Source	General Fund/LCFF Supplemental Funds	Source		Source	

Budget Reference	3000-3999: Employee Benefits	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☐ Modified ☒ Unchanged

Goal 3

Socioeconomically disadvantaged students will have access to free or reduced lunch.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

Need: Students need nourishment to access success in school.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Students with low income are within two performance levels of all students.	Students with low income will be within two performance levels of all students.	Students with low income will be within two performance levels of all students.	Students with low income will be within two performance levels of all students.
	Students with low income show attendance rates above 90%.	Students with low income will show attendance rates above 90%.	Students with low income will show attendance rates above 90%.	Students with low income will show attendance rates above 90%.
	Of the 37 responses, 78.38% indicated they were satisfied or very satisfied with the school climate in general. 13.51% answered "neutral", 8.11% were dissatisfied, and 0% were very dissatisfied.	School survey will show a majority of positive responses to school climate.	School survey will show a majority of positive responses to school climate.	School survey will show a majority of positive responses to school climate.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
The school will provide free or reduced lunch and after school snack to families that qualify due to low income.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$400	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference		Budget Reference	

Amount	$100	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	3000-3999: Employee Benefits	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☒ Modified ☐ Unchanged

Goal 4

Socioeconomically disadvantaged students will have access to scholarships to attend field trips.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

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.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	72.97% of parents who responded to the survey were satisfied or very satisfied with the way the school approaches parent volunteerism and parent involvement. 16.22% were neutral, 10.81% were dissatisfied and 0% were very dissatisfied.	School survey will show a majority of parents satisfied with the way the school approaches parent volunteerism.	School survey will show a majority of parents satisfied with the way the school approaches parent volunteerism.	School survey will show a majority of parents satisfied with the way the school approaches parent volunteerism.
	Students with low income show attendance rates above 90%.	Students with low income will show attendance rates above 90%	Students with low income will show attendance rates above 90%	Students with low income will show attendance rates above 90%
	Of the 37 responses, 78.38% indicated they were satisfied or very satisfied with the school climate in general. 13.51% answered "neutral", 8.11% were	School survey results will show a majority satisfied with the school climate.	School survey results will show a majority satisfied with the school climate.	School survey results will show a majority satisfied with the school climate.

	dissatisfied, and 0% were very dissatisfied.			

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
The school will provide scholarships to students from socioeconomically disadvantaged backgrounds to attend field trips.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,500	Amount		Amount	

Source	Supplemental	Source		Source	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$49,719	Percentage to Increase or Improve Services:	4.38%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

For the 2017-18 school year, Sherwood Montessori projects an enrollment of 153 students, 40 of which will be low income, foster youth or English learners, resulting in an unduplicated pupil percentage of 30.07%. Using the calculator provided by FCMAT and this enrollment information we estimate the additional Supplemental and Concentration Grant funding for 2016-17 to be $49,719. Anticipated total spending is $49,850. A description of this spending is as follows:

$19,200 in salaries and benefits 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.

$6,600 for salaries and benefits of office staff to accomplish the tasks described in goals 1, 2, and 3 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 goal 3, which provides free or reduced lunch are specifically to benefit low income students.

$2,500 in field trip fees to cover cost of providing scholarships for low income students.

$840 includes a portion of School Director’s time to conduct site inspections and coordinate with parent volunteers 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.

$2,310 includes a portion of the School Director's time for planning, promoting, and conducting parent education events.

$6,240 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.

$3,160 in Montessori and curriculum materials that address Common Core State Standards.

$1,400 in recess equipment.

$3,160 in materials to improve facilities.

$300 in teachers' salaries to explain to parents the ways the school communicates with families. $2,700 in teachers' salaries and benefits and $300 in School Director's salary and benefits for time to analyze data to determine the effectiveness of implementation of CCSS. $840 in teachers' salaries and benefits towards goal to inventory the Montessori materials and identify any needs.

$600 in classified staff salaries and benefits to inventory recess equipment and make purchasing recommendations.

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 4.38% results in a 2017-18 school year estimated Supplemental and Concentration Grant funding amount of $49,719. Planned use of the funding is described above.

For the 2016-2017 school year, Sherwood's proportionality percentage of 3.19% resulted in a 2016-17 school year estimated Supplemental and Concentration Grant funding amount of $33,841. Planned use of these funds exceeded this amount; details are available in the Annual Update section for Goal 4.

For the 2017-2018 school year, Sherwood's proportionality percentage of 4.38% results in a 2017-18 school year estimated Supplemental and Concentration Grant funding amount of $49,719.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to 5 *CCR* 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* 15496(a)(7).

Consistent with the requirements of 5 *CCR* 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards for English Language Arts
    b. Mathematics – Common Core State Standards for Mathematics
    c. English Language Development
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;

C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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 school sites 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?

Guiding Questions: Stakeholder Engagement

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, or 47606.5, as applicable, 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?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups 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 school sites?
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 school sites, 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?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2016-17 Annual Update Budgeted**	**2016-17 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	37,482.00	90,091.00	66,890.00	0.00	0.00	66,890.00
	0.00	3,000.00	0.00	0.00	0.00	0.00
Concentration	0.00	0.00	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	31,982.00	86,591.00	62,290.00	0.00	0.00	62,290.00
Supplemental	5,500.00	500.00	4,600.00	0.00	0.00	4,600.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	**2016-17 Annual Update Budgeted**	**2016-17 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	37,482.00	90,091.00	66,890.00	0.00	0.00	66,890.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	15,082.00	3,900.00	3,390.00	0.00	0.00	3,390.00
2000-2999: Classified Personnel Salaries	17,400.00	22,850.00	47,325.00	0.00	0.00	47,325.00
3000-3999: Employee Benefits	0.00	5,250.00	5,955.00	0.00	0.00	5,955.00
4000-4999: Books And Supplies	3,000.00	8,091.00	7,720.00	0.00	0.00	7,720.00
5000-5999: Services And Other Operating Expenditures	2,000.00	50,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	2,500.00	0.00	0.00	2,500.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2016-17 Annual Update Budgeted**	**2016-17 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	37,482.00	90,091.00	66,890.00	0.00	0.00	66,890.00
	General Fund	0.00	0.00	0.00	0.00	0.00	0.00
	General Fund/LCFF Supplemental Funds	0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	General Fund/LCFF Supplemental Funds	15,082.00	3,900.00	3,390.00	0.00	0.00	3,390.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Concentration	0.00	0.00	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	11,900.00	22,350.00	45,325.00	0.00	0.00	45,325.00
2000-2999: Classified Personnel Salaries	Supplemental	5,500.00	500.00	2,000.00	0.00	0.00	2,000.00
3000-3999: Employee Benefits		0.00	3,000.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	General Fund/LCFF Supplemental Funds	0.00	2,250.00	5,855.00	0.00	0.00	5,855.00
3000-3999: Employee Benefits	Supplemental	0.00	0.00	100.00	0.00	0.00	100.00
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	3,000.00	8,091.00	7,720.00	0.00	0.00	7,720.00
5000-5999: Services And Other Operating Expenditures	General Fund/LCFF Supplemental Funds	2,000.00	50,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	2,500.00	0.00	0.00	2,500.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal				
Goal	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	32,500.00	0.00	0.00	32,500.00
Goal 2	14,350.00	0.00	0.00	14,350.00
Goal 3	500.00	0.00	0.00	500.00
Goal 4	2,500.00	0.00	0.00	2,500.00
Goal 5	0.00	0.00	0.00	0.00
Goal 6	11,840.00	0.00	0.00	11,840.00
Goal 7	0.00	0.00	0.00	0.00
Goal 8	0.00	0.00	0.00	0.00
Goal 9	0.00	0.00	0.00	0.00
Goal 10	1,600.00	0.00	0.00	1,600.00

* Totals based on expenditure amounts in goal and annual update sections.

Agenda Item 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.4 Proposition 39**

Date: February 15, 2018

SUMMARY

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

DISCUSSION

The offer is the same as the one we accepted a year ago. It includes non-shared use of the rooms we now currently use, as well as shared use of the playground, multiuse room, and library. Details of use of shared facilities will be negotiated after acceptance of offer.

The deadline to respond to CUSD regarding the offer is March 1st.

ACTION REQUESTED:

Accept Prop 39 offer.

Attachment: Preliminary Prop 39 Offer

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

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

Facilities Department
2455 Carmichael Drive
Chico, CA 95928

(530)891-3209
Fax:(530)891-3190

CERTIFIED MAIL

January 31, 2018

Ms. Michelle Yezbick, School Director
Sherwood Montessori
1010 Cleveland Avenue
Chico, CA 95928

Re: Preliminary Offer for Use of Chico Unified School District Facilities in 2018/19

Dear Ms. Yezbick:

In response to your letter dated October 27, 2017 and delivered to Chico Unified School District (CUSD) on November 2, 2017 and as required by Title 5 California Code of Regulations Section 11969.9(e), CUSD proposes to offer Sherwood Montessori (Sherwood) the continued shared use of CUSD facilities at Chapman Elementary School, 1071 East 16th Street, Chico, CA 95928 for your Grades K-8 program. CUSD acknowledges that the request for CUSD facilities for 2018/19 does not meet the statutory requirements of Title 5 California Code of Regulations Section 19969.9(b) "To receive facilities during a particular fiscal year, a charter school must submit a written facilities request to the school district on or before November 1 of the preceding fiscal year." CUSD will accept this years request for facilities on a one-time basis and in doing so in no way holds CUSD legally responsible to do so in the future.

Projected ADA and Methodology

CUSD does not dispute the projected ADA and methodology developed by Sherwood.

Instructional Program

Based on Title 5, Section 11969.3(a) (1), the comparison group of schools used to analyze your accommodations includes Chapman, Emma Wilson and John McManus Elementary Schools.

The schools used in determining the comparison group schools is based on the information you provided us and contains schools with similar grade levels that the largest number of students of the charter school would otherwise attend. I am attaching a page from the CUSD's "Twenty Year Student Housing Master Plan" for each of the comparison group school sites. Each page contains information on the following:

- Acreage
- Total square footage
- Construction dates for both permanent and relocatable buildings as well as reconstruction/modernization of specified areas
- Total number of classrooms and the designated usage of those classrooms.
- Maximum and practical school capacities
- School facilities not designated as classrooms

Also attached is:

- A site map of each of the comparison group school sites.
- The "School Facilities Condition Evaluation" required to be completed by the State of California on an annual basis
- CAO-2 for each site identifying student-to-teacher ratios.

CUSD's offer is based on the same average student-to-teacher ADA ratio as those schools as projected for the 2017/18 fiscal year and the same average student-to-teacher ADA ratio as our Grades 6-8 schools as follows:

Grade Level	Average Student-to-Teacher Ratio Based on ADA	Sherwood Projected ADA	Needed Classrooms
K	18.76	20.38	1.09
1	18.68	20.38	1.09
2	19.71	19.91	1.01
3	22.31	17.06	.76
4	20.66	15.17	.73
5	22.48	22.75	1.01
6	22.29	14.22	.64
7	22.29	16.12	.72
8	22.29	9.48	.43
		155.47	7.48

As per your request, CUSD's offer of facilities assumes utilizing combination classes Grades K-8, therefore, this offer equates to 7 classrooms.

An additional classroom will be provided for your special education program.

While Sherwood may have some unique facilities needs, CUSD is only required to provide facilities that are reasonably equivalent to those in which the students would be accommodated if they were attending public schools of CUSD. As requested, CUSD will continue to provide a garden area.

Teaching and Non-Teaching Space Offered

Chapman Elementary School Campus

CUSD continues to offer the Chapman Elementary School campus on a shared use basis. The campus is located at 1071 E. 16th Street, Chico, CA 95928. The campus is

on approximately 9.72 acres. The total square footage of CUSD-owned buildings being offered to you on the campus is approximately 9,272 sq. ft. and contains the following:

Non-Shared Space

1. 7 regular classrooms
2. 1 classroom for special education students
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.

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

155.47 Sherwood Projected ADA
266.29 Chapman Elementary School Projected ADA
421.76 Total ADA

36.86 Percent total time allocated to the use of share facilities

Specialized Classroom Space

The following is a list of specialized space at each of the comparison group campuses. Please be advised that should the enrollment at each school grow, the specialized space will be reverted to classroom use only.

Comparison Group School Site	Room No.	Use	Notes
Chapman	8	Opportunity	
	15	Staff room	
	18	Counselor/Guidance Specialist	
	25	Title 1	Sherwood is not a Title 1 school.
	28	State preschool	Available only to Title 1 schools. Sherwood is not a Title 1 school.
Emma Wilson	13	Title 1/ESL	Sherwood is not a Title 1 school.
	28	Transitional Kindergarten	
John McManus	3A	Transitional Kindergarten	
	14	Staff room	
	17	Fine arts	

	19	Title 1	Sherwood is not a Title 1 school.
	20	Computer Laboratory	
	21	Visually impaired office	
	22	Title 1	Sherwood is not a Title 1 school.
	23	RSP/Math Coach	
	24	Speech	
	27	CUSD Treasures/Illuminate Training	
	28	ELD Coaches	
	29	State Preschool	Available only to Title 1 schools. Sherwood is not a Title 1 school.
	30	Primary Intervention Program	
	31	TCM's/Counseling	

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 51 for the use by Sherwood.

Negotiations will continue to be needed regarding 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. Attached is a daily schedule for the school for your review.

Relative to Nutrition Services, CUSD will continue to serve Sherwood students through the National School Lunch Program.

Use or Surrender of Facilities

CUSD, in accordance with Title 5, Section 11969.9(f), places the following condition on Sherwood's use and occupation of the facilities offered herein. In the event that Sherwood fails to regularly use and occupy all of the facilities (including but not limited to classroom space, specialized teaching space and non-teaching space) by September 30, 2018, CUSD reserves the right to reclaim possession, and the right of occupation, of said unused facilities. CUSD shall provide five (5) days notice before reclaiming possession of any unused facility. There shall not be any opportunity to cure after the afore-referenced expiration date.

Charges

As allowed by Education Code Section 47613(b), CUSD intends to offer the facilities to Sherwood for free. We also intend to charge for the actual costs of supervisorial oversight of Sherwood not to exceed 3%.

The Memorandum of Understanding (MOU) and a Facilities Use Agreement (FUA) negotiated for the 2017/18 year will be used as a template for negotiations for the 2018/19 year.

Ms. Michelle Yezbick
January 31, 2018

We look forward to discussing our preliminary proposal with you. Please contact John Bohannon at 891-3000, extension 165 if you have an interest in scheduling a meeting to discuss same.

Sincerely,

Julia M. Kistle

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

ACRES: 9.72

TOTAL SQUARE FOOTAGE: 47,145.27

PARKING SPACES: 30

SCHEDULE: Traditional

CONSTRUCTION DATES: Permanent: 1953, 1965, 1967
Relocatable: 1986, 1987, 1988, 1989, 1994
Reconstruction (partial): 1989 (Units E, F, G, H, I)

TOTAL CLASSROOMS: 26 (18 permanent, 8 relocatable)

MAXIMUM CLASSROOM CAPACITY	**TOTAL**	**PRACTICAL CLASSROOM CAPACITY**	**TOTAL**
Room capacity is based on the structural design of the facility, educational needs of the students and current District staffing practices. The classroom capacities are determined by multiplying the students per class by the number of classrooms.		The practical school capacity is based on District-wide average class size standards of 40 students per double-session kindergarten classroom and 20 students per Grades 1-3 classrooms with a projected occupancy rate of 85%, and 33 students per Grades 4-6 classrooms with a projected occupancy rate of 85%.	
02 Kindergarten Classrooms (40 students per classroom)	**80**	Classroom Capacity 80 x .85	**68**
12 Grades 1-3 Classrooms (20 students per classroom)	**240**	Classroom Capacity 240 x .85	**204**
06 *Grades 4-6 Classrooms* (33 students per classroom)	**198**	Classroom Capacity 198 x .85	**168**
03 Miscellaneous			
Title I Room (20 students per classroom)	**20**	Classroom Capacity 20 x .85	**17**
Computer Lab-can house lab or classroom	**33**	Classroom Capacity 33 x .85	**28**
English Language Intervention Program	**20**	Classroom Capacity 20 x .85	**17**
03 Special Education Classrooms			
2 - Special Day Classroom (12 students per classroom Rms. 18&19)	**24**	Classroom Capacity 12	**24**
1 - Resource Specialist Program Classroom (Rms. 25&26)	**0**	Not included in the determination of Practical Student Capacity	**0**
TOTAL MAXIMUM SCHOOL CAPACITY	**615**	**TOTAL PRACTICAL SCHOOL CAPACITY**	**526**

SCHOOL FACILITIES NOT DESIGNATED AS CLASSROOMS:

Administrative
Library
Multipurpose (includes cafeteria services)
Staff work area (Room 905)
Staff Work Area/Lounge (Room 27)
Head Start Program (1 relocatable building – Rm. 28)

NON-DISTRICT OWNED FACILITIES LOCATED ON THE SITE:

None

EMMA WILSON ELEMENTARY SCHOOL

ACRES: 11.95

TOTAL SQUARE FOOTAGE: 58,190.22

PARKING SPACES: 89

SCHEDULE: Year-Round Education (single-track)

CONSTRUCTION DATES: Permanent: 1993
Relocatable: 1993 (Permanent Units D, E, F), 1997, 1998
Reconstruction (partial):

TOTAL CLASSROOMS: 30 (19 permanent, 8 permanent relocatable, 3 relocatable)

MAXIMUM CLASSROOM CAPACITY	**TOTAL**	**PRACTICAL CLASSROOM CAPACITY**	**TOTAL**
Room capacity is based on the structural design of the facility, educational needs of the students and current District staffing practices. The classroom capacities are determined by multiplying the students per class by the number of classrooms.		The practical school capacity is based on District-wide average class size standards of 40 students per double-session kindergarten classroom and 20 students per Grades 1-3 classrooms with a projected occupancy rate of 85%, and 33 students per Grades 4-6 classrooms with a projected occupancy rate of 85%.	
03 Kindergarten Classrooms (40 students per classroom)	**120**	Classroom Capacity 120 x .85	**102**
14 Grades 1-3 Classrooms (20 students per classroom)	**280**	Classroom Capacity 280 x .85	**238**
09 *Grades 4-6 Classrooms* (33 students per classroom)	**297**	Classroom Capacity 297 x .85	**252**
01 Miscellaneous Computer Lab-can house lab or classroom	**33**	Classroom Capacity 33 x .85	**28**
03 Special Education Classrooms 1 - Special Day Classroom (12 students per classroom-Rm. 2)	**12**	Classroom Capacity 12	**12**
2-Resource Specialist Program Classroom (Rms. 1 &3)	**0**	Not included in the determination of Practical Student Capacity	**0**
TOTAL MAXIMUM SCHOOL CAPACITY	**742**	**TOTAL PRACTICAL SCHOOL CAPACITY**	**632**

SCHOOL FACILITIES NOT DESIGNATED AS CLASSROOMS:

Administrative
Library
Multipurpose (includes cafeteria services)
Staff work areas (Rms. 913, 917, 918, 922, 923, 931,934 938-943)
Staff Lounge (Rm. 912)

NON-DISTRICT OWNED FACILITIES LOCATED ON THE SITE:

None

JOHN McMANUS ELEMENTARY SCHOOL

ACRES: 8.38

TOTAL SQUARE FOOTAGE: 46,993.07

PARKING SPACES: 75

SCHEDULE: Traditional

CONSTRUCTION DATES: Permanent: 1947, 1951, 1955, 1969, 1970
Relocatable: 1987, 1988, 1989, 1997, 1998, 2005
Reconstruction (partial): 1993 (Units A, B, C)

TOTAL CLASSROOMS: 31 (16 permanent, 15 relocatable)

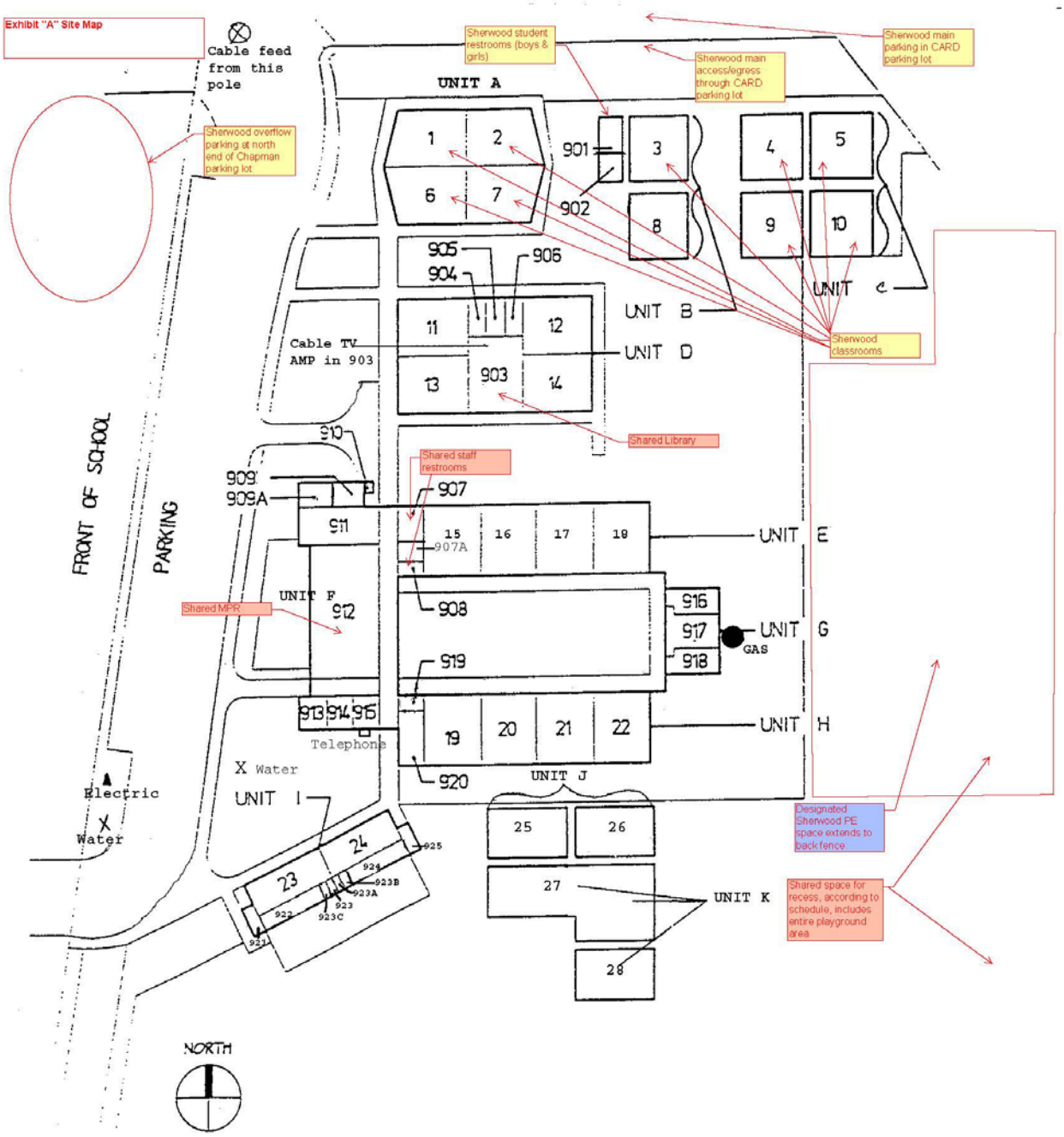
MAXIMUM CLASSROOM CAPACITY	**TOTAL**	**PRACTICAL CLASSROOM CAPACITY**	**TOTAL**
Room capacity is based on the structural design of the facility, educational needs of the students and current District staffing practices. The classroom capacities are determined by multiplying the students per class by the number of classrooms.		The practical school capacity is based on District-wide average class size standards of 40 students per double-session kindergarten classroom and 20 students per Grades 1-3 classrooms with a projected occupancy rate of 85%, and 33 students per Grades 4-6 classrooms with a projected occupancy rate of 85%.	
03 Kindergarten Classrooms (40 students per classroom)	**120**	Classroom Capacity 120 x .85	**102**
15 Grades 1-3 Classrooms (20 students per classroom)	**300**	Classroom Capacity 300 x .85	**255**
08 *Grades 4-6 Classrooms* (33 students per classroom)	**264**	Classroom Capacity 264 x .85	**224**
02 Miscellaneous			
Title I Room (20 students per classroom)	**20**	Classroom Capacity 20 x .85	**17**
Computer Lab-can house lab or classroom	**33**	Classroom Capacity 33 x .85	**28**
01 Special Education Classrooms			
1 - Special Day Classroom (12 students per classroom- Rm. 23)	**12**	Classroom Capacity 12	**12**
0 - Resource Specialist Program Classroom (Rm. 905)	**0**	Not included in the determination of Practical Student Capacity	**0**
TOTAL MAXIMUM SCHOOL CAPACITY	**749**	**TOTAL PRACTICAL SCHOOL CAPACITY**	**638**

SCHOOL FACILITIES NOT DESIGNATED AS CLASSROOMS:

Administrative
Library
Multipurpose (includes cafeteria services)
Staff work areas/Lounge (Rm. 14)

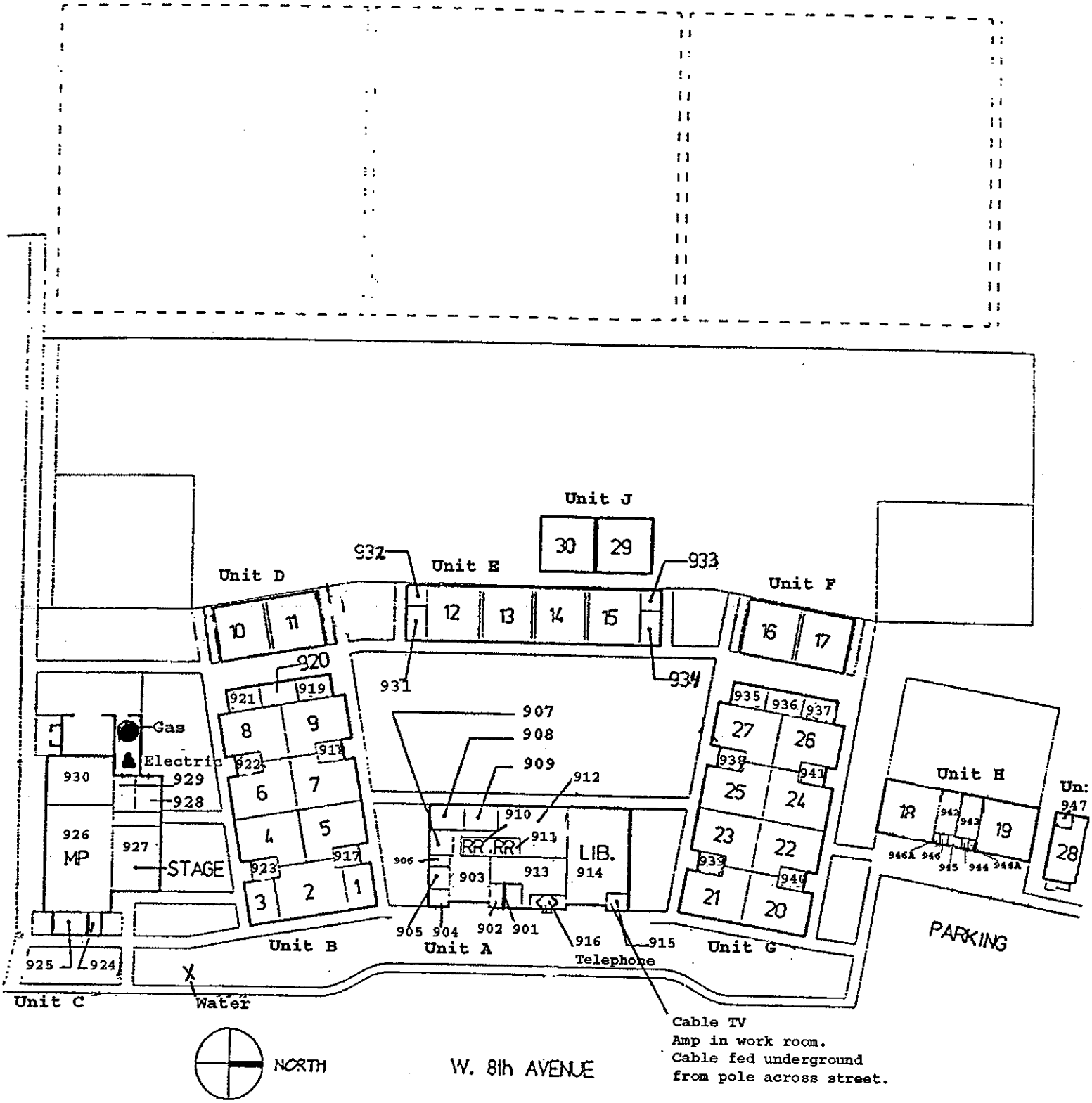
NON-DISTRICT OWNED FACILITIES LOCATED ON THE SITE:

County relocatable classroom (Rm. 24)



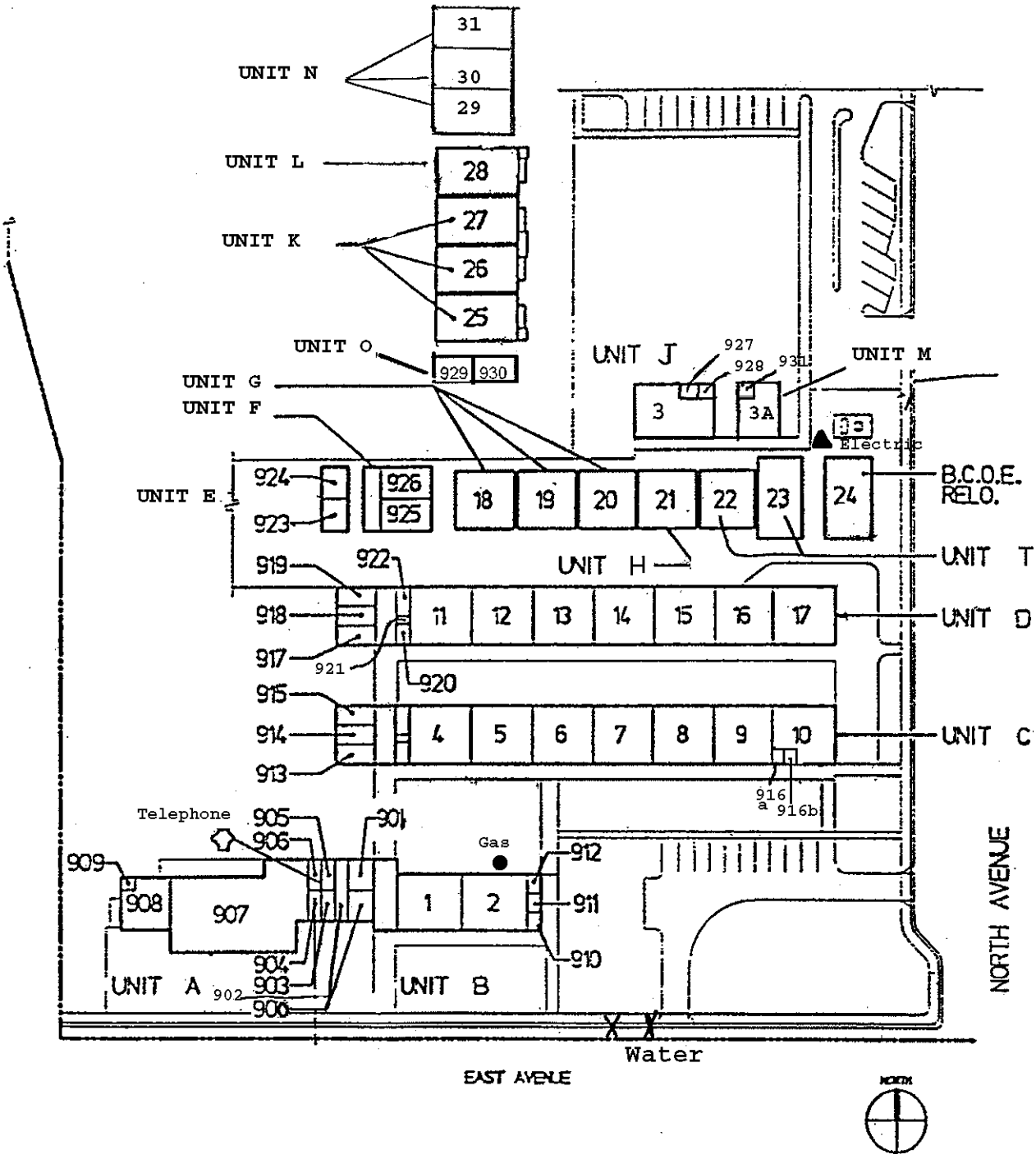
CHAPMAN ELEMENTARY SCHOOL

Updated 2011



EMMA WILSON ELEMENTARY SCHOOL

Updated 9/2006



JOHN McMANUS ELEMENTARY SCHOOL

Updated 9/2006

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Butte County Office of Education		Butte	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Chapman Elementary		K-5	6
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
Jim Simone	Director - Maintenance and Operations	Mike Allen	
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
9/12/2017 7:45AM			

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	1	8	8	8	10	8	8	3	9	8	8	8	8	4	8
	Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	9	2	2	2	0	2	2	7	1	2	2	2	2	6	2
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	100.00%	SCHOOL RATING** →	EXEMPLARY

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

PART II: EVALUATION DETAIL Date of Inspection: 09/12/17 School Name: Chapman Elementary

CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Rm 20 K	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Rm 19	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Rm 21	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Rm 16	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Rm 11	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Rm 12	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
restroom	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Playground - Main	NA	NA	NA	NA	✓	NA	NA	NA	✓	NA	NA	NA	NA	✓	NA
	COMMENTS:														
Playground - K	NA	NA	NA	NA	✓	NA	NA	NA	NA	NA	NA	NA	NA	✓	NA
	COMMENTS:														
	COMMENTS:														

Marks: √ = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
Use additional Area Lines as necessary.

