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 16, 2018 – 6:00 p.m.**

AGENDA

1. **CALL TO ORDER** (6:00 p.m.)
   1.1 Roll Call Heather Fox, Monica Woodward, Tanya King, Dillon Chik-McNeal, Melissa Struyf, David Steffenson

2. **CONSENT AGENDA** (6:05 p.m.)
   2.1 Minutes Approval Consider approval of minutes from June 7, 2018.

3. **REPORTS AND COMMUNICATION** (6:10 p.m.)
   3.1 Sherwood Montessori Parents Organization Report
   3.2 School Director Report
   3.3 Director of MTSS
   3.4Treasurer Report

4. **NOTICED PUBLIC HEARINGS**
   None

5. **REGULAR BUSINESS**
   5.1 Items Removed From Consent (If any)

   5.2 Officer Election (6:45 p.m.)
   The Board will be asked to elect a Chair, a Vice Chair, a Secretary and a Treasurer for the 2018-2019 school year.
   ACTION REQUESTED: Elect officers.

   5.3 Approval of Employee Handbook (7:00 p.m.)
   The Board will be asked to approve the 2018-2019 edition of the Employee Handbook.
   ACTION REQUESTED: Approve handbook.

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 Organizational Chart (7:20 p.m.)

The Board will be asked to approve an Organizational Chart.

ACTION REQUESTED: Approve organizational chart.

5.5 Committees Discussion (7:30 p.m.)

The Board will be asked to discuss the committees for the 2018-2019 school year.

ACTION REQUESTED: Discuss committees for 2018-2019 school year.

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 (7:50 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.)

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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 7, 2018–6:00 p.m.

AGENDA

1. CALL TO ORDER (6:08)

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

Absent: David Steffenson

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

Motion to approve minutes from Regular Meeting, April 19, 2018 and approval of business Manager for 2018-2019: Heather Fox

Second: Tanya King

Vote: Unanimous yes vote to approve minutes from Regular Meeting, April 19, 2018 and contract approval of Business Manager

3. REPORTS AND COMMUNICATION (6:10)

3.1 Committee Reports – Monica would like to set up some summer committee meetings

3.2 Instructional Staff Reports

3.3 Sherwood Montessori Parents Organization Report

3.4 School Director Report

- still waiting on PG&E for go ahead on the project.
- 100% participation for standardized testing this year.
- Sherwoodstock made $5500
- current enrollment is 167.
- Budget set for 164 Initial talk of adding another kg class.

3.5 Director of MTSS Report

3.6 Treasurer Report

- Cash flow projections
- Balance sheet
- Will end with good numbers this year

4. NOTICED PUBLIC HEARINGS None

5. REGULAR BUSINESS

5.1 Items Removed From Consent - None

5.2 Local Control Accountability Plan (LCAP)

Director Michelle Yezbick showed a power point presentation that explained the LCAP

ACTION REQUESTED: Adopt 2018-2019 LCAP

Motion to adopt 2018-2019 LCAP: Kristy Cowell

Second: Tanya King

Vote: Unanimous yes vote to adopt 2018-2019 LCAP

5.3 Original Budget 2018-2019

- Governor's budget is positive
- We want to be (at least) at 158 ADA
- One time discretionary is up 32K this year
- Next year looks good
    - No more gap funding after next year
    - One time discretionary will stop
    - Could mean 100K + gone next year
    - New governor could change things
- Next year will be a very good year
- 150-200K reserve
- 5% is 72K so we are good
- 170+ students is what we strive for.

ACTION REQUESTED: Adopt 2018-2019 Budget: Dillon

Motion to adopt 2018-2019 Budget: Dillon Chik-McNeal

Second: Heather Fox

Vote: Unanimous yes vote to adopt 2018-2019 Budget

5.4 Facilities Use Agreement

There are very few changes in the FUA this year

ACTION REQUESTED: Approve FUA

Motion to approve FUA for 2018-2019 school year: Monica Woodward

Second: Dillon Chik-McNeal

Vote: Unanimous yes vote to approve 2018-2019 FUA

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

7. FUTURE AGENDA ITEMS

8. CLOSED SESSION 8:10

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 9:06 p.m.

Agenda Item 3.1

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SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Brenda Brown, Public Relations Coordinator

Subject: **Agenda Item 3.1 Sherwood Montessori Parents Organization Report**

Date: August 16, 2018

The new leadership titles of the SMPO are as follows: Fundraiser Coordinator (Maria Alvarez) Events Coordinator (Mayra Punzo) and Public Relations Coordinator (Brenda Brown). This is going to be a great year!

Here is a list of the events coming up that were discussed at our first SMPO meeting;

8/15 Mayra Punzo will have a table set up with some school swag order forms and informational flyers about school events/smpo meeting.

8/21 First SMPO meeting @ 5:30

8/21-9/4 Pledge Week (all money goes directly to our kiddos classrooms to purchase materials/technology)

8/15-9/14 Clothing Orders

9/11 Ice cream celebration/thank you for Pledge week.

Thank you!
Brenda Brown, Public Relations Coordinator

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: August 16, 2018

ADMINISTRATIVE ITEMS:

- I will report on our enrollment at the meeting, which will be the day after our first day of school, when we find out for sure who is returning.
- Our construction project at 1010 Cleveland hit some frustrating delays over the summer. Our latest estimation of project completion has been moved back to end of September/early October.
- We are currently fully staffed for the school but seeking staff for the child care program. We have low numbers of enrollment in the program, but do need coverage for the small group of students who need child care before and after school.
- Our new website is currently being constructed by Catapult, a local company.
- We expect the arrival of 35 leased HP Chromebooks to add to our upper elementary and middle school classrooms by the end of next week.

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 2018-2019.

SAFETY ITEMS:

- The Safety Plan has been updated for the 2018-2019 school year. Revisions to guidance on heat related illnesses, emergency protocols, PBIS, and student supervision are some examples of changes made.

- The Safety Committee met before school began and inspected the campus for potential safety issues that need to be addressed.

Agenda Item 3.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Justin Allan, Director of MTSS

Subject: **Agenda Item 3.3 Director of MTSS Report**

Date: August 16, 2018

Current enrollment numbers are not very different than the end of last year. So far one student with special education services graduated and one transferred. One new student with special education services has enrolled. It is common for special education numbers to fluctuate during the first couple weeks of school. There is also one new student with a 504 plan.

Matt McLaughlin agreed to be our school psychologist and ERMHS counselor one day a week on Wednesdays. Gabrielle Chaplin said she would help us with any overflow issues we have should they arise. We have decreased special education classified staff by three people. It is possible we may need additional support after school starts. Katherine Dunlap is continuing to teach in the learning center on Mondays and Wednesdays. Heather wright is coming back as our SLP.

With the departure of Kelli Kurth, two additional tasks for the Director of MTSS position are overseeing Intervention and conducting SSTs. This shift is in line with the direction of MTSS.

Every year the state looks for disproportionality in different areas of special education. One of those items is suspension of general education students versus that of special education students. There were no concerns in this area. They also compare race and disabilities. We were flagged because the only students with autism we have are marked as Caucasian. This was nothing we had any control over. Due to the way our numbers worked out they couldn't compare us within our own demographic area and instead compared us with the state of California as a whole. A representative from CDE will be looking over our special education records to determine if any of our practices are responsible for this disproportionality. I am confident they are not.

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2: Election of Officers**

Date: August 16, 2018

SUMMARY

Each year, the Board of Directors elects the following officers: Chair, Vice-Chair, Treasurer, Secretary. Officers for the 2018-2019 school year need to be elected.

DISCUSSION

During the 2017-2018 school year, Board Officers were as follows:

Chair: Monica Woodward
Vice Chair: Heather Fox
Treasurer: Dillon Chik-McNeal
Secretary: Kristy Cowell

Article 5 of the Bylaws of the Board of Directors describes the duties of each office:

SECTION 6. DUTIES OF CHAIR

> The Chair shall be the Chief Executive Officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Unless another person is specifically appointed as Chair of the Board of Directors, he or she shall preside at all meetings of the Board of Directors. Except as otherwise expressly provided by law, by the Articles of Incorporation, or by these Bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.

SECTION 7. DUTIES OF VICE-CHAIR

In the absence of the Chair, or in the event of his or her inability or refusal to act, the Vice-Chair shall perform all the duties of the Chair, and when so acting shall have all the powers of, and be subject to all the restrictions on, the Chair. The Vice-Chair shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Board of Directors.

SECTION 8. DUTIES OF SECRETARY

The Secretary shall:

1. Certify and keep at the principal office of the corporation the original, or a copy of these Bylaws as amended or otherwise altered to date;

2. Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the Board of Directors, and, if applicable, meetings of committees of Directors, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof;

3. See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law;

4. Be custodian of the records;

5. Exhibit at all reasonable times to any Director of the corporation, or to his or her agent or attorney, on request therefore, the Bylaws, and the minutes of the proceedings of the Directors of the corporation. In general, perform all duties incident to the office of Secretary, and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

SECTION 9. DUTIES OF TREASURER

Subject to the provisions of these Bylaws relating to the "Execution of Instruments, Deposits and Funds," the Treasurer shall:

1. Have oversight responsibility for all funds and securities of the corporation, and deposit and/or provide direction to the School Director to deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors;

2. Provide review, perspective and advice to the Board with regard to the integrity of financial statements, the validity of financial projections and the viability of the financial condition of the corporation;

3. Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports including the Annual Budget, First and Second Interim Budget Reports, and Final Unaudited Actuals;

4. Provide access at all reasonable times to the books of account and financial records to any Director of the corporation, or to his or her agent or attorney, on request therefore;

5. Perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

ACTION REQUESTED

Elect board officers.

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 16, 2018

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. Added Director of MTSS. Added clarifying statement about independent contractors and employees.
Data Collection	Gives clarity to teachers' responsibilities in providing student achievement data.
Guidance & Discipline	Added information about PBIS.
Security & Emergency Protocols	Updated to reflect practices.
Media for Instruction	Gives guidance to teachers on the use of media in the classroom.
Field Trips	Added work done by teachers to create a scope of field trip opportunities.
Hours of Work, Breaks, Overtime, and Paydays section	Updated for new minimum wage thresholds
Substitute Teachers and Substitute Aides	Gives clarity to substitutes regarding responsibilities and expectations.

ACTION REQUESTED

Approve revisions to Employee Handbook.

Attachments: Redline copy of Emplyee Handbook, 2018-2019 Employee Handbook

Sherwood Montessori Employee Handbook

~~2017-~~2018-2019

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Request for Absence Form
Absences Verification Form
~~Student Injury Form~~
~~Head Injury Notification~~
Thought Paper
~~Incident Report~~Sherwood Referral Form

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 Safety Plan, 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 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/non-vaping areas. Additionally, smoking or vaping is prohibited within 20 feet of the school's playgrounds and the building's entrances, exits, and windows.

Job Descriptions

The following job descriptions may describe duties assigned to an employee or to an independent contractor. Inclusion of independent contractors' duties in this *Employee Handbook* do not change the status of the individual from independent contractor to employee. The job descriptions of independent contractors are included herein to provide clarity regarding responsibilities.

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.

Director of MTSS

- Coordinate the development and implementation of special programs, evaluate education plans, and confer with director, teachers and resource staff.
- Assist in the formulation of policy and procedures for special education/ special programs necessitated by state and federal laws *and* Title V guidelines as they relate to individuals with exceptional needs. Orient general and special education program staff regarding these policies and procedures.
- Submit reports and recommendations to the administration on policy, curriculum, and legally required data. Responsible for maintaining compliance of district special programs with state and federal laws.
- Assist the School Director and Business Manager in planning budget requirements for special education/ special programs and the approval of appropriate expenditures.
- Assist in the ongoing development and evaluation of the special curriculum and ensure access to core curriculum materials for special program teachers at the school site. Coordinate curricular resources and makes them available to staff.
- Develop, implement, and evaluate in-service training programs for certificated and classified staff, both general and special education. Coach teachers where/when appropriate and offer trainings on working with students with special needs.
- Assist special education personnel in developing instructional objectives and techniques for implementing IEPs for individuals with exceptional needs.
- Provide support to teachers and administration before, during, and after the SST process by collecting data, suggesting supports and accommodations. Assist in the analysis of intervention data; provide support to intervention lead teacher when needed (including working with small groups of students and or one on one).
- Assist teachers in the development of Behavior Intervention Plans for students with behavior challenges (in conjunction with School Psychologist, when necessary.) Observe focus students in their classroom setting and provide feedback to teachers on appropriate accommodations and offer suggestions for support.
- Assist in the delivery of support services to individuals with exceptional needs and follow up with teachers to ensure that action plans are successfully implemented in the classroom.
- Monitor the special education services of identified students who are included in the general education classroom and consult with assigned case managers.
- Assist parents in participating in the special education/ special programs process including but not limited to identification of child's needs, IEP development and resolution of disputes.
- Participate as the LEA administrator of the Individualized Education Program (IEP) team in the identification of individuals with exceptional needs, as appropriate.
- Assist the School Director with the implementation of student placements, possibly including programs operated by districts, the county office of education, non-public school placements, state schools, etc. Seek out opportunities, services, etc. for qualifying students.
- Monitor special education/ intervention caseloads and class sizes.
- Plan and coordinates observations for visitors of intervention/special education programs.

- Assist as liaison to SELPA, community agencies, state and county schools and services, California Department of Education/Special Education Division and parent and professional groups in interpretation of special programs.
- Participate in due process hearings, complaint and compliance investigations and district self-review of compliance.
- Make presentations to professional organizations and groups as requested.
- Assist in the development of low incidence requests.
- Perform other duties as assigned.

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~~update Director on ~~at the~~ school activities and information 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, fax and copier machines, 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).
- Maintain school attendance records for all students using attendance software.
- Manage office interruptions, including helping students in a nurturing manner and fulfilling staff's requests~~, and multitask~~.
- 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.

- 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~~maintain and ~~compiles~~compile truancy reports in compliance with SARB.
- Maintain correspondence with District lunch personnel regarding the number of students receiving school lunch.
- 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 and provide receipts to payees.
- Perform other tasks as requested.

Student Support Specialist

The Student Support Specialist's job duties include, but are not limited to:

- Complete California Department of Education required data submissions, such as CALPADS and attendance reports.
- Cover duties of Office Manager or Administrative Assistant when either are absent.
- Maintains student records in the SEIS system.
- Fulfill role of Technology Coordinator for CAASPP and ELPAC.
- Mine data from the California Department of Education and CAASSAP for reports on student progress and school performance.
- Check employee time sheets and has them ready for the director's review.
- Assist teachers with technological and software issues, questions and training.
- Keep equipment functioning and maintain the school network including maintaining the Securly web filtering program.
- Maintain staff and student email addresses and passwords.
- Set up new students with accounts in iReady and other technology-based applications and make requested changes to student class placement in accounts.
- Maintain the school key inventory and make sure each staff member that needs a key is provided one.
- Make small repairs to the school facilities. Inform the Director when the repair needs to be performed by the District.
- Assist teachers with moving furniture and hanging or fastening items to walls.
- 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~~report cards 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 Director of MTSS-~~Administrator~~.
- Act as immediate supervisor of ~~the teacher's aide~~instructional aides assigned to classroom, 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~~

Instructional 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~~remain 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~~ability to use computers, copiers, and other office equipment needed to assist classroom teacher in work related duties.
- Implement program developed for exceptional students as communicated by Director of MTSS and classroom teacher.

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~~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. Employees of Sherwood should communicate with the Sherwood Director to address all concerns related to the facility and are not to contact staff of CUSD.

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 of other children, 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~~have not ~~happen~~happened 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~~Chico is 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~~an instructional aide 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.~~*Operational Plan*.

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~~
Instructional 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~~IAs 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~~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~~Sherwood employees will be trained in 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.

Data Collection

The reading, writing, and math assessments used at Sherwood have changed over time. We are currently collecting iReady data for ELA and math for grades 1-8 and Fountas and Pinnell guided reading levels for all grade levels (once kids begin reading). In addition, teachers collect writing assessment data from student samples written to a prompt and kindergarten students are assessed using a teacher created assessment tool based on kindergarten standards. It is important that teachers follow deadlines and turn in assessment data in a timely manner so there is no delay to the implementation of interventions when needed. Substitute teachers may be assigned, one day per collection period, if teachers are having difficulty collecting data while conducting class.

In addition to these formative data collections, we give state assessments for English learners (formerly CELDT, currently ELPAC) and the required state summative assessments for students in grades 3-8 (CAASPP and CAST).

Finally, for students who are at tiers 2 & 3 of our MTSS, teachers (both intervention teachers and classroom teachers) must bring assessment artifacts to periodic SST or IEP meetings:

Teachers should bring the students' achievement goals. Best practice: consult with IEP/SST team ahead of time to determine what data to bring.

Examples:

- Running records from instructional and/or independent text levels.
- Results of BPST (Shefelbine), Developmental Spelling Inventory (Pearson/Words Their Way),
- Color, level or stage in any sequenced literacy material you use (bring a sample to share!)
- Data collected from behavior charts/goals, documentation of behavior issues (Incident Report, anecdotal notes, alternate collection forms)
- Formative assessment data: iReady results, teacher-chosen or created math assessments, spelling tests, guided reading comprehension checks/follow up work
- Student work samples/portfolio pieces
- Copies of CAASPP assessment results, CELDT assessment results, teacher created/chosen summative assessments
- Current iReady assessment data

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".~~Sherwood Referral Form". These are available for staff members to use in consult with a Classroom Teacher to facilitate communication with families regarding student behavior.

During the 2017-2018 school year, a team from Sherwood began Positive Behavior Interventions and Support (PBIS) training, a three-year training that culminates in school-wide implementation of clear school rules, expectations, and strategies to support students in meeting expectations and following rules. The 2018-2019 school year will be the first year of implementation with Tier 1 (program for all students) rolling out on the first day of school. Evidence of the program will be visible to all students, teachers, parents, staff and visitors as expectations will be posted around campus. A *PBIS Handbook* will be made available to all Sherwood community members.

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'~~Instructional 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. 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 report to the office for this badge.

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. Pedestrian gates on the perimeter fencing are locked after school starts in the morning and after dismissal, by 3:00 p.m. at the latest.

- The pedestrian gate from the CARD parking lot will be open during the week.
- On the weekend, there are two campus gates left unlocked (the pedestrian gate to the CARD parking lot is locked over weekends and vacations). The two unlocked-on-the-weekend gates are pedestrian gates with cameras pointing at them: one is the last one on Chapman campus near the TK/kindergarten classrooms, and the other is near the cafeteria.

These two gates are left unlocked over the weekend so community members can access the playground, and all who enter will be recorded on the cameras. 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~~IA.

During recess, playground supervisors are expected to remain in their assigned areas and to be actively monitoring the children's activity. It is unacceptable for playground supervisors to be socializing with one another or using cell phones for any reason during recess.

When the bell rings to signal the end of recess is a primary time for behaviors to happen. When the bell rings, noon duty supervisors are to show body language that conveys, from across a playing field, active supervision of interactions (body oriented towards students walking in, shading one's eyes). Playground supervisors who are walking in class lines should stand by the line, but scan the students who are walking in. This would not be a time to become absorbed in a 1:1 conversation with a student. If a student requests attention, the supervisor should tell the student that he/she are listening but needs to keep eyes on the group. The staff member should make it obvious that this is what he/she is doing.

The two-way radios are meant to be used for EMERGENCY ONLY. Disruptions during the work period can cause teachers to turn the volume down, which is dangerous when an actual emergency occurs. The two-ways are not to be used to communicate about students coming and going, or to communicate staffing issues, or to request for help in non-emergency situations. If you have to wonder if the situation is an emergency, it is not. This is a serious safety issue and disciplinary action will result if the two-way radios are used for situations that are not emergencies. *The only exception to this is during lunch/recess and before/after school, when it will not be interrupting the learning in the classrooms.*

~~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.

Use of Media for Instruction

Many of our families limit the screens their children watch, and some do not watch screens for entertainment at all. Teachers should consider this when making choices about using screens. Please do not show entertainment media without educational purpose. If a teacher wishes to show a movie, she/he will need parent permission if it is not rated G. Teachers should also consider that research has shown that students glean little educational value from watching videos. Videos and movies should never be chosen as a primary means for instruction.