STATE OF CALIFORNIA

FACILITY INSPECTION TOOL

SCHOOL FACILITY CONDITIONS EVALUATION
(NEW 06/07)

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

PART II: EVALUATION DATA

Date of Inspection: 11/20/2017 - 11/20/2017

Name of School: Emma Wilson Elementary

AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOMS	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS GATES/FENCES
915	✓	✓	N/A	✓	D	✓	✓	N/A	N/A	D	✓	✓	✓	N/A	✓
	5. (D) Cluttered classroom or storerooms 10. (D) Exit door is blocked														
Grounds	✓	✓	✓	N/A	✓	D	✓	✓	✓	✓	✓	✓	N/A	D	N/A
	6. (D) Gopher holes, trip hazards 14. (D) Open "S" hooks, protruding bolt ends, sharp points and edges in playground equipment														
main office	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
	4. (D) Carpeting damaged or stained														
Room 01	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
Room 02	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
Room 03	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	N/A	✓
	13. (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak														

AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOMS	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS GATES/FENCES
Room 04	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
Room 05	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
Room 06	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
Room 07	✓	✓	N/A	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	N/A	✓
	13. (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak														
Room 08	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
Room 09	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	N/A	✓
	13. (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak														

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS GATES/FENCES
Room 10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
Room 11	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
Room 12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
Room 13	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
	4. (D) Carpeting damaged or stained														
Room 14	✓	✓	✓	D	D	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
	4. (D) Carpeting damaged or stained 5. (D) Flooring is excessively dirty/stained														
Room 15	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
	4. (D) Carpeting damaged or stained														

AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOMS	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS GATES/FENCES
Room 16	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	N/A	✓
	10. (D) Plug in air fresheners are found in classroom														
Room 17	✓	✓	✓	D	✓	✓	D	✓	✓	✓	✓	✓	✓	N/A	✓
	4. (D) Carpeting damaged or stained 7. (D) lighting fixture or bulbs are not working or missing														
Room 18	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 19	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Room 20	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
Room 21	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	N/A	✓
	13. (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak														

AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOMS	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS GATES/FENCES
Room 22	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
Room 23	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
Room 24	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓

Room 25	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	N/A	✓
	13. (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak														
Room 26	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	N/A	✓
	13. (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak														
Room 27	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	N/A	✓
	13. (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak														

AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS GATES/FENCES
Room 29	✓	✓	✓	✓	D	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓
	5. (D) Horizontal surfaces are excessively dusty/dirty														
Room 30	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	N/A	✓
Room 909	✓	✓	N/A	✓	✓	✓	✓	N/A	N/A	✓	✓	✓	✓	N/A	✓
Room 914 Library	✓	✓	N/A	✓	✓	✓	✓	N/A	N/A	✓	✓	✓	✓	N/A	✓
Room 917	✓	✓	N/A	✓	✓	✓	✓	N/A	N/A	✓	✓	✓	✓	N/A	✓
Room 918	✓	✓	✓	✓	✓	✓	✓	N/A	N/A	✓	✓	✓	✓	N/A	✓

AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS GATES/FENCES
Room 925	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	N/A	✓
	13. (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak														
Room 927 Stage	✓	✓	N/A	✓	✓	✓	✓	N/A	N/A	✓	✓	✓	✓	N/A	✓
Room 928	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
Room 929	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
Room 931	✓	✓	N/A	✓	✓	✓	✓	N/A	N/A	✓	✓	✓	✓	N/A	✓
Room 932	✓	✓	✓	✓	✓	✓	✓	N/A	N/A	✓	✓	✓	✓	N/A	✓

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS GATES/FENCES
Room 933	✓	✓	N/A	✓	✓	✓	✓	N/A	N/A	✓	✓	✓	✓	N/A	✓
Room 934	✓	✓	N/A	✓	✓	✓	✓	N/A	N/A	✓	✓	✓	✓	N/A	✓
staffroom	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓

Marks: = Good Repair; D = Deficiency; X = Extreme Deficiency; NA= Not Applicable Use additional sheets as necessary

STATE OF CALIFORNIA

FACILITY INSPECTION TOOL

SCHOOL FACILITY CONDITIONS EVALUATION
(NEW 06/07)

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SCHOOL DISTRICT/COUNTY OFFICE OF EDUATION		COUNTY	
Chico Unified School District		Butte	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Emma Wilson Elementary		Elementry	28
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
German, Eric	supervisor	Eric German	
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
11/20/2017 08:33 AM - 11/20/2017 09:51 AM	wet		

PART III: CATEGORY TOTALS AND RANKING

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS GATES/FENCES
	Number of "✓"s:	45	45	36	39	42	44	44	33	35	43	45	45	36	2	44
	Number of "D"s:	0	0	0	5	3	1	1	0	0	2	0	0	8	1	0
45	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of "N/A"s:	0	0	9	1	0	0	0	12	10	0	0	0	1	42	1
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)		100%	100%	100%	89%	93%	98%	98%	100%	100%	96%	100%	100%	82%	67%	100%
Total Percent per Category (average of above)*		100%			89%	96%		98%	100%		98%		91%		83%	
Rank (Circle One) Good = 85%-100% Fair = 67%-84.99% Poor = 0%-66.99%		GOOD FAIR POOR	GOOD FAIR POOR	GOOD FAIR POOR	GOOD FAIR POOR	GOOD FAIR POOR	GOOD FAIR POOR	GOOD FAIR POOR	GOOD FAIR POOR	GOOD FAIR POOR	GOOD FAIR POOR	GOOD FAIR POOR	GOOD FAIR POOR	GOOD FAIR POOR	GOOD FAIR POOR	GOOD FAIR POOR

Note: An extreme deficiency in any section automatically results in a "poor" ranking for that category and a zero for "Percent of System in Good Repair."

OVERALL RATING: **DETERMINE AVERAGE PERCENTAGE OF 15 CATEGORIES ABOVE** 94.77% **SCHOOL RATING*** Good

***For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.**

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	Exemplary
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	Good
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	Fair
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	Poor

COMMENTS AND RATING EXPLANATION:

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Butte County Office of Education		Butte	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
McManus Elementary		K-5	17
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
Jim Simone	Director - Maintenance and Operations	Tina Keene	
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
9/12/2017 9:45AM			

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	1	8	8	8	10	8	8	3	8	8	8	8	8	2	8
	Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	9	2	2	2	0	2	2	7	2	2	2	2	2	8	2
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	100.00%	SCHOOL RATING** →	EXEMPLARY

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

PART II: EVALUATION DETAIL Date of Inspection: 09/12/17 School Name: McManus Elementary

CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Rm 3 K	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Rm 7	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Rm 2	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Rm 18	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Rm 5	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Rm 11	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
restroom	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Playground - Main	NA	NA	NA	NA	✓	NA	NA	NA	NA	NA	NA	NA	NA	✓	NA
	COMMENTS:														
Playground - K	NA	NA	NA	NA	✓	NA	NA	NA	NA	NA	NA	NA	NA	✓	NA
	COMMENTS:														
	COMMENTS:														

Marks: √ = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
Use additional Area Lines as necessary.

CHICO UNIFIED SCHOOL DISTRICT CA CAO-2

MONTHLY REPORT OF ACTIVE ENROLLMENT

CHAPMAN ELEMENTARY SCHOOL **DATE:** **January 12, 2018**

2017-2018

ROOM	TEACHER	TK	K	1	2	3	4	5	TOTAL	CC M.M.	DS M.S.	HB M.S.	**GRAND TOTAL**
23	Manning, Laura	24							24				**24**
20	Faniani, Jenna		20						20		3		**23**
24	Conley, Christy		22						22				**22**
19	Swanberg, Katelyn			23					23		3		**26**
22	Rivera, Jena			10	15				25		4		**29**
21	Cruz, Ariela				26				26		3		**29**
17	Mahoney, Katie				16	9			25				**25**
16	Johnson, Karen					22			22			4	**26**
11	Moll, Katy						24		24			2	**26**
13	Cawthon, Brandi						14	12	26			2	**28**
12	Christophel, Sarah							24	24			3	**27**
TOTALS:		24	42	33	57	31	38	36	261		13	11	**285**
8	Leichter/Opp.			2			1		3				**3**
27	Carr		2	2	2		1	2	9				**9**
29 Salindong			3	3	3	3			12				**12**
14 Brandt						4	4	3	11				**11**
													FALSE

Active enrollment includes students leaving at the end of the day.

1/12/2018

CHICO UNIFIED SCHOOL DISTRICT CAO---2

MONTHLY REPORT OF ACTIVE ENROLLMENT

EMMA WILSON ELEMENTARY SCHOOL

CAO2 2017-18

ROOM	TEACHER	TK	K	1	2	3	4	5	TOTAL	SDC M.M.	ACE AD	ACE MW	GRAND *TOTAL*
TK/28	McGrath	24							24				24
K/19	Cahoon		24						24				24
K/24	Letcher		25						25				25
K/18	Steindorf		23						23				23
K/26	Schreiber		24						24				24
K/17	Sydow		23						23				23
1st/20	Krieger			26					26				26
1st/22	Pitsker			22					22	1	2		25
1st/23	Tindill			24					24				24
1st/21	Ray			25					25				25
2nd/25	Hanf				17				17	2			19
2nd/27	Hansen				20				20				20
2nd/15	Reyna				20				20			1	21
2nd/14	Ricci				20				20				20
2nd	Combs				21				21				21
3rd/12	Uebelhardt					29			29				29
3rd/11	Corvington					29			29				29
3rd/10	Clark					27			27				27
4th/9	Schupp						26		26	1			27
4th/5	Metzger						26		26			1	27
4th/7	Tebo						23		23	3			26
5th/4	Morrison							33	33				33
5th/6	Barnes							30	30			1	31
5th/8	York							31	31	2			33
CH main													606
ACE/MS				2	1		1	1					
TOTALS		**24**	**119**	**99**	**99**	**85**	**76**	**95**	**597**	**9**	**2**	**4**	
SDC CH	Waldo-Barr			1	2		4	2					
ACE	Dietz		3	4					7				7
ACE	Wilson				4		2	1	7				7
Home Med	Home Medical								0				
SCHOOL TOTAL:		**24**	**122**	**104**	**105**	**85**	**82**	**98**					**620**

Active enrollment includes students leaving at the end of the day.

				CHICO UNIFIED SCHOOL DISTRICT								CAO---2
		MONTHLY REPORT OF ACTIVE ENROLLMENT										
				MCMANUS ELEMENTARY SCHOOL								
					CAO2 1-12-18							
										SDC		GRAND
ROOM	**TEACHER**	**TK**	**K**	**1**	**2**	**3**	**4**	**5**	**TOTAL**	**MM**	**MNI**	***TOTAL***
3A	**Williams**	23							**23**			**23**
3	**Nielsen**		22						**22**	**1**		**23**
9	**Erickson**		23						**23**			**23**
10	**Leaf**		23						**23**			**23**
6	**Levin**			21					**21**			**21**
7	**Bailey**			22					**22**			**22**
8	**Cardoza**			20					**20**			**20**
1	**Bush**				25				**25**			**25**
2	**Oswalt**				25				**25**			**25**
16	**Lininger**				10	13			**23**		1	**24**
5	**Whitchurch**					26			**26**			**26**
18	**Francis**					28			**28**			**28**
5	**Lewis**						25		**25**			**25**
15	**Knaver**						24		**24**			**24**
11	**Clements**							26	**26**			**26**
12	**Weaver**							25	**25**			**25**
13	**Canales**							23	**23**			**23**
									0			**0**
TOTALS:												
REGULAR CLASSES		**23**	**68**	**63**	**60**	**67**	**49**	**74**	**404**	**1**	**1**	**406**
SH	**K. Timmel**		4	4	1				**9**			**0**
SH	**D. Mocek**				2	2	1	3	**8**			**0**
MNI									**0**			**0**
									0			**0**
Overflow									**0**			**0**
SCHOOL TOTAL:		**23**	**72**	**67**	**63**	**69**	**50**	**77**				**421**
Active enrollment includes students leaving at the end of the day.												



CHAPMAN ELEMENTARY BELL SCHEDULE

2017-2018 SCHOOL YEAR

Chapman Office Phone: 891-3100

******Recess and Lunch Times Subject To Change******

Transitional Kindergarten

8:30-11:35	Class
11:40-12:25	Lunch/Recess
12:25-1:25	Class
1:25-2:25	Extended Day
2:25	Dismissal

Minimum Days
Nov. 13-17, Dec. 22 & June 7
8:30-11:40

Kindergarten

8:30-9:55	Class
9:55-10:15	Recess
10:15-11:30	Class
11:45-12:10	Lunch
12:10-1:38	Class
1:38-2:25	Extended Day
2:25	Dismissal

Minimum Days
Nov. 13-17, Dec. 22 & June 7
8:30-11:40

GRADES 1 - 3

Regular Days

8:30-9:55	Class
9:55 10:15	Recess
10:15-11:45	Class 1 & 2 gr
10:15-12:15	Class 3rd gr
11:45-12:25	Lunch 1 & 2 gr
12:15-12:55	Lunch 3rd grade
1:40-1:50	Recess
1:50-2:25	Class
2:25	Dismissal

Minimum Days
Nov. 13-17, Dec. 22 & June 7
8:30-11:40

GRADES 4, 5

Regular Days

8:20-10:20	Class
10:20-10:40	Recess
12:15-12:55	Lunch
12:55-2:25	Class
2:25	Dismissal

Minimum Days
Nov. 13-17, Dec. 22 & June 7
8:20-11:40

Opportunity Class

Regular Days

9:00-10:40	Class
10:40-11:00	Recess
11:00-11:40	Class
11:40-12:20	Lunch
12:20-2:40	Class
2:40	Dismissal

Minimum Days
Nov. 13-17, Dec. 22 & June 7
9:00-12:15

Sherwood Montessori Charter (grades K - 8) Rooms 1 - 7, 9, 10

8:45-12:20	Class
10:45-11:15	Recess
12:35-1:35	Lunch
1:05-2:40	Class
2:40	Dismissal

Updated 1/30/2018 10:25 AM

SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Members of the public are welcome to attend Board meetings and may comment on any item on the agenda or within the Board's jurisdiction. Speakers should identify themselves and address comments to the Chair. Comments are limited to 5 minutes. The board cannot discuss or take action on items not on the agenda. Please refer to the policy on public participation for more information.

Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California
Date/Time: **Thursday, March 15, 2018 – 6:00 p.m.**

AGENDA

1. **CALL TO ORDER** (6:00 p.m.)
   1.1 Roll Call Kristy Cowell, Heather Fox, David Steffenson, Monica Woodward, Tanya King, Dillon Chik-McNeal, Melissa Struyf

2. **CONSENT AGENDA** (6:05 p.m.)
   2.1 El Dorado SELPA Consider approval of El Dorado Charter SELPA Participation Agreement.

   2.2 Auditor Selection Consider selection of KCOE Isom for our annual financial audit for 2017-2018 to be conducted in 2018-2019.

3. **REPORTS AND COMMUNICATION** (6:10 p.m.)
   3.1 Committee Reports
   3.2 School Director Report

4. **NOTICED PUBLIC HEARINGS**
   None

5. **REGULAR BUSINESS**
   5.1 Items Removed From Consent (If any)

   5.2 Board Development: The Role of the Board of Directors (6:30 p.m.)
   ACTION REQUESTED: Discuss development materials

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

5.3 Local Control Accountability Plan (LCAP) (6:50 p.m.)
The Board will be presented with a summary of progress made on 2017-2018 LCAP goals and actions.
ACTION REQUESTED: Discuss LCAP.

5.4 Second Interim Budget (7:05 p.m.)
The Board will be asked to adopt a second interim budget for the 2017-2018 school year.
ACTION REQUESTED: Adopt second interim budget

5.5 School Calendar and Instructional Minutes (7:20 p.m.)
The Board will be asked to review the school calendar and instructional minutes for the 2018-2019 school year.
ACTION REQUESTED: Discuss school calendar and instructional minutes.

5.6 Summer Retreat Date (7:50 p.m.)
The Board will be asked to consider availability for a summer retreat.
ACTION REQUESTED: Discuss summer retreat.

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

7. FUTURE AGENDA ITEMS
7.1 The Board will be asked to discuss a draft of the Local Control Accountability Plan (LCAP)
7.2 The Board will be asked to approve candidates for the election for the Board of Directors

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. 8:30 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.

Agenda Item 2.1

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 2.1 El Dorado SELPA Participation Agreement**

Date: March 15, 2018

SUMMARY

Our SELPA requires that we have our Board of Directors vote on continued participation.

DISCUSSION

The El Dorado Charter SELPA requires its members to have their boards of directors vote, annually, to continue as paricipating members in its SELPA.

ACTION REQUESTED

Vote “yes” to continue participating in the El Dorado Charter SELPA.

Attachment: Board Resolution 03152018: Approval of El Dorado Charter SELPA Participation Agreement

SHERWOOD MONTESSORI

BOARD RESOLUTION 03152018:
APPROVAL OF EL DORADO CHARTER SELPA PARTICIPATION AGREEMENT

Whereas the schools listed below are members of the El Dorado Charter SELPA; and

Whereas the El Dorado Charter SELPA CEO Council approved an updated Participation Agreement on October 12, 2017; and

Whereas adoption of a current Participation Agreement by each member is a condition of membership in the SELPA:

Therefore be it resolved that the Executive Officer is authorized to enter into this agreement on behalf of the schools listed below:

- Sherwood Montessori

The above-mentioned resolution was passed by the board of directors of the above named schools at a duly authorized meeting where a quorum was present on the _____Day of _____, 20_____,and the resolution has not been altered or revoked by any subsequent action of the board.

Yeas: _____ Nays: _____

By: _____ Date_____
Executive Officer

Agenda Item 2.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 2.2 Auditor Selection**

Date: March 15, 2018

SUMMARY

The Board needs to choose an auditor to complete the annual financial audit for the 2017-2018 school year.

DISCUSSION

The required annual financial audit of the 2017-2018 school year will be completed in the fall of 2018. There are three local firms that are experienced with auditing charter schools. The scope of the work will include the annual financial audit as well as preparing the federal and state tax returns. Sherwood has worked with KCOE Isom in the past; they are familiar with us and we with them. This familarity helps to expedite the work, and assures us that the work will be done with quality. Pat Casey, our Business Manager, has recommended that we continue to contract with KCOE Isom. The quote given includes the cost of three years:

2017-18 $ 9,700
2018-19 $ 10,000
2019-20 $ 10,300

ACTION REQUESTED

Approve the selection of KCOE Isom as Sherwood's auditor for the 2017-2018 school year.

Committee: School Performance

Meeting Date: 3/5/18

Attendance: Michelle, Melissa, Monica

Goals:

- To discuss the role of the committee
- To look at some student data from last year's tests

Outline of Discussion:

- Our test scores were lower last year than they have been in the past. We had a lot of new students.
- Attendance and tardies are a bigger problem than in the past. Given the relationship between instructional minutes and student achievement, improving attendance and on-time arrival could help improve student achievement.
    - Michelle says implementing PBIS may help with this, and improving our "pies" on the dashboard relating to discipline.
- One role of this committee is to define what we mean by "excellent school performance" based on the school's mission and vision. We discussed whether there were any holistic measurements we could use to determine if our students are learning social/emotional skills?
    - Michelle mentioned the CA healthy kids survey, which will be taken by the 7th and 8th graders.
- We talked about recruiting another member and discussed Teresa as a possibility.

Action Items *(who will do what before the next board/committee meeting)*:

- Michelle will bring the LCAP to our next meeting, as that is where many of our school goals and progress towards them are documented, and we will ask Teresa if she wants to join us.

Agenda Items *(items that need to be brought to the board at a meeting)*:

- Informational item: The school dashboard report
-

Next Meeting Date: 4/5/18 @ 12:45p.m.

Agenda Item 3.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.2 School Director Report**

Date: March 15, 2018

ADMINISTRATIVE ITEMS:

- Our current enrollment is 165.
- We have currently interviewing for a new Extended Day staff and a paraprofessional aide for the special education program.
- The Operational Plan was completed on March 5th.
- I attended the Butte County Charter Leaders meeting at STREAM Charter School in Oroville on February 21. We were able to share best practices at our sites and other information relevant to charter leaders in our area.

FISCAL ITEMS:

- I completed our first outcome report for the SUMS MTSS grant. This is a three-year program and grant and other reports will follow.
- Forty-six students were able to recoup a day of attendance at the February 16th Attendance Make Up Day.

LEGISLATIVE ITEMS:

- There are about 80 bills at the Capitol that are related to charter schools. The most concerning are these:
  - **SB 1362 (Beall) Charter School Denials on Negative Fiscal Impact and Study of El Dorado SELPA:** This bill is one of the most concerning, as it allows the denial of a charter school based on its negative fiscal impact to the district. It adds additional requirements that a charter petition must state how the school will achieve a balance of pupils receiving special education services that are reflective of the general population in the school district.
  - **AB 3222 (O'Donnell) Prevailing Wage for Charter Projects:** This bill requires charters to pay prevailing wage for all construction, alteration, demolition, installation or repair work on or after January 1, 2019.

- **AB 2082 (Garcia) Bans Teach For America Teachers in Most CA Schools:** This bill prohibits Teach for America (TFA) teachers from teaching in any public school, including charter schools, with more than 40% low income students. This effectively bans TFA teachers from teaching in most California schools.

ACADEMIC AND ENRICHMENT PROGRAMS:

- Middle school had their Teen Talk curriculum which addresses human sexuality and healthy behavior choices.
- Our PBIS implementation is going well, with work being completed in staff meetings. Playground supervisors have also given input in a meeting focused specifically on rules and behaviors at recess.
- Our reading intervention instructor is also a credentialed art teacher and will begin doing weekly art lessons with one of our upper elementary classrooms.

SAFETY ITEMS:

- We had a visit from our insurance providers.
- We participated in a fire drill with Chapman.
- I met with the architect and civil engineer who are working on our project of installing two more classrooms at 1010 Cleveland Ave. The street is not wide enough to construct a typical sidewalk, and we needed to decide where to put an ADA accessible path of travel. Our solution will improve safety of travel for students and visitors to 1010 Cleveland, while still providing a safer path of travel for the public when walking on Cleveland Ave.

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2 Board Development**

Date: March 15, 2018

SUMMARY

Effective school boards reflect on their role in the organization and the roles of the administration and teachers.

DISCUSSION

The Board of Directors of Sherwood Montessori is committed to the practice of reflection and development to optimize its effectiveness in service of the organization. The attached document was first introduced at the retreat in September, but addresses an important topic worthy of more time and reflection.

ACTION REQUESTED

Discuss the role of the Board.

Attachment: Three Essential Roles for Effective Schools

Three Essential Roles for Successful Schools

Strategic	Tactical	Operational
Sees the big picture—the 50,000-foot view Overlooks the entire school organization and sees how the parts relate to the whole Focuses on representing the community's needs and interests Looks to the long term, usually 3-5 years Provides overall structure at district-goals level Sets clear targets for improvement	Sees the wide picture—the 10,000-foot view Coordinates the component parts of the organization Overlooks schools and departments Focuses on working with constituent groups (parents, students, and staff) Looks 1-3 years ahead into the future Provides structure at district and school levels Creates and deploys plans that will lead to improvement	Focuses on the small view—is the point of impact with children Coordinates a specific part of the organization Overlooks a classroom, department, or teaching team Focuses primarily on the students Looks days, weeks, months, or, at most 1 year into the future Provides detailed structure at a classroom level Refines and adjusts plans, so that improvement will result

From: The School Board Fieldbook: Leading With Vision
By: Mark Van Clay, Perry Soldwedel

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.3 LCAP Progress**

Date: March 15, 2018

SUMMARY

The Local Control Accountability Plan (LCAP) is being reviewed for progress made towards goals.

DISCUSSION

Sherwood's 2017-2018 LCAP was adopted last year to guide the focus of school improvement work this year. At this time, a summary of progress made, data that will be or is being used to assess progress, and potential changes for the 2018-2019 has been made.

ACTION REQUESTED

Discuss the progress of the LCAP.

Attachment: Summary of LCAP Progress

Sherwood Montessori LCAP Progress 2018-2019

Goal	Difference/improvement	Metrics	Cost (in 2017-2018 final LCAP)	Rationale for potential changes
Goal 1.1: Provide highly qualified teachers for all students.	Maintained 100% highly qualified credentialed teachers.	Credentials – CALPADS, annual Credential Report	$1,500 (classified salaries & benefits)	Goal was accomplished, so there will be no suggested changes.
Goal 1.2: Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	Provided support for implementing CCSS and the Montessori method, began work on the Curriculum Library Project.	CCSS Training: Pro.Dev. Sign-In Curriculum Library Project: records of substitutes to release classroom teachers to work on the library project	$3,000 (certificated and classified salaries & benefits)	CAASPP scores decreased overall from 2016 to 2017. Enrollment change between these two years was 35%, and 2017 scores from students new to Sherwood indicated most improved, but the number was small and CAASPP results for many new students were not sent from previous schools. An increase in funding will be suggested.
Goal 1.3: Provide a broad range of Montessori materials.	Maintained materials in good repair and will replace/add to materials as needed.	Montessori materials inventories	$4,000 ($3,160 materials, $840 in certificated salaries & benefits)	Teachers completed checklists and as of 3/7/2018, the analysis of checklists has not been completed. Materials will be ordered after analysis. An increase in funding for employees time will be suggested, but materials costs will be decreased.
Goal 1.4: Provide a facility in good repair and improve recess equipment.	Facilities repairs are happening now: 1010 Cleveland Ave. pest management and paint, replacement of burnt out bulbs in quad building, HVAC in 1010 and lighting everywhere will be replaced before school year's end. After loss of significant amount of recess equipment, it was determined that class	Facilities Inspection Tool, records of recess equipment order	$4,000 ($3,160 in repairs, $840 in classified salaries & benefits)$2,000 ($1,400 in recess equipment and $600 in classified salaries/benefits)	A decrease in cost will be suggested after this initial investment. Cost will reflect a reasonable amount to maintain and replace worn equipment.

Sherwood Montessori LCAP Progress 2018-2019

Goal	Difference/improvement	Metrics	Cost (in 2017-2018 final LCAP)	Rationale for potential changes
	sets of recess equipment would be ordered and distributed. The equipment will be color coordinated and include a storage bin.			
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.	Retained qualified SBIT Coordinator to work collaboratively with director, teachers, and parents. Collect data to determine which students need access to the SBIT process.	Literacy- I Ready and benchmark reading and writing assessments. Math – I Ready and Smarter Balanced Assessment in Math	$ 18,000 ($15,000 in salary and $3,000 in benefits for SBIT Coordinator)	The SBIT program has been very successful and will continue in terms of actions and services, although we are now calling it SST (Student Study Team). An increase in funding will cover anticipated salary increase.
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	$4,000 ($3,700 in classified salary and $300 in classified benefits)	If a change is suggested, it will be based on what survey results suggest.
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.		$2,310 ($1,925 classified salaries and $385 in classified benefits)	An increase in expenditures will be recommended to cover certificated salaries for Silent Journey & Discovery event.
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.		$5,040 ($4,200 in classified salaries and $840 in classified benefits)	Change in funding may be suggested once data is examined.
Goal 2.4: Increase attendance and graduation rates for all students and all subgroups	Implement conferences with parents of chronically absent students.		$3,000 ($2,500 in classified salaries	Change in funding may be suggested once data is examined.

Sherwood Montessori LCAP Progress 2018-2019

Goal	Difference/improvement	Metrics	Cost (in 2017-2018 final LCAP)	Rationale for potential changes
and decrease chronic absenteeism and suspension rates.			and $500 in classified benefits)	
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 ($400 in classified staff salary, $100 in classified staff benefits)	Increase in funding will be suggested to cover increase in salaries/benefits.
Goal 4: Socioeconomically disadvantaged students will have access to scholarships to attend field trips.	The school will provide scholarships to attend field trips for families that qualify for free or reduced lunch due to low income.	Financial records	$2,500	Change in funding will reflect change in concentration grant funds.

Agenda Item 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.4 Second Interim Budget**

Date: March 15, 2018

SUMMARY

Business Manager Pat Casey has prepared the Second Interim Financial Report with input from the Budget Committee.

DISCUSSION

The Budget Committee met and gave input to adjust the budget to actual spending. The Second Interim Report will reflect adjustments made considering spending patterns to project out for the remainder of the year. It also includes wage increases for some hourly employees.

ACTION REQUESTED

Adopt 2nd Interim Budget.

2017-18 BUDGET REVISION	ADA 2ND PER.= 136.60	164 = EST. 152 ADA		FCMAT v18.2d CALCULATOR - 164.00 Enrollment = EST. 152.00 ADA									
	2016-17 AUDITED	2017-18 2ND INTERIM		2017-18									
Revenue			CHANGE	GENERAL FUND GOVT	EXTEND-ED DAY	SELPA - GENERAL FUND	SELPA - STATE - RESTR.	SELPA - STATE - ERMHS	SELPA - FEDERAL - RESTR.	EDUCATOR EFFECT. - RESTR.	SUMS GRANT RESTR.	LCAP	PROP 39
8011 Local Control Funding	552,056	703,105		653,295								49,810	
8012 Education Protection Act	174,234	184,804		184,804									
8096 In Lieu Taxes	319,307	319,307		319,307									
Subtotal LCFF Revenues	1,045,597	1,207,216	***161,619***	1,157,406									
PROP 39 FUNDS		158,000						***12,800***					158,000
SUMS - State Grant		25,000	25,000								25,000		
8019 State Aid - Prior Years	17,202	391	(16,811)	391									
8181 FED - SELPA	19,431	17,000	(2,431)						17,000				
8311 Special Educ. - SELPA	63,486	77,100	13,614				77,100						
8590 One Time Discretionary	28,638	19,992	(8,646)	19,992									
8550 Mandates Block Grant	4,830	2,062	(2,768)	2,062									
8560 State Lottery	28,933	25,000	(3,933)	25,000									
8673 Parent Fees	37,048	45,008	7,960	-	45,008								
8699 Fundraising / Donations	29,757	15,000	(14,757)	15,000									
8710 Other Local Revenue	1,235	1,000	(235)	1,000	-	-							
TOTAL REVENUES	**1,276,157**	**1,592,769**	***316,612***	**1,220,851**	**45,008**	**-**	**77,100**	**-**	**17,000**	**-**	**25,000**	**49,810**	**158,000**
Expense													
1000 Certificated Salaries	413,620	471,327	57,707	389,139		9,500	47,288				3,200	22,200	
2000 Classified Salaries	388,475	377,456	(11,019)	264,863	38,316	46,912	7,475					19,890	
3000 Employee Benefits	201,933	240,884	38,951	197,244	5,192	16,471	21,337				640		
				851,246	**43,508**	**72,883**	**76,100**	**-**	**-**	**-**	**3,840**	**42,090**	
4100 Texts and Core Curricula	8,882	5,000	(3,882)	5,000									
4200 Reference Materials	1,069	10,000	8,931	6,840								3,160	
4300 Materials and Supplies	34,322	21,700	(12,622)	15,640	1,500		1,000				400	3,160	
4400 NonCap Equipment	5,807	5,400	(407)	4,000		-						1,400	
4700 Food (Nutrition)	-	500	500	500									
				31,980	**1,500**	**-**	**1,000**	**-**	**-**	**-**	**400**	**7,720**	
5200 Travel and Conferences	13,504	15,700	2,196	9,500		2,000				3,800	400		
5300 Dues and Memberships	890	1,300	410	1,300									
5400 Property/Liability Insurance	14,848	15,360	512	15,360									
5500 Operations / Housekeeping	33,927	53,000	19,073	53,000									
5600 Rentals, Leases, and Repairs	15,366	7,200	(8,166)	7,200									
5800 Prof. & Consulting Services	176,333	158,400	(17,933)	115,900		3,300		14,000	20,700		4,500		
5900 Communications	5,563	7,440	1,877	7,440									
			76,128	**209,700**	**-**	**5,300**	**-**	**14,000**	**20,700**	**3,800**	**4,900**		
6200 CAPITAL OUTLAY- BLDG	52,210	208,000	155,790										208,000
TOTAL EXPENDITURES	**1,366,749**	**1,598,667**	***231,918***	**1,092,926**	**45,008**	**78,183**	**77,100**	**14,000**	**20,700**	**3,800**	**9,140**	**49,810**	**(50,000)**
Excess/(Deficiency)	***(90,592)***	***(5,898)***		***127,925***	**-**	***(78,183)***	**-**	***(14,000)***	***(3,700)***	***(3,800)***	***15,860***	**-**	
General Fund Unrestricted Portion		***32,042***	***32,042***	***127,925***		***(95,883)***							
Pr. Yr. Unrestrict. Reserves Balance	**151,729**	**101,346**	**12**	**ADA**		**11**							
Unrestricted Reserves Total Balance	**61,137**	**133,388**	**16**	**ADA**									
Recommended Unrestricted Reserve	**5.00%**	**79,933**											

Agenda Item 5.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.5 School Calendar and Instructional Minutes**

Date: March 15, 2018

SUMMARY

The calendar and schedule for the next school year are brought for the Board's consideration.

DISCUSSION

Sherwood's 2017-2018 calendar included a reduction of instructional minutes from previous years by 100 minutes per week for grades 1-8. The Board of Directors has asked to bring this matter to discussion.

ACTION REQUESTED

Discuss the reduction of instructional minutes.

Attachments: 2018-2019 calendar, minutes, days, schedule

Sherwood Montessori

2018-2019 School Calendar DRAFT 3/8 revision

August 2018

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	EP	EP	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018

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 2018

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 2018

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 2018

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 2019

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 2019

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 2019

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 2019

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 2019

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 2019

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	EP	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 2019

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 13-14	Planning/Development Days
Aug 15	First Day of School for students
Sep 3	Labor Day-no school
Oct 26	Parent/Teacher Conferences - no school
Nov 12	Veterans Day - no school
Nov 19-23	Thanksgiving Break-no school
Dec 21-Jan 4	Winter Break-no school
Jan 21	Martin Luther King Jr. Day-no school
Feb 15 & 18	Presidents Day-no school
Feb 15	Attendance Make-Up Day-8:45-12:00

Mar 18-22	Spring Break - no school
March 29-April 1	Spring Break 2- no school
Apr 19	Parent/Teacher Conferences- no school
May 27	Memorial Day-no school
Jun 5	Last Day of School

Month	M	T	W	TH	F	Notes	K-min	1/8-min	M	T	W	TH	F	M	T	W	TH	F
August	15	16	15	16	17		600	915	0	0	305	305	305	0	0	200	200	200
August	20	21	22	23	24		1000	1525	305	305	305	305	305	200	200	200	200	200
August	27	28	29	30	31		1000	1525	305	305	305	305	305	200	200	200	200	200
Sept	3	4	5	6	7	Labor Day Holiday	800	1220		305	305	305	305		200	200	200	200
Sept	10	11	12	13	14		1000	1525	305	305	305	305	305	200	200	200	200	200
Sept	17	18	19	20	21		1000	1525	305	305	305	305	305	200	200	200	200	200
Sept	24	25	26	27	28		1000	1525	305	305	305	305	305	200	200	200	200	200
Oct	1	2	3	4	5		1000	1525	305	305	305	305	305	200	200	200	200	200
Oct	8	9	10	11	12		1000	1525	305	305	305	305	305	200	200	200	200	200
Oct	15	16	17	18	19		1000	1525	305	305	305	305	305	200	200	200	200	200
Oct	22	23	24	25	26	Conference Week	800	1060	265	265	265	265	0	200	200	200	200	0
Oct/Nov	29	30	31	1	2		1000	1525	305	305	305	305	305	200	200	200	200	200
November	5	6	7	8	9		1000	1525	305	305	305	305	305	200	200	200	200	200
November	12	13	14	15	16	Veterans Day Holiday	800	1220		305	305	305	305		200	200	200	200
November	19	20	21	22	23	Thanksgiving Break	0	0										
November	26	27	28	29	30		1000	1525	305	305	305	305	305	200	200	200	200	200
Dec	3	4	5	6	7		1000	1525	305	305	305	305	305	200	200	200	200	200
Dec	10	11	12	13	14		1000	1525	305	305	305	305	305	200	200	200	200	200
Dec	17	18	19	20	21	Winter Break	800	1220	305	305	305	305		200	200	200	200	
Dec	24	25	26	27	28	Winter Break	0	0										
Dec/Jan	31	1	2	3	4	Winter Break	0	0										
Jan	7	8	9	10	11		1000	1525	305	305	305	305	305	200	200	200	200	200
Jan	14	15	16	17	18		1000	1525	305	305	305	305	305	200	200	200	200	200
Jan	21	22	23	24	25	Martin Luther King Jr. Day	800	1220		305	305	305	305		200	200	200	200
Jan/Feb	28	29	30	31	1		1000	1525	305	305	305	305	305	200	200	200	200	200
Feb	4	5	6	7	8		1000	1525	305	305	305	305	305	200	200	200	200	200
Feb	11	12	13	14	15	Lincoln's Birthday Holiday	800	1220	305	305	305	305		200	200	200	200	
Feb	18	19	20	21	22	Presidents Day Holiday	800	1220		305	305	305	305		200	200	200	200
Feb/Mar	25	26	27	28	1		1000	1525	305	305	305	305	305	200	200	200	200	200
March	4	5	6	7	8		1000	1525	305	305	305	305	305	200	200	200	200	200
March	11	12	13	14	15		1000	1525	305	305	305	305	305	200	200	200	200	200
March	18	19	20	21	22	Spring Break	0	0										
March	25	26	27	28	29	Spring Break	800	1220	305	305	305	305		200	200	200	200	
April	1	2	3	4	5	Spring Break	800	1220		305	305	305	305		200	200	200	200
April	8	9	10	11	12	Conference Week	800	1060	265	265	265	265	0	200	200	200	200	0
April	15	16	17	18	19		1000	1525	305	305	305	305	305	200	200	200	200	200
April	22	23	24	25	26		1000	1525	305	305	305	305	305	200	200	200	200	200
April/May	29	30	1	2	3		1000	1525	305	305	305	305	305	200	200	200	200	200
May	6	7	8	9	10		1000	1525	305	305	305	305	305	200	200	200	200	200
May	13	14	15	16	17		1000	1525	305	305	305	305	305	200	200	200	200	200
May	20	21	22	23	24		1000	1525	305	305	305	305	305	200	200	200	200	200
May	27	28	29	30	31	Memorial Day Holiday	800	1220		305	305	305	305		200	200	200	200
June	3	4	5	6			600	915	305	305	305	0		200	200	200	0	
TOTAL							**36000**	**54580**										

Month	M	T	W	TH	F	Notes	Inst. Day	Non-Inst.	Total Work
August	13	14	15	16	17		3	2	5
August	20	21	22	23	24		5	0	5
August	27	28	29	30	31		5	0	5
Sept	3	4	5	6	7	Labor Day Holiday	4	0	4
Sept	10	11	12	13	14		5	0	5
Sept	17	18	19	20	21		5	0	5
Sept	24	25	26	27	28		5	0	5
Oct	1	2	3	4	5		5	0	5
Oct	8	9	10	11	12		5	0	5
Oct	15	16	17	18	19		5	0	5
Oct	22	23	24	25	26	Conference Week	4	1	5
Oct/Nov	29	30	31	1	2		5	0	5
November	5	6	7	8	9		5	0	5
November	12	13	14	15	16	Veterans Day Holiday	4	0	4
November	19	20	21	22	23	Thanksgiving Break	0	0	0
November	26	27	28	29	30		5	0	5
Dec	3	4	5	6	7		5	0	5
Dec	10	11	12	13	14		5	0	5
Dec	17	18	19	20	21	Winter Break	4	0	4
Dec	24	25	26	27	28	Winter Break	0	0	0
Dec/Jan	31	1	2	3	4	Winter Break	0	0	0
Jan	7	8	9	10	11		5	0	5
Jan	14	15	16	17	18		5	0	5
Jan	21	22	23	24	25	Martin Luther King Jr. Day	4	0	4
Jan/Feb	28	29	30	31	1		5	0	5
Feb	4	5	6	7	8		5	0	5
Feb	11	12	13	14	15	Lincoln's Birthday Holiday	4	0	4
Feb	18	19	20	21	22	Presidents Day Holiday	4	0	4
Feb/Mar	25	26	27	28	1		5	0	5
March	4	5	6	7	8		5	0	5
March	11	12	13	14	15		5	0	5
March	18	19	20	21	22	Spring Break	0	0	0
March	25	26	27	28	29	Spring Break	4	0	4
April	1	2	3	4	5	Spring Break	4	0	4
April	8	9	10	11	12		5	0	5
April	15	16	17	18	19	Conference Week	4	1	5
April	22	23	24	25	26		5	0	5
April/May	29	30	1	2	3		5	0	5
May	6	7	8	9	10		5	0	5
May	13	14	15	16	17		5	0	5
May	20	21	22	23	24		5	0	5
May	27	28	29	30	31	Memorial Day Holiday	4	0	4
June	3	4	5	6	7		3	1	4
TOTAL									
							180	**5**	**185**

DAILY SCHEDULE				
Class		Class Minutes	Lunch	Minutes
K	8:45-12:05	200		200
1st	8:45-2:40	355	50	305
2-3	8:45-2:40	355	50	305
4-5-6	8:45-2:40	355	50	305
7-8	8:45-2:40	355	50	305

LEGAL REQUIREMENT	
Instructional Minutes	TOTAL
200	36000
280	50400
280	50400
300	54000
300	54000

DEVELOPMENT DAY				
Class		Class Minutes	Lunch	Minutes
K	8:45-12:05	200		200
1st	8:45-2:00	315	50	265
2-3	8:45-2:00	315	50	265
4-5	8:45-2:00	315	50	265
6-8	8:45-2:00	315	50	265

EXCESS OF REQUIREMENT		
K	**36000**	0
1st	**54580**	4180
2-3	**54580**	4180
4-5-6	**54580**	580
7-8	**54580**	580

Agenda Item 5.6

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.6 Summer Retreat**

Date: March 15, 2018

SUMMARY

The possibility of holding a summer retreat for the Sherwood Montessori Board of Directors will be discussed.

DISCUSSION

It may be that summer is the best time for this Board of Directors to hold a planning retreat to create a strategic plan for the school.

ACTION REQUESTED

Discuss the possibility of holding a summer retreat for strategic planning.

SHERWOOD MONTESSORI

SPECIAL MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California
Date/Time: **Thursday, April 19, 2018 – 6:00 p.m.**

AGENDA

1. **CALL TO ORDER** (6:00 p.m.)
   1.1 Roll Call Monica Woodward, Kristy Cowell, Heather Fox, David Steffenson, Melissa Struyf, Tanya King, Dillon Chik-McNeal

2. **CONSENT AGENDA** (6:05 p.m.)
   2.1 Minutes Approval Consider approval of minutes from Regular Meeting, February 15, 2018 and Regular Meeting, March 15, 2018.
   2.2 Tobacco Policy Consider adoption of Prohibition of Student Tobacco Use Policy.

3. **REPORTS AND COMMUNICATION** (6:10 p.m.)
   3.1 Committee Reports
   3.2 Sherwood Montessori Parents Organization Report
   3.3 School Director Report
   3.4 Director of MTSS Report
   3.5 Treasurer Report

4. **NOTICED PUBLIC HEARINGS**
   None

5. **REGULAR BUSINESS**
   5.1 Items Removed From Consent (If any)

   5.2 Local Control Accountability Plan (LCAP) (6:45 p.m.)
   The Board will be asked to discuss stakeholder input for a draft of the LCAP for the 2018-2019 school year.
   ACTION REQUESTED: Discuss stakeholder input for the 2018-2019 LCAP draft.

   5.3 Candidates for the Election of the Board of Directors (6:55 p.m.)
   The Board will be asked to discuss the recruitment process and expectations for future and current directors in preparation for the upcoming election for the Board of Directors.
   ACTION REQUESTED: Discuss the upcoming election.

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 Measure K Bond Loan Agreement (7:15 p.m.)

The Board will be asked to consider approving a loan agreement from another charter to receive bond funds in advance of the next apportionment.

ACTION REQUESTED: Adopt resolution describing loan agreement.

5.5 Measure K Bond Spending Proposal (7:25 p.m.)

The Board will be asked to consider approving a spending proposal for Measure K bond money to provide furnishings and equipment for the new classrooms.

ACTION REQUESTED: Approve spending proposal.

5.6 2018-2019 Calendar (7:35 p.m.)

The Board will be asked to approve a school calendar for the 2018-2019 school year.

ACTION REQUESTED: Approve 2018-2019 school calendar.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

7. FUTURE AGENDA ITEMS

7.1 The Board will be asked to adopt the final draft of the Local Control Accountability Plan (LCAP) for 2018-2019.

7.2 The Board will be asked to adopt an initial budget for the 2018-2019 school year.

7.3 The Board will be asked to conclude the review of the School Director in closed session.

7.4 The Board will be asked to schedule a summer retreat date.

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

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REGULAR MEETING OF THE BOARD OF DIRECTORS
Location: Sherwood Montessori Room No. 4 1071 E. 16th St., Chico, California Date/Time: Thursday, February 15, 2018 – 6:00 p.m.

AGENDA

1. Call to Order @ 6:05PM

1.1 Roll Call: Heather Fox, David Steffenson, Monica Woodward, Tanya King, Melissa Struyf

Absent: Dillon Chik-McNeal & Kristy Cowell

2. Consent Agenda

2.1 Minutes Approval: Consider approval of minutes from Regular Meeting, January 18,
2018

NO Quorum/ No vote

3. Reports and Communication

4. Noticed Public Hearings – NONE

5. Regular Business

5.1 Items Removed from Consent – NONE

5.2 Board Development: Board's Role and Committee Structures – Board is asked to discuss content of development materials and changes to current committees in response to this discussion.

ACTIONS: Need to check bylaws for changes to committees.

Curriculum Committee => School/Academic Performance Committee: Board Members will be Melissa, Kristy

Governance Committee => Board Members will be Dillon, Monica, Heather

Development Committee => Board Members will be Tanya and David

5.3 LCAP

ACTIONS: No Action taken, discussion only

5.4 Prop 39 Offer

ACTION: Approve response to CUSD's offer for facilities under Prop 39 for 2018-2019

Motion: Tanya; Second Melissa; Yea: 5, All approve

6. Closed Session @ 8:15PM No Action taken **Adjourned @ 9:25PM**

REGULAR MEETING OF THE BOARD OF DIRECTORS

Location: Sherwood Montessori Room No. 4 1071 E. 16th St., Chico, California Date/Time: Thursday, March 15, 2018 – 6:00 p.m.

AGENDA

1. CALL TO ORDER (6:00 p.m.) 6;06

1.1 Roll Call Kristy Cowell, Heather Fox, David Steffenson, Monica Woodward, Tanya King, Dillon Chik-McNeal, Melissa Struyf -on the phone with speaker

2. CONSENT AGENDA (6:05 p.m.)

2.1 El Dorado SELPA Consider approval of El Dorado Charter SELPA Participation Agreement.

Remove from consent to 5.1 – Kristy Cowell

2.2 Auditor Selection Consider selection of KCOE Isom for our annual financial audit for 2017-2018 to be conducted in 2018-2019.

Motion to approve consent agenda – Dillon Chick-McNeal

Second: Kristy Cowell

Vote: unanimous approval of consent agenda

3. REPORTS AND COMMUNICATION (6:10 p.m.)

3.1 Committee Reports

Curriculum Library has begun

Michelle shared statistics and data from CUSD. All public data

3.2 School Director Report

4. NOTICED PUBLIC HEARINGS None

5. REGULAR BUSINESS

5.1 Items Removed from Consent

2.1 El Dorado SELPA Consider approval of El Dorado Charter SELPA Participation Agreement.

Motion to approve El Dorado Charter SELPA Participation Agreement – Dillon Chik-McNeal

Second: Heather Fox

Vote: Unanimous approval of El dorado Charter SELPA Participation Agreement

5.2 Board Development: The Role of the Board of Directors (6:30 p.m.)

ACTION REQUESTED: Discuss development materials

Monica shared the 7 absolutely universal non negotiable unchanging Principles of Good charter School Governance

Each board member summarized a principle for the others

5.3 Local Control Accountability Plan (LCAP) (6:50 p.m.)

The Board will be presented with a summary of progress made on 2017-2018 LCAP goals and actions.

ACTION REQUESTED: Discuss LCAP. Michelle shared a LCAP Progress chart 2018-2019 school year

LCAP money could be substantial

Discussion: Progress was discussed; gift card into drawing for participation in survey;

5.4 Second Interim Budget (7:05 p.m.)

The Board will be asked to adopt a second interim budget for the 2017-2018 school year.

ACTION REQUESTED: Adopt second interim budget

Motion to adopt second interim budget: Dillon Chik-McNeal

Second: Monica Woodward

Discussion: we are above the 5% which is good

Vote: Unanimous yes to adopt second interim budget

5.5 School Calendar and Instructional Minutes (7:20 p.m.)

The Board will be asked to review the school calendar and instructional minutes for the 2018-2019 school year.

This calendar has been adopted already…brought back by Monica.

ACTION REQUESTED: Discuss school calendar and instructional minutes.

Discussion: Instructional minutes are being met.

5.6 Summer Retreat Date (7:50 p.m.)

The Board will be asked to consider availability for a summer retreat.

ACTION REQUESTED: Discuss summer retreat.

Discussion: It is early for this discussion

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

7. FUTURE AGENDA ITEMS

7.1 The Board will be asked to discuss a draft of the Local Control Accountability Plan (LCAP)

7.2 The Board will be asked to approve candidates for the election for the Board of Directors

8. CLOSED SESSION - entered 7:55

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 8:32 PM

SHERWOOD MONTESSORI

Prohibition of Student Tobacco Use Policy

The Sherwood Montessori Board of Directors recognizes the serious health risks presented by tobacco use and desires to ensure that, through adoption of consistent policies, students are made aware of those risks and, to the extent possible, protected from them. The School Director or designee shall establish a coordinated school health system which includes a comprehensive behavioral health education component that teaches students the knowledge, skills, and attitudes they need in order to lead healthy lives and avoid high-risk behaviors, such as tobacco use.

(cf. 5141.23 - Asthma Management)

The School Director or designee shall provide prevention, intervention, and cessation education, information, activities, and/or referrals to district students and shall ensure consistent enforcement of district policies prohibiting student possession and use of tobacco products.

Prohibition Against Tobacco Use

Note: *Education Code* 48900 and 48901 prohibit students from possessing, smoking, or using tobacco on school grounds, as provided in the following paragraph. Pursuant to *Education Code* 48900, students who violate this prohibition may be subject to discipline, including suspension or expulsion. However, pursuant to *Education Code* 48900.5, it is recommended that other means of correction that address the student's conduct be implemented instead of suspension or expulsion; see the section "Intervention/Cessation Services" below and AR 5144 - Discipline. In addition, *Health and Safety Code* 104420 and 104559, as added by ABX2 9 (Ch. 5, Statutes of 2016), prohibit the use of tobacco products in district buildings, on district property, and in district vehicles by any person at any time; see BP 3513.3 - Tobacco-Free Schools.

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. (*Education Code* 48900, 48901)

(cf. 3513.3 - Tobacco-Free Schools)
(cf. 5131 - Conduct)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Note: The following definitions of "smoking" and "tobacco products" are specified in Business and Professions Code 22950.5 and incorporated by reference into *Education Code* 48901, as amended by SBX2 5 (Ch. 7, Statutes of 2016).

Smoking means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco, or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking. (Business and Professions Code 22950.5; *Education Code* 48901)

Tobacco products include: (Business and Professions Code 22950.5; *Education Code* 48901)

1. A product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, or snuff

2. An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah

3. Any component, part, or accessory of a tobacco product, whether or not sold separately

These prohibitions do not apply to a student's possession or use of his/her own prescription products. However, student possession or use of prescription products in school shall be subject to the district's policy and regulation for addressing the administration of medications on campus. (*Education Code* 48900) Sherwood Montessori will not discourage the appropriate cultural uses of tobacco by its Native American students or families, however these uses will not take place on the school’s campus.

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

Committee: Governance

Meeting Date: 3/29/18

Attendance: Heather Fox and Monica Woodward

Goals:

- Revisit recruitment for board and officer positions

Outline of Discussion:

- Prior to recruiting new candidates for the board, we should clarify the expectations of directors
    - Attendance at meetings (miss 2 per year max)
    - Committee work (potentially including chairing a committee)
    - Presence at community events (1 each semester? Must include Sherwoodstock?)
- Officers (2 year term/apprenticeship model?)
- Talk to SMPO about volunteer structure
    - Having a volunteer coordinator for each class could be helpful for teachers as well as helping the board identify parents who could help in certain capacities
- Our bylaws indicate that committee meetings should be noticed in the same way as board meetings
    - Submitting committee reports is necessary; minutes from the meetings as well as time and location of the next meeting need to be public record

Action Items *(who will do what before the next board/committee meeting)*:

- Heather will contact people about running for the board
- Monica will email SMPO to set up a meeting to coordinate our efforts for next year

Agenda Items *(items that need to be brought to the board at a meeting)*:

- Set day for the summer retreat
- Discuss officer positions for next year

Next Meeting Date: 4/26/18 @ 9:00am at Tin Roof Bakery

Committee: School Performance

Meeting Date: 4/5/18

Attendance: Michelle, Teresa, Melissa, Monica

Goals:

- To recap last month's meeting for Teresa
- To discuss measuring student achievement in lower grades

Outline of Discussion:

- LCAP Review
  - Two broad goals relating to facilities, student achievement, parent involvement, etc.
  - Two goals specific to certain populations (for us it is socioeconomically disadvantaged students)
  - We discussed how this is a three-year plan with reporting every year about progress towards goals, and modification of goals along the way. The goals are pretty general and are intended to be met without difficulty.
- Discussion of data that is gathered in the younger grades
  - 1st and 2nd grade have iReady
  - Teresa will think about what data she gathers (such as reading level) that would be straightforward to report as a measure of student progress
- Discussion of the expectations in the charter
  - Our charter has goals for attendance and participation in state testing; also there are methods indicated for assessing students.

Action Items *(who will do what before the next board/committee meeting)*:

- Michelle will look at the charter with the teachers at a meeting

Agenda Items *(items that need to be brought to the board at a meeting)*:

- None

Next Meeting Date: TBD

Agenda Item 3.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

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

Date: April 19, 2018

ADMINISTRATIVE ITEMS:

- Our current enrollment is 167.
- We had our annual site visit from our authorizer on April 9th.
- Our LCAP focus group met on April 11th to orient members and discuss our process for creating the new adoption.
- Evaluations are being wrapped up for all employees who are up for formal evaluation this year.
- I led a large school tour on April 12th that included many parents of students who are enrolled for next year and some hopefuls who are on the wait list. We enrolled two students who came on the tour with their mom.
- On March 18th I will attend the Butte County Charter Leaders' Network April meeting (which will be one day in the past on the day of our Board meeting). Following this meeting in the evening will be a presentation from one of our special education service providers to charters who are joining the El Dorado SELPA. Charters are beginning to collaborate on sharing resources for services as the group of independent providers of special education grows.
- An email was sent to next year's 6th, 7th and 8th graders describing the enrollment model following the traditional Montessori grouping for next year and inviting parents to share their plans.
- Parent/teacher conference week is April 16-20.

FISCAL ITEMS:

- Our projected enrollment for the 2018-2019 school year looks very good.

LEGISLATIVE ITEMS:

- AB 2365, sponsored by CCSA, passed unanimously and provides for additional funding for African American students as a group that has been traditionally marginalized in public

schools. Funds received by LEAs must be earmarked for services and actions that will improve student achievement for African American students.

ACADEMIC AND ENRICHMENT PROGRAMS:

- Individual and group counseling has started for the spring semester with interns from the MFT program at CSU, Chico.
- Our cooking and gardening instructor, Sherri Scott, coordinated with student volunteers from CSU, Chico to do yard work at 1010 Cleveland on March 30th.

SAFETY ITEMS:

- We had a fire drill on March 27th.
- Our preliminary inspection from the Butte County Fire Department for the new classrooms was completed and our architect is prepared to address all requirements before the final inspection.

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Justin Allan, Director of MTSS

Subject: Director of Special Education Report

Date: April 19, 2018

Special education numbers have settled and are not expected to grow beyond one or two more students this school year. We currently have 27 students receiving special education services. Five of those students receive only speech services. Our speech numbers are on the low side and I would expect them to rise as our kindergarten and lower elementary population increases. We currently have our speech and language pathologist, Heather Wright, on campus two days a week on Tuesdays and Thursdays. She also serves students who receive school-based speech services that do not have IEP's.

Our Charter SELPA director and program specialist visited our campus on April 12th to do a program review of special education. They were able to see the learning center in action during a regular school day and gain firsthand experience with some of the challenges we are presented with on this campus. They looked at all aspects of special education and provided us with reports on our special education numbers. They also provided averages from the SELPA as a whole for comparison purposes. We looked over compliance metrics and data indicators for potential disproportionality issues and there are no areas of concern at this time. The only potential issue is parents opting out of state testing. We are encouraging all special education students to participate in state testing. The program review went well. We were commended for our work and for rising to meet the difficult challenges we have faced this year.

In regard to disproportionality some things are weighed more heavily than others. One of the items being monitored closely is the suspension rate of special education students versus non-special education students. Special education students have only been suspended for physical aggression/fighting and they have not been suspended more than non-special education students.

On April 20th all special education staff will participate in Crisis Prevention Intervention training (CPI). The training is being conducted by our program specialist from El Dorado SELPA. It focuses

on de-escalation tactics and strategies. CPI is a proven and well-established behavior intervention tool.

Finally, Gabrielle Chaplin our school psychologist is not returning next year. The position has been posted and increased to .25. One day a week is simply not enough because of the increase of students who are emotionally disturbed and have significant behavioral needs.

Agenda Item 3.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.5 Treasurer Report**

Date: April 19, 2018

The March Financial Board Reports will be available at the meeting on the 19th, as well as the analysis from the Board Treasurer.