From: "The Play's the Thing: Experimentally Examining the Social and Cognitive Effects of School Field Trips to Live Theater Performances" by Jay Greene, Heidi Erickson, Angela Watson, and Molly Beck in *Educational Researcher*, May 2018 (Vol. 47, #4, p. 246-254):

> "It is educationally significant and a bit surprising that watching a movie is not a particularly effective way of conveying content knowledge while watching a play is. Watching movies is an extremely common school practice, but it may produce little learning. Going to see a play, on the other hand, is less common but appears much more effective."

Employees may not show videos from cell phones. These devices do not have our internet safety filter and harmful media could be shown to kids unintentionally. Likewise, students are not allowed to use their phones during school to view videos.

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~~beginning 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~~can create permission slips with appropriate requested fees, letters to parents regarding the trip, and other documents if 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 at least three months in advance of the field trip.

During the 2017-2018 school year, teachers compiled a list to share with one another that included top field trip destinations for each level. Teachers are asked to consult this list when planning field trips to ensure that students do not have repeat experiences over many years or miss important experiences this area offers. If a teacher wishes to take a class to a destination that is commonly visited by another grade level, first a dialogue with the teacher/s from that level should take place to determine if it is in the best educational interest of the students.

TK / K

- Gateway museum
- Air Museum
- Books family farms
- Chico State Farm
- Worm farm (Durham)
- Nature Center

Lower Elementary

- Rice Fields (save the eggs)
  -Starts in the fall (Snow Goose Festival)
- Public Library
- Movies at Pageant Theatre
- Musical at PV High School
- Friends of Butte Creek
- Salmon Tours (Sept. 25 - Oct 10)
- Chico Nature Center
- Nature Discovery
- Aquatic Investigations

- Meet the Animals
- Wetlands Discovery
- Sacramento wildlife Refuge (Dec or Jan)
- Table Mountain
- Tree Farm
- Mendocino National Forest
- Chico Seed Orchard
- Patrick Ranch (spring and fall)
- CSU Chico Anthropology Museum
- Laxson Theatre
    - Folklorico
    - JR. Musicals
    - Asian Drumming
    - Music from India
- Fishery Hatchery - April or May (fish killed in fall)
- Patricks Ranch
- Ecological Reserve – 3rd Grade
- Country Pumpkins
- Climbing wall at CSU Chico
- Bidwell Park walks
- Ron's Reptiles
- Planetarium Redding L.E.
- Monca to museum
- Valene L. Smith
    -Museum of Anthropology (every class – twice a year)
- Shasta Caverns
- Chico Creek – Nature Center
- Gateway Science Museum (2 times a year – All students)
- Bidwell Mansion
- Earthbound skills – 4 separate programs
- Tree Tour Chico State
- Chico Museum
- Fab Lab

Upper Elementary

- California State Capitol (4th and Up)
- Earthbound Skills
- Gateway Science Museum
- Janet Turner
    -Print Museum (4th and up)
- Fab Lab
- State Capital
- Marine Mammal Center
- Rancho Esquon
- Aquatic Forebay
- Trapper's Camp (4th grade)
- Mt. Lassen
- Laxson Performances

- Age of sail
- Water Works Park
- Ecological Reserve
- Landfill
- Railroad Museum
- Hands on Science Lab
- Science Camp (4th grade)
- See Salmon in Nature
- Sutter Fort
- Oroville Dam – Visitor Center
- Rice Fields (save the eggs – start in fall)
- Oroville Aquatic Forebay
- Gold Nugget Museum – Paradise
- Oroville Chine

Middle School

- Peer Mediator workshop at Marsh Jr.
- Laxson performances
- CSU Challenge Course
- Chico Science Fair Tour
- Caritas Creek Science Camp/ Shakespearean Festival in Ashland
- The Center for the Arts performances
- Book's Pumpkin Patch
- Fab Lab
- Monaca
- CSU Hands on Science Lab
- Kids & Creeks (Upper Park)
- Orient & Flume
- Butte Humane Society
- Fair Street Recycling
- Paradise Performing Arts Center

Online resource for filed trip ideas: Outdoor Education for all: https://oefa.weebly.com/

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~~cards will be written by ~~Classroom Teachers~~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~~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~~being 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 in consult with their classroom teacher. 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~~Assumptions: 12 month work year, 40 hour work week $49,920/year $4,160/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; in California, minimum wage will reach $12.00/hr after January 1, 2019

State Law (teachers are subject to this)

-2x minimum wage for full-time employee

~~-Currently $3,466.66/month~~

-As of 1/1/~~17~~19, will be $~~3,640/~~4,160/month assuming 12 month ~~for employers with 26 employees or more~~contract at 40 hrs/week

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~~of4 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.

Substitute Teachers and Substitute Aides

Approved leave days will require that a substitute be hired for the period of the leave. Teachers must have substitutes with an appropriate state credential. Classified staff must have an approved substitute from our substitute list who has been hired by the Director or Hiring Committee.

If a teacher or classified staff member is aware of the need for a substitute ahead of time, she or he is required to attempt to find a sub from the approved list. In the case of emergency or sudden illness, the employee should contact the Director, Administrative Assistant, and/or Office Manager to find a sub so that s/he may recuperate.

It will be the responsibility of the substitute to not overbook jobs. If a sub accepts a job from one Sherwood employee, s/he may not accept another job for that same period of time. This causes there to be an absence that is unfilled.

Substitutes should check in at the office to announce their presence on campus and receive an identification badge. If the sub is already on campus due to working an earlier shift, then switching to sub for another employee, the sub should still check in to the office so there is communication about who is where on campus in case of emergency.

Substitutes are required to follow all guidelines put forth in the ***Hours of Work, Breaks, Overtime, and Paydays*** section of this employee handbooks. Breaks and rest periods must be taken, overtime must be approved, and the 29.5 hour/week limit must be followed.

Because substitutes are usually not regular employees, it is the expectation that they may have questions regarding policies and procedures. Regular employees are expected to answer questions and give guidance to substitutes as best as they are able.

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 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.4 Organizational Chart**

Date: August 16, 2018

SUMMARY

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

DISCUSSION

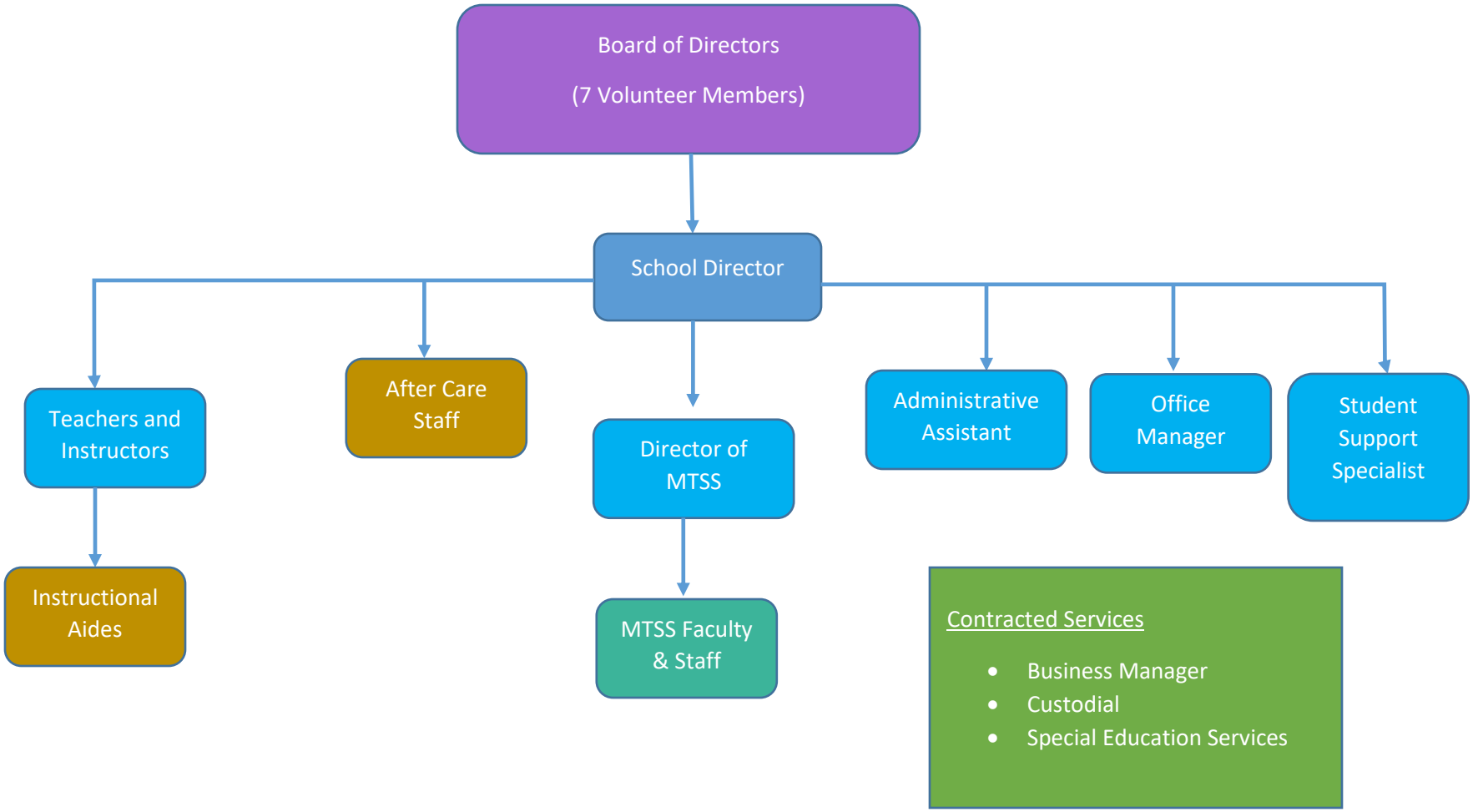
The proposed chart has the Director of MTSS supervising all tiers of the Multiple Tiered System of Support. No other changes are proposed for the organizational chart for the upcoming school year at this time.

ACTION REQUESTED:

Adopt proposed organizational chart.