Attachments: March Financial Board Reports

	Mar 31, 18
ASSETS	
Current Assets	
Checking/Savings	
9100-Assets	95,047
Total Checking/Savings	95,047
Other Current Assets	
9290 - Due from Grantor Govts.	-5,021
Total Other Current Assets	-5,021
Total Current Assets	90,027
Fixed Assets	
9410 - Land	95,000
9430- Building	112,209
9435-Accumulated Depreciation	-2,753
Total Fixed Assets	204,456
TOTAL ASSETS	**294,483**
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
9500-Accounts Payable	2,648
Total Accounts Payable	2,648
Other Current Liabilities	
9500-Liabilities	56,073
Total Other Current Liabilities	56,073
Total Current Liabilities	58,721
Total Liabilities	58,721
Equity	
Restricted Assets	53,692
Unrestricted Fixed Assets	204,456
Unrestricted Net Assets	101,455
Net Income	-123,841
Total Equity	235,761
TOTAL LIABILITIES & EQUITY	**294,483**

Sherwood Montessori
Profit & Loss YTD Comparison
March 2018

	Mar 18	Jul '17 - Mar 18
Ordinary Income/Expense		
Income		
8000-Revenues		
8010-8099 Revenue Limit Sources		
8011-Local Control Funding	64,243	389,795
8012-Education Protection Act		84,214
8019-Prior Year Adjustments	-2,216	-1,825
8096-In Lieu of Property Taxes	58,569	243,769
Total 8010-8099 Revenue Limit Sour...	120,596	715,953
8110-8290 Federal Revenues		
8181-Special Education-Federal		10,560
Total 8110-8290 Federal Revenues		10,560
8300-8599 Other State Revenue	7,369	99,099
8600-8799 Other Local Revenue	10,587	49,040
Total 8000-Revenues	138,552	874,652
Total Income	138,552	874,652
Gross Profit	138,552	874,652
Expense		
1000 Certificated Salaries	35,219	305,522
2000 Classified Salaries	41,512	303,780
3000-Employee Benefits	20,589	168,133
4000-Books and Supplies	2,661	30,982
5000 Services/Other Op. Exp.	29,618	190,076
Total Expense	129,599	998,494
Net Ordinary Income	8,953	-123,841
Net Income	**8,953**	**-123,841**

Sherwood Montessori
Board of Directors - Donations and Fundraising Report
March 2018

Type	Date	Memo	Amount
8000-Revenues			
8600-8799 Other Local Revenue			
8699-Fundraising and Donations			
8699-Field Trip Donations			
Ashland Trip			
Deposit	03/15/2018	Michelle Y. - Ashland	70
Deposit	03/26/2018	Celeste - Ashland trip	1,046
Deposit	03/26/2018	Celeste - Ashland trip	4,460
Total Ashland Trip			5,576
8699-Field Trip Donations - Other			
Deposit	03/01/2018	Tanya- field trip	5
Deposit	03/01/2018	Celeste - Ashland	60
Total 8699-Field Trip Donations - Other			65
Total 8699-Field Trip Donations			5,641
8699-Fundraising			
Deposit	03/01/2018	Sherwood fundraising	86
Deposit	03/01/2018	Sherwood fundraising	175
Deposit	03/01/2018	Sherwoodstock	250
Deposit	03/30/2018	eScrip	9
Total 8699-Fundraising			520
Classroom donation			
Deposit	03/01/2018	Marlo- Classroom donation	15
Deposit	03/01/2018	Marlo - Classroom donation	30
Deposit	03/15/2018	Michelle Y. - Celeste	10
Deposit	03/15/2018	Michelle Y. - Sheng	15
Total Classroom donation			70
Total 8699-Fundraising and Donations			6,231
Total 8600-8799 Other Local Revenue			6,231
Total 8000-Revenues			6,231
TOTAL			**6,231**

Sherwood Montessori
Board of Directors - Vendor Payments Report
March 2018

Type	Date	Num	Name	Memo	Account	Amount
Check	03/01/2018	DBT	Mendes Supply Co.	supplies	Custodial Supplies	303.90
Check	03/01/2018	DBT	Home Depot	SUPPLIES	Office Supplies	206.91
Bill	03/02/2018	549151...	California Water Service Co...	JAN-FEB 2018	Water	39.76
Bill	03/02/2018	INV 216...	Clark Pest Control	FEB 2018	Pest Control	135.00
Check	03/02/2018	5778	Steve Duke	lock-keys	Office Supplies	30.78
Check	03/02/2018	5777	Sherri Scott	supplies	Food (Instructional)	33.75
Check	03/02/2018	5779	Laura Larsen	LiveScan - Ashland trip	LiveScan and TB Test...	52.00
Check	03/02/2018	5780	Lee Thao	LiveScan - counselor/graduate student	LiveScan and TB Test...	52.00
Bill	03/02/2018	INV 171...	Chico Country Day	services - inv 1718-05 FEB	Extracurricular Services	2,046.97
Check	03/02/2018	DBT	Costco	SUPPLIES	Office Supplies	20.78
Check	03/02/2018	DBT	Mendes Supply Co.	supplies	Custodial Supplies	30.68
Check	03/05/2018	5783	Eileen Morris	school volunteer LiveScan - REPLACE...	LiveScan and TB Test...	52.00
Check	03/05/2018	DBT	Think Social Publishing	supplies	Instructional Supplies	41.63
Check	03/05/2018	DBT	RESEARCH PRESS	SUPPLIES	Instructional Supplies	92.98
Check	03/06/2018	DBT	STAPLES	supplies	Office Supplies	9.20
Check	03/06/2018	DBT	Costco	SUPPLIES	Office Supplies	54.04
Check	03/07/2018	DBT	Home Depot	SUPPLIES	Office Supplies	58.22
Bill	03/08/2018	INV507...	EverBank	INV 5002372	Copier Lease	243.63
Bill	03/08/2018		Waste Management	SERVICE FOR 2018 FEB	Trash/Recycling	93.47
Bill	03/08/2018	INV67287	North State Parent Magazine	CHARTER SCHOOL DIRECTORY 1/6 ...	Advertising	475.00
Bill	03/08/2018	INV 364...	Royal Aire Inc.	diagnostic on 1010 Cleveland heater	HVAC Service	79.00
Check	03/08/2018	5788	Hannah Robie	supplies	Extended Day	61.57
Check	03/08/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	59.64
Bill	03/09/2018	INV18-0...	CUSD	2018 INV18-00128 JAN	CUSD FUA Charges	1,381.70
Bill	03/09/2018	INV 7	Matt P. McLaughlin	INV # 7 - FEBRUARY SERVICES	SELPA	1,781.25
Check	03/09/2018	DBT	Amazon.com	LCAP recess equipment	Instructional Supplies	31.42
Check	03/09/2018	DBT	Poultry Life	PE equip LCAP	Instructional Supplies	34.75
Check	03/09/2018	DBT	Amazon.com	SUPPLIES	Extended Day	13.93
Check	03/13/2018	DBT	Walmart	supplies	Instructional Supplies	40.55
Check	03/13/2018	DBT	Amazon.com	SUPPLIES	Office Supplies	10.34
Check	03/13/2018	DBT	Target	supplies	Instructional Supplies	61.50
Check	03/14/2018	DBT	Amazon.com	SUPPLIES	Office Supplies	28.44
Check	03/14/2018	DBT	Walmart	LCAP - PE EQUIP	Instructional Supplies	133.00
Check	03/14/2018	DBT	Amazon.com	SUPPLIES - SPANISH PROGRAM	Instructional Supplies	53.61
Check	03/14/2018	DBT	heutink USA	supplies	Instructional Supplies	113.36
Check	03/14/2018	DBT	heutink USA	supplies	Instructional Supplies	113.36
Check	03/14/2018	DBT	heutink USA	supplies	Instructional Supplies	56.70
Check	03/14/2018	DBT	Costco	SUPPLIES	Office Supplies	48.22
Bill	03/15/2018	RML18-...	Butte County Office of Educ.	Parish-Pearce-Shults	Extracurricular Services	225.00
Bill	03/15/2018	INV980...	Verizon Wireless	MAR-APR 2018	Telephone, Cellular	115.39
Bill	03/15/2018	INV216...	Office Depot	supplies	Office Supplies	33.39
Bill	03/15/2018	INV1520	Chico Area Recreation & Pa...	1/2 PG AD in CARD'S APR-AUG 2018, ...	Field Trips and Asse...	1,800.00
Bill	03/15/2018		Thomas VanErt	1010 Cleveland screens, stucco, rafter c...	Contracted Service	270.00
Bill	03/15/2018		Comcast	2018 MAR-APR	Internet Service Provi...	190.91
Bill	03/15/2018		Marcie Pope, APE	Meetings for services 2018 JAN-FEB	SELPA	130.00
Bill	03/15/2018	INV13384	Law Office of Gregory P. Ein...	Professional Services	Attorney	338.00
Bill	03/15/2018	INVAR1...	Placer County Office of Edu...	SUMS Grant - PBIS Consulting Fees	Grant Services	5,500.00
Bill	03/15/2018	INVR2L...	Butte County Office of Educ...	Del Rio-Goddard-Robie-Kelly	Extracurricular Services	140.00
Check	03/15/2018	5802	Jeff Page Construction	supplies	Instructional Supplies	152.49
Check	03/15/2018	5803	Marissa Maxey	LiveScan	LiveScan and TB Test...	50.00
Check	03/15/2018	5804	Arturo Cesar	LiveScan	LiveScan and TB Test...	52.00
Check	03/15/2018	5805	Amandeep Kaur	LiveScan	LiveScan and TB Test...	52.00
Check	03/15/2018	5806	Kierston Terry	LiveScan	LiveScan and TB Test...	52.00
Bill	03/15/2018	2790528	Oregon Shakespeare Festival	Sherwood Montessori - Order # 2790528	Field Trips and Asse...	2,754.00
Bill	03/15/2018	INV 711...	White Glove Cleaning Service	2018 FEB INV 71153	Housekeeping Services	2,280.00
Check	03/15/2018	DBT	Amazon.com	SUPPLIES	Office Supplies	5.88
Check	03/19/2018	DBT	Wufoo	MAR-APR	Online List Managem...	11.31
Check	03/23/2018	ACH	CharterSAFE	Premium package - 17/18	5400-Liability Insurance	1,277.00
Check	03/23/2018	ACH	CharterSAFE	Premium package - 17/18	3601-Workers Comp	734.00
Bill	03/26/2018	INV000...	Educational and Community...	PBIS Apps	Software Licensing	145.83
Bill	03/26/2018	INV18-0...	CUSD	2018 INV18-00104DEC	CUSD FUA Charges	1,201.66
Bill	03/26/2018		PG & E	2/7 TO 3/8/18 BILLING	Electricity	253.93
Check	03/26/2018	5812	Tanya,Parish	supplies	Instructional Supplies	70.53
Check	03/26/2018	5813	Sherri Scott	mileage	5200-Travel and Conf...	4.25
Check	03/26/2018	5813	Sherri Scott	supplies	Food (Instructional)	62.99
Check	03/27/2018	DBT	Costco	supplies	Custodial Supplies	29.48
Check	03/27/2018	DBT	Costco	stamps	Office Supplies	36.27
Check	03/27/2018	DBT	Costco	supplies	Extended Day	52.00
Check	03/27/2018	DBT	FoodMaxx	supplies	Office Supplies	4.28
Check	03/27/2018	DBT	FoodMaxx	SUPPLIES	Extended Day	2.99
Check	03/27/2018	DBT	Laser Printer Checks	Checks-Marble Green (Invoice 33966)	Office Supplies	88.44
Check	03/27/2018	DBT	Home Depot	PAINT SAMPLES 1010 CLEVELAND	Office Supplies	11.20
Check	03/28/2018	DBT	Mendes Supply Co.	supplies	Custodial Supplies	86.15
Check	03/28/2018	DBT	Mendes Supply Co.	supplies	Office Supplies	174.93

Type	Date	Num	Name	Memo	Account	Amount
Check	03/28/2018	DBT	Amazon.com	SUPPLIES	Office Supplies	50.37
Check	03/28/2018	DBT	Montessori Research and D...	SUPPLIES	Instructional Supplies	44.19
Check	03/29/2018	DBT	Costco	SUPPLIES	Office Supplies	10.71
Check	03/30/2018	DBT	FoodMaxx	supplies	Office Supplies	1.92
Check	03/30/2018	DBT	Gateway Science Museum	Gateway Science Museum fieldtrip	Field Trips and Asse...	75.00
Bill	03/31/2018	201718-9	Pat Casey	services - march 2018	Business Manager Se...	2,650.00
TOTAL						**29,395.53**

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2 Local Control Accountability Plan (LCAP) Stakeholder Input**

Date: April 19, 2018

SUMMARY

The LCAP adoption process should have ample opportunities for a variety of stakeholders to give input, including: students, parents, faculty, staff and community members.

DISCUSSION

The LCAP format includes a description of the process for engaging stakeholders to gain input. A focus group has met to discuss our current LCAP and the course for developing our future adoption. Including the LCAP as an item at our public meetings is also good practice for giving opportunity for stakeholder input. Sherwood also requests input from parents and guardians via an annual survey.

ACTION REQUESTED

Discuss content of stakeholder survey.

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

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

Date: April 19, 2018

SUMMARY

We have two current members of our Board of Directors whose term is coming to an end. This item provides an opportunity for a discussion of the recruitment process.

DISCUSSION

Our current Board Secretary, Kristy Cowell, is coming to the end of her maximum allowable term serving as a director. David Steffeson's one-year term is also coming to an end, although he could choose to run again as he has not reached the maximum term allowable in this one year. The Governance Committee submitted the following to guide a Board discussion on creating clarity and accuracy in portraying the responsibilities of directors as a strategy to recruit candidates:

Prior to recruiting new candidates for the board, we should clarify the expectations of directors:

- Attendance at meetings (miss 2 per year max)
- Committee work (potentially including chairing a committee)
- Presence at community events (1 each semester? Must include Sherwoodstock?)

Officers (2-year term/apprenticeship model?)

Talk to SMPO about volunteer structure:

- Having a volunteer coordinator for each class could be helpful for teachers as well as helping the board identify parents who could help in certain capacities.

Our bylaws indicate that committee meetings should be noticed in the same way as board meetings.

- Submitting committee reports is necessary; minutes from the meetings as well as time and location of the next meeting need to be public record**.**

ACTION REQUESTED

Discuss expectations for future and current directors in preparation for the upcoming election for the Board of Directors.

Agenda Item 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.4 Measure K Bond Loan Agreement**

Date: April 19, 2018

SUMMARY

The Measure K Charter School Facilities Committee has a mechanism for acquiring advanced funding for projects allowable under Measure K.

DISCUSSION

Sherwood is currently moving forward with two facilities projects:

1. Replacing all classroom and office lighting with energy saving alternatives and replacing current HVAC units with energy saving units using Prop 39 Clean Energy and Jobs Act funds.
2. Placing two refurbished relocatable classrooms at 1010 Cleveland Ave. using Measure K bond funds.

While neither of these projects require revenues from our operating budget, there is a possibility that we will have cash flow issues if we use the overages planned for the classrooms project and do not receive the disbursements from the State for the Prop 39 project in a timely manner.

The Measure K Charter School Facilities Committee approved a loan agreement that could be used between cooperating charters for one school to receive bond funds in advance of the next apportionment, to be paid back at the time of the next allocation of funds.

The funds borrowed would be to cover the costs of furnishing the new science lab/makerspace/art studio and music instruction classroom. When the second round of bond sales is completed, which may be as soon as 2019, the funds advanced to Sherwood would be returned to the loaning charter. This would be a no cost loan, as the attached resolution describes.

At this point, the loaning charter has not been identified, but the possibility was discussed at the April meeting of the Measure K Committee. If we do go forward with this process, it would require approval from this board, the lending school's board, and the CUSD Board of Education.

ACTION REQUESTED

Adopt resolution describing loan agreement.

Attachment: Board Resolution: Measure K Charter School Loan Agreement

XYZ Charter School
Board Resolution:
Agreement to Loan Measure K Allocation to
SHERWOOD MONTESSORI Charter School

The Board of Directors of XYZ Charter School resolves to loan to SHERWOOD MONTESSORI Charter School a portion of the XYZ Charter School's Measure K allocation, up to $10,000, not to exceed 90% of the allocation of SHERWOOD MONTESSORI Charter School's total Measure K apportionment in order to facilitate the completion of charter school projects prior to the second bond sale.

XYZ Charter School is to receive a total of $ TBD million over the course of a projected six years, in three total rounds of bond sales in 2017-18, 2020-21 and 2022-23.

SHERWOOD MONTESSORI Charter School is to receive a total of $1,351,699 over the course of a projected six years, in three total rounds of bond sales in 2017-18, 2020-21 and 2023-24.

EXPLANATION: SHERWOOD MONTESSORI Charter School has a project that requires additional funding but can be accomplished within the timeframe of 2017-2020. Upon the sale of the second round of bonds, XYZ charter school will receive the portion that was originally allocated to SHERWOOD MONTESSORI Charter School in the total amount loaned to that school.

Both charter schools recognize that the bond sales in the future are projected and therefore the total amounts allocated are based upon projections and projected years of sale. This may result in a lesser amount allocated to both schools.

PASSED AND ADOPTED this ___ day of _____, 2018, by the Governing Board of Directors of XYZ School of Butte County, California, by the following vote:

_____ YES

_____ NOES

_____ ABSENT

Signed: _____
, Board Secretary

PASSED AND ADOPTED this 19th day of April, 2018, by the Governing Board of Directors of SHERWOOD MONTESSORI School of Butte County, California, by the following vote:

_____ YES

_____ NOES

_____ ABSENT

Signed: _____
Kristy Cowell, Board Secretary

PRESENTED to the CUSD Board of Trustees this ____day of _____, 2018.

Agenda Item 5.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.5 Measure K Spending Proposal: Equipment and Furnishings**

Date: April 19, 2018

SUMMARY

Furnishings and equipment for our new classrooms can be paid for with Measure K funds.

DISCUSSION

Our new science lab/makerspace/art studio and our new music instruction classroom will need furniture and science equipment. These are approved uses for the Measure K bond. The attached spending proposal will cover costs of purchasing high quality science lab equipment and furnishings for both classrooms.

ACTION REQUESTED:

Approve spending proposal.

Attachment: Measure K Spending Proposal

Measure K Charter School Facilities Committee
Project Recommendation Form for Consideration by CUSD Board of Trustees

GENERAL INFORMATION:

Name of School: Sherwood Montessori
Address: 1010 Cleveland Avenue, Chico CA 95928
Contact Name: Michelle Yezbick
Contact Phone/email: (530) 345-6600 / michelle@sherwoodmontessori.org
Year Established: 2010
Charter Renewal Date: January, 2017
CDS Code: 04-61424-0121475
Charter Number:1166
Website: www.sherwoodmontessori.org

1. **Type of Project:**
   - _____Planning
   - _____Construction
   - _____Health Safety (Including ADA)
   - _____Modernization/Repair/Renovation/Improve
   - _____Purchase or lease Project
   - ___X__Other (including FF&E)

   Furniture/Equipment

2. **Project Narrative:**

Sherwood Montessori is requesting $10,000 for furniture and equipment to outfit our new classrooms:

1. Chairs/stools: 40 chairs, estimated $1,200
2. Folding tables: 15 tables, estimated $1,400
3. Science equipment: Purchase of microscopes, scales, beakers, and other non-consumable science equipment: estimated $7,400

3. **Charter School Property Project Location**: *(If project location is different from address above.)*

---

a. Does your school currently operate on a CUSD School Site: X___yes _____no
b. Does your school lease property/buildings from a private owner: _____yes X___no
Note: Sherwood also operates on a site it owns, adjacent to Chapman Elementary, at 1010 Cleveland Ave.

4. **Enrollment:**
   a. Current enrollment and ADA: 167/156.98
   b. Description of Growth plan if any:

No plans for growth related to this project.

5. **Financial Questions**

a. Was your prior annual audit report free of any negative findings? ___X__yes _____no

(if no, please explain)

b. What were your cash reserves as a percent of expenditures at the end of the prior fiscal year?
30%

6. Project Schedule

Please briefly describe the timeline for the project planning and completion.

The construction project involving the placement of two relocatable classrooms at 1010 Cleveland Ave. is scheduled to be completed by August 1st, 2018. Ordering for furniture and equipment for these classrooms will be completed over the summer, with delivery dates after June 30th.

7. Total Allocation for School Round 1: $400,174

8. Total Estimated Cost of Project: $10,000

Amount Remaining in Allocation* $0

*Note: Sherwood has $1,351,699 of total allocation from Measure K funds. The overages in the construction project may be enough to cover the purchases described here. If those funds are not available in time to make these purchases, Sherwood has entered and agreement for an advance from Charter ABC. Sherwood will pay off this loan at the time the second round of bond sales is complete, or sooner.

School Facilities Projects to be Funded with Proceeds of Bonds

"Bond proceeds will be expended to repair, modernize, replace, renovate, expand, construct, acquire, equip, furnish and otherwise improve the classrooms and school facilities the [charter's] existing schools, new school sites, and other [charter] owned properties to provide equity among campuses, improved facilities, and student access to instructional technology."—Measure K

Agenda Item 5.6

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.6 School Calendar 2018-2019**

Date: April 19, 2018

SUMMARY

An updated draft of a calendar for the 2018-2019 school year has been created.

DISCUSSION

After last month's discussion regarding instructional minutes, the impact of the shortened afternoon was brought to the teachers. The majority of the teachers felt that adding instructional time to the end of the day would be beneficial. Mike Allen, principal of Chapman Elementary, did not forsee problems with the proposed change of adding ten minutes to the end of the school day.

A 2:50 p.m. dismissal will give teachers a cushion of time to make afternoon instruction more effective without disrupting after school community activities of students and families.

The attached draft of the 2018-2019 calendar includes this change.

ACTION REQUESTED: Discuss and approve calendar.

Attachments: Draft of School Calendar for 2018-2019 School Year, Instructional Minutes, Instructional Days, Schedule

Sherwood Montessori

2018-2019 School Calendar DRAFT 3/8 revision

August 2018

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	EP	EP	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018

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 2018

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 2018

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 2018

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 2019

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 2019

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 2019

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 2019

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 2019

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 2019

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	EP	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 2019

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 13-14	Planning/Development Days
Aug 15	First Day of School for students
Sep 3	Labor Day-no school
Oct 26	Parent/Teacher Conferences - no school
Nov 12	Veterans Day - no school
Nov 19-23	Thanksgiving Break-no school
Dec 21-Jan 4	Winter Break-no school
Jan 21	Martin Luther King Jr. Day-no school
Feb 15 & 18	Presidents Day-no school
Feb 15	Attendance Make-Up Day-8:45-12:00

Mar 18-22	Spring Break - no school
Apr 12	Parent/Teacher Conferences- no school
Apr 19-22	Spring Break 2-no school
May 27	Memorial Day-no school
Jun 5	Last Day of School

Month	M	T	W	TH	F	Notes	K-min	1/8-min	M	T	W	TH	F	M	T	W	TH	F
August	15	16	15	16	17		600	915	0	0	305	305	305	0	0	200	200	200
August	20	21	22	23	24		1000	1525	305	305	305	305	305	200	200	200	200	200
August	27	28	29	30	31		1000	1525	305	305	305	305	305	200	200	200	200	200
Sept	3	4	5	6	7	Labor Day Holiday	800	1220		305	305	305	305		200	200	200	200
Sept	10	11	12	13	14		1000	1525	305	305	305	305	305	200	200	200	200	200
Sept	17	18	19	20	21		1000	1525	305	305	305	305	305	200	200	200	200	200
Sept	24	25	26	27	28		1000	1525	305	305	305	305	305	200	200	200	200	200
Oct	1	2	3	4	5		1000	1525	305	305	305	305	305	200	200	200	200	200
Oct	8	9	10	11	12		1000	1525	305	305	305	305	305	200	200	200	200	200
Oct	15	16	17	18	19		1000	1525	305	305	305	305	305	200	200	200	200	200
Oct	22	23	24	25	26	Conference Week	800	1020	255	255	255	255	0	200	200	200	200	0
Oct/Nov	29	30	31	1	2		1000	1525	305	305	305	305	305	200	200	200	200	200
November	5	6	7	8	9		1000	1525	305	305	305	305	305	200	200	200	200	200
November	12	13	14	15	16	Veterans Day Holiday	800	1220		305	305	305	305		200	200	200	200
November	19	20	21	22	23	Thanksgiving Break	0	0										
November	26	27	28	29	30		1000	1525	305	305	305	305	305	200	200	200	200	200
Dec	3	4	5	6	7		1000	1525	305	305	305	305	305	200	200	200	200	200
Dec	10	11	12	13	14		1000	1525	305	305	305	305	305	200	200	200	200	200
Dec	17	18	19	20	21	Winter Break	800	1220	305	305	305	305		200	200	200	200	
Dec	24	25	26	27	28	Winter Break	0	0										
Dec/Jan	31	1	2	3	4	Winter Break	0	0										
Jan	7	8	9	10	11		1000	1525	305	305	305	305	305	200	200	200	200	200
Jan	14	15	16	17	18		1000	1525	305	305	305	305	305	200	200	200	200	200
Jan	21	22	23	24	25	Martin Luther King Jr. Day	800	1220		305	305	305	305		200	200	200	200
Jan/Feb	28	29	30	31	1		1000	1525	305	305	305	305	305	200	200	200	200	200
Feb	4	5	6	7	8		1000	1525	305	305	305	305	305	200	200	200	200	200
Feb	11	12	13	14	15	Lincoln's Birthday Holiday	800	1220	305	305	305	305		200	200	200	200	
Feb	18	19	20	21	22	Presidents Day Holiday	800	1220		305	305	305	305		200	200	200	200
Feb/Mar	25	26	27	28	1		1000	1525	305	305	305	305	305	200	200	200	200	200
March	4	5	6	7	8		1000	1525	305	305	305	305	305	200	200	200	200	200
March	11	12	13	14	15		1000	1525	305	305	305	305	305	200	200	200	200	200
March	18	19	20	21	22	Spring Break 1	0	0										
March	25	26	27	28	29		1000	1525	305	305	305	305	305	200	200	200	200	200
April	1	2	3	4	5		1000	1525	305	305	305	305	305	200	200	200	200	200
April	8	9	10	11	12	Conference Week	800	1060	265	265	265	265	0	200	200	200	200	0
April	15	16	17	18	19	Spring Break 2	800	1220	305	305	305	305		200	200	200	200	
April	22	23	24	25	26	Spring Break 2	800	1220		305	305	305	305		200	200	200	200
April/May	29	30	1	2	3		1000	1525	305	305	305	305	305	200	200	200	200	200
May	6	7	8	9	10		1000	1525	305	305	305	305	305	200	200	200	200	200
May	13	14	15	16	17		1000	1525	305	305	305	305	305	200	200	200	200	200
May	20	21	22	23	24		1000	1525	305	305	305	305	305	200	200	200	200	200
May	27	28	29	30	31	Memorial Day Holiday	800	1220		305	305	305	305		200	200	200	200
June	3	4	5	6			600	915	305	305	305	0		200	200	200	0	
TOTAL							**36000**	**54540**										

Month	M	T	W	TH	F	Notes	Inst. Day	Non-Inst.	Total Work
August	13	14	15	16	17		3	2	5
August	20	21	22	23	24		5	0	5
August	27	28	29	30	31		5	0	5
Sept	3	4	5	6	7	Labor Day Holiday	4	0	4
Sept	10	11	12	13	14		5	0	5
Sept	17	18	19	20	21		5	0	5
Sept	24	25	26	27	28		5	0	5
Oct	1	2	3	4	5		5	0	5
Oct	8	9	10	11	12		5	0	5
Oct	15	16	17	18	19		5	0	5
Oct	22	23	24	25	26	Conference Week	4	1	5
Oct/Nov	29	30	31	1	2		5	0	5
November	5	6	7	8	9		5	0	5
November	12	13	14	15	16	Veterans Day Holiday	4	0	4
November	19	20	21	22	23	Thanksgiving Break	0	0	0
November	26	27	28	29	30		5	0	5
Dec	3	4	5	6	7		5	0	5
Dec	10	11	12	13	14		5	0	5
Dec	17	18	19	20	21	Winter Break	4	0	4
Dec	24	25	26	27	28	Winter Break	0	0	0
Dec/Jan	31	1	2	3	4	Winter Break	0	0	0
Jan	7	8	9	10	11		5	0	5
Jan	14	15	16	17	18		5	0	5
Jan	21	22	23	24	25	Martin Luther King Jr. Day	4	0	4
Jan/Feb	28	29	30	31	1		5	0	5
Feb	4	5	6	7	8		5	0	5
Feb	11	12	13	14	15	Lincoln's Birthday Holiday	4	0	4
Feb	18	19	20	21	22	Presidents Day Holiday	4	0	4
Feb/Mar	25	26	27	28	1		5	0	5
March	4	5	6	7	8		5	0	5
March	11	12	13	14	15		5	0	5
March	18	19	20	21	22	Spring Break 1	0	0	0
March	25	26	27	28	29		5	0	5
April	1	2	3	4	5		5	0	5
April	8	9	10	11	12	Conference Week	4	1	5
April	15	16	17	18	19	Spring Break 2	4	0	4
April	22	23	24	25	26	Spring Break 2	4	0	4
April/May	29	30	1	2	3		5	0	5
May	6	7	8	9	10		5	0	5
May	13	14	15	16	17		5	0	5
May	20	21	22	23	24		5	0	5
May	27	28	29	30	31	Memorial Day Holiday	4	0	4
June	3	4	5	6	7		3	1	4
TOTAL									
							180	**5**	**185**

DAILY SCHEDULE				
Class		Class Minutes	Lunch	Minutes
K	8:45-12:05	200		200
1st	8:45-2:50	365	60	305
2-3	8:45-2:50	365	60	305
4-5-6	8:45-2:50	365	60	305
7-8	8:45-2:50	365	60	305

LEGAL REQUIREMENT	
Instructional Minutes	TOTAL
200	36000
280	50400
280	50400
300	54000
300	54000

EXCESS OF REQUIREMENT		
K	**36000**	0
1st	**54580**	4180
2-3	**54580**	4180
4-5-6	**54580**	580
7-8	**54580**	580

SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California
Date/Time: **Thursday, May 17, 2018 – 6:00 p.m.**

AGENDA

1. **CALL TO ORDER** (6:00 p.m.)
   1.1 Roll Call Monica Woodward, Kristy Cowell, Heather Fox, David Steffenson, Melissa Struyf, Tanya King, Dillon Chik-McNeal

2. **CONSENT AGENDA** (6:05 p.m.)
   2.1 Minutes Approval Consider approval of minutes from Regular Meeting, April 19, 2018.

3. **REPORTS AND COMMUNICATION** (6:10 p.m.)
   3.1 Committee Reports
   3.2 Instructional Staff Reports
   3.3 Sherwood Montessori Parents Organization Report
   3.4 School Director Report
   3.5 Director of MTSS Report
   3.6 Treasurer Report

3. **NOTICED PUBLIC HEARINGS**
   None

4. **REGULAR BUSINESS**
   5.1 Items Removed From Consent (If any)

   5.2 Board Development: Montessori Curriculum Library Project (MCLP) (6:45 p.m.)
   The Board will be given a presentation to illustrate the benefits for student achievement that will come from the MCLP.
   ACTION REQUESTED: Receive report.

6. **PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA**
   Any person may address the Board during the "Public Comment" item by stating their name for the record and reason for comment. The Board may not act on any matter unless duly agendized for a future meeting.

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 The Board will be asked to adopt the final draft of the Local Control Accountability Plan (LCAP) for 2018-2019

7.2 The Board will be asked to adopt an initial budget for the 2018-2019 school year

7.3 The Board will present a commendation for outgoing board member Kristy Cowell

7.4 The Board will welcome a new member

8. CLOSED SESSION (7:15 p.m.)

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. 8:15 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 OF THE BOARD OF DIRECTORS

Sherwood Montessori Room No. 4 1071 E. 16th St., Chico, California
Date/Time: Thursday, April 19, 2018 – 6:00 p.m.

AGENDA

1. CALL TO ORDER (6:00 p.m.) Meeting to order 6:06

1.1 Roll Call Monica Woodward, Kristy Cowell, David Steffenson, Melissa Struyf, Tanya King, Dillon Chik-McNeal

Absent: Heather Fox

2. CONSENT AGENDA (6:05 p.m.)

2.1 Minutes Approval Consider approval of minutes from Regular Meeting, February 15, 2018 and Regular Meeting, March 15, 2018.

2.2 Tobacco Policy Consider adoption of Prohibition of Student Tobacco Use Policy.

Motion to approve consent agenda: David Steffenson

Second: Tanya King

Vote: Unanimous vote to approve consent agenda.

3. REPORTS AND COMMUNICATION (6:10 p.m.)

3.1 Committee Reports

- Tanya King mentions that it is difficult to find the time to have committee meetings and wants to see a schedule set up for the year
- Tanya new chair for Development committee. Will work on fundraisers.
- committees have been re-organized and re-structured.

3.2 Sherwood Montessori Parents Organization Report

3.3 School Director Report

- met with architect and learned there will be some adjustments due to county
- Grades 4-5-6 will be together next year

3.4 Director of MTSS Report

- numbers have stabilized
- keeping speech services 2 2 days a week
- suspensions have been a topic

- mental health issues are continuous and constant

3.5 Treasurer Report –

- Ada #s have been accepted….
- should be back into positive by June and end the year in a good spot
- -things look good-
- numbers are dramatically increasing-
- in leiu taxes have taken a good term that helps with cash flow for the time being –
- teachers need to finish spending by the end of April –
- looking good…
- filing federal reports tomorrow –
- sitting on about 80K of restricted $....this is good.
- We have 50K from prop 39
- Looking for preliminary budget by next month.
- There may be new air conditioners this year.

4. NOTICED PUBLIC HEARINGS None

5. REGULAR BUSINESS

5.1 Items Removed From Consent NONE

5.2 Local Control Accountability Plan (LCAP)

ACTION REQUESTED: Discuss stakeholder input for the 2018-2019 LCAP draft.

Discussion:

- LCAP process
    - had a focus group meeting
- will do parent survey any input welcome at public meetings
- Ideas included:
    - School culture questions
    - parent involvement
    - opportunities for parent involvement
    - bullying and aggressive behavior

5.3 Candidates for the Election of the Board of Directors

ACTION REQUESTED: Discuss the upcoming election.

Discussion: we are looking for a board member that is not connected to the school

5.4 Measure K Bond Loan Agreement (7:15 p.m.)

ACTION REQUESTED: Adopt resolution describing loan agreement.

Motion to adopt resolution describing loan agreement: Dillon Chik-McNeal

Second: Melissa Struyf

Vote: Unanimous Yes to adopt resolution describing loan agreement

Discussion:

- Michelle explained this loan agreement…..
- no interest and no fee….
- can be repaid anytime….
- .Michelle hopes to have the buildings up and full of materials this coming fall…..
- would be good for enrollment and retention

5.5 Measure K Bond Spending Proposal (7:25 p.m.)

ACTION REQUESTED: Approve spending proposal.

Motion to approve spending proposal: Dillon chik-McNeal

Second: Kristy Cowell

Vote: Unanimous Yes to approve spending proposal

Discussion:

- Monica wants to see strong, sturdy tables in science room
- Chico State and Butte college have equipment 'give a-ways' every year
- will there be a locked cabinet for equipment?
    - Yes

5.6 2018-2019 Calendar Brought to the board by Governance committee

ACTION REQUESTED: Approve 2018-2019 school calendar.

Motion to approve 2018-2019 school calendar: Melissa Struyf

Second: Monica Woodward

Vote: Unanimous Yes to approve the 2018-2019 school calendar

Discussion:

- what's new?
    - 60 minute lunch is not instruction time
- Teacher meeting shows that the teachers want more time in pm

- 10 minutes instruction time will be added to each day
- Awareness that lunch now is difficult and 10 minutes a day won't make much of a difference to teachers
    - the possibility of an earlier lunch would be nice
- Hope is that this time is minutes neutral to teachers
- It is noted that the board will revisit this issue next year after the addition of specialty teachers

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

Wanting clarification on the one hour fire wall…..what does that mean?

7. FUTURE AGENDA ITEMS

7.1 The Board will be asked to adopt the final draft of the Local Control Accountability Plan (LCAP) for 2018-2019.

7.2 The Board will be asked to adopt an initial budget for the 2018-2019 school year.

7.3 The Board will be asked to conclude the review of the School Director in closed session.

7.4 The Board will be asked to schedule a summer retreat date.

8. ADJOURNMENT 8:10

Committee: School Performance

Meeting Date: 5/10/18

Attendance: Melissa, Teresa, Michelle, Monica

Goals:

- To reflect on our practices as a Montessori school using the Essential Elements rubric from NCMPS

Outline of Discussion:

- We started with Domain 3: Family engagement. We felt that we do well in many ways, including an up-to-date handbook, translated materials, an active SMPO, and family representation on the school board. Weakest element in this section was family education opportunities, and some question was raised regarding whether families would take advantage of more opportunities if they were offered. We also talked about the different ways that classroom news is distributed.
- For Domain 1: Adults, Michelle told us that most elements fall in the category of "satisfactory", and cost is a major factor in limiting further training for faculty and staff.
- For Domain 2: Montessori Learning Environment, we felt that the school does quite well. We have traditional Montessori age groupings (to the extent possible with our enrollment), we provide uninterrupted 3 hour work time, we provide choice and access to materials and work locations, and we provide the best possible environment for Special Ed and ELL students. One area of weakness is access to a prepared outdoor environment, and we talked about ways we might try to improve this for K and lower el, although there are many restrictions to consider (such as keeping a large area clear as a fire lane).
- We glanced through Domain 4: Leadership and Organizational Development and Domain 5: Assessment, with Michelle telling us that membership in a Montessori organization would be cost prohibitive, but that otherwise we do well in this domain, and for assessment we talked briefly about work plans and student involvement in their own assessment.
- Teresa also updated us about data that is collected in her classroom, and we talked about the purpose being to show growth throughout the year. She showed us charts of reading level at the beginning of the year vs. later in the year showing progression from lower reading levels to higher ones.

Action Items *(who will do what before the next board/committee meeting)*:

- Michelle will bring the results of the LCAP survey to our next meeting so we can compare them to our impressions of Family Engagement

Agenda Items *(items that need to be brought to the board at a meeting)*:

- None

Next Meeting Date: TBD

Agenda Item 3.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.2 Instructional Staff Reports**

Date: May 17, 2018

For the May Instructional Staff Reports, Upper Elementary Teacher Tanya Parish will share her insights gained from visiting a Montessori school in the Sacramento area that is part of the California Montessori Project. Presenting to share the perspective of a teacher of younger students will be April Pearce, one of our lower elementary teachers.

Agenda Item 3.3

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SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Romie Steffenson, SMPO Events Coordinator

Subject: **Agenda Item 3.3 Sherwood Montessori Parents Organization Report**

Date: May 17 2018

Sherwood Montessori Parents Organization
Report to the Board of Directors

The last SMPO Meeting of the 2017-2018 school year was held in May 8, 2018. This meeting was held at Kelli Kurth's residence and live streamed via Facebook Live.

Sherwoodstock is the last fundraising event of the year. Nili Yudice will be attending the BOD meeting to discuss where the planning committee is at as far as progress and needs.

Monica Woodward and David Steffenson were present addressing the vacancies on the Board of Directors. Additionally, there are currently no candidates to serve on the SMPO next year. Any parents who are interested, please contact Michelle Yezbick, as soon as possible.

This year's changes to the organization of the SMPO was a huge success. The teamwork and response from the community was very positive. I am hopeful the parent community continues to be supportive and successful.

Signing off and wishing everyone a wonderful Summer!

Agenda Item 3.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.4 School Director Report**

Date: May 17, 2018

ADMINISTRATIVE ITEMS:

- Our current enrollment is 167.
- Our Sherwood Community Survey is currently collecting input from our stakeholders to use in writing our LCAP for 2018-2019.
- Our construction project has hit a delay as P.G.&E. has informed us that the design phase for the electricity being brought to the property will not be completed until end of June/mid-July.
- Ally Boyer was hired to be an aide in our Extended Day program. Ally is a former student from the school's early years.

FISCAL ITEMS:

- We should know soon what the final recommended numbers are for planning an original budget for 2018-2019. Indicators say the May revise should be in our favor with the state revenues looking very good, but it remains to be seen if Governor Brown will choose to increase spending on schools from his original proposed budget.
- Our Measure K loan proposal was preliminarily approved by the Charter School Facilities Committee. Inspire High School will present it on their June 11th meeting agenda. In the meantime, I am looking at saving money by using public surplus property sources.

ACADEMIC AND ENRICHMENT PROGRAMS:

- State standardized tests are being administered to all students in grades 3 and up.
- Our classrooms are engaged in end-of-the-year culminating activities, and thoughts are turning towards preparing for next year.
- Our PBIS team attended the last training of the year for implementing Positive Behavior Interventions and Supports. The following day, the team took a work day (substitute teachers were assigned) to tackle the remaining work for a hard launch for the first days of school next year. We will take one more half day to finish up the work.

SAFETY ITEMS:

- Our fire drill in April included a component where the campus was first scanned for dangerous intruders. The direction given from disaster preparedness and safety advisors is to evacuate immediately if smoke or gas can be smelled or seen, but a scan for safety should be conducted if a fire alarm is heard and no smoke or gas is seen or smelled.
- We had an audit of our students' files looking for compliance with required immunizations. We were commended for having our paperwork in excellent order, a reflection of the work of our school nurse, Peggy Hicks.

Agenda Item 3.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Justin Allan, Director of MTSS

Subject: **Agenda Item 3.5** Director of Special Education Report

Date: May 17, 2018

The following will likely be our final end of school year special education numbers. The current number of Special education students is 25. Out of those 25, 12 students also receive speech and language services. We have 4 students receiving ERMHS (Educationally Related Mental Health Services) and anticipate a 5th student having this service next year. We have two students receiving Adaptive PE services and 4 students who receive Occupational Therapy services.

One of the responsibilities of the Director of MTSS position is managing 504 plans. This includes running 504 meetings, writing 504 accommodation plans and helping to determine if a student meets eligibility requirements for a 504 plan. 504 plans fall under the protection of the Americans with Disabilities Act. Special education students are protected by the Individuals with Disabilities Education Act (IDEA).

504 plans fall under the realm of general education. They are implemented when a student has a disability and a need for accommodations but might not meet the requirements for an IEP or have the need for special education services. 504 plans provide accommodations for students in the general education setting. Although 504 plans are technically a part of general education they are so closely related to special education that our SELPA has provided current forms and procedures for developing 504 plans. The Sherwood Montessori 504 plan paperwork was already strong, but I updated it with some newer documents provided by El Dorado SELPA.

504's can also be a precursor for an IEP. We have several current students on 504 plans that in the future may need to be assessed for special education. Students on 504's are monitored closely. When a student has a 504 plan and is unable to achieve adequate progress and/or is unsuccessful with accommodations in place they may need further support.

Finally, the CPI training provided by our SELPA on April 20th was strong and very beneficial for our special education staff. We have also started the interview process for the school psychologist and education specialist positions.

Agenda Item 3.6

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.6 Treasurer Report**

Date: May 17, 2018

The April Financial Board Reports will be available at the meeting on the 17th, as well as the analysis from the Board Treasurer.

Attachments: April Financial Board Reports

Sherwood Montessori
Balance Sheet - Current Month
Accrual Basis — As of April 30, 2018

	Apr 30, 18
ASSETS	
Current Assets	
Checking/Savings	
9100-Assets	157,305
Total Checking/Savings	157,305
Other Current Assets	
9290 - Due from Grantor Govts.	-5,021
Total Other Current Assets	-5,021
Total Current Assets	152,284
Fixed Assets	
9410 - Land	95,000
9430- Building	112,209
9435-Accumulated Depreciation	-2,753
Total Fixed Assets	204,456
TOTAL ASSETS	**356,740**
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
9500-Accounts Payable	4,597
Total Accounts Payable	4,597
Other Current Liabilities	
9500-Liabilities	72,172
Total Other Current Liabilities	72,172
Total Current Liabilities	76,769
Total Liabilities	76,769
Equity	
Restricted Assets	53,692
Unrestricted Fixed Assets	204,456
Unrestricted Net Assets	101,455
Net Income	-79,631
Total Equity	279,971
TOTAL LIABILITIES & EQUITY	**356,740**

Sherwood Montessori
Profit & Loss YTD Comparison
April 2018

	Apr 18	Jul '17 - Apr ...
Ordinary Income/Expense		
Income		
8000-Revenues	163,231	1,037,884
Total Income	163,231	1,037,884
Gross Profit	163,231	1,037,884
Expense		
1000 Certificated Salaries	35,446	340,968
2000 Classified Salaries	41,320	345,101
3000-Employee Benefits	20,126	188,259
4000-Books and Supplies	3,271	34,253
5000 Services/Other Op. Exp.	18,830	208,934
Total Expense	118,994	1,117,515
Net Ordinary Income	44,237	-79,631
Net Income	**44,237**	**-79,631**

Sherwood Montessori
Board of Directors - Vendor Payments Report
April 2018

Type	Date	Num	Name	Memo	Account	Amount
Check	04/03/2018	5832	Siana Sonoquie	LiveScan - Ashland trip	LiveScan and TB Test...	52.00
Bill	04/03/2018	INV 217...	Office Depot	SUPPLIES	Office Supplies	55.61
Bill	04/03/2018		California Water Service Co...	FEB-MAR 18	Water	39.76
Bill	04/03/2018	INV 171...	Chico Country Day	services - inv 1718-08 APRIL 2018	Extracurricular Services	2,046.97
Bill	04/03/2018	INV#8	Matt P. McLaughlin	INV # 7 - SERVICES - MARCH 2018	SELPA	2,093.75
Check	04/03/2018	DBT	USPS	POSTAGE	Postage	7.85
Check	04/04/2018	DBT	Costco	SUPPLIES	Office Supplies	28.98
Check	04/04/2018	DBT	Costco	SUPPLIES	Instructional Supplies	45.74
Check	04/04/2018	DBT	Costco	SUPPLIES	Custodial Supplies	14.55
Check	04/04/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	5.35
Bill	04/06/2018	CUST I...	Southern Oregon University	Ashland 2018 final invoice	Field Trips and Asse...	5,277.00
Bill	04/06/2018	PO 4258	CSU Center for Math & Scie...	Sheng - class field trip on 4/18/18	Field Trips and Asse...	0.00
Bill	04/06/2018	INV 514...	EverBank	INV 5147370	Copier Lease	243.63
Bill	04/06/2018	INV 712...	White Glove Cleaning Service	MARCH SERVICES	Housekeeping Services	2,280.00
Bill	04/06/2018		Waste Management	SERVICE FOR 2018 MARCH	Trash/Recycling	109.78
Bill	04/06/2018	INV 217...	Office Depot	SUPPLIES	Office Supplies	65.79
Check	04/06/2018	DBT	Costco	SUPPLIES	Instructional Supplies	64.03
Check	04/06/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	20.58
Check	04/06/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	20.58
Check	04/06/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	100.28
Check	04/09/2018	DBT	Wood Brothers Carpet	Carpet - TK/K	Facility Repairs	627.41
Check	04/09/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	84.25
Check	04/10/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	11.84
Check	04/10/2018	DBT	Amazon.com	SUPPLIES	Extended Day	21.40
Check	04/10/2018	DBT	Costco	SUPPLIES	Office Supplies	60.46
Check	04/10/2018	DBT	Costco	SUPPLIES	Instructional Supplies	9.99
Check	04/10/2018	DBT	Costco	SUPPLIES	Extended Day	64.21
Check	04/10/2018	DBT	USPS	POSTAGE MAILING	Postage	19.05
Check	04/12/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	20.37
Check	04/12/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	21.70
Check	04/12/2018	DBT	REPLACEMENT LAPTOP K...	CHROMEBOOK REPLACEMENT KEYS	Instructional Supplies	8.94
Bill	04/13/2018		Manzanita Place	SherwoodStock venue	Fundraising Expenses	1,163.66
Bill	04/13/2018		Verizon Wireless	2018 APR-MAY5	Telephone, Cellular	119.36
Check	04/13/2018	5846	Hannah Robie	supplies	Extended Day	22.44
Check	04/13/2018	5847	Deborah Zimmerman	ELPAC TRAINING - EDUC. EFFECTIV...	5200-Travel and Conf...	111.18
Check	04/13/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	26.80
Check	04/16/2018	DBT	Amazon.com	SUPPLIES	Office Supplies	10.67
Check	04/16/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	26.80
Check	04/17/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	13.40
Check	04/17/2018	DBT	Costco	SUPPLIES	Office Supplies	35.93
Check	04/17/2018	DBT	Costco	SUPPLIES	Custodial Supplies	29.98
Check	04/17/2018	DBT	Costco	SUPPLIES	Extended Day	17.78
Check	04/17/2018	DBT	Wufoo	APR-MAY	Online List Managem...	11.31
Check	04/18/2018	DBT	Amazon.com	SUPPLIES	Extended Day	15.89
Check	04/18/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	34.68
Check	04/18/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	39.88
Bill	04/19/2018		Chico Country Day	services - inv 1718-08 MAY 2018	Extracurricular Services	2,046.97
Bill	04/19/2018		PG & E	2018 MAR-APR	Electricity	83.15
Bill	04/19/2018		Comcast	2018 APR-MAY	Internet Service Provi...	190.83
Bill	04/19/2018	ACC 00...	Keillor's Pest Solutions	initial service	Pest Control	200.00
Check	04/19/2018	5851	Heather Fisher	mileage reimbursement	5200-Travel and Conf...	22.42
Check	04/19/2018	DBT	School Specialty	BACKBOARD	Instructional Supplies	962.80
Check	04/19/2018	DBT	CharterSAFE	Premium package - 17/18	5400-Liability Insurance	1,277.00
Check	04/19/2018	DBT	CharterSAFE	Premium package - 17/18	3601-Workers Comp	734.00
Check	04/20/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	268.09
Check	04/20/2018	DBT	REPLACEMENT LAPTOP K...	CHROMEBOOK REPLACEMENT KEYS	Instructional Supplies	8.94
Check	04/23/2018	DBT	PANERA BREAD	STAFF MEETING - EDUC. EFFECTIVE...	Instructional Supplies	127.20
Check	04/24/2018	DBT	Music Connection	UKULELE	4300-Materials and S...	191.10
Check	04/25/2018	DBT	REPLACEMENT LAPTOP K...	CHROMEBOOK REPLACEMENT KEYS	Instructional Supplies	8.94
Check	04/25/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	81.03
Check	04/25/2018	DBT	Michaels	supplies	Instructional Supplies	9.65
Check	04/25/2018	DBT	Costco	SUPPLIES	Office Supplies	19.18
Check	04/25/2018	DBT	Costco	SUPPLIES	Instructional Supplies	3.99
Check	04/25/2018	DBT	Costco	SUPPLIES	Extended Day	47.83
Check	04/25/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	17.15
Check	04/25/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	18.99
Check	04/26/2018	5856	April Pearce	AMS FULL CONFERENCE	5200-Travel and Conf...	1,006.24
Check	04/26/2018	5857	Tanya,Parish	supplies	Instructional Supplies	84.48
Check	04/26/2018	5858	Carol Roza	LiveScan	LiveScan and TB Test...	52.00
Bill	04/26/2018	INV 217...	Office Depot	SUPPLIES	Office Supplies	14.32
Bill	04/26/2018	INV 218...	Office Depot	SUPPLIES	Office Supplies	80.65
Check	04/26/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	95.49
Check	04/26/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	28.39
Check	04/27/2018	DBT	ETC Montessori	SUPPLIES	Instructional Supplies	67.73

Type	Date	Num	Name	Memo	Account	Amount
Check	04/27/2018	DBT	EB NOTCHING UP THE NU		Instructional Supplies	215.24
Bill	04/30/2018	INV 201...	Pat Casey	APRIL 2018 SERVICES	Business Manager Se...	2,500.00
Check	04/30/2018	DBT	Mendes Supply Co.	supplies	Custodial Supplies	46.20
TOTAL						**25,711.61**

Sherwood Montessori
Board of Directors - Donations and Fundraising Report
April 2018

Type	Date	Memo	Amount
8000-Revenues			
8600-8799 Other Local Revenue			
8699-Fundraising and Donations			
8699-Field Trip Donations			
Ashland Trip			
Deposit	04/06/2018	Anael Contreras	94
Deposit	04/06/2018	Marcy Revas	211
Deposit	04/06/2018	OSF	148
Total Ashland Trip			453
Total 8699-Field Trip Donations			453
8699-Fundraising			
Deposit	04/06/2018	PG&E James Long	1,000
Deposit	04/09/2018	Parent Infant Programs	200
Deposit	04/09/2018	Dahlmeier Insurance Agency	100
Deposit	04/09/2018	Henderson Ranch and Backhoe	100
Deposit	04/09/2018	deposit correction	50
Deposit	04/17/2018	Sherwood fundraiser	103
Deposit	04/17/2018	SherwoodStock	450
Total 8699-Fundraising			2,003
Classroom donation			
Deposit	04/06/2018	Deposit	105
Deposit	04/06/2018	Sheng	45
Deposit	04/17/2018	April's class	60
Total Classroom donation			210
Total 8699-Fundraising and Donations			2,666
Total 8600-8799 Other Local Revenue			2,666
Total 8000-Revenues			2,666
TOTAL			**2,666**

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2 Board Development: Montessori Curriculum Library Project (MCLP)**

Date: May 17, 2018

April will present a Key Experience lesson from the traditional Montessori grammar curriculum. This presentation will give Board members an understanding of the purpose of the Montessori Curriculum Library Project (MCLP), begun this year and funded with money from the California Scale-Up MTSS Statewide (SUMS) Initiative Technical Assistance (TA) training grants. MTSS being Multi-Tiered System of Support, the comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. The MCLP will address the first tier of the system, which includes learning opportunities that are available for all students.

SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California

Date/Time: **Thursday, June 7, 2018 – 6:00 p.m.**

AGENDA

1. **CALL TO ORDER** (6:00)
   - **1.1 Roll Call** Monica Woodward, Kristy Cowell, Heather Fox, David Steffenson, Melissa Struyf, Tanya King, Dillon Chik-McNeal
   - **1.2 Resolution 06072018** Commendation for Director Kristy Cowell

2. **CONSENT AGENDA** (6:05)
   - **2.1 Minutes Approval** Consider approval of minutes from Regular Meeting, April 19, 2018.
   - **2.2 Contract Approval** Consider approval of Business Manager

3. **REPORTS AND COMMUNICATION** (6:10)
   - **3.1 Committee Reports**
   - **3.2 Instructional Staff Reports**
   - **3.3 Sherwood Montessori Parents Organization Report**
   - **3.4 School Director Report**
   - **3.5 Director of MTSS Report**
   - **3.6 Treasurer Report**

4. **NOTICED PUBLIC HEARINGS**
   - **None**

5. **REGULAR BUSINESS**
   - **5.1 Items Removed From Consent (If any)**

   - **5.2 Local Control Accountability Plan (LCAP)** (6:45)
     The Board will be asked to adopt a final draft of the LCAP for the 2018-2019 school year.
     ACTION REQUESTED: Adopt 2018-2019 LCAP.

   - **5.3 Original Budget 2018-2019** (7:15)
     The Board will be asked to adopt a budget for the 2018-2019 school year.

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

ACTION REQUESTED: Adopt 2018-2019

5.4 Facilities Use Agreement (7:45)
The Board will be asked to approve a Facilities Use Agreement (FUA) for the 2018-2019 school year.
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 agendized for a future meeting.

7. FUTURE AGENDA ITEMS

8. CLOSED SESSION (8:00)

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. 8:30 p.m.)

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SHERWOOD MONTESSORI

RESOLUTION 06012017a
RESOLUTION OF COMMENDATION

WHEREAS, Kristy Cowell *was first appointed to serve on the Board of Directors of Sherwood Montessori as a Director in June, 2014, and continued her service for a period of 4 years, during which time she served as Board Secretary; and*

WHEREAS, *Kristy has brought to the Board a wealth of knowledge regarding the Montessori Method of Educaction; and*

WHEREAS*, Kristy has shown care for and investment in the Sherwood Montessori community, has been a guide for authentic implementation of the Montessori Method, and has demonstrated her commitment to civic engagement; and*

WHEREAS, *Kristy 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 Kristy Cowell 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 Kristy Cowell 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 7th day of June, 2018.*

Michelle Yezbick, Director
Sherwood Montessori

Monica Woodward, Chair of the Board
Sherwood Montessori

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: Sherwood Montessori Room No. 4

1071 E. 16th St., Chico, California

Date/Time: Thursday, May 17, 2018 – 6:00 p.m.

AGENDA

1. CALL TO ORDER 6:07

1.1 Roll Call Monica Woodward, Kristy Cowell, Heather Fox(arrived late) , David Steffenson (arrived late), Melissa Struyf, Tanya King, Dillon Chik-McNeal

2. CONSENT AGENDA

2.1 Minutes Approval Consider approval of minutes from Regular Meeting, April 19, 2018.

Motion to approve consent agenda: Tanya King

Second:Dillon Chik-McNeal

Vote: unanimous yes to approve minutes from Regular Meeting April 19, 2018

3. REPORTS AND COMMUNICATION

3.1 Committee Reports

Development Committee

- fundraising strategies
- calendar
- Sherwoodstock is a fundraiser
- new fundraiser sip and paint next year
- 5K
- Amazon smile
- no children's sales
- no fund a thons

School Performance

- Elections
    - David Steffenson is running for his seat
    - Looking for community seat

    - election begins tomorrow
    - no applicants at this time besides David Steffenson

3.2 Instructional Staff Reports

California Montessori Projects presentations by teachers

April Pearce Tanya Parish

- Carmichael campus Sacramento large campus with 620 students
- Impressed with the size of the school

Tanya Parish

Tanya went to a school by Sac state about 350 students – Four Corners Elementary

Large entry with individual newsletters

Visited one classroom –

- many students doing individual work on lap tops
    - things they were doing included Spanish instruction and typing….
    - Go Guardian installed on Teachers Desk gives live screen of students at any moment
- brought home new work plans for Upper El classrooms
- saw one classroom with larger student # and two trained Montessori teachers; upper El classrooms would love to be able to do this!
- had no real Learning Center; small special room instead where all intervention all intervention takes place
- all students had chrome books
    - we have 27 for the entire school
        - testing was difficult this year because of our lack of technology
- all classrooms had full set of Montessori materials
- this school has roaming para professionals

Tanya Parish presented 2 documents to the BOD:

- One document listed the Common Core state standards K-12 Technology Skills Scope and Sequence and can be found here : https://www.cde.state.co.us/cdesped/accommodationsmanual_ccss_k12_techscope
- The other document was a paper from Four Corners Elementary that listed their curriculum for technology for Upper El and Middle school, as well as an article titled 'What would Maria Montessori say about the iPad?'

3.3 Sherwood Montessori Parents Organization Report

- Sherwoodstock is this Saturday

- will be at Manzanita Place this year
- Sara Rhodes and Nili Yudice have done all the planning this year
    - with the help of Nili's husband
- 4 bands will be there
- 2 food trucks
- kid friendly options
- using Elks lodge for bar service
    - will possibly take a little loss here
- kids zone expanded
    - 3 bounce houses this year
- kids are free this year
- still working on getting volunteers
    - need someone to watch ticket entrance and headquarter booth

3.4 School Director Report –

- there will be a PG&E delay on our Measure K project
- new air conditioning will arrive this coming week
- current enrollment now at 167
    - expecting close to 180 this fall
- possibly working toward a morning/afternoon kg next year to boost enrollment

3.5 Director of MTSS Report

- final count at 25 students for special ed

3.6 Treasurer Report

- reports show positive amount;
- could be small increase in this year's revenue
- gov budget looks good with increases on everything
- one time disc $ will go up substantially
- budget for next month uses 170 enrollment
- nearing recommended minimum reserve of 5%
- CUSD agrees to Lennox air if we handle all breakdowns
- teachers will not be able to control the air

4. NOTICED PUBLIC HEARINGS None

5. REGULAR BUSINESS

5.1 Items Removed From Consent NONE

5.2 Board Development: Montessori Curriculum Library Project (MCLP)

Presentation to the board by teacher April Pearce (Lower El)

grammar key experience

- a Key Experience lesson from the traditional Montessori grammar curriculum. This presentation will give Board members an understanding of the purpose of the Montessori Curriculum Library Project (MCLP), begun this year and funded with money from the California Scale-Up MTSS Statewide (SUMS) Initiative Technical Assistance (TA) training grants. MTSS being Multi-Tiered System of Support, the comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. The MCLP will address the first tier of the system, which includes learning opportunities that are available for all students.
- This lesson is an example of why the school needs a Curriculum Library
- April would love to see hierarchy materials also added to our library
- This library will be located in one of our new portables.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

Teacher Marlo Knox thanks the BOD for stipend at the beginning of the year; would love to see more Montessori materials in all of the classrooms for the future.

7. FUTURE AGENDA ITEMS

7.1 The Board will be asked to adopt the final draft of the Local Control Accountability Plan (LCAP) for 2018-2019

7.2 The Board will be asked to adopt an initial budget for the 2018-2019 school year

7.3 The Board will present a commendation for outgoing board member Kristy Cowell

7.4 The Board will welcome a new member

8. CLOSED SESSION 7:58 pm

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 10:07 pm

SHERWOOD MONTESSORI

AGREEMENT FOR BUSINESS MANAGEMENT SERVICES

This AGREEMENT is made this day of July 1, 2018 between Patrick Casey, an Independent Contractor, and Sherwood Montessori ("Client") a 501 c(3)Public Benefit Corporation located at 1071 E. 16th St. Chico, CA 95928

Term of Agreement

1. This Agreement will become effective July 1, 2018 and will continue in effect until June 30, 2019 unless terminated sooner as further provided herein.

Business Manager's Services

2. As Business Manager, Patrick Casey agrees to perform such general tax and accounting services for Client as Client may request or authorize Business Manager to perform, under the terms and conditions set forth in this Agreement, monthly reports for the Sherwood Montessori Board of Directors. These reports are to include: Changes Since Initial 2018-2019 Budget, Multi-Year Budget Projections, Budget v. Actual, Cash Flow Projections, Donations Report, and a Payment to Vendors Report.

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

Business Manager's Fees

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

Termination on Notice

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

Arbitration

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

Attorneys' Fees

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

Client's Cooperation

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

Entire Agreement

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

Partial Invalidity

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

Governing Law

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

Amendments and Waivers

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

Notices

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

Authority

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

Executed on July 1, 2018 in Chico, California.

_____ _____

Monica Woodward Date

Chair of the Board of Directors, Sherwood Montessori

_____ _____

Patrick Casey Date

Chief Business Officer, Independent Contractor

Agenda Item 3.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.2 Instructional Staff Reports**

Date: June 7, 2018

Teachers were asked to reflect on the end of the year.

Kindergarten/Transitional Kindergarten -Teresa Shippen

As I said goodbye to the last little one today, I had much to think about. What a beautiful group of kids! What a wonderful group of families! As we sent "Thank You" messages to all who had helped in our room, I realized every single family had made a contribution and was appreciated by this class. We struggled with how to thank each person who contributed. I really want them to know how much their giving helped us through our year. I feel blessed to have such a "problem". A teacher can never have "too much" support!! As always, I feel a sadness at the end of the year. I realize that we only have this short time together, and will miss their smiles, laughter and even their tears and tantrums. I think of how far they have come from those first days, and cherish their pictures, both the ones I have taken and the ones they have drawn for me. They have left an imprint on my heart. They will be missed!