Attachment: Draft Organizatonal Chart

Sherwood Montessori Organization Chart



Agenda Item 5.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.5**

Date: August 16, 2018

SUMMARY

The Board is asked to discuss the committees for the 2018-2019 school year.

DISCUSSION

The Board is asked to reflect on the committees that existed at the end of the 2017-2018 school year, the scope of the work that has been identified in SMART goals, the work accomplished and what is left to do, and the membership of committees. This process is intended to see if any changes are needed to help committees function optimally.

ACTION REQUESTED:

Discuss committees for 2018-2019.

Attachments: Sherwood Board Committees 2017-2018, Sherwood Policy on Board Committees

Sherwood Board Committees
2017-18

➢ Committees of the Board shall have a minimum of 2 board members and a maximum of 5 voting members, possibly including representatives from SMPO, the faculty, parents, etc. as either voting or non-voting members.

➢ The Chair of a Committee must be a board member.

Executive Committee	
Members:	Chair, Vice Chair, Secretary, Treasurer Monica Woodward, Heather Fox, Kristy Cowell, Dillon Chik-McNeal
Chair:	Monica Woodward
Meeting frequency:	As needed (as of 2/26/2018, has never met in any years)
Purpose:	Board has the option to delegate voting authority to the ExCom as needed for decision making, with a list of exceptions, outlined in the Bylaws
Goals:	Vote on matters assigned by Board.
Charter/ Bylaws:	BYLAWS, ARTICLE 6, COMMITTEES, SECTION 1. EXECUTIVE COMMITTEE

Elections Committee (Required, Ad Hoc)	
Members:	Monica Woodward, Heather Fox, and one SMPO member per bylaws
Chair:	Monica Woodward
Meeting Frequency:	Meets typically two to three times annually, around Board elections time in the spring.

Purpose:	● Recruit candidates, announce upcoming election, accept applications for potential candidates, present candidates to SMPO, facilitate election and voting process. ● Committee is active in spring as elections approach. First actions would be encouraging recruitment efforts, especially of outgoing members, beginning in March and intensifying in April. The Elections Committee should be prepared to present candidates and their materials at the May meeting of the SMPO. The bylaws do not require approval of the candidates by the whole of the Board.
Goals:	Conduct a fair and successful election for a governing board, following bylaws outlined in the current Charter (relevant excerpts below): Sherwood Charter 2017-2022
Charter/ Bylaws:	● Charter, Section 4.0 Governance Structure of School *(speaks to Elections Committee process)* ● BYLAWS, SECTION 2. SELECTION: The Board of Directors will be selected in the following way: 1. An Elections Committee, appointed by the Board of Directors, will accept applications for potential candidates. The Elections Committee shall be made up of two current members of the Board of Directors with terms that extend beyond the current year and one member of the Sherwood Montessori Parent Organization (SMPO); 2. The Elections Committee shall review applications and present a slate of candidates for consideration to the SMPO at the annual meeting in May. Voting will be carried out by the SMPO in consultation with the Elections Committee. Interim appointment shall be done in accordance with Article 4 Section 10 of these by-laws; 3. The top vote getter in the event of one seat being open or vote getters in the event of more than one seat being open shall win; 4. In the event of a tie, the deciding votes will be made by the Elections Committee. 5. New Directors will be announced before the end of the school year and will assume duties at the June meeting.

Finance Committee (Required, Ad Hoc) *includes Audit Committee and Budget Committee*	
Members:	Dillon Chik-McNeal (Chair & Treasurer), Justin Allan (Budget Committee only), Michelle Yezbick, Pat Casey (consultant), Heather Fox (Budget Committee only), David Steffenson, Heather Fisher (Audit Committee only) *Note: The Budget Committee requires only one Board member, but all members must be approved by a majority of the Board.*
Chair:	Dillon Chik-McNeal
Meeting Frequency:	Treasurer and Business Manager meet monthly to go over financial reports for the Board; Audit Committee meets once per year to set up audit; Budget Committee meets twice, 3 times yearly, for a total of 6 meetings to create each of the following: the 1st Interim Report, 2nd Interim Report, and Original Budget.
Purpose:	Meets as needed to set or review the budget and complete the annual budget and to complete the annual financial audit.
Goals:	The goal of the Budget Committee is to develop the Annual Budget and see that it is reported in compliance with the Charter. The procedure is outlined in sections 20.1, 20.2 & 20.3
Charter/ Bylaws:	Charter: Section 20.0 Financial and Organizational Accountability ● 20.1 Procedure for the Development of the Annual Budget ● 20.2 Reporting of Annual Budget and Interim Reports ● 20.3 Legal Compliance of Budget **Charter makes no direct reference to an "Audit Committee" but states that the BOD will facilitate the audit.* Charter: Section 9.0 Financial and Programmatic Audit: The Sherwood Montessori BOD will facilitate an annual, independent audit of the financial affairs of the school and present this audit to the CUSD, the Butte County Office of Education, the State Controller, and the California Dept of Education. As a 501(c)3 nonprofit public benefit corporation, Sherwood Montessori will agree to comply with all state laws pertaining to financial reporting to the overseeing district and the state of California. ● 9.1 Fiscal Year & Reporting Deadlines ● 9.2 Contracting and Overseeing the Independent Audit ● 9.3 Qualifications of the Auditor ● 9.4 Scope of the Financial Audit ● 9.5 Programmatic Audit: In addition to the Financial Audit outlined above, the Administrative Assistant will maintain records necessary for the annual School Accountability Report Card (SARC)

School Performance Committee (Standing)	
Members:	Monica Woodward, Melissa Struyf, Michelle Yezbick, Teresa Shippen
Chair:	Monica Woodward
Meeting Frequency:	Monthly
Purpose:	• To partner with the school leader to set and reach rigorous academic goals. • To build board-wide understanding of the school's academic performance and progress toward goals.
Goals:	• Examine school data and create goals for improvement based on data. • Define how "excellent education" is carried out at Sherwood Montessori based on Mission.

Development Committee (Standing)	
Members:	Tanya King, David Steffenson, Michelle Yezbick
Chair:	Tanya King
Meeting Frequency:	Monthly
Purpose:	• Will facilitate the fundraising efforts of the school by evaluating the effectiveness of past fundraising efforts, developing short and long term strategic fundraising goals, and establish a fund development plan. The Development Committee will also work to strengthen the existing fundraising events operating procedures and assist in the development of a comprehensive fundraising operating plan.

	• Important partnership with SMPO: Develop Calendar and Budget for Major Events • Develop a vision and plan for Sherwood's presence in the community news • Create Policy about Fundraising: Make a case for giving, set major fundraisers as well as guidance for volunteer planners, create a plan for outreach to alumni
Goals:	
Charter/ Bylaws:	● In the second adoption of the charter the bylaws stated (in parentheses): "We need to develop a donation policy separate from the Bylaws."

Facilities Planning Committee (Ad hoc) *formerly New Site Development Committee*	
Members:	Monica Woodward, David Steffenson, Michelle Yezbick
Chair:	Monica Woodward
Purpose:	[2015-16] Continue the ongoing work in developing the business case and relationship with investors and real estate professionals with the goal of obtaining a new site for the school.
Meeting Frequency:	As needed
Goals:	

Governance Committee (Ad Hoc)	
Members:	Monica Woodward, Heather Fox, Dillon Chik-McNeal
Chair:	Monica

Meeting Frequency:	Monthly
Purpose:	To review policy in general, and to facilitate the charter renewal process
Goals:	
Charter/ Bylaws:	● *Charter speaks to having Practices and Policies to promote diversity including implementing a recruitment strategy, developing promotional materials, etc. [Charter: Section 7.0 Diversity]*

Committees of the School Director

Note: School Director has more committees than those addressed here. The following committees were formerly committees of the board:

Safety Committee	
Members:	Tanya King, Monica Woodward, Tanya Parish, Michelle Yezbick, Veronica Viers
Purpose:	Will monitor and ensure adherence to local fire regulations, conduct safety inspections, establish protocol for visitors, and align policies with the CUSD disaster plan. The SC will report their activities to the Board of Directors and work with the Board and the school's insurance carriers to continually improve the Safety Plan. The SC will propose policy changes/ improvements for acceptance by vote of the Board of Directors.
Chair:	Michelle Yezbick
Goals:	1. Develop a clear drop-off policy to improve traffic flow in the morning and communicate it to parents. (completed, but ongoing) 2. Survey teachers to identify potential safety issues that need to be addressed. (completed, ongoing with monthly inspections) 3. Produce bound flip-books with emergency procedures similar to what Chapman has and provide them to every classroom. (timeline: mid-year, 2019)

	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: by August, 2018) 5. Continue to address safety issues in a timely manner as they arise.
Charter/ Bylaws:	**Charter: Section 6.0 Health & Safety Procedures requires a Safety Committee & Safety Plan** The BOD will establish a Safety Committee to monitor and insure adherence to local fire regulations, conduct safety inspections, establish protocol for visitors, and align policies with the CUSD disaster plan. The SC will report their activities to the Board of Directors and work with the Board and the school's insurance carriers to continually improve the Safety Plan. 6.1 Safety Plan, 6.2 Additional Health Policies, 6.3 Safe Building Policies

<u>Curriculum Committee</u>	
Members:	Kristy Cowell, Eric Parish, Sheng Vang, Michelle Yezbick
Chair:	Michelle Yezbick
Meeting frequency:	Quarterly
Purpose:	Oversight of the curriculum and alignment with the mission of the school.
Goals:	1. Create a Montessori Curriculum Library by May 2018. Inventories have been completed. Boxed lessons have been started, to be completed by January 2019. Materials' orders will be placed by September 2019. Database work will be completed by May 2019. 2. Coordinate specialist offerings and possibly clubs to optimize teacher prep time for collaboration and planning. Hiring for specialist instructors has been completed. Schedule has been implemented.