This class had the usual diversity of students. There were many different academic levels, physical capabilities, and of course their social-emotional growth was spread across the spectrum as well. What was unusual, and probably my biggest struggle, was the number of students who sought out attention. Many in this class just seemed to *need* me. This was not because they were low, or young, but there was just a desire to have the teacher's attention. It was most evident as we went out to recess. The words "Teacher, watch me!! Look what I can do!" were heard everywhere. Without immediate and undivided attention they seemed unable to enjoy this play time. In a typical year, I have had 2-3 students with such strong needs. This year, I had 10, or so at any given time. Of course this led to a lot of introspection on my part. We decided to increase the number of times we used our Nurtured Heart training to recognize "greatness" in our students. This seemed to increase the need for extrinsic motivation, as they really looked for my recognition. If it wasn't immediate, they sought it out. It was a struggle to meet so many needs. And so this, of course, has become my Summer Project. How best to help students gain the independence from extrinsic rewards and recognition, to look within themselves for satisfaction in their work, play and accomplishments. I know it is human nature

to seek appreciation from outside, but we shouldn't need it for each step of our progress. I will be spending some time re-reading the works of Maria Montessori, looking again at the Nurtured Heart approach, and other methods, to see how I can bring them together to make for a more harmonious classroom situation. As a part of the PBIS team, I am hoping to help all of the teachers gain clarity in this area.

1st/2nd/3rd -Marlo Knox

I decided to prepare for this board report by rereading the first board report I wrote for the 2017/2018 school year, way back in October 2017. In October I was so pleased with the group of students and their families I was to serve. I was processing changes in staffing and school wide practices but still keenly aware of our communal movement forward as a unique, public, charter school. I was experiencing more families taking their responsibility of 50 hours of school volunteerism to heart. People were helping in my classroom in practical ways, consistently, freeing me from necessary, but time consuming, tasks such as vacuuming, washing, ect.

Approximately 7 months later I could write the same thing. I am part of an exceptional group of children, families, and educators. Change is happening, especially in the area of our school staff. It's inevitable and disturbing all at the same time. I'm still secure in the fact that we, Sherwood Montessori, are heading in the right direction. I'm seeing people commit to our community in concrete ways that make a difference.

So, the school year started well and ended well for me, that is not much of a report. Could I be so brave as to share my hopes and dreams for the future? So vulnerable and honest that those reading this could accuse me of failing, of missing the mark, of being less than perfect? I am an ideas person, never short on hopes, dreams, and "what ifs", I'm fearless in the sense that I know my place, I am not above or below any other human. Perhaps the following comments will be found of value to the board and anyone else reading this report.

Next year I want to be highly focused on lessons, getting them out at a higher rate, articulate the follow up clearly, but let go of giving feedback on the quality of that follow up work. I'm considering less individualization, with the idea that the student will be able to individualize independently if the environment is prepared well. I want to make sure lessons are given to 6 to 8 students at a time rather than 4 or 5 students at a time. That means I need spaces in my classroom for those lessons, tables, mats, chairs, intentional design for those small groups. To prepare for lessons I need to be freed from creating meaningful homework. Preparing homework, reviewing the work, and recording the results take up a lot of time and robs me of other opportunities. There are skills that do need to be practiced outside of the classroom so I'm unclear on how to resolve this. I think I am ready to move student hooks outside creating more space inside my classroom. Who will do that and when will it happen? I've got a lead on a classroom pet but the aquarium for it is large and needs to be where children can easily observe and care for the animal (it's a rescued turtle). The time it takes to articulate my classroom needs is daunting. If I don't spend time creating letters, calendars, making requests, I don't get help from my community. However, taking time to write letters, publish calendars, send out emails is

hard work. I want to develop capacity in my co-teaching partner, my teaching assistant, but there is not time to work and plan together. Cutting paper, making copies, washing dishes, setting up snack, are examples of important, necessary tasks but is that co teaching? Could those items be done by volunteers and what happens when a volunteer falls through? I could go on but I'll stop, I've reached the end of the page.

1st/2nd /3rd -Eric Parish

A few months ago I wrote about how the Montessori classroom is like a pond. At the beginning of the year all the kids and teachers jump in. The teachers try to teach the kids how to swim and the kids try to learn how to navigate the water. I wrote about how some kids were proficient swimmers while others were timid about getting in the pond. Now at the end of the year the students are swimming together. Nobody is struggling to stay afloat or pulling the teachers underwater anymore. We finished the year in the flow. I'm really proud of the students and all the hard work they put in this year.

I observe the class and realize there are still more lessons to be taught. I haven't reached every student with all the lessons. I also realize that someone pulled the drain for the pond and the water is draining out. I feel like I'm running out of time as the water level decreases every minute. A lot goes on at the end of the year. I-ready assessments, reading level assessments, CAASPP preparation and testing, final field trips, class parties and report cards. A teacher may be easily stressed out if they don't have their dates and timing lined up. It's hard to find time to fit it all in.

I have seen Montessori teachers put together year long plans. That may be a way to pace the instruction so a teacher covers all the lessons they wanted to touch on by the end of the year. I have found that sometimes I stick with a subject or topic until I feel the student displays mastery. However there are times when I will push on to the next steps or next material because I do feel like time is running out. Over the years I have tried the MRX and Montessori Compass online record keeping systems. These are good programs but to get the most out of them the whole school needs to be using the system. So that when a teacher records data for a student it is easily put into report cards and transferred seamlessly to the next grade. Data is available for viewing by administration and colleagues.

For the past two years I have used the Mandala Classroom Resources record keeping system in paper form. It provided an annual planner that ran on six week intervals to plan lessons in language, math, geography, history, biology and science for each grade, a weekly lesson planner, a daily planner and a student log. I spent have spent many hours daily working at this system. I have recently been introduced to the Age of Montessori curriculum charts for the various subjects. I would love to work at developing a year long plan with my colleagues using these charts. Perhaps if these curriculum charts were coupled with the Montessori Compass program we may be able to deliver a CCSS aligned, comprehensive Montessori curriculum with more ease.

4th /5th/6th -Sheng Vang

For the end of this school year, we did a poetry unit and studied and created our own Color Poems, Haiku's, Cinquain Poems, and Limericks! Then we created a Poetry Wall to share our poems with our school community.



Last Friday, we went to the State Capitol, the State Capital Park, and the Railroad Museum.





Then we ended the school year with a pool party at one of our student's house and enjoyed each other's company.



This year has been a year of finding ways to be more effective and efficient with my time. With 27 students, I found it more challenging to check-in with my students as much as I would like! However, with this being my second year at Sherwood, I feel a little more comfortable and confident with the Montessori materials/works, but would appreciate more training!

4th /5th /6th-Tanya Parish

How did it happen that the year is over already? It seems like we only just started the year. The fast movement of time feels so immense at the end of the year. We have CAASP testing to schedule. We have assessments due for report cards to send home on the last day of school. We have class parties and classrooms to clean. We have friends to say goodbye to, and it seems almost every year, colleagues as well. The last month of school is filled with reflection about what was taught during the year and if it was efficient or effective. We watch our kids sit at computers for a week in order to test as is required for all public schools. We look over their shoulder sometimes and wonder if we were able to teach them everything they needed to know in order to feel confident when they answer their questions. It may happen that we know we've given them the lesson and they still struggle. Sometimes they struggle just because of the way the question is worded or the vocabulary used. The test is 100% based on Common Core Standards. We give our lessons according to our Montessori binders and our trainings. These are not aligned to Common Core Standards although the content has the potential to exceed the standard.
I recently spent almost 200 hours working on a project for the state of California credential program called the EdTpa. It is the final assessment that teachers in California must pass before being cleared for a credential. It is not a test that tells you whether or not an individual is a good teacher. It is a test that tells you if the individual can read rubrics and understand what they are being asked to do. This is the second time I've taken the test. I have a Bachelors in Child Development, I have multiple Montessori certifications, and I have a Masters degree in Education. I took the test the first time thinking that what I knew could be applied and that I would succeed. I failed by four points. As I approach the test a second time it was hard for me to accept the fact that even as a good teacher and a smart woman, I could not pass the test. I did a lot of research and a lot of soul-searching wondering if I even wanted to take it again. I decided

that I had to dig really deep and do my best. I approached the test in an entirely different manner. This time I looked through the 48 pages of rubrics that would be used to score my test. I went through them with a fine tooth comb. I figured out what exactly the scorers would be looking for as they graded my assessment. I needed to understand the standards they were asking me to follow. Following the rubrics allowed me to structure my response and my articles to meet exactly what they were looking for. It also allowed me to go above and beyond hopefully to score some extra points. How does this relate to the end of school? Well, I'm really glad that it's finished! I turned it in the Monday before school got out and I feel a huge sense of relief. Our students are being faced with the same high-stakes test at the end of the year. I have students cry, I see lots of eye rolling and shoulder slouching, and I see the pressure that they feel as they walk in the door. I have to ask myself did I do everything I could to help them understand the scoring rubric's of the test they are about to take? I know that I have given them the concepts. I know that I've taught them the Montessori lessons. I know that some students are able to have a deeper level thinking that these test require. What I don't know is if I have prepared them for this test.

Now, in education you often hear the term “teach to the test”. That's the last thing that any Montessori educator wants to do. However, if we do not clearly understand how our curriculum aligns with Common Core Standards, we cannot say with confidence that we are preparing our students. I have been looking at curriculum and Common Core for the last four years. This study began with my Masters and the Next-Generation Science Standards. At that time, I wanted to find somebody who had aligned Common Core Standards with the Montessori curriculum. It was hard to find a document that existed that would show Montessori teachers where their lessons fit into Common Core Standards. As time has gone by, many Montessorians have made this a priority. It validates what we're doing as Montessorians, when we can clearly show that our curriculum is aligned with Common Core Standards. When we present to our students the materials within the classroom we should feel good about meeting the standards using Montessori materials.

The challenge is knowing that you've touched on most of the standards throughout the year. It takes hours to plan out year long plans that you can follow. It is an immense job and teachers working together often take weeks to do such a thing. Recordkeeping is also essential throughout the year is in order to provide yourself, as a teacher, a way to track your students and to adjust your instruction based on their needs. This also takes countless hours. We do not have typical grade books because we don't give grades. We present materials, students practice the materials, and then students show they have mastered the materials.

It's amazing to me as I now look through resources for teachers in an attempt to streamline this process for myself. So much has changed in the last three years in order to make clear alignments of Common Core Standards and Montessori available to teachers and administrators. There are even database systems with the materials already uploaded for easy use in yearly planning, monthly planning, record keeping and reporting. According to the Montessori Records Express program, when teachers use a digital database of materials for planning and recordkeeping they have the potential to save 1.4 months worth of time. That's amazing! At the

end of the year I can tell you that I would love to have saved 1.4 months worth of time! I could then enjoy the roller coaster ride that is the end of year.

I've worked on the curriculum committee and have begun the work of creating the curriculum library. The Montessori curriculum is very clearly defined as to when specific materials should be presented.To have a continuum and recording system that flows through the school, may allow teachers to be consistent with in their classrooms and grades and across grade levels. This doesn't mean we all have to teach the same thing at the same time, it means we all know what should happen in each grade and easily transfer student data to other teachers as students progress. To take this a step further and have it aligned with Common Core Standards may allow us to justify the hard work that we do in the Montessori classroom.

For me, I will move forward with one of these programs over the summer. Most likely Montessori Compass, it seems a bit more user friendly. I will most likely spend my classroom materials funds in order to purchase it. It will probably still take me a lot of time to get it set up. I don't mind putting in the work over the summer in order to be organized and prepared for the beginning of the year. I am a Montessorian and I believe wholeheartedly that when the curriculum is presented in a strategic and organized manner, students benefit. I am also a public school teacher that is required by law to prepare my students for wherever they may go and whatever tests they may be presented, in the years after being in my classroom. I need to have clarity in regards to the rubrics that they are being held accountable to. I need to know I am giving them my best as a Montessorian, my best as a public school teacher and what they deserve in their education.

6th/7th/8th-Celeste Shults

Dear Sherwood Community,

It is with a great amount of gratitude that I am writing this to you. I was wondering how I could express in simple words what it has meant to be the Middle School Teacher at Sherwood Montessori the past 4 years. Here is my attempt at how to express them to you.

Truly grateful for my time with my students, parents, and staff.
Happiness that I have felt from spending my time with 10-14 year olds
Acknowledgment that I could NOT have done this without assistance from Michael
Never allowing a door to close without waiting for another one to open
Kiddos, the motivation for why I do the things that I do
Fun we have had the last 4 years learning, growing, and creating new experiences
Unforgettable: the kiddos I have taught, the colleagues I have worked with, and families I have met
Love: I have a deep appreciation for all that has been put into creating this wonderful Montessori School

Here are some candids from our last week in middle school...first...Move-Up day playing a favorite Caritas Creek game...Where's My Puppy? Then, Tinikling with Marci Pope, followed by Water Fun at the Creek, and finally our afternoon at Rare Air!

Sincerely,

Celeste Shults

Middle School Teacher

Sherwood Montessori

Positive

Energy

Always

Corrects

Error














Learning Center-Justin Allan

The learning center is a dynamic environment. It is also an environment that is laden with student incentives and rewards. This can create perception issues for people who aren't in the learning center to see what actually goes on. The students who spend time working in the learning center know that although it's a fun and exciting place, it's also a serious place of work where productivity, growth, and learning are the expectations. Students who don't spend time in the learning center tend to just see the fun of the learning center. They can end up thinking that the learning center is a place where lucky kids get to go play games.

I'm very pleased with how much growth students made this school year. I integrated Epic books into the daily routines of the learning center and it really helped make a difference in terms of content knowledge and practicing and building reading and fluency skills. All students who come to the learning center for reading made significant improvement and growth. Multiple students

improved by more than one grade level in reading. A few students went up more than one grade level in both reading and math.

Teaching K-8 math can be challenging. Students need to be taught at their level (which might be three years below grade level), but they also need to be taught the state standards for their grade. I have found it helpful to use web-based programs such as Prodigy, Sumdog, IXL, and FrontRow Math to help make sure they are getting exposed to all the state standards. I used Prodigy and Sumdog this year. If student productivity decreases and they become bored with one program I switch them to another and that has worked.

Next year the learning center will have a new teacher, but I will remain heavily involved and will continue to work with students. The core of the learning center will remain the same.

This year students in the learning center were exposed to a multitude of different technology. The class was full of techy Star Wars fans so I made science and technology our theme. We studied space, from the properties of individual planets to the formation of the solar system, black holes and gravity, robotics, and artificial intelligence.

We ended the year with an awesome Star Wars themed class party.

Agenda Item 3.3

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SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Romie Steffenson, SMPO Events Coordinator

Subject: **Agenda Item 3.3 Sherwood Montessori Parents Organization Report**

Date: June 7, 2018

Sherwood Montessori Parents Organization
Report to the Board of Directors

The SMPO did not have a meeting this month. However, we are happy to announce that all SMPO positions have been filled for the 2018-2019 school year. Maria Alvarez, Mayra Punzo and Brenda Brown have graciously volunteered, and Romie Steffenson will provide support throughout the year.

The SMPO will meet during the summer to prepare for next year's events and wishes all of our families at Sherwood Montessori a wonderful summer.

Agenda Item 3.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.4 School Director Report**

Date: June 7, 2018

ADMINISTRATIVE ITEMS:

- Our current enrollment is 167.
- We had our highest number of respondents to our Sherwood Community Survey for the LCAP thus far with 56 surveys filled.

FISCAL ITEMS:

- Sherwoodstock generated over $5,500 in unrestricted funds for our budget!
- Restaurant takeovers are being scheduled by the office for the 2018-2019 school year.
- Planning for fundraising for 2018-2019 has begun with a clear delineation of tasks for Sherwood staff to complete and tasks that volunteers can successfully carry out.

ACADEMIC AND ENRICHMENT PROGRAMS:

- State standardized tests have been administered to all students in grades 3 and up. This is the first year we had 100% participation. Credit goes to Justin Allan, our Director of MTSS, for creating an environment where our exceptional students were able to take the standardized tests in an environment that made them comfortable.
- It is party time as we reach the end of the year. The traditional lower elementary dance party was held at the Dorothy Johnson Center with an actual live DJ and fresh, nutritious refreshments. Tanya's upper elementary class raised $177 in class party funds at a coffee/bake sale thanks to the donations of excellent coffee from The Naked Lounge. Sheng's upper elementary class went on an epic nine-hour field trip to Sacramento where they toured the Capitol and visited the Railroad Museum. The Learning Center will have a Star Wars themed party. Read more about end-of-the-year celebrations in the Instructional Staff Reports.

Agenda Item 3.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Justin Allan, Director of MTSS

Subject: Director of Special Education Report

Date: June 7, 2018

We ended the school year with 25 students who have individual education plans (IEPs). When looked at in terms of primary disability our numbers are as follows:

Autism	**6 students**
Emotional Disturbance	**3 students**
Specific Learning Disability	**8 students**
Intellectually Disabled	**1 student**
Other Health Impaired	**3 students**
Speech or Language Impairment	**4 students**
Total	**25 students**

Looking at the data in terms of disability can help paint a broader picture of the resources and structure that special education needs in order to provide free and appropriate public education (FAPE) for students with disabilities. For the table above students were sorted by primary disability only. However many students also have a secondary disability. For example some students who have a specific learning disability also have a speech and language disability. A student who has an emotional disturbance also has other health impairment as a secondary disability. Other health impairment is the category that students with ADHD qualify for special education services under. Other health impairment can be used for a number of medical conditions that affect student progress.

The types of services provided in IEPs are based on assessment data, knowledge of a student's disability and how it affects him or her. For a specific learning disability there is a processing disorder that goes along with it. Some common types of processing disorders would include auditory processing, visual processing, and phonetic processing.
Over the summer we will be evaluating different models and means for providing special education services in the learning center and in the general education setting as well. Another change will be the way special education students receive paraprofessional aide support. In the past, Sherwood has relied on one-on-one aides. Research has shown that while appropriate in some cases, in many cases it can be detrimental to student success. One-to-one aides can actually decrease student growth and independence as students have a tendency to become reliant on the one-to-one. We currently have two students receiving one-to-one aide services in IEPs.

The education specialist position and school psychologist position are still open. We also found out we will need to hire a new school nurse at least for the time being. Our current nurse is retiring but was going to stay working for us part time. Due to CalSTRS rules she cannot work for us until approximately January.

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2: 2017-2018 Local Control and Accountability Plan (LCAP)**

Date: June 7, 2018

SUMMARY

Each public school, public school district, county office of education, and charter school in California must adopt an updated LCAP by July 1, 2018.

DISCUSSION

Each district and charter school in the state of California is required to develop an LCAP and have it adopted by local boards by July 1st. The LCAP is designed to improve services to significant pupil populations and the entire pupil population. It 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.

The LCAP presented has been created with the input of stakeholders and discussed in a public meeting. It must be updated each year, but major changes are not the expectation as the school is expected to continue to work towards a goal until such time as it is accomplished or no longer relevant. Accomplished goals may be kept in the plan with the goal to maintain the achievement.

The process of revisiting the LCAP each year includes evaluating identified metrics, or data, to determine growth for each stated goal. Decision making is meant to be based on these metrics, including but not limited to: attendance data, academic performance data (standardized test scores), discipline data (suspension and expulsion rates), teacher qualifications, Facilities Inspection Tool (FIT) ratings, and local measures (school surveys).

Changes in the 2018-2019 LCAP include:

ACTION REQUESTED

Adopt plan.

Attachment: Proposed LCAP updated for 2018-2019

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Sherwood Montessori	Michelle Yezbick Director	michelle@sherwoodmontessori.org (530) 345-6600

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

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 with 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. Most recently, on March 22, 2017, Sherwood's charter was again renewed for another 5 years by the Chico Unified School District Board of Education.

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 over 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.

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 is 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

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Sherwood's LCAP has remained focused on a small number of measurable, attainable goals with clear steps toward accomplishing them. The 2018-2019 plan will maintain this basic structure, with changes made in response to data collected for the 2017-2018 school year. Community survey results indicate that the greatest gains were made in parents and community members perceptions of the school climate, in providing recess and playground equipment, and providing a facility in good repair. Greatest needs as measured by the school's Dashboard include improved student achievement in mathematics and a need for effective alternatives for suspension. From our community survey, the highest need identified was a school facility that is located on its own campus.

The theme of facilities emerged as both a positive and a negative, as parents and community members appreciated improvements made to the school buildings and campus, especially in the campus property that is owned by the charter school, while also pointing to the difficulties associated with sharing space with another school. Responses in the survey were favorable regarding the increased space, especially in terms of outdoor play area, but the strong desire to be on our own campus was clearly expressed. In the 2018-2019 school year, we will be adding two buildings to our campus area that is owned by the charter school, which will give us space for a science lab/art room and a music instruction classroom. We anticipate seeing increased satisfaction with our current facility while still working towards finding a permanent home for the school.

The 2018-2019 school year will see the launch of Positive Behavior Interventions and Support (PBIS) for Sherwood Montessori. We were awarded the Scale Up Multi-Tiered System of Support (SUMS) grant, and used funds to enter the three-year training process to bring clarity to our behavior response policies and procedures, to create a Montessori Curriculum Library, and to train special education staff in Montessori Applied to Children At-Risk (MACAR) which is a method that uses Applied Behavior Analysis (ABA) techniques with Montessori materials to use with children at-

risk of not achieving in school because of disabilities. PBIS implementation will begin in the 2018-2019 school year and will create change that will address our suspension rate, which has gone from very low in 2015-2016 (0%) to medium in 2016-2017 (2.9%) and will be rising to high (5.9%) in 2017-2018. It is clear to the faculty and staff that this increase has come in response to an increase of population of children who have been exposed to trauma or are currently experiencing trauma. PBIS offers the best available course to respond to these children's needs without needing to resort to the punitive measure of suspension.

The need to improve student achievement in mathematics will be addressed with increased professional development in designing effective instruction using Montessori materials in such a way that satisfies Common Core State Standards. We have seen significant gains in student achievement for students who are receiving intervention for math, so the focus of the school improvement will be on instruction in the classroom that is available to all students.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

The increased satisfaction with school climate in general was measured by our community survey with 82% of respondents saying they are satisfied or very satisfied up from 78% the previous year. At Sherwood, the only subgroup in our small school that has reached a number that is reported on as a subgroup is students from socioeconomically disadvantaged backgrounds. This subgroup was not below the "all students" group in performance levels for math or English language arts achievement as measured by standardized assessment. There were 2.8 points gained in English language arts and 5.7 points gained in math on these assessments.

Sherwood also made measurable progress for students in the Student Success Team process (SST, formerly School-Based Intervention Team, or SBIT). Students receiving math or English language arts intervention made growth at a rate that outpaced students not receiving intervention, as measured by iReady assessments.

Sherwood also maintained high levels of satisfaction in terms of teachers, Montessori curriculum, and classroom materials. 96% of respondents to the community survey reported being satisfied or very satisfied with Sherwood's teachers, 87% were satisfied or very satisfied with the classroom materials, and 84% were satisfied or very satisfied with the curriculum, in terms of Montessori authenticity.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined

need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Sherwood's greatest needs are to find alternatives to suspension, increase math achievement, and to find a facility of our own. Our suspension rate was 2.9% which earned an Orange Performance Level on the Dashboard. Our math assessment report was also an Orange Performance Level. Our community survey responses showed that finding a facility of our own was the greatest need for our parents.
The need to improve student achievement in mathematics will be addressed with increased professional development in designing effective instruction using Montessori materials in such a way that satisfies Common Core State Standards.
The need to decrease our suspension rate will be addressed with implementation and continued development of PBIS.
The need for a facility of our own is a longer-term goal which will continue to be pursued by the school leadership.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Sherwood had no subgroups that were two or more performance levels below "all students" in any area.

The only subgroup large enough at our small school to be represented in the Dashboard is students who are socioeconomically disadvantaged. This group was not below the "all students" group in performance levels for math or English language arts achievement as measured by standardized assessment. Students from socioeconomically disadvantaged backgrounds gained 2.8 points in English language arts and 5.7 points in math.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Sherwood will continue to offer scholarships for field trips for families who qualify for free and reduced lunch as well as free child care for students from low-income families for school events. We will also offer free child care for kindergarten students who have a shorter day until the end of the school day when the older schools are dismissed. This is especially helpful for families with more than one child for whom paying for child care for their kindergarten student would be a financial burden.The free and reduced lunch program will also continue to be available for families who qualify. These services provide nutritious meals daily for students from low-income families, increasing and improving their access to learning and achievement. The field trip scholarships give low-income students access to learning opportunities in the community and beyond: this year's middle school attended the Oregon Shakespeare Festival at Southern Oregon University. Finally,

the free child care for low-income families makes it possible for parents to be involved in school events and attend parent/teacher conferences.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$1,291,928
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$122,357.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General fund expenditures specified above for the 2018-19 school year include salaries and benefits for all certificated teachers, administrative staff members and classified personnel.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$1,372,361

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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 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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Local Indicator/Teacher credential **17-18** Maintain 100% highly qualified credentialed teachers, including a qualified SBIT Coordinator.	Maintained 100% highly qualified credentialed teachers.

Expected	Actual
Baseline 100% highly qualified credentialed teachers, including a qualified SBIT Coordinator.	
Metric/Indicator Local Indicator/materials inventory **17-18** Maintain materials in good repair and replace/add to materials as needed. **Baseline** Materials were maintained or replaced/repaired.	Maintained materials in good repair and replaced/added to materials as needed. Completed classroom inventories for materials.
Metric/Indicator F.I.T. tool/ Recess equipment inventory **17-18** Maintain facilities in good repair. Add to recess equipment. **Baseline** Bathrooms and classrooms at new site were patched, painted and re-carpeted. Teaching kitchen and library were created at property purchased adjacent to the new site.	Maintained facilities. Entered into contract for new hvac units and new l.e.d. lighting. Began working with architect and bond consultant to use Measure K bond funds to install two newly refurbished relocatable classrooms on 1010 Cleveland Ave. site. Purchased class sets of recess equipment, color-coded with matching tubs.
Metric/Indicator Local evaluation tool **17-18** All classrooms will fully implement CCSS and move to stage 5 on the implementation rubric. **Baseline** CCSS are implemented and the teacher evaluation system has been aligned to CCSS.	Switched evaluation tools from a nationwide tool that was designed more for large, traditional districts to tools developed by Butte County Office of Education. Teachers identified being between stage 2 and stage 3 on this rubric.
Metric/Indicator Personnel files **17-18** Retain qualified SBIT Coordinator to work collaboratively with director, teachers, and parents.	Retained qualified Intervention Teacher (renamed from SBIT Coordinator) who worked collaboratively with director, teachers, and parents.

Expected	Actual
Baseline Retained qualified SBIT Coordinator to work collaboratively with director, teachers, and parents.	
17-18 **Baseline**	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to monitor teacher credentials and assignments.	Monitored teacher credentials and assignments.	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $1,250 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $250	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $1,250 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $250

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will work in grade-level teams and with school director to assess progress on implementing CCSS.	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 $2,250 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $450	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $2,250 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $450

		2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $250	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $250
		3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $50	3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $50

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will review curriculum materials and request replacement or repair for missing or damaged materials.	Teachers completed Montessori curriculum inventory lists to identify which materials were needed or needed replacement. Some items were purchased, but it was determined that a more economical way to acquire the needed materials was to budget for a comprehensive package covering lower elementary and upper elementary.	4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds $3,160	4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds $4,200
		1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $700	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $700
		3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $140	3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $140

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The director will work with the parents' organization and contractors to ensure that the facility is in good repair.	Facilities at 1010 Cleveland were painted and repaired. New HVAC units were put in all classrooms and at 1010 Cleveland. Plans to add two more classrooms to 1010 Cleveland Ave. were set in motion with construction expected to be completed early in 2017-2018 school year. Facilities on main campus were maintained and repaired as needed.	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $700	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $1,000
		3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $140	3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $200
		4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds $3,160	4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds $3,000

			5800: Professional/Consulting Services And Operating Expenditures General Fund/LCFF Supplemental Funds $500

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Recess equipment will be inspected for its condition and completeness so that missing or damaged equipment can be replaced.	Recess equipment was inspected and inventoried and found to be badly depleted. Color coordinated equipment and matching storage/carrying bins were purchased.	4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds $1,400	4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds $2,000
		2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $500	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $500
		3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $100	3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $100

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Changed name from SBIT (School Based Intervention Team) to SST (Student Success Team) at employees' request. Continued regular meetings with team members (Coordinator, classroom teachers, director, parents and intervention instructors). Collected and reviewed data to determine course of intervention.	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $15,000	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $23,931
		3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $3,000	3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $4,786
			2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $1,000
			3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $200

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 1.1: Review of employee files finds that Sherwood has retained 100% highly qualified credentialed teachers.
Goal 1.2: Switched evaluation tools from a nationwide tool that was designed more for large, traditional districts to tools developed by Butte County Office of Education. Work was begun on the Montessori Curriculum Library Project, expected to be completed within the next two years. Progress on the MCLP was communicated to the Board of Directors and stakeholders in an open, public meeting on May 17, 2018.
Goal 1.3: Teachers completed materials inventory checklists from the American Montessori Society in the fall and some materials were purchased.
Goal 1.4: The Little House at 1010 Cleveland Ave. was repaired and painted. New HVAC units were installed in all classrooms and offices. New LED lighting will be installed before the end of the fiscal year. Classroom sets of recess equipment was purchased.
Goal 1.5: Retained qualified Student Success Team (SST, formerly called School Based Intervention Team SBIT) Coordinator.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Goal 1.1: Goal accomplished.
Goal 1.2: Goal in progress. Using the locally created tools, teachers identified that they were between "Developing Awareness" which is Stage 2 on these tools and "Full Awareness" which is Stage 3. Teachers identified being a bit further along with English language arts than with math in terms of CCSS implementation. It was determined that a comprehensive package that covered two classrooms spanning ages 6-12 would be the most economical way to complete all classrooms' material sets.
Goal 1.3: Goal in progress. Inventories were completed, and some materials were purchased.
Goal 1.4: Goal accomplished, but ongoing. Facilities will need to be maintained, and related work was started that exceeded the scope of the original goal; this work will need to be finished.
Goal 1.5: Goal accomplished. Data collection shows effectiveness of intervention efforts.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For Goals 1.1 and 1.2 the Budgeted Expenditures and Estimated Actual Expenditures are the same.
For Goal 1.3, the Estimated Actual Expenditures are higher than the Budgeted Expenditures because more was spent on materials than originally budgeted.

For Goal 1.4, the Estimated Actual Expenditures are higher than the Budgeted Expenditures because much more was accomplished than the original goal predicted. The Measure K bond and Prop 39 Clean Energy and Jobs Act supported the additional spending.
For Goal 1.5, the Estimated Actual Expenditures are higher than the Budgeted Expenditures the increase in salary paid for the SST (formerly SBIT) Coordinator.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Changes for Goal 1 include:

- We changed rubrics for CCSS implementation from a rubric that was developed for large districts to a locally created rubric that was a better fit for our small, single-site charter school.
- Changed School-Based Intervention Team (SBIT) to Student Success Team (SST) and Director of MTSS is now taking on Coordinator responsibilities.
- More funds are allocated to implementing CCSS.
- A complete curriculum package for ages 6-12 will be purchased to fill needs in lower and upper elementary classrooms.
- The action of pursuing a permanent location is added to the facilities related goal.
- Increased funding will be allocated to purchasing recess equipment to match actual spending.