Sherwood Policy on Board Committees

Article 6 of the Bylaws of the Board of Directors has the following regarding committees:

ARTICLE 6 COMMITTEES

SECTION 1. EXECUTIVE COMMITTEE

The Board of Directors may, by a majority vote of Directors, designate an Executive Committee to include a Chair, Vice-Chair, Secretary, and Treasurer and delegate to such Committee any of the powers and authority of the board in the management of the business and affairs of the corporation, except with respect to:

1. The approval of any action which, under law or the provisions of these Bylaws, requires the approval of the members or of a majority of all of the members;
2. The filling of vacancies on the board or on any committee which has the authority of the board;
3. The amendment or repeal of Bylaws or the adoption of new Bylaws;
4. The amendment or repeal or any resolution of the board which by its express terms is not so amendable or repealable;
5. The appointment of committees of the board or the members thereof;
6. The approval of any transaction to which this corporation is a party and in which one or more of the Directors has a material financial interest, except as expressly provided in Section 5233(d)(3) of the California Nonprofit Public Benefit Corporation Law.

By a majority vote of its members then in office, the board may at any time revoke or modify any or all of the authority so delegated, increase or decrease but not below two (2) the number of its members, and fill vacancies therein from the members of the board. The Committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

SECTION 2. OTHER COMMITTEES

The corporation shall have such other committees as may from time to time be designated by resolution of the Board of Directors. Such other committees may consist of persons who are not also members of the board. These additional committees shall act in an advisory capacity and only make recommendations to the board.

SECTION 3. MEETINGS AND ACTION OF COMMITTEES

> Meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors, with such changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be fixed by resolution of the Board of Directors or by the committee. The time for special meetings of committees may also be fixed by the Board of Directors. The Board of Directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Bylaws. The committee may take regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

There are generally two types of Board committees formed: Standing Committees and Ad Hoc Committees.

“Standing Committees” may be composed of any community members (though not a quorum of Directors) and report to the Board. Meetings must follow rules set out in the Brown Act. Standing committees need not establish a "regular meeting time and place" but they must meet in public and post notices of their meetings at least 72 hours in advance, that noticed meeting is considered the "regular meeting" of the standing committee.

“Ad Hoc” committees are composed solely of Directors, but less than a quorum.

SHERWOOD MONTESSORI

MEETING NOTICE OF THE BOARD OF DIRECTORS

Fall Planning Retreat

Location: **1010 Cleveland Ave., Chico CA 95928**
Date/Time: **Sunday, September 9, 2018 – 9:00 a.m.-3:00 p.m.**

AGENDA

1. **CALL TO ORDER (9:00 a.m.)**
   1.1 Roll Call Monica Woodward, Dillon Chik-McNeal, Heather Fox, David Steffenson, Tanya King, Melissa Struyf

2. **CONSENT AGENDA (9:05 a.m.)**
   2.1 Minutes Approval Consider approval of minutes from August 16, 2018.

3. **REPORTS AND COMMUNICATION**
   3.1 Director's Report (9:10 a.m.)
   3.2 SMPO Report (9:20 a.m.)

4. **NOTICED PUBLIC HEARINGS**
   None

5. **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.

6. **REGULAR BUSINESS**
   6.1 Appointment of New Board Member (9:30 a.m.)
   The Board will be asked to appoint a board member to the open seat.
   ACTION REQUESTED: Appoint board member.

   6.2 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.

7. **FUTURE AGENDA ITEMS**
   7.1 The Board will be asked to approve a Prop 39 request for facilities for 2017-2018.
   7.2 A report of standardized test results will be provided to the Board.

8. **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.

REGULAR MEETING OF THE BOARD OF DIRECTORS

Location: Sherwood Montessori Room No. 4

1071 E. 16th St., Chico, California

Date/Time: Thursday, August 16, 2018 – 6:00 p.m.

AGENDA

1. CALL TO ORDER (6:04 p.m.)

1.1 Roll Call Heather Fox, Monica Woodward, Tanya King , Melissa Struyf, David Steffenson

Absent: Dillon Chik-McNeal

2. CONSENT AGENDA (6:05 p.m.)

2.1 Minutes Approval Consider approval of minutes from June 7, 2018.

Motion to approve: Melissa

Second:Tanya

Unanimous (David abstains, absent at previous meeting)

3. REPORTS AND COMMUNICATION (6:08 p.m.)

3.1 Sherwood Montessori Parents Organization Report

3.2 School Director Report

Enrollment at 161, increasing by 2 on Monday

3.3 Director of MTSS

3.4 Treasurer Report

4. NOTICED PUBLIC HEARINGS None

5. REGULAR BUSINESS

5.1 Items Removed From Consent (If any)

None

5.2 Officer Election (6:45 p.m.) The Board will be asked to elect a Chair, a Vice Chair, a Secretary and a Treasurer for the 2018-2019 school year.

ACTION REQUESTED: Elect officers.

Monica nominates David for Treasurer, Heather Seconds, all approve

Tanya nominates Heather for Secretary, Melissa seconds, all approve

Heather nominates Monica for Chair, Tanya seconds, all approve
Monica nominates Heather for vice chair, Melissa seconds, all approve

5.3 Approval of Employee Handbook (7:00 p.m.) The Board will be asked to approve the 2018-2019 edition of the Employee Handbook.
ACTION REQUESTED: Approve handbook.
Heather moves to approve the handbook, Monica seconds, all approve

5.4 Organizational Chart (7:05 p.m.) The Board will be asked to approve an Organizational Chart.
ACTION REQUESTED: Approve organizational chart.
Monica moves to approve organizational chart, Melissa seconds, all approve

5.5 Committees Discussion (7:10 p.m.) The Board will be asked to discuss the committees for the 2018-2019 school year.
ACTION REQUESTED: Discuss committees for 2018-2019 school year.
Committees staying the same; grouping based on availability works for people.

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 2017-2018.

8. CLOSED SESSION (7:50 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.
Action taken: Approval of updated contract for school director
9. ADJOURNMENT (8:20 p.m.)

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 9, 2018

ADMINISTRATIVE ITEMS:

- Our enrollment has been fluctuating with students coming and going. As of the 17th, we expect an enrollment of 160.
- Our Positive Behavior Interventions and Supports (PBIS) program is up and running and the teachers and staff report that the students are responding to being recognized for making good choices. Attendance data has been posted and will be updated monthly as part of the program.
- I will be showing a clip from a webinar produced by the International Montessori Council, of which we are members, titled *Measuring What Matters: MEFS and DERS*. The clip describes the pattern that has emerged in summative assessments for Montessori schools across the country.

FISCAL ITEMS:

- Our Pledge Week is not reaching our goal, but we can hope the extension past payday will have a positive effect. We have had 19 of 143 families participate.
- Our Business Manager needs confirmation from our SELPA that the special education budget from last year is accurate before he can complete the unaudited actuals. He is hoping to provide the Board a copy to review at the retreat.

SAFETY ITEMS:

- Safety Plan flipcharts have been distributed to all rooms on campus.
- We had a fire drill the last Tuesday of August.

To:Board of Directors

From: Brenda Brown, SMPO
Subject: Sherwood Montessori Parents Organization Report Date: September 1st

At the 8/21 SMPO meeting we discussed pledge week and our 5K event.

We decided that we needed to extend pledge week until 9/11 realizing that asking people to donate immediately into the school year seemed like a lot for parents. Also extending the deadline until after the first of the month when most people are paid, might be better for our families. We have some parent volunteers/SMPO members setting up a table before and after school next week with a pledge jar to fill, in hopes of getting more donations. In the future we think pledge week should be postponed to the first or second week of September. Also we received some feedback that if we share with our community a targeted amount we are trying to reach and some items we plan on purchasing with the money, that might help persuade more people to donate.

After losing our lead 5K planner to a move out of the area the 5K planning was a big task, with very little timing and no previous experience. We have decided for our first year to make it a smaller more achievable community event. We are very excited to have our first ever 1 mile, Family Fun Walk/Run event! This will be Saturday, September 29th 9:00 a.m.-12:30 p.m. Cedar Grove. We will be having a Robin Hood-themed family fun run in beautiful Bidwell Park followed by breakfast, a raffle, and a dog show! Michelle Yezbick, Nili Yudice, Tanya King, and Monica Woodward have been working on all the details.

On 8/22 we had our first ever Sherwood Orientation for new parents. Michelle Yezbick did a great job representing our school and our beloved montessori philosophies. The turn out for this event was around 20 people.

Here is a list of a upcoming events;

9/4 back to school night/Silent Journey
9/7 Coffee with the director
9/11 SMPO meeting
9/14 clothing order deadline
9/1

is a list of the events coming up that were discussed at our SMPO meeting;

8/15 Mayra Punzo will have a table set up with some school swag order forms and informational flyers about school events/smpo meeting.

8/21 First SMPO meeting @ 5:30

8/21-9/4 Pledge Week (all money goes directly to our kiddos classrooms to purchase materials/technology)

8/15-9/14 Clothing Orders

9/11 Ice cream celebration/thank you for Pledge week.

Thank you!
Brenda Brown,Public Relations Coordinator

Agenda Item 6.2

Sherwood Montessori Board of Directors Fall Retreat
September 9, 2018

Goals for the Retreat

- Complete a SWOT Analysis
- Identify priorities
- Identify committees to address priorities
- Define SMART goals
- Define Mission and Vision and Identify Next Steps in Developing These

(9:40 a.m.) **Three Essential Roles for Successful Schools**

- Strategic
- Tactical
- Operational
- Small Schools' Challenges

(9:55 a.m.) **Developing Mission and Vision**
http://www.ascd.org/publications/books/107042/chapters/Developing-a-Vision-and-a-Mission.aspx

(10:55 a.m.) **SWOT Analysis**

- Review pre-retreat worksheet
- Review past goals
- Review stakeholder input

12:00 p.m. **Break for Lunch**

12:30 p.m. **Identify Priorities**

- Generate priorities
- Dot exercise

1:00 p.m. **Board Committees**

- Discuss which committees have responsibility working towards each of our priorities
- Review committee membership
- Discuss reporting and meeting schedules

2:00 p.m. **SMART Goals**

- Define SMART goals
- Discuss expectations of SMART goals from committees

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

Sherwood Board Committees

➢ Committees of the Board shall have a minimum of 2 board members and a maximum of 5 voting members, possibly including representatives from SMPO, the faculty, parents, etc. as either voting or non-voting members.
➢ The Chair of a Committee must be a board member.