These changes can be found in the Goals, Actions, and Services section of this LCAP for Goal 1.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Volunteer tracking system **17-18** Volunteer tracking system will show an increase in parent volunteering at/for the school. **Baseline** Approximately 20% of parents met or exceeded 50 volunteer hours per year; approximately 10% of parents met or exceeded 70 volunteer hours per year; approximately 50% of parents volunteer about 20 hours per year; 20% of parents volunteer 10 hours or less per year.	Parent volunteering at/for the school increased, but tracking system was underused.
Metric/Indicator Community survey	The majority of survey respondents are satisfied with the way the school approaches parent volunteerism and parent involvement.

Expected	Actual
17-18 School survey will show that a majority of respondents are satisfied with the way the school approaches parent volunteerism and parent involvement. **Baseline** 72.97% of parents who responded to the survey were satisfied or very satisfied with the way the school approaches parent volunteerism and parent involvement. 16.22% were neutral, 10.81% were dissatisfied and 0% were very dissatisfied.	
Metric/Indicator Chronic truancy rate **17-18** Goal for this measure will be made after the state releases indicators in the fall, 2018. **Baseline** N/A Indicators not yet released.	Chronic truancy indicators not yet available.
Metric/Indicator Suspension rate **17-18** Suspension rate will be maintained at 3% or lower for students who are not an imminent danger or threat to other students. **Baseline** The suspension rate for 2016-2017 was 2.3% as of mid-May, 2017.	Suspension rate was increased for students who were an imminent danger or threat to other students. No other suspensions were given.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Office staff will review enrollment to ensure that each family has updated contact information.	Office staff reviewed enrollment and ensured each family had updated contact information. Teachers discussed	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $3,700	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $3,700

Teachers will assess parents' understanding of communication procedures at conferences.	communication procedures art conferences.	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $300	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $300

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The value of parent education opportunities will be communicated to the parent community.	The value of parent education opportunities were communicated. Silent Journey and Discovery event was successful and well-attended	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $1,925	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $1,925
		3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $385	3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $385
			1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $1,680
			3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $336

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school director will meet with the parent group leaders to continue to refine the parent volunteer opportunities communication & tracking system.	School director had a weekly meeting with parent group leaders to refine parent volunteer opportunities and tracking system.	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $4,200	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $4,200
		3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $840	3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $840

Action 4

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
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.	The office staff, school director and SST Coordinator held conferences with parents of chronically absent students and implemented interventions for students with suspensions.	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $2,500 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $500	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $2,500 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $500

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 2.1 Ensured that parents understood the ways the school communicates with students' families.
Goal 2.2 Silent Journey and Discovery event was successful and well-attended, but the community needs more frequent, less time-intensive opportunities to learn about the Montessori method of education.
Goal 2.3 Improved parent involvement and volunteerism. Communicated need for parents to help with school events, field trips and fundraisers.
Goal 2.4 Truancy meetings were held for students with chronic absenteeism.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Goal 2.1: Goal accomplished. Parents understood the ways the school communicates with students' families.
Goal 2.2: Goal in progress. While the Silent Journey and Discovery had good attendance and feedback, more frequent and less time consuming opportunities to learn about the Montessori method of education were identified as a need.
Goal 2.3: Goal in progress. A system for tracking parent hours was created, but needs to be more convenient for parents as identified by survey responses.
Goal 2.4: Goal in progress. Attendance rates in some classes and grade levels exceeded expectations, but in others did not. The 90% goal was achieved by all grades and classes with the exception of transitional kindergarten. The overall ADA for the school was 94.5% Suspension data showed an increase in suspensions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For Goal 2.1 the Budgeted Expenditures and Estimated Actual Expenditures are the same.
For Goal 2.2 the Actual Expenditures were greater than Estimated Actual Expenditures because they Estimated did not include the certificated staff salaries or benefits.
For Goal 2.3 the Budgeted Expenditures and Estimated Actual Expenditures are the same.
For Goal 2.4 the Budgeted Expenditures and Estimated Actual Expenditures are the same.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 2.1 Incorporate a text to cell phone communication system for parents to receive reminders and information from the school.
Goal 2.2 Plan more frequent and less time consuming opportunities to learn about the Montessori method of education.
Goal 2.3 Find a simple way for parents to report volunteer hours.
Goal 2.4 Track chronic absenteeism with more diligence, clarify procedures with administrative staff and parents. Use parent education as a way to improve attendance. Implement PBIS to decrease suspensions.
Add Goal 2.5 Provide free child care for kindergarten students until the dismissal time of 1st-8th grade students.

These changes can be found in the Goals, Actions, and Services section of this LCAP for Goal 2.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Socioeconomically disadvantaged students will have access to free or reduced lunch.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State metric/Academic indicator/ grades 3-8 CAASPP results **17-18** Students with low income will be within two performance levels of all students. **Baseline** Students with low income are within two performance levels of all students.	Students with low income were at the same performance level of all students.
Metric/Indicator Local metric/ school attendance rates **17-18** Students with low income will show attendance rates above 90%.	Students with low income showed attendance rates above 90%

Expected	Actual
Baseline Students with low income show attendance rates above 90%.	
Metric/Indicator Local metric/ community survey **17-18** School survey will show a majority of positive responses to school climate. **Baseline** Of the 37 responses, 78.38% indicated they were satisfied or very satisfied with the school climate in general. 13.51% answered "neutral", 8.11% were dissatisfied, and 0% were very dissatisfied.	Community survey showed a majority of positive responses to school climate.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will provide free or reduced lunch to students that qualify due to low income.	The school provided free or reduced lunch for students who qualified due to low income.	2000-2999: Classified Personnel Salaries Supplemental $400 3000-3999: Employee Benefits Supplemental $100	2000-2999: Classified Personnel Salaries Supplemental $800 3000-3999: Employee Benefits Supplemental $200

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Students who qualified for free or reduced lunch due to low income received free or reduced lunch.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Goal was achieved.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted Expenditures were less than Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes proposed except to increase budgeted expense to match actuals.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Socioeconomically disadvantaged students will have access to scholarships to attend field trips.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Local metric/ community survey **17-18** School survey will show a majority of parents satisfied with the way the school approaches parent volunteerism. **Baseline** 72.97% of parents who responded to the survey were satisfied or very satisfied with the way the school approaches parent volunteerism and parent involvement. 16.22% were neutral, 10.81% were dissatisfied and 0% were very dissatisfied.	School community survey showed a majority of parents (64%) satisfied with the way the school approaches parent volunteerism.
Metric/Indicator Local metric/ School attendance rates **17-18** Students with low income will show attendance rates above 90%	Students from low income families showed attendance rates above 90%.

Expected	Actual
Baseline Students with low income show attendance rates above 90%.	
Metric/Indicator Local metric/ school community survey **17-18** School survey results will show a majority satisfied with the school climate. **Baseline** Of the 37 responses, 78.38% indicated they were satisfied or very satisfied with the school climate in general. 13.51% answered "neutral", 8.11% were dissatisfied, and 0% were very dissatisfied.	School community survey results showed a majority (82%) of respondents satisfied with the school climate.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will provide scholarships to students from socioeconomically disadvantaged backgrounds to attend field trips.	School provided scholarships to students from socioeconomically disadvantaged backgrounds to attend field trips.	5800: Professional/Consulting Services And Operating Expenditures Supplemental $2,500	5800: Professional/Consulting Services And Operating Expenditures Supplemental $2,500

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Scholarships were provided to students from socioeconomically disadvantaged backgrounds to attend field trips.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Goal achieved.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted Expenditures and Estimated Actual Expenditures were the same.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes proposed.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Focus group recruitment: Recruitment for the LCAP Focus Group was published in the school announcements dated February 1, February 8, February 15, 2018, and February 22. Announcements are received by all parents, staff, and board members as well as interested community members, in both electronic and hardcopy formats. The announcement read:LCAP Focus Group Forming
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, community members 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.

Additional recruitment was done in person, on campus by the Board President. Members of the school community were asked if they would be interested in participating in a focus group in support of the school, and an effort was made to get people who have kids in different grades, and people who are new or have been with Sherwood for years. Follow up phone calls were made to interested individuals to determine their availability and willingness to participate.

The Sherwood Community Survey was sent out on March 10, 2018 and was available through May 27, 2018. Reminders to complete the survey were included in the school announcements on May 10, May 17 and May 24, 2018. 56 Sherwood community members (parents, teachers, staff, family members, community members) responded to the survey. The school announcements also urged families to complete volunteer logs as a measure of parent volunteerism to be used for LCAP data in the April 19, May 10, May 17, May 24, May 31 and June 7 editions.

The LCAP Focus Group met on April 11, 2018, and looked at progress made on LCAP goals. The group also looked at survey questions asked in the past and discussed possible revisions for the survey. The group met via email on April 23, May 1, May 3, and May 4 to finalize the survey questions before it was made available on May 10.

Student surveys: This year, data was collected from the students using the California Healthy Kids Survey for grades 7 & 8. We were not able to get enough active permission forms returned from parents of 5th and 6th graders to give the survey at this level. Kids in kindergarten through third grade were given a six question survey that was answered by choosing a face from smiling to frowning.

Kids in grades 4th-8th were given a survey with twelve questions with answers ranging from "strongly agree" to "strongly disagree" and opportunities for narrative response.

The LCAP was presented at open, public meetings of the Board of Directors of Sherwood Montessori on February 12, March 9, and April 12, 2018. These agenda items introduced the LCAP and described its purpose, shared progress towards goals, and explained the stakeholder engagement process. At each of these meetings, input was solicited from the stakeholders present for the formation of the 2018-2019 LCAP.

A draft of the LCAP was presented and adopted in an open, public meeting of the Sherwood Board of Directors on June 7, 2018.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

After making the community aware of the opportunity to join the LCAP Focus Group through the School Announcements, face to face recruitment efforts were made by the Chair of the Board and the School Director. Parent representatives included parents from the younger and older students to give a range of input. The School Director and four focus group participants reviewed the Sherwood Community Survey results, the Student Survey results, standardized testing data, intervention assessment data, attendance data, suspension rate data and the goals and actions of the 2017-2018 LCAP. This information was used as the basis for suggested revisions to the LCAP.

Goals from the 2017-2018 LCAP adoption were largely maintained. Some goals had changes in the actions/services. The only changes proposed in spending were based on actual spending or in cases where a change in the action/service raised or lowered the revenues needed to complete the action/service. Goals that were accomplished or were successful either had no change in funding or a decrease in funding as staff's efficiency increased.

The Board of Directors of Sherwood Montessori voted to adopt the proposed final draft of the 2018-2019 LCAP at the June 7th, 2018 meeting.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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, maintain recess equipment, and seek a permanent location.
1.5: Refine Student Success Team (SST) 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.

State and/or Local Priorities addressed by this goal:

State Priorities:
Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Need: Students need caring, committed, collaborative, exemplary, responsive credentialed teachers who embrace the Montessori method and align it to CCSS using a broad range of Montessori materials.
Students need academic skills to access curriculum & instruction. Students need to attend school in a facility that is in good repair. Students would be best served in a facility designed for Montessori education and located on its own campus. Students need access to exercise and play.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Personnel files/teachers' credentials	100% highly qualified credentialed teachers.	Maintained 100% highly qualified credentialed teachers.	Maintain 100% highly qualified credentialed teachers.	Maintain 100% highly qualified credentialed teachers.
Materials inventories	Materials were maintained or replaced/repaired.	Maintained materials in good repair and replaced/added to materials as needed.	Purchase a comprehensive curriculum package for ages 6-12.	Maintain materials in good repair and replace/add to materials as needed.
Facilities Inspection Tool	Bathrooms and classrooms at new site were patched, painted and re-carpeted. Teaching kitchen and library were created at property purchased adjacent to the new site.	Maintained facilities in good repair. Added to recess equipment. Replaced all HVAC units. Completed planning for two new classrooms.	Maintain facilities in good repair. Replace worn PE/ recess equipment.	Maintain facilities in good repair. Replace worn PE/ recess equipment.
Local indicator/ CCSS rubric (BCOE developed rubric is now replacing less relevant nationwide tool)	CCSS are implemented and the teacher evaluation system has been aligned to CCSS.	Measured CCSS implementation with BCOE developed rubric and found that teachers identified being somewhere between developing awareness (stage 2) and full awareness (stage 3).	Move from stage 2 to stage 3 on new rubric: Developing awareness to full awareness.	Move from stage 3 to stage 4: Full awareness to student awareness.
Local indicator/ school community survey	Retained qualified SST Coordinator to work collaboratively with	Retained qualified SST Coordinator to work collaboratively with	Retain qualified SST Coordinator to work collaboratively with	Retain qualified SST Coordinator to work collaboratively with

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	director, teachers, and parents.	director, teachers, and parents.	director, teachers, and parents.	director, teachers, and parents.
	.			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Continue to monitor teacher credentials and assignments.	Continue to monitor teacher credentials and assignments.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,250	$1,250	
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	
Amount	$250	$250	
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Teachers will work in grade-level teams and with school director to assess progress on implementing CCSS.	Teachers will work with director and receive professional development on implementing CCSS with Montessori methods.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,250	$6,750	
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	$450	$1,350	
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	
Amount	$250	$750	
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	
Amount	$50	$150	
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will review curriculum materials and request replacement or repair for missing or damaged materials.	Comprehensive curriculum package will be ordered to replace missing or damaged materials.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,160	$5,000	
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	

Amount	$700	$1,000	
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	$140	$200	
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	
Amount		$200	

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

The director will work with the parents' organization and contractors to ensure that the facility is in good repair.	The director will work with the parents' organization and contractors to ensure that the facility is in good repair and will pursue options to move to own facility.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$700	$1,800	
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	
Amount	$140	$360	
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	
Amount	$3,160	$5,000	
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Recess equipment will be inspected for its condition and completeness so that missing or damaged equipment can be replaced.	Recess equipment will be inspected for its condition and completeness so that missing or damaged equipment can be replaced. Goal is modified by increasing spending to be closer to actual spending.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,400	$1,658	
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	
Amount	$500	$500	
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	

Amount	$100	$100	
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
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.	Continued regular meetings with SST team (renamed from SBIT): Coordinator, director, parents and intervention instructors to make continued improvement to the SST program and review student progress. Collect data to determine which students need access to the SST process.	

Track down individual students' growth to show movement towards identified SBIT goals.	Track down individual students' growth to show movement towards identified SST goals. Director of MTSS will be taking over duties of coordinator.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$26,000	
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	
Amount	$3,000	$5,200	
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	
Amount		$8,800	
Source		General Fund/LCFF Supplemental Funds	
Budget Reference		1000-1999: Certificated Personnel Salaries	
Amount		$1,7600	
Source		General Fund/LCFF Supplemental Funds	
Budget Reference		3000-3999: Employee Benefits	

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

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.
2.5 Provide free child care for kindergarten students until dismissal time for grades 1st-8th.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

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.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local metric/ volunteer tracking system	Approximately 20% of parents met or	While the school did see an increase in parent	Volunteer tracking system will show an	Volunteer tracking system will show an

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	exceeded 50 volunteer hours per year; approximately 10% of parents met or exceeded 70 volunteer hours per year; approximately 50% of parents volunteer about 20 hours per year; 20% of parents volunteer 10 hours or less per year.	volunteering, it was not tracked by the system implemented. rent volunteering at/for the school.	increase in parent volunteering at/for the school or will maintain an increased level of parent volunteering.	increase in parent volunteering at/for the school or will maintain an increased level of parent volunteering.
Local metric/ school community survey	72.97% of parents who responded to the survey were satisfied or very satisfied with the way the school approaches parent volunteerism and parent involvement. 16.22% were neutral, 10.81% were dissatisfied and 0% were very dissatisfied.	School survey showed that a majority (64%) of respondents are satisfied with the way the school approaches parent volunteerism and parent involvement.	School survey will show that a majority of respondents are satisfied with the way the school approaches parent volunteerism and parent involvement.	School survey will show that a majority of respondents are satisfied with the way the school approaches parent volunteerism and parent involvement.
N/A	N/A Indicators not yet released.	Goal for this measure will be made after the state releases indicators in the fall, 2018.	Goal for this measure will be made after the state releases indicators in the fall, 2018.	Goal for this measure will be made after the state releases indicators in the fall, 2018.
State metric/ suspension rate	The suspension rate for 2016-2017 was 2.3% as of mid-May, 2017.	Suspension rate for students who are not an imminent danger or threat to other students was 0%, but students with threatening or dangerous behaviors	Suspension rate will be maintained at 3% or lower for students who are not an imminent danger or threat to other students.	Suspension rate will be maintained at 3% or lower for students who are not an imminent danger or threat to other students.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		were suspended at a rate of 5.9%		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Office staff reviewed enrollment to ensure that each family had updated contact information. Teachers assessed parents' understanding of communication procedures at conferences.	Office staff will review enrollment to ensure that each family has updated contact information. Teachers will assess parents' understanding of communication procedures at conferences. The school will implement a text to cell phone system of sending reminders and announcements.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,700	$3,700	
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	
Amount	$300	$1,000	
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	
Budget Reference		5900: Communications	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Modified Action	
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The value of parent education opportunities were communicated to the parent community.	The value of parent education opportunities will be communicated to the parent community. More frequent, less time consuming methods will be used.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,925	$2,580	
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	
Amount	$385	$516	
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	
Amount		$1,000	
Source		General Fund/LCFF Supplemental Funds	
Budget Reference		5900: Communications	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The school director had weekly meetings with the parent group leaders to continue to refine the parent volunteer opportunities communication & tracking system.	The school director will meet with the parent group leaders to continue to refine the parent volunteer opportunities communication & tracking system. A simplified system will be put in place and incorporated with a new website.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,200	$4,200	
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	

Amount	$840	$840	
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	
Amount		$2,000	
Source		General Fund/LCFF Supplemental Funds	
Budget Reference		5900: Communications	

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The office staff, school director, and SBIT Coordinator collaborated to hold conferences with parents of chronically	The office staff, school director, and SST Coordinator will collaborate to hold conferences with parents of chronically	

absent students and implemented SBIT process as appropriate for any students with suspensions.	absent students and implement SBIT process as appropriate for any students with suspensions. An attendance campaign will be launched as a component of PBIS implementation.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,500	$5,080	
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	
Amount	$500	$1,016	
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	
Amount		$4,600	
Source		General Fund/LCFF Supplemental Funds	
Budget Reference		1000-1999: Certificated Personnel Salaries	
Amount		$920	
Source		General Fund/LCFF Supplemental Funds	
Budget Reference		3000-3999: Employee Benefits	

Action 5

All		

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	
	Provide free child care for kindergarten until the dismissal time for 1st-8th grades.	

Budgeted Expenditures

Amount		$6,031	
Source		General Fund/LCFF Supplemental Funds	
Budget Reference		2000-2999: Classified Personnel Salaries	
Amount		$1,206	
Source		General Fund/LCFF Supplemental Funds	
Budget Reference		3000-3999: Employee Benefits	
Amount		$250	
Source		General Fund/LCFF Supplemental Funds	
Budget Reference		4000-4999: Books And Supplies	

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Socioeconomically disadvantaged students will have access to free or reduced lunch.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Need: Students need nourishment to access success in school.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State metric/CAASPP results	Students with low income are within two performance levels of all students.	Students with low income were at the same performance level of all students.	Students with low income will be within two performance levels of all students.	Students with low income will be within two performance levels of all students.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local metric/Attendance rate	Students with low income show attendance rates above 90%.	Students with low income showed attendance rates above 90%.	Students with low income will show attendance rates above 90%.	Students with low income will show attendance rates above 90%.
Local metric/school community survey	Of the 37 responses, 78.38% indicated they were satisfied or very satisfied with the school climate in general. 13.51% answered "neutral", 8.11% were dissatisfied, and 0% were very dissatisfied.	School survey showed 82% of 56 respondents were satisfied or very satisfied with the school climate.	School survey will show a majority of positive responses to school climate.	School survey will show a majority of positive responses to school climate.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income		

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The school will provide free or reduced lunch to families that qualify due to low income.	The school will provide free or reduced lunch to families that qualify due to low income.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$400	$800	
Source	Supplemental	Supplemental	
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	
Amount	$100	$200	
Source	Supplemental	Supplemental	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

Socioeconomically disadvantaged students will have access to scholarships to attend field trips.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

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.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local metric/school community survey	72.97% of parents who responded to the survey were satisfied or very satisfied with the way the school approaches parent volunteerism and parent involvement. 16.22% were neutral,	School survey showed a majority of parents are satisfied (64%) with the way the school approaches parent volunteerism.	School survey will show a majority of parents satisfied with the way the school approaches parent volunteerism.	School survey will show a majority of parents satisfied with the way the school approaches parent volunteerism.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	10.81% were dissatisfied and 0% were very dissatisfied.			
Local metric/attendance rates	Students with low income show attendance rates above 90%.	Students with low income showed attendance rates above 90%	Students with low income will show attendance rates above 90%	Students with low income will show attendance rates above 90%
Local metric/school community survey	Of the 37 responses, 78.38% indicated they were satisfied or very satisfied with the school climate in general. 13.51% answered "neutral", 8.11% were dissatisfied, and 0% were very dissatisfied.	School survey results showed a majority of respondents (82%) are satisfied with the school climate.	School survey results will show a majority satisfied with the school climate.	School survey results will show a majority satisfied with the school climate.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income		

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The school will provide scholarships to students from socioeconomically disadvantaged backgrounds to attend field trips.	The school will provide scholarships to students from socioeconomically disadvantaged backgrounds to attend field trips.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,500	$2,500	
Source	Supplemental	Supplemental	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5000-5999: Services And Other Operating Expenditures	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$106,367	8.49%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

For the 2018-19 school year, Sherwood Montessori projects an enrollment of 16) ADA students, 83 of which will be low income, foster youth or English learners, resulting in an unduplicated pupil percentage of 42.44%. Using the calculator provided by FCMAT and this enrollment information we estimate the additional Supplemental and Concentration Grant funding for 2018-19 to be $106,367. Anticipated total spending is $106,617. A description of this spending is as follows:

$31,200 in salaries and benefits to an intervention coordinator for work on goals 1 and 2.

$8,300 for salaries and benefits of office staff to accomplish the tasks described in goals 1, 2, and 3.

$2,500 in field trip fees to cover cost of providing scholarships for low income students.

$2,160 includes a portion of school director’s time to conduct site inspections and coordinate with parent volunteers to maintain a facility in good repair and search for a permanent location.

$10,560 in teachers' salaries and benefits for work in SST meetings for goal 1 and $1,200 in school director's salary and benefits for the same.

$11,232 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.

$5,520 in teachers' salaries and benefits to work to communicate the importance of good attendance for student achievement.

$5,000 in Montessori and curriculum materials that address Common Core State Standards.

$1,658 in recess equipment.

$5,000 in materials to improve facilities.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

$4,000 for contracted services to create a new website and communication system to accomplish goal 2.

$8,100 in teachers' salaries and benefits and $900 in school director's salary and benefits for time to analyze data to determine the effectiveness of implementation of CCSS and for professional development in implementing CCSS.

$1,200 in teachers' salaries and benefits towards goal to inventory the Montessori materials and identify any needs.

$600 in classified staff salaries and benefits to inventory recess equipment and make purchasing recommendations.

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. Unduplicated pupils will receive increased or improved services by at least 8.49% through goals 3 and 4.

For the 2018-2019 school year, Sherwood's proportionality percentage of 8.49% results in a 2018-19 school year estimated Supplemental and Concentration Grant funding amount of $106,367.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$49,719	4.38%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

For the 2017-18 school year, Sherwood Montessori projects an enrollment of 153 students, 40 of which will be low income, foster youth or English learners, resulting in an unduplicated pupil percentage of 30.07%. Using the calculator provided by FCMAT and this enrollment information we estimate the additional Supplemental and Concentration Grant funding for 2016-17 to be $49,719. Anticipated total spending is $49,850. A description of this spending is as follows:

$19,200 in salaries and benefits 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.

$6,600 for salaries and benefits of office staff to accomplish the tasks described in goals 1, 2, and 3 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 goal 3, which provides free or reduced lunch are specifically to benefit low income students.

$2,500 in field trip fees to cover cost of providing scholarships for low income students.

$840 includes a portion of School Director’s time to conduct site inspections and coordinate with parent volunteers 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.

$2,310 includes a portion of the School Director's time for planning, promoting, and conducting parent education events.

$6,240 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.

$3,160 in Montessori and curriculum materials that address Common Core State Standards.

$1,400 in recess equipment.

$3,160 in materials to improve facilities.

$300 in teachers' salaries to explain to parents the ways the school communicates with families. $2,700 in teachers' salaries and benefits and $300 in School Director's salary and benefits for time to analyze data to determine the effectiveness of implementation of CCSS. $840 in teachers' salaries and benefits towards goal to inventory the Montessori materials and identify any needs.

$600 in classified staff salaries and benefits to inventory recess equipment and make purchasing recommendations.

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 4.38% results in a 2017-18 school year estimated Supplemental and Concentration Grant funding amount of $49,719. Planned use of the funding is described above.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

For the 2017-2018 school year, Sherwood's proportionality percentage of 4.38% results in a 2017-18 school year estimated Supplemental and Concentration Grant funding amount of $49,719.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.
When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.
In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.
An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.
The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.
For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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 *EC* 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 school sites 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?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* 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 school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
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?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	63,290.00	66,623.00	63,290.00	122,357.00	0.00	185,647.00
	0.00	0.00	0.00	200.00	0.00	200.00
General Fund/LCFF Supplemental Funds	58,690.00	63,123.00	58,690.00	118,657.00	0.00	177,347.00
Supplemental	4,600.00	3,500.00	4,600.00	3,500.00	0.00	8,100.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	63,290.00	66,623.00	63,290.00	122,357.00	0.00	185,647.00
	0.00	0.00	300.00	200.00	0.00	500.00
1000-1999: Certificated Personnel Salaries	3,390.00	28,861.00	3,090.00	21,150.00	0.00	24,240.00
2000-2999: Classified Personnel Salaries	43,725.00	17,125.00	43,725.00	52,691.00	0.00	96,416.00
3000-3999: Employee Benefits	5,955.00	8,437.00	5,955.00	29,908.00	0.00	35,863.00
4000-4999: Books And Supplies	7,720.00	9,200.00	7,720.00	11,908.00	0.00	19,628.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	0.00	2,500.00	0.00	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	2,500.00	3,000.00	2,500.00	0.00	0.00	2,500.00
5900: Communications	0.00	0.00	0.00	4,000.00	0.00	4,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	63,290.00	66,623.00	63,290.00	122,357.00	0.00	185,647.00
		0.00	0.00	0.00	200.00	0.00	200.00
	General Fund/LCFF Supplemental Funds	0.00	0.00	300.00	0.00	0.00	300.00
1000-1999: Certificated Personnel Salaries	General Fund/LCFF Supplemental Funds	3,390.00	28,861.00	3,090.00	21,150.00	0.00	24,240.00
2000-2999: Classified Personnel Salaries	General Fund/LCFF Supplemental Funds	41,725.00	16,325.00	41,725.00	51,891.00	0.00	93,616.00
2000-2999: Classified Personnel Salaries	Supplemental	2,000.00	800.00	2,000.00	800.00	0.00	2,800.00
3000-3999: Employee Benefits	General Fund/LCFF Supplemental Funds	5,855.00	8,237.00	5,855.00	29,708.00	0.00	35,563.00
3000-3999: Employee Benefits	Supplemental	100.00	200.00	100.00	200.00	0.00	300.00
4000-4999: Books And Supplies	General Fund/LCFF Supplemental Funds	7,720.00	9,200.00	7,720.00	11,908.00	0.00	19,628.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	0.00	2,500.00	0.00	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund/LCFF Supplemental Funds	0.00	500.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	2,500.00	2,500.00	2,500.00	0.00	0.00	2,500.00
5900: Communications	General Fund/LCFF Supplemental Funds	0.00	0.00	0.00	4,000.00	0.00	4,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	32,500.00	46,757.00	32,500.00	83,918.00	0.00	116,418.00
Goal 2	14,350.00	16,366.00	14,350.00	34,939.00	0.00	49,289.00
Goal 3	500.00	1,000.00	500.00	1,000.00	0.00	1,500.00
Goal 4	2,500.00	2,500.00	2,500.00	2,500.00	0.00	5,000.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6	11,840.00	0.00	11,840.00	0.00	0.00	11,840.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	0.00
Goal 9			0.00	0.00	0.00	0.00
Goal 10	1,600.00	0.00	1,600.00	0.00	0.00	1,600.00

* Totals based on expenditure amounts in goal and annual update sections.

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.3 2018-2019 Original Budget**

Date: June 7, 2018

SUMMARY

The Budget Committee met on May 23, 2018 at which changes for the upcoming fiscal year were proposed and a draft of the budget was created following the Budget Committee Meeting.

DISCUSSION

Assumptions for creating the proposed budget included:

- Teacher salaries increase by 4%
- Substitutes remain roughly 2% of teacher salaries
- Classified salaries increase to meet minimum wage requirements
- Facilities costs covered with 2% of revenues under Prop 39

Budget assumes an enrollment set at 164, ADA based on 96% rate =158 ADA.

ACTION REQUESTED

Approve 2018-2019 Original Budget

	ADA 2ND PER.= 151.69	164 = EST. 158 ADA	
2018-19 ORIGINAL BUDGET			
FCMAT v18.2d CALCULATOR	**2017-18 2ND INTERIM**	**2018-19 ORIGINAL BUDGET**	
			CHANGE
Revenue			
8011 Local Control Funding	703,105	820,950	
8012 Education Protection Act	184,804	183,924	
8096 In Lieu Taxes	319,307	328,613	
Subtotal LCFF Revenues	1,207,216	1,333,487	***126,271***
PROP 39 FUNDS	158,000		(158,000)
SUMS - State Grant	25,000		(25,000)
8019 State Aid - Prior Years	391		(391)
8181 FED - SELPA	17,000	19,606	2,606
8311 Special Educ. - SELPA	77,100	89,869	12,769
8590 One Time Discretionary	19,992	52,181	32,189
8550 Mandates Block Grant	2,062	2,062	-
8560 State Lottery	25,000	25,000	-
8673 Parent Fees	45,008	45,008	-
8699 Fundraising / Donations	15,000	10,000	(5,000)
8710 Other Local Revenue	1,000	1,000	-
TOTAL REVENUES	**1,592,769**	**1,578,213**	***(14,556)***
Expense			
1000 Certificated Salaries	471,327	456,633	(14,694)
2000 Classified Salaries	377,456	337,945	(39,511)
3000 Employee Benefits	240,884	273,606	32,722
4100 Texts and Core Curricula	5,000	17,000	12,000
4200 Reference Materials	10,000	22,000	12,000
4300 Materials and Supplies	21,700	21,700	-
4400 NonCap Equipment	5,400	5,400	-
4700 Food (Nutrition)	500	500	-
5200 Travel and Conferences	15,700	13,300	(2,400)
5300 Dues and Memberships	1,300	1,300	-
5400 Property/Liability Insurance	15,360	15,360	-
5500 Operations / Housekeeping	53,000	57,800	4,800
5600 Rentals, Leases, and Repairs	7,200	12,200	5,000
5800 Prof. & Consulting Services	158,400	213,853	55,453
5900 Communications	7,440	7,440	-
6200 CAPITAL OUTLAY- BLDG	208,000		(208,000)
TOTAL EXPENDITURES	**1,598,667**	**1,456,037**	***(142,630)***
Excess/(Deficiency)	***(5,898)***	***122,176***	
General Fund Unrestricted Portion	***236,498***	***85,407***	***(151,091)***
Pr. Yr. Unrestrict. Reserves Balance	**101,346**	**122,000**	**14**
Unrestricted Reserves Total Balance	**337,844**	**207,407**	**24**
Recommended Unrestricted Reserve	**79,993**	**72,802**	**9**
Reserve for 2 months salary/benes.	**198,121**	**194,215**	**23**

Agenda Item 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.4: Facilities Use Agreement**

Date: June 7, 2018

SUMMARY

The Facilities Use Agreement (FUA) between Sherwood Montessori and Chico Unified School District (CUSD) must be renegotiated and renewed annually.