Executive Committee	
Members:	Chair, Vice Chair, Secretary, Treasurer Monica Woodward, Heather Fox, David Steffenson
Chair:	Monica Woodward
Meeting frequency:	As needed (as of 2/26/2018, has never met in any years)
Purpose:	Board has the option to delegate voting authority to the ExCom as needed for decision making, with a list of exceptions, outlined in the Bylaws
Goals:	Vote on matters assigned by Board.
Charter/ Bylaws:	BYLAWS, ARTICLE 6, COMMITTEES, SECTION 1. EXECUTIVE COMMITTEE

Elections Committee (Required, Ad Hoc)	
Members:	Monica Woodward, Heather Fox, and one SMPO member per bylaws
Chair:	Monica Woodward
Meeting Frequency:	Meets typically two to three times annually, around Board elections time in the spring.

Purpose:	● Recruit candidates, announce upcoming election, accept applications for potential candidates, present candidates to SMPO, facilitate election and voting process. ● Committee is active in spring as elections approach. First actions would be encouraging recruitment efforts, especially of outgoing members, beginning in March and intensifying in April. The Elections Committee should be prepared to present candidates and their materials at the May meeting of the SMPO. The bylaws do not require approval of the candidates by the whole of the Board.
Goals:	Conduct a fair and successful election for a governing board, following bylaws outlined in the current Charter (relevant excerpts below): Sherwood Charter 2017-2022
Charter/ Bylaws:	● Charter, Section 4.0 Governance Structure of School *(speaks to Elections Committee process)* ● BYLAWS, SECTION 2. SELECTION: The Board of Directors will be selected in the following way: 1. An Elections Committee, appointed by the Board of Directors, will accept applications for potential candidates. The Elections Committee shall be made up of two current members of the Board of Directors with terms that extend beyond the current year and one member of the Sherwood Montessori Parent Organization (SMPO); 2. The Elections Committee shall review applications and present a slate of candidates for consideration to the SMPO at the annual meeting in May. Voting will be carried out by the SMPO in consultation with the Elections Committee. Interim appointment shall be done in accordance with Article 4 Section 10 of these by-laws; 3. The top vote getter in the event of one seat being open or vote getters in the event of more than one seat being open shall win; 4. In the event of a tie, the deciding votes will be made by the Elections Committee. 5. New Directors will be announced before the end of the school year and will assume duties at the June meeting.

Finance Committee (Required, Ad Hoc) *includes Audit Committee and Budget Committee*	
Members:	David Steffenson (Chair & Treasurer), Justin Allan (Budget Committee only), Michelle Yezbick, Pat Casey (consultant), Heather Fox (Budget Committee only), David Steffenson, Heather Fisher (Audit Committee only) *Note: The Budget Committee requires only one Board member, but all members must be approved by a majority of the Board.*
Chair:	David Steffenson
Meeting Frequency:	Treasurer and Business Manager meet monthly to go over financial reports for the Board; Audit Committee meets once per year to set up audit; Budget Committee meets twice, 3 times yearly, for a total of 6 meetings to create each of the following: the 1st Interim Report, 2nd Interim Report, and Original Budget.
Purpose:	Meets as needed to set or review the budget and complete the annual budget and to complete the annual financial audit.
Goals:	The goal of the Budget Committee is to develop the Annual Budget and see that it is reported in compliance with the Charter. The procedure is outlined in sections 20.1, 20.2 & 20.3
Charter/ Bylaws:	Charter: Section 20.0 Financial and Organizational Accountability ● 20.1 Procedure for the Development of the Annual Budget ● 20.2 Reporting of Annual Budget and Interim Reports ● 20.3 Legal Compliance of Budget **Charter makes no direct reference to an "Audit Committee" but states that the BOD will facilitate the audit.* Charter: Section 9.0 Financial and Programmatic Audit: The Sherwood Montessori BOD will facilitate an annual, independent audit of the financial affairs of the school and present this audit to the CUSD, the Butte County Office of Education, the State Controller, and the California Dept of Education. As a 501(c)3 nonprofit public benefit corporation, Sherwood Montessori will agree to comply with all state laws pertaining to financial reporting to the overseeing district and the state of California. ● 9.1 Fiscal Year & Reporting Deadlines ● 9.2 Contracting and Overseeing the Independent Audit ● 9.3 Qualifications of the Auditor ● 9.4 Scope of the Financial Audit ● 9.5 Programmatic Audit: In addition to the Financial Audit outlined above, the Administrative Assistant will maintain records necessary for the annual School Accountability Report Card (SARC)

School Performance Committee (Standing)	
Members:	Monica Woodward, Melissa Struyf, Michelle Yezbick, Teresa Shippen
Chair:	Monica Woodward
Meeting Frequency:	Monthly
Purpose:	• To partner with the school leader to set and reach rigorous academic goals. • To build board-wide understanding of the school's academic performance and progress toward goals.
Goals:	• Examine school data and create goals for improvement based on data. • Define how "excellent education" is carried out at Sherwood Montessori based on Mission.

Development Committee (Standing)	
Members:	Tanya King, David Steffenson, Michelle Yezbick
Chair:	Tanya King
Meeting Frequency:	Monthly
Purpose:	• Will facilitate the fundraising efforts of the school by evaluating the effectiveness of past fundraising efforts, developing short and long term strategic fundraising goals, and establish a fund development plan. The Development Committee will also work to strengthen the existing fundraising events operating procedures and assist in the development of a comprehensive fundraising operating plan.

	• Important partnership with SMPO: Develop Calendar and Budget for Major Events • Develop a vision and plan for Sherwood's presence in the community news • Create Policy about Fundraising: Make a case for giving, set major fundraisers as well as guidance for volunteer planners, create a plan for outreach to alumni
Goals:	
Charter/ Bylaws:	● In the second adoption of the charter the bylaws stated (in parentheses): "We need to develop a donation policy separate from the Bylaws."

Facilities Planning Committee (Ad hoc) *formerly New Site Development Committee*	
Members:	Monica Woodward, David Steffenson, Michelle Yezbick
Chair:	Monica Woodward
Purpose:	[2015-16] Continue the ongoing work in developing the business case and relationship with investors and real estate professionals with the goal of obtaining a new site for the school.
Meeting Frequency:	As needed
Goals:	

Governance Committee (Ad Hoc)	
Members:	Monica Woodward, Heather Fox, Dillon Chik-McNeal
Chair:	Monica

Meeting Frequency:	Monthly
Purpose:	To review policy in general, and to facilitate the charter renewal process
Goals:	
Charter/ Bylaws:	● *Charter speaks to having Practices and Policies to promote diversity including implementing a recruitment strategy, developing promotional materials, etc. [Charter: Section 7.0 Diversity]*

Committees of the School Director

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Purpose:	Will monitor and ensure adherence to local fire regulations, conduct safety inspections, establish protocol for visitors, and align policies with the CUSD disaster plan. The SC will report their activities to the Board of Directors and work with the Board and the school's insurance carriers to continually improve the Safety Plan. The SC will propose policy changes/ improvements for acceptance by vote of the Board of Directors.
Chair:	Michelle Yezbick
Goals:	1. Develop a clear drop-off policy to improve traffic flow in the morning and communicate it to parents. (completed, but ongoing) 2. Survey teachers to identify potential safety issues that need to be addressed. (completed, ongoing with monthly inspections) 3. Produce bound flip-books with emergency procedures similar to what Chapman has and provide them to every classroom. (completed) 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. (completed, communication protocols will be revised with new website) 5. Continue to address safety issues in a timely manner as they arise.
Charter/ Bylaws:	**Charter: Section 6.0 Health & Safety Procedures requires a Safety Committee & Safety Plan** The BOD will establish a Safety Committee to monitor and insure adherence to local fire regulations, conduct safety inspections, establish protocol for visitors, and align policies with the CUSD disaster plan. The SC will report their activities to the Board of Directors and work with the Board and the school's insurance carriers to continually improve the Safety Plan. 6.1 Safety Plan, 6.2 Additional Health Policies, 6.3 Safe Building Policies

Curriculum Committee	
Members:	Michelle Yezbick, Eric Parish, Sheng Vang
Chair:	Michelle Yezbick
Meeting frequency:	Quarterly
Purpose:	Oversight of the curriculum and alignment with the mission of the school.
Goals:	1. Create a Montessori Curriculum Library by May 2018. Inventories have been completed. Boxed lessons have been started, to be completed by January 2019. Materials' orders will be placed by September 2019. Database work will be completed by May 2019. 2. Coordinate specialist offerings and possibly clubs to optimize teacher prep time for collaboration and planning. Hiring for specialist instructors has been completed. Schedule has been implemented.

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 18, 2018 – 6:00 p.m.**

AGENDA

1. **CALL TO ORDER** (6:00 p.m.)
   1.1 Roll Call Monica Woodward, Heather Fox, David Steffenson, Tanya King, Anna Ling, Melissa Struyf

2. **CONSENT AGENDA** (6:05 p.m.)
   2.1 Minutes Approval Consider approval of minutes from Board Retreat, September 16, 2018.
   2.2 Signatories Consider approval of a change of signatories on the school bank account.

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 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 (7:00 p.m.)
   The Board will be asked to discuss the development materials provided and clarify responsibilities regarding providing fiscal oversight.
   ACTION REQUESTED: Discuss fiscal management materials.

   5.3 Unaudited Actuals (7:15 p.m.)
   The Board will be asked to receive the Unaudited Actuals Financial Report for 2017-2018 fiscal year.
   ACTION REQUESTED: Receive Unaudited Actuals.

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5.4 Prop 39 Facilities Request (7:25 p.m.)
The Board will be asked to approve a Prop 39 facilities request.
ACTION REQUESTED: Approve Prop 39 request.

5.5 Measure K Proposal: Request for Advancement of Apportionment (7:40 p.m.)
The Board will be asked to approve a request to the Measure K Committee that would allow us to draw from our future allocation.
ACTION REQUESTED: Approve request.

5.6 Local Indicators (7:50 p.m.)
The Board will receive a report of the school's progress to achieve Local Indicators from the Dashboard.
ACTION REQUESTED: Receive report.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

7. FUTURE AGENDA ITEMS

7.1 The Board will 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 2019-2020 school year
7.4 The Board will receive a report of standardized test results

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

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Agenda Item 2.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 2.2 – Change of Signatories on Bank Account**

Date: October 18, 2018

SUMMARY

Consideration of request to authorize a change of signatories on the School's bank account.

DISCUSSION

Our current Board resolution for signatories on the bank account includes Dillan Chick-McNeal and Monica Woodward. The attached resolution will give David Steffenson, our new Board Treasurer, signatory authority, as well as Anna Ling

ACTION REQUESTED

Approve resolution.

Attachment: Resolution 101818

SHERWOOD MONTESSORI

RESOLUTION 101818
IDENTIFICATION OF NEW SIGNATORY ON BANK ACCOUNT

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

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

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

WHEREAS, **David Steffenson** is current Board Treasurer, and,

WHEREAS, the **Sherwood Montessori Board of Directors** wishes to revise the authorized signators on the **Northern California National Bank (NCNB)** account by adding Anna Ling and David Steffenson and removing outgoing signatories, who shall:

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

NOW, THEREFORE BE IT RESOLVED that Dillon Chick-McNeal no longer has signatory authority nor any other access to the NCNB account. David Steffenson, Board Treasurer, shall have signatory authority on the NCNB account. The second and third signatories on the School back account shall be Monica Woodward and Anna Ling. The School Director, Michelle Yezbick, will remain a signatory for payroll disbursements only.

PASSED AND ADOPTED by the **Sherwood Montessori Board of Directors** at a public meeting held on **18 October, 2018.**

_____ _____

Heather Fox, Secretary of the Board of Directors, Sherwood Montessori **Date**

Sherwood Board Priorities 2018-2019

	Priority	Status
Marketing and enrollment	Improve marketing efforts	
	• Create Montessori videos for outreach	
	Increase enrollment	
	• Increase Kindergarten	
	• Retain current students	
Stakeholder satisfaction	Teacher retention	
	Improve parent engagement and involvement	
Curriculum improvement	Ensure all teachers have access to a full complement of materials	
	Expand science program	
	Consistent implementation of Cosmic Education	
Facilities planning	Find new location	
	• Identify funding, what we can afford, and how much space we need	
	Get new buildings outfitted	

Notice of Public Meeting: Development Committee of Sherwood Montessori Board of Directors

Committee: Development Committee
Meeting Date: October 2, 2018 **Time:** 5:30 p.m. 1010 Cleveland Ave. Chico, CA 95928
Attendance: Tanya King, Melissa Struyf, Michelle Yezbick
Goals: ● Create Montessori videos for outreach ● Create new flyers to promote the school ● Set fundraising targets ● Represent the Board on Sherwoodstock Planning Committee ● Improve marketing efforts
Outline of Discussion: • Committee will review goals above and plan action steps to address them.
Action Items:
Agenda Items:
Next Meeting: Thursday, October 25th 5:30 p.m. 1010 Cleveland Ave., Chico, CA 95928

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Committee: Facilities Development Committee

Meeting Date: 10/5/18

Attendance: Mike Weissenborn (Bond consultant), Michelle Yezbick, Monica Woodward, Kayci Tiner (CUSD), Alan Chambers (Architect), Julie Kistle (CUSD)

Goals:

- To develop a bid timeline

Outline of Discussion:

- Alan has raised concerns that a recent project similar to ours went to bid, and bids that came back were substantially beyond the estimated cost. He feels that the bidding environment right now is not competitive and if we put our project to bid, we are likely to receive a bid that exceeds the funds we have available through Measure K.
- Mike added that even if we bid now, by the time the bidding process is done, we will be running into delays from the holidays and winter weather, and completion may end up being the same as if we wait to bid.
- A recommendation was made to start the bid process shortly after the new year (mid-January) to try to enter a more competitive bidding market. The timeline avoids the holidays and allows construction to start after the rainy season, with completion in the spring.
- Julie offered to work with CARD to secure us time in the field house to make up for the delays in having our own indoor space ready by winter. We also discussed asking Chapman for use of the MPR/cafeteria after lunch to help house electives during the winter.

Action Items *(who will do what before the next board/committee meeting)*:

- NA

Agenda Items *(items that need to be brought to the board at a meeting)*:

- Decision needs to be made about bid timeline; whether to bid now or wait until January

Next Meeting Date: TBD

Committee: Governance

Meeting Date: 10/8/18

Attendance: Monica Woodward, Anna Ling

Goals:

- To clean up committee structure document
- To evaluate the committee structure with regard to the bylaws and the school needs

Outline of Discussion:

- We felt that the committee document could be streamlined to make it easier to see at a glance what committees we have, and who is serving on them. This way, we can easily see if we have certain needs, and if our manpower is aligning with our goals.
- We created a master table of committee membership, so as membership changes, only that page needs to be modified.
- For the tables describing each committee, we went through and clarified their purpose and goals to be broad and overarching.
- Annual goals will be moved to a strategic planning document.
- We discussed rolling the elections committee into the governance committee (overseeing elections could be something the governance committee does in the spring, rather than having a separate committee for it).

Action Items *(who will do what before the next board/committee meeting)*:

-

Agenda Items *(items that need to be brought to the board at a meeting)*:

- At some point, although perhaps not this month, we should look at committee membership and see if anyone is understaffed. This will be easier with a full board (7 members).
-

Next Meeting Date: TBD

Committee: School Performance

Meeting Date: 9/18/18

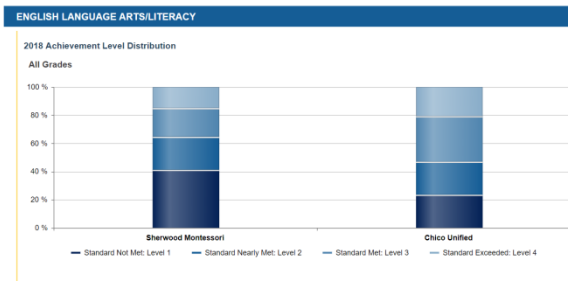
Attendance: Teresa Shippen, Melissa Struyf, Anna Ling, Monica Woodward, Michelle Yezbick

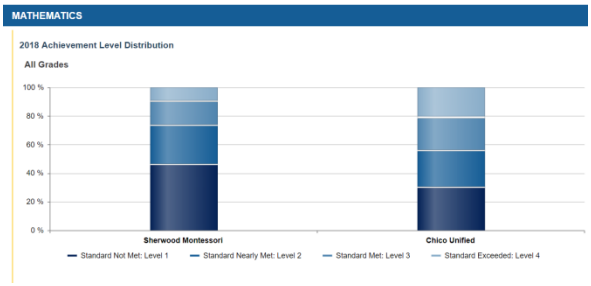
Goals:

- To review Sherwood's CAASPP results

Outline of Discussion:

- Michelle presented us with graphs showing average CAASPP scores for each grade, along with scores for each student, distance from the level 3 cutoff, and growth from the previous year (where available).
- On average, most grade cohorts are not meeting the level 3 standard, "standard met" (5th grade ELA is the only exception). Most students fall into "standard nearly met" or "standard not met".
- Graphs below were released after our meeting but they give an overview of the school's scores.





Action Items *(who will do what before the next board/committee meeting)*:

- With more data released at this time, we will review the new information and meet again. Committee members will read through charter to begin considering how we want to define "excellent education" based on the school's mission.

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 Report**

Date: October 18, 2018

Instructional Staff was asked to respond to the question: How can the Board help you?

Transitional Kindergarten/Kindergarten -Teresa Shippen

I have noticed over the years, a similar pattern at the start of school. The Kindergarten students usually begin the year cautiously, using much grace and courtesy. They timidly begin to make friends and explore the idea that they have choices about the work they do. They ask permission to take things off the shelves, and spend much time using the art center materials, something they all find comfort in using. The days are filled with learning the rules and routines of their new classroom and school, and of course the phrase "Teacher...can I "

As the year progresses, they go through a period of exploration. They begin to test the rules, and each other. They want to sort themselves into play groups, and groups that work together. They begin to move away from familiar friends and explore friendships with others. They might regroup each day, trying to find what is most comfortable in this new school. They are trying to find the group they will have snack with, and play dinosaurs with during recess time. At the same time, I am assessing them to see which groups will be compatible groups for the many lessons we have ahead of ourselves. They have already moved into being more independent students, and it catches me by surprise. We are not only experiencing the beautiful change of seasons, but the students themselves are going through beautiful changes. As the excitement over apples, pumpkins, and animal migration is growing, so is their ability to focus and concentrate more on their work. We are starting to have some very quiet work periods, where students are beginning to choose things from the Montessori works. I am asking them to work by themselves, quite possibly for the first time. I am guiding their works. Most are accepting of this, some still want more time with the art center, or more one-on-one time with a teacher. Yet for the first time in weeks, I see that more and more students are able and comfortable enough to work independently. Having had their first formal lessons in math last week, I observed that today, many choose those same works for their "work of own choice time". This week we have been placing the students in our reading series, and many have wanted to read and re-read their little books that introduce phonetic sounds, or the high frequency words.Their joy is evident. The calm is refreshing. We will work on this skill all year long, but I am thankful to see this change. We can already look back and reflect on where we started. We found ourselves telling "remember when"

stories about our first days of school. It is hard to believe that we are talking about just a few weeks ago!

This year started with some big changes for our Kindergarten program. I, of course, miss working with Lynn, my aide and right hand for the last 6 years. Her unexpected absence has been a challenge both for Lynn and myself. We also had a complete change of Kinder extended day staff. I am very thankful to have found wonderful help and support in the new staff members who have taken on these roles. Teresa Marin has stepped in and stepped up to the challenges of replacing Lynn. With very little guidance she has jumped in with two feet to provide a stable and loving Aide for our students and myself. I could not be more grateful to her for all her dedication to our students and myself. She has been wonderful to work with! The aftercare has also done a great job of filling a role that was new to them. Together we have worked to make the transition into this part of the school day as smooth as can be. I like to linger to help the students through this change, and have really appreciated the schedule and activities that Marta and Joy have brought to this part of the program. It is not easy. Someday, I am hoping to merge this Kinder extended day into our regular school program as other schools in the district have done. As it stands, some of our Kindergarten students attend before care with one set of staff, Kindergarten with Teresa and I, extended day with Marta and Joy, and then extended day with different staff. That is four transitions if they need to stay late. I would love to discuss the possibility of offering a Kinder program that follows the normal school hours. I think it would help students and parents to have that consistency throughout the 8:45-2:50 school day. I would love to work with the board to explore this idea.