DISCUSSION

Our FUA between Sherwood and CUSD was between the two school leaders of Chapman Elementary and Sherwood Montessori and then brought to our respective boards for approval.

A draft of the proposed FUA with changes negotiated by Chapman and Sherwood school leaders is attached. Proposed changes include:

1. Omission of library hours which Sherwood does not use.
2. Dismissal time at 2:50 p.m. daily
3. Assurance that Sherwood will cover maintenance for hvac units should they need it, and will pay more for utilities if the new units should cause an increase in utilities costs.

ACTION REQUESTED

Approve updated FUA with amendments.

Attachment: DRAFT FUA with changes highlighted.

CHARTER FACILITIES AGREEMENT
BY AND BETWEEN
CHICO UNIFIED SCHOOL DISTRICT AND
SHERWOOD MONTESSORI CHARTER SCHOOL

THIS AGREEMENT ("Agreement") is made this 7th day of June 2018 by and between the Chico Unified School District, a public school district organized and existing under the laws of the State of California ("District") and Sherwood Montessori Charter School ("Charter School"), a California public charter school. The District and the Charter School are collectively referred to as "the parties."

R E C I T A L S

WHEREAS, pursuant to Proposition 39, the Charter School has made a request for facilities for the 2017-18 fiscal year; and

WHEREAS, pursuant to the requirements of Proposition 39 and its implementing regulations (CCR, Title 5, Section 11969.1-11969.9 hereinafter "State Regulations"), the District has made an offer to provide the Charter School with facilities for its in-District students, and the Charter School has accepted the terms of that offer for the 2017-2018 school year; and

WHEREAS, the parties desire to set forth the terms and conditions pursuant to which the Charter School will occupy classrooms and use facilities at the District's Chapman Elementary School Site (the "Site"), located at 1071 East 16th Street, Chico, California, 95928.

NOW THEREFORE, in consideration of the covenants and agreements hereinafter set forth, the parties agree as follows:

Section 1. Use of Site. District agrees to allow Charter School exclusive use of the District-offered facilities on the Site as described with more particularity in Exhibits "A" and "B" attached hereto, for the sole purpose of operating the Charter School K-8 educational program and related uses consistent with the operation of an educational facility, in accordance with the Charter School's charter. Subject to the District's written consent rights contained in Section 9 herein, the Charter School shall have the right to utilize the Site in any lawful configuration needed to meet its K-8 educational program needs. The Charter School recognizes that the District has only to provide facilities space for in-District students; it is up to the Charter School to decide if it will house out-of-District children in that space allocated for in-District children.

Charter School agrees to abide by the Chapman Elementary School Behavior Expectations for Common areas in accordance with Exhibit "C" of this agreement.

However, in the event that the District needs to reclaim the Site to accommodate District students as provided by law at any time during the course of this Agreement, the District shall have

the right to reclaim possession of the Site from the Charter School by giving written notice to the Charter School no later than February 1 of the fiscal year one year preceding the school year for which the District is reclaiming the Site. In accordance with Education Code Section 47614, the District shall not move the Charter School unnecessarily.

If the District determines that it may need to reclaim the site, the Charter School will be notified that the District will begin an analysis of its future facility needs. The District will review the analysis with the Charter School upon giving notice of its intent to reclaim the Site.

Subsequent requests, either for additional space or after termination, shall be made on an annual basis in accordance with Proposition 39.

Upon the termination of this Agreement, the right to exclusive use and occupation of the Site and the facilities and District equipment thereon shall revert to the District. Charter School shall be required to restore the Site to its original configuration unless the District waives this requirement. Upon termination, Charter School will be required to remove any portables they have placed on the Site. If the Charter School has placed District-standard portables on the site, the District may elect the option of having the Charter School transfer ownership to the District provided the portables are free and clear of any liens. The parties shall negotiate any terms of payment for the portables. A District standard portable is defined as a new, steel framed relocatable building that meets the Field Act.

In the event that the District reclaims the Site, the District shall not be obligated to repay to the Charter School any sum expended, directly or indirectly, for the purpose of making any improvements to the Site. Charter School acknowledges that the District has not asked Charter School to make or subsidize improvements to the Site for the benefit of the District, and that Charter School does so at the risk that the District will reclaim the Site.

Charter School shall otherwise have full and exclusive use of all District-offered classrooms, administrative space, and other facilities granted by District on the Site during the term of this Agreement. Charter School shall comply with District policies and/or practices regarding the operations and maintenance of the facilities, furnishings, and equipment.

Although Charter School shall have the exclusive use of District-offered facilities on the Site, Charter School agrees to comply with the provisions of the Civic Center Act (Education Code Section 38131 et seq.) in making use of the non-classroom facilities and grounds accessible to members of the community. For purposes of compliance with the Civic Center Act with respect to the Site, the Charter School Board of Directors shall hold the same powers and obligations applicable to School District Boards of Trustees under Education Code Sections 38130-38139 and shall also follow District Board Policy and Administrative Regulations in making use of the facilities accessible to members of the community.

The parties agree that the provision of facilities pursuant to this Agreement constitutes full and complete satisfaction of the District's obligation to provide facilities to the Charter School

under Education Code Section 47614 and the Proposition 39 regulations (CCR, Title 5, Section 11969.9) for the 2017-18 school year.

Section 2. Furnishings and Equipment. The District shall provide, in accordance with the Proposition 39 regulations, furnishings and equipment at the Site. These furnishings and equipment shall remain the property of the District. The furnishings and equipment provided shall be reasonably equivalent in condition and quantity to those furnishings and equipment provided in the comparison group of schools in accordance with 5 C.C.R. Section 11969.3. The District agrees to provide the Charter School with an inventory list of all District furniture and equipment left on the site for use by the Charter School. The Charter School agrees to bring any furnishings and equipment it owns to the Site in an effort to conserve resources. The District agrees that all furnishing supplied by the Charter School are property of the Charter School.

Section 3. Reimbursement: Reimbursement: In the event that the space allocated to the Charter School is considered "over allocated" in accordance with 5 C.C.R. Section 11969.8, the Charter School shall reimburse the District as follows:

(a) Space is considered to be over-allocated if (1) the charter school's actual in-district classroom ADA is less than the projected in-district classroom ADA upon which the facility allocation was based and (2) the difference is greater than or equal to a threshold ADA amount of 25 ADA or 10 percent of projected in-district classroom ADA, whichever is greater.

(b) The per-pupil rate for over-allocated space shall be equal to the statewide average cost avoided per pupil set pursuant to Education Code section 42263 for 2005-06, adjusted annually thereafter by the CDE by the annual percentage change in the general-purpose entitlement to charter schools calculated pursuant to Education Code section 47633, rounded to the next highest dollar, and posted on the CDE Web site.

(c) The reimbursement amount owed by the Charter School for over-allocated space shall be equal to (1) this rate times the difference between the charter school's actual in-district classroom ADA and the projected in-district classroom ADA upon which the facility allocation was based, less (2) this rate times one-half the threshold ADA. For purposes of this subdivision, the actual in-district classroom ADA shall be determined using the report submitted pursuant to section 11969.9(l) in conjunction with the second principal apportionment under Education Code section 41601.

Section 4. Term. The term of this Agreement shall begin on July 1, 2018 and shall end on June 30, 2019 unless terminated beforehand by the parties or revocation of the charter.

Section 5. Termination. This Agreement will automatically terminate upon the cessation of Charter School' operations for any reason or by a thirty (30) day written notice to the District from the Charter School.

Section 6. Utilities. District agrees to furnish or cause to be furnished to the Site infrastructure for the following utilities: gas, electric, water, and sewer. Charter School shall be solely responsible for the cost of utilities used or consumed by the Charter School on the Site.

Section 7. Maintenance. Facilities provided to the Charter School shall remain the property of the District. As requested by the Charter School, the routine operations and maintenance of the facilities and equipment is the responsibility of the Charter School. Projects eligible to be included in the District deferred maintenance plan established pursuant to Education Code Section 17582 shall remain the responsibility of the District

District shall be responsible for the major maintenance of the facilities used by School. For purposes of this section, "major maintenance" includes the major repair or replacement of plumbing, heating, ventilation, air conditioning, electrical, roofing, and floor systems, exterior and interior painting, and any other items considered deferred maintenance under Education Code Section 17582. The Deferred Maintenance Program Handbook outlines examples of projects that are eligible under the program as well as those that are not eligible. All other kinds of maintenance shall be considered routine maintenance and shall be the responsibility of the Charter School. Replacement of major maintenance items will be determined by the District in accordance with the State's Deferred Maintenance Program guidelines.

Section 8. Installation of Improvements/Signage. Charter School shall not construct or install any improvements (as defined in California Civil Code Section 660) on the Site, or otherwise substantially alter the Site, without the prior written consent of District, and if required, the Division of the State Architect and/or State Department of Education. Charter School agrees to file a Request for approval with the District's Facilities Department in accordance with District policy should it desire to add any fixture (as defined in California Civil Code 660) or make substantial alternations to the site as necessary. District approval of any improvements, including the construction schedule, work hours, and modifications, shall be at District's sole and absolute discretion. Contractors retained by Charter School with respect to the construction or installation of improvements shall be fully licensed and bonded as required by law and must maintain levels of casualty, liability and workers' compensation insurance and performance and payment bonds consistent with District construction requirements. The District shall be named as an additional insured on any applicable insurance policies and bonds. Charter School shall bear full responsibility for ensuring that the construction or installation of improvements shall be performed in a sound and workmanlike manner, in compliance with all laws applicable to public schools, including buildings codes and prevailing wage laws. District or District's agent shall have a continuing right at all times during the period that improvements are being constructed or installed to enter the premises and to inspect the work, provided that such entries and inspections do not unreasonably interfere with the progress of the construction or interrupt instruction to students.

Section 9. Condition of Property. The District is not aware of any defect in or condition of the Site that would prevent its use for the Charter School's purposes. To the best of its knowledge, the District has received no notice of any violation of statute, ordinance, regulation, order or holding from any state or federal agency with jurisdiction over the Site that calls into

question the appropriateness or sufficiency of the Site for its intended purpose. Charter School, at its expense, shall comply with all applicable laws, regulations, rules and orders with regards to its use and occupancy of the Site including, without limitation, those relating to health, cleanliness, safety, noise, environmental protection, waste disposal, and water and air quality. Charter School shall not be responsible for legal compliance for environmental conditions that existed prior to Charter School's occupancy of the Site. District shall remain responsible for compliance with the ADA, FEHA, and other applicable building code standards regarding access for any existing compliance issue prior to the date of execution of this Agreement. The Charter School shall assume responsibility for compliance with ADA and FEHA access rights to the extent it makes any modifications, improvements or additions.

Should any discharge, leakage, spillage, emission, or pollution of any type occur upon or from the Site due in whole or in part to the Charter School's use and occupancy thereof, Charter School, at its expense, shall be obligated to clean all the property affected, to the satisfaction of District and any governmental agencies having jurisdiction over the Site.

Section 10. Fingerprinting. Charter School shall be responsible for ensuring compliance with all applicable fingerprinting and criminal background investigation requirements described in Education Code Section 45125.1.

District acknowledges that Charter School is a public charter school using the Premises for public education purposes. District therefore agrees that any of its employees, agents, contractors or independent contractors utilized to perform any of the repairs that may have contact with Charter School pupils will undergo criminal background checks as specified in California Education Code or any other applicable law addressing third party access to Charter School's minor students or any person entering the premises for the above-stated purposes who will be in contact with Charter School minor pupils.

Section 11. Insurance.

District. The District shall maintain, during the term of this Agreement, insurance against claims for injuries to persons or damages to property (real and personal, including the structures on the Site), excluding coverage for contents for the Charter School's personal property, in amounts equal to that which would be in place if the Site were occupied by another school of the District.

Charter School. The Charter School shall purchase and maintain in effect the following insurance policies as specified below:

General & Excess Liability

The Charter School, at its expense, shall procure and maintain throughout the term of this Agreement General Liability insurance with a minimum per occurrence limit of $15,000,000 and the deductible/self-insurance retention shall not exceed $10,000.

Insurance shall include coverage for claims against the Charter School, its elected or appointed officials, employees, agents, volunteers and students (interns while acting on behalf of the Charter School) arising out of errors and omissions, abuse and molestation, and employment practices liability. The policy or policies shall name as additional insured/additional covered party the District; it's elected or appointed officials, employees, agents and volunteers. The policy or policies shall provide that this insurance shall be primary with respect to any liability or claimed liability arising out of the performance or activities by the Charter School under this Agreement or the Charter School's use of the Premises, and that any insurance procured by the District, its elected or appointed officials, employees, agents and volunteers shall be excess and shall not be called upon to contribute until the limits of the insurance provided hereunder shall be exhausted. District is not responsible for real or personal property losses suffered by the Charter School; its elected or appointed officials, employees, agents, volunteers or students.

Automobile Liability

Charter School shall maintain automobile liability insurance, including non-owned and hired coverage with a minimum per accident limit of $15,000,000 for any injuries to persons (including death there from) and property damage in connection with the Charter School's activities under this Agreement.

Property Insurance

District shall maintain, for the duration of this Agreement, all-risk real and personal property coverage adequate to cover the replacement cost of all District owned buildings and personal property on the Premises and those other facilities to which the Charter School may have access under this Agreement.

Charter School shall be solely responsible for obtaining adequate property insurance for Charter School's personal property, building improvements and any real property/buildings owned by the Charter School while located on the Premises or elsewhere. The District is not responsible for real or personal property losses suffered by the Charter School; it's elected or appointed officials, employees, agents, volunteers or students.

Workers' Compensation

Charter School is to procure and maintain, for the duration of this Agreement, Workers' Compensation insurance against claims for injuries to the Charter School's employees in accordance with such insurance as required by the State of California Labor Code and Employers Liability coverage.

Bond/Crime Insurance

The Charter School shall purchase and hold fidelity bond coverage or employee dishonesty/theft insurance with a minimum limit of $1,000,000 to cover all school employees. The bond/policy deductible shall not exceed $5,000.

Risk Management

The Charter School shall establish and institute risk management policies and practices to address reasonably foreseeable occurrences.

A report of the risk management program operation shall be submitted to the District Charter School Liaison no later than October 31 each year. The components of the report should include the Designated Safety Officer and establish that the following are in place:

1. Injury Illness Prevention Plan
2. Blood borne Pathogen Training
3. Hazard Communication Program
4. Emergency Plan
5. Documentation of Employee Safety Training
6. Annual Safety Inspections
7. Child Protective Services Reporting Obligations.

Proof of Insurance

Charter School shall annually furnish the District with original certificates and amendatory endorsements affecting coverage required by this Agreement. All certificates and endorsements are to be received and approved by the District before commencement of any activities under this Agreement. However, failure to do so shall not operate as a waiver of these insurance requirements. The District reserves the right to require complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Agreement at any time.

Section 12. Indemnification. The Charter School shall indemnify, defend, and hold harmless the District, its elected or appointed officials, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter the "indemnified parties") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered is against the indemnified parties, that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, the Charter School's performance under the charter or this Agreement, including but not limited to, any acts or errors or omissions by the Charter School, its governing

body, administrators, employees, agents, representatives, volunteers, successors and assigns, unless caused wholly by the negligence or willful misconduct of any of the indemnified parties.

The District shall indemnify, defend, and hold harmless the Charter School, its elected or appointed officials, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter the "indemnified parties") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered is against the indemnified parties, that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, the District's performance under the charter or this Agreement, including but not limited to, any acts or errors or omissions by the District, its governing body, administrators, employees, agents, representatives, volunteers, successors and assigns, unless caused wholly by the negligence or willful misconduct of any of the indemnified parties

This indemnification clause shall survive termination of this Agreement.

Section 13. Access. Charter School shall permit District, its agents, representatives or employees, to enter upon the Site for the purpose of inspecting same or to make repairs, alterations, or additions to any portion of the Site. District shall attempt to give reasonable notice where practicable but shall not be obligated to do so.

The District will follow the regulations of the Civic Center Act when evaluating other potential uses for the facility.

Section 14. Notice. Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served and received if given in writing and personally delivered or either deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service or facsimile transmission, addressed as follows:

If to the District: Chico Unified School District
1163 E. 7th Street
Chico, CA 95926
Attn: Superintendent

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

Section 15. Independent Status. This Agreement is by and between two independent entities and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association.

Section 16. Entire Agreement of Parties. This Agreement constitutes the facility use agreement between the parties and supersedes all prior discussions, negotiations and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by the parties indicating intent to modify this Agreement.

Section 17. Governing Law and Venue. This Agreement shall be governed by and the rights, duties and obligations of the parties shall be determined and enforced in accordance with the laws of the State of California. The parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Butte County, California.

Section 18. Waiver. The waiver by any party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

Section 19. Successors and Assigns. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, legal representatives, successors, and assigns.

Section 20. Counterparts. This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

Section 21. Captions. The captions contained in this Agreement are for convenience only and shall not in any way affect the meaning or interpretation hereof nor serve as evidence of the interpretation hereof, or of the intention of the parties hereto.

Section 22. Severability. Should any provision of this Agreement be determined to be invalid, illegal or unenforceable in any respect, such provision shall be severed and the remaining provisions shall continue as valid, legal and enforceable.

Section 23. Incorporation of Recitals and Exhibits. The Recitals and each exhibit attached hereto are incorporated herein by reference.

Section 24 Attorney's Fees. If suit is brought by either party to this Agreement to enforce any of its terms, the prevailing party shall be entitled to recover their reasonable attorney's fees and costs.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the date first above written.

CHICO UNIFIED SCHOOL DISTRICT

By: _____

Title: _____

CHARTER SCHOOL

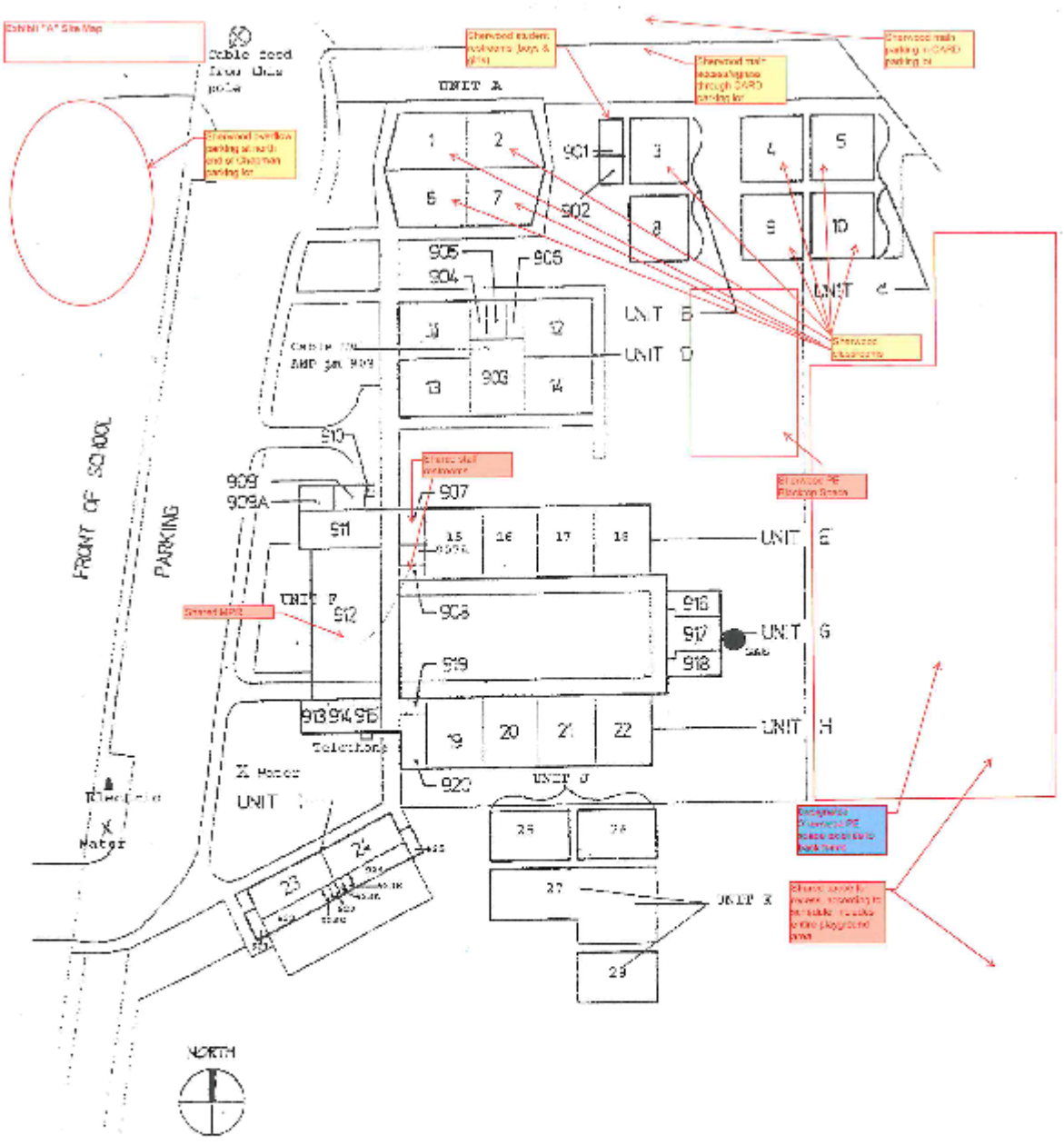
By: _____

Title: _____

EXHIBIT "A"

[Site plan of, 1071 East 16th Street Chico, California; site indicating the nine (9) exclusive use classrooms and Administrative space, one (1) set of exclusive use student restrooms.

(Remainder of this page intentionally blank)



CHAPMAN ELEMENTARY SCHOOL

EXHIBIT "B"

CONDITIONS FOR USE OF THE CHAPMAN ELEMENTARY SCHOOL SITE

Section 1. Use of Site. District agrees to allow Charter School

Exclusive use of the following:

Nine (9) classrooms designated as #1, #2, #3, #4, #5, #6, #7, #9 and #10, to be furnished, equipped and designated for students and administrative space for a total of 8,888 square feet. The programs that are to be housed in these classrooms are K-8 education in accordance with the charter application only.

Charter School before school care:	7:30 a.m.	-	8:30 a.m. in room #2
Charter School morning recess:	8:30 a.m.	-	8:45a.m.
	To be held in area north of Charter classrooms		
Charter School day start:	8:45 a.m.		
Charter School lunch:	12:35 p.m.	-	1:35 p.m.
Charter School lunch recess:	12:55 p.m.	-	1:35p.m.
Charter School TK/K end:	12:05		
Charter School grades 1-8 ends:	2:50 p.m.		

One (1) set of boys and girls restrooms designated as #901 and #902, for a total of 384 square feet.

New Lunch Times

K-2 Chapman	11:45a.m.-12:25p.m.
3-5 Chapman	12:15p.m.-12:55p.m.
Sherwood	12:35p.m.-1:35p.m.

Shared use of the following:

The school's staff restroom designated as rooms #907 and #908.

Field space located east of existing asphalt playground to serve as Physical Education space. Sherwood can also use the Portion of blacktop area between the first basketball court and the portables after 1:50 p.m. for Physical Education.

Grounds (playfields, asphalt and apparatus areas) at the following times:

Daily 12:55 p.m. - 1:35 p.m.

Sherwood can use the old Playground 8:30a.m. – 8:45a.m.

Opportunity class can use the south Basketball court for Physical Education from 1:15p.m. to 1:35p.m.

Opportunity and Sherwood will work together during the morning Kinder recess 10:45a.m. – 11:15a.m. for both classes to be our on the yard.

Deleted Library

The Multipurpose room for lunch service at the following times:

Daily 12:35 p.m. - 1:00 p.m.

Any other shared use of the multipurpose room to be mutually agreed upon in advance by the Chapman Principal and the Charter School Principal.

PEP Grant Area: By reservation with Chapman Principal.

Charter School is authorized to establish a school garden in an area mutually agreed upon in advance by the Chapman Principal and the Charter School Principal. District requires coordination in advance for any excavation for irrigation systems or fencing. Charter School agrees to coordinate with the District Facilities Department. All costs involved with the establishment of a garden will be borne by Charter School.

Section 2. Furnishings and Equipment. The District will provide, in accordance with Proposition 39 regulations, furniture and equipment at the site. These furnishings and equipment will remain the property of District. The furniture and equipment will be provided based on grade level and program information provided by Charter School.

The following furniture requested by Charter School was provided by District in 2016/17:

5 Bookshelves

4 small desks

12 lower elementary sized chairs

8 kindergarten chairs

8 kindergarten size tables

1 teacher desk

26 Kindergarten size cubbies

20 large student desks (6th grade size)

Technology: District to provide in-wall infrastructure to support instructional equipment. Charter School is required to supply separate network and internet connection. All costs for this service to be borne by Charter School. Charter School will not access the District data cabinets at any time. Charter school to coordinate with District IT for connection of internet service for Charter School's exclusive use. No modification to existing cabling infrastructure by Charter School is allowed. If modifications are deemed necessary, Charter School to coordinate with District Facilities Department.

LCD's to be provided in Charter School classrooms consistent with what would otherwise be provided at comparison schools.

Section 3. Utilities. District agrees to furnish or cause to be furnished to the existing facilities on the site infrastructure for the following utilities: electric, gas, water, and sewer.

Charter School will reimburse the District for the utilities based on a per square foot share derived from actual utility expenses for Chapman Elementary School during the 2016-17 fiscal year as follows: Percentage of square footage utilized by Charter School is 19.6% of the 47,145.27 square foot of the campus. Therefore, 19.6% of the following actual utility service fees will be invoiced to Charter School on a monthly basis: PG&E, Solar City, City of Chico and Cal Water. Invoice payment terms will be net 30 days, after 30 days a 5% interest rate will be added to the unpaid balance.

Charter School has elected to provide separate garbage and recycling service. All costs involved with this service will be borne by Charter School.

Heating and Air Conditioning are operated and maintained by Charter School. In the unlikely event that electrical and gas utility usage increases, as a result of Charter School energy management of heating and air conditioning (schedule and set points), Charter school shall be charged for increase at the actual cost.

Based on the fact that Chapman Elementary School's intercoms and bells are on an integrated system and as agreed to by the Charter School, the afore-referenced classrooms will be disconnected from the system. The Charter School will be responsible for providing its own phone, voice mail and internet service and firewall service. District will provide related infrastructure for phones and data.

Section 4. Maintenance/Custodial. The Charter School will be responsible for providing all of the maintenance and custodial services for the afore-referenced classrooms and restrooms with the exception of deferred maintenance. Charter School agrees to provide custodial services in order to maintain the classrooms and restrooms in a clean and sanitary manner.

Section 5. Signs/Fencing. If the Charter School desires to install a school monument sign or fencing, coordination with the District Facilities Department is required to ensure underground utilities are not disturbed.

Section 6. Ingress and Egress to Charter School Facilities. The Charter School will park in the CARD parking lot north of the Chapman campus. If overflow is required, Charter School will park in the northern most portion of the Chapman Elementary School parking lot, not to exceed 44 parking spaces. The District agrees to provide a man-gate on the north fence to allow pedestrian access through the CARD parking lot. A teacher/administrator will be present at all times that Charter School students are on campus.

Section 7. Miscellaneous. All Charter School students, staff and parent volunteers agree to adhere to the Chapman Elementary School Behavior Expectations for Common Areas, attached as Exhibit "C" to this agreement, while on campus and must participate in all Code Red and Fire Drills as scheduled by the Chapman Principal. District to provide two-way radio communication device for Charter School use.

EXHIBIT "C"

Chapman Elementary School Behavior Expectations for Common Areas

Chapman Expectations

	Common Areas	Courtyard	Cafeteria	Bathroom	Playground	Library	Assemblies	Offices	Classroom
Safe	• Walking feet only facing forward • Keep hands and feet to yourself • An adult must be in every room you enter (except bathrooms)	• You must be supervised by an adult • Walking feet only facing forward • Keep hands and feet to yourself	• Sit with your feet on the floor • Eat your own food (allergies) • Walking feet only facing forward	• Walking feet only, facing forward • Wash hands with soap and dry them with no more than 2 towels • Keep the water in the sink	• Stay on the playground side of the red line • Keep hands and feet to yourself • Use equipment appropriately	• Enter and exit through the proper doors • An adult must be present • Hold all books with two hands	• Keep your hands and feet to yourself • Wait for the dismissal signal	• Keep your hands and feet to yourself • Hold the door for the person behind you • Wash your hands in the health office	• Walking feet only, facing forward • Keep hands and feet to yourself • An adult must be in the room
Responsible	• Stay to the right • Follow adult directions • Clean up after yourself and others	• Clean up after yourself and others • Follow adult directions • Hold the door for the person behind you	• Remain seated and wait to be excused • Respond quickly to quiet signals • Clean your area	• Only 1 person per stall • Put paper towels in the garbage can	• Clean up after yourself and others • Follow game rules • Follow adult directions	• Follow adult directions • Use your bookmark when looking for a book • Push your chairs in	• Sit next to anyone • Sit crisscross applesauce • Respond quickly to quiet signals	• Wait your turn • Only 3 people waiting for help at a time • Make your visit purposeful	• Finish all work with quality and care • Turn your work in on time • Push your chairs in
Respectful	• Quiet voices! Remember, class is in session • Remove your hats and hoods when indoors • Hold the door for the person behind you	• Use quiet voices • Stay on the sidewalk • Use kind words and actions	• Use soft table voices • Say "Please" and "Thank you!" • Use kind words and actions	• Flush the toilet • Knock on the stall door • Give others privacy	• Use kind words and actions • Include everyone • Be a good sport	• Handle book with care • Say "Please" and "Thank you" • Use quiet voices. There are 4 classes in session around you.	• Sit quietly • Allow for others to see • Use kind words and actions	• Use quiet voices • Say "Please" and "Thank you" • Say "Excuse me"	• Wait your turn to speak • Clean up after yourself • Be a positive work partner
Scholarly	• Leave your toys at home • Use cell phones after school only • Pay attention to your surroundings	• Make good choices • Show care for the landscape • Use complete sentences	• Use complete sentences • Recycle	• Use water and paper towels wisely (2 towels) • Return to room promptly • Report any problems to an adult	• Use complete sentences • Pay attention to your surroundings • Take time to help others	• Remember to return your books • Don't forget to take your AR tests! • Use complete sentences	• Listen with your eyes, ears, heart and mind • Applaud appropriately • Use complete sentences	• Use complete sentence • Think about how kind it is when someone helps you	• Use complete sentences • Transition quietly and quickly so that the learning can continue • Be open to learning something new