As always, I would like to thank Michelle, and the board for helping us to get another school year up and running! Given all the changes, it was a smooth start!

1st/2nd/3rd -Marlo Knox

I'd like to thank the board for beginning a dialogue focused on supporting and helping Sherwood Montessori lead teachers.

One of the first things that pops into my mind is that I'd like to be clear that the Board recognizes that we, Board members and lead teachers, are unified in our purpose. Together we have committed to serve at this school and in this community because we stand for the Montessori Method of education. The essential components to implementing the Montessori Method are properly trained teachers, multi-age classrooms, a full complement of specially designed Montessori materials, child-directed work, and uninterrupted work periods. Striving to ensure we are in a process moving forward in these specific areas is monumental work and definitely Board worthy. I could go on with a series of leading questions to this end. For example, how will Sherwood Montessori define "properly trained teachers"? Or how might we provide intervention without interrupting work periods? As in any worthy and challenging endeavor there is often more questions than easy answers but a relentless pursuit to align our practice as near as possible to the intention of the Montessori Method requires much from classroom leaders and Board members alike.

Secondly, I'd like the Board to articulate a path of growth for all employees. As people invest time and themselves in our organization I'd like their skills to be grown specifically and intentionally. Throughout the five complete years I have worked at Sherwood Montessori I have seen talented people come and go. I have also seen our struggle to find the right people with the skills for the jobs we have available in our organization. When, and if, we find the right person for our school what are we doing to ensure they see Sherwood Montessori as a place they want to stay and develop? Matter of fact, our intention should be to grow Montessorians. We should be offering our employees what we are offering our children, an environment that values the human spirit, the whole person, a place adults can learn from their peers, choice and ownership in work responsibilities, environments that are aesthetically pleasing where a love of order exists. When we observe readiness and mastery in our employees we need to move them into more, similar to the developmental moment of our students.

In closing I'd like to extend my gratitude for all Board members. I understand and admire your response to the needs of our organization. Thank you for saying yes to serving on the Board. Thank you for getting involved.

1st/2nd/3rd-April Pearce

I appreciate the direct outreach on how the board can help. I strongly feel we need to figure out a way to develop the curriculum library without the new construction. There is an already established need for materials schoolwide and my understanding is that we are waiting for the space to handle a large order, which is the economical way to purchase materials for all of us. I can wait for the extra space to have dance classes, maker's spaces, pottery lessons, etc., but I do not think we should go another school year without finding a place for the curriculum library. I am thankful for all of the materials we do have, and we are able to share to fill some of the gaps in our class inventory.

One example is the need for thousand cubes in the lower grades. The golden bead material is foundational to helping children develop number sense. When they can hold a single bead in one hand, and a cube of 1,000 beads in the other, they can feel how big one thousand is compared to the unit. One of the most transformative activities children can do with the golden bead material requires 45: unit beads, ten bars, hundred squares, and thousand cubes. In the lower grades, there may be enough for two of us to have a complete set.

We all share joyfully when another teacher needs more thousand cubes, but we should all have our own set. These thousand cubes need to be numerous and on the shelf impressing children with how big and heavy they are, enticing children to handle them. Children in the lower planes of development like things that take up space, often equating that with importance. This age group needs ample experiences with the golden bead material to build the foundation to abstract math. We need more cubes, so students can get their hands on them, and be prepared for upper grade math. My hope is that we can find a way to develop the curriculum library in a temporary space, so we can have all that Montessori designed for our students.

1st/2nd /3rd -Eric Parish

I found the question, how can the board help you, very interesting. I wasn't sure how to respond. So I did some investigation and found that one of the responsibilities of the board is policy. I came to the conclusion that the board can help us by initiating policies that may help with student achievement. Policies that will help with enrollment. Policies that will support the inclusion of our special education population. Policies that will help with the development and/or construction of our facilities. Initiate policies that are going to help improve teachers' salaries, stipends, incentives and teacher retention. Initiate policies that will communicate the importance of stakeholder involvement. Evidence shows that there is a connection between the effectiveness of the board of directors and the success of the school.

4th /5th/6th -Sheng Vang

First and foremost, thank you for your time and dedication in serving on our School Board. Thank you for allowing us to voice our needs and concerns in hopes to move forward as a school community.

I am truly grateful to work with dedicated individuals whose passion is to provide a quality Montessori education for all students. In education, we never stop learning. With this being my 3rd year at Sherwood, I am still learning and growing as a Montessori educator. One thing that I would love to do is to develop more as a Montessori educator by continually learning from individuals that are seasoned Montessorians. Last school year's observation at one of the California Montessori Project school in Sacramento was truly inspiring, but observing is not enough. I would love to continue my learning and development as a Montessori educator. Is there any way to provide hands-on learning opportunities for us to further our development as Montessorian teachers?

Thank you, again for your time and dedication!

4th /5th /6th-Tanya Parish

7th/8th-Falyn Beshwate

I am new to Sherwood this year. The board can help us by continuing to maximize their efforts for improving and finding facilities to meet the needs of our students.

Extended Day-Kristina Covella

My name is Kristina Crovella, and I am new to the school this year, as the new Extended Day Coordinator. I have heard about the time and support you have given to the Extended Day Program, in past years, and that is much appreciated. In my short time in this position, I have only

made small changes, mostly in communicating what we do each day in Extended Day to families, as my predecessor began changing the program into a more enriching one. I will continue on that path, in the hopes of continuing to build a successful program that attracts families. It is my hope to instill confidence in Sherwood families that their children will be warmly cared for while they are participating in a fun, enriching environment. I look forward to working with you, and will appreciate any support you continue to give this program.

Agenda Item 3.3

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SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Brenda Brown, Public Relations Coordinator

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

Date: October 18, 2018

We had a pretty successful September! Thanks to Pledge Week(s) we were able to raise $4,242.11 to purchase materials for classrooms. 100% of these donations will go to durable materials for the students' educational benefit. The MOD Pizza Restaurant Takeover night had a great turn out and raised $297, amazing! Here is some pretty exciting news, MOD pizza does a photo shoot with a big check for any event that makes over $200 so Michelle along with some SMPO members will be accepting the check this Friday, 10/5!

We also raised $271 from our bake sale from that night, which is epic sales for a bake sale event! This money will go to our cooking and gardening program.

September 4th was the Back to School/Silent Journey event. I will say as a parent of our school I personally think the Silent Journey is magical, however very few parents came to this part of the event. Hopefully more are planning on attending our Montessori 101 night tomorrow, 10/4. Flyers went home, emails were sent, and FB reminders have been posted.

Sarah Rhodes and other parent volunteers have been working on our school float for the Parade of Lights. She said they are set and only need a few more puppet donations. Plans are made for a float build party 10/10. We will be sure to share the float build party date and details at our next SMPO Live event scheduled 10/9.

SMPO is working diligently on our next upcoming event which is the Fall Festival/Literary Character Day, which will be 11/2. We have several parent volunteers already signed up! We have also started talking/planning the International Day potluck/luncheon scheduled for 11/9.

Here is a list of upcoming events;

10/4 Montessori 101 @5:30-6:45

10/9 SMPO meeting @5:30

10/10 Float Building Party (for the Parade Of Lights)

10/13 Parade of Lights

11/2 Fall Festival/Literary Character Day 3:00-5:30

11/9 International Day 12:00-1:00

Thank you!

Brenda Brown, Public Relations Coordinator

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 18, 2018

ADMINISTRATIVE ITEMS:

- Our current enrollment is 156.
- Attendance reports for each student will go to students' homes once they are complete. The report will show individual attendance rate, attendance rate for the grade, attendance rate for the classroom, and attendance rate for the school. The correspondence will also include some information about attendance and student achievement.
- We have had two professional development meetings on the topic of using writing assessments and rubrics to teach writing in a Montessori classroom.
- Coaching meetings with teachers are happening each Friday for a total of 14 hours of coaching in this school year. Including the 48 hours of coaching that occurred last school year, I have had 62 hours of coaching meetings with teachers since we began the practice.
- We have begun holding monthly classified staff meetings which have proven to be very valuable. Our school psychologist will attend our October meeting to begin developing our staff's capacity to work effectively with challenging behaviors.
- Exit interviews with parents and employees have been happening and more are being scheduled.
- We are fully staffed, with our newest hires being in the Extended Day program, substitutes, and an aide in the Learning Center.

LEGISLATIVE ITEMS:

- A review of the last actions taken by Governor Brown do not include any legislature that is onerous to our current operations.

SAFETY ITEMS:

- We had a code red/fire drill the last Tuesday of September. We debriefed in our staff meeting.

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Justin Allan, Director of MTSS

Subject: Director of Special Education Report

Date: October 18, 2018

Special education numbers are the same as the beginning of the school year. We currently have 23 students receiving special education services. We have two new assessments underway. There are several SST's scheduled that have the potential to lead to referrals for special education. Looking at SST data from students in intervention as well as students who currently have 504 plans, our special education population has the potential to increase by four to six students over the next three to four months.

Our ERMHS (Educationally related mental health services) budget is due November 1st. It is near completion. Our SELPA reimburses our school for level 500 ERMHS services such as individual counseling and social work services. There is a funding formula with a maximum dollar amount that is currently 3,300 per student service.

We our waiting to hear from CDE regarding their data analysis about disproportionality. We should be informed during the month of October whether the process is complete or whether there are additional steps we will be required to take.

One topic of interest to the CDE is adjusting special education credentials. These conversations are built around the structure of special education and the needs of current and future student populations. It is also driven by the shortage of special education teachers, the number of teachers leaving special education, and a decrease in applicants to credential programs. Special education credentials are mainly differentiated by the label of mild/moderate or moderate/severe. It is anticipated that in the future it will be more and more difficult to fill certificated special education 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: October 18, 2018

September Treasurer's Report

Attachments: September Financial Board Reports

Sherwood Montessori
Balance Sheet - Current Month
Accrual Basis — As of September 30, 2018

	Sep 30, 18
ASSETS	
Current Assets	
Checking/Savings	
9100-Assets	115,480
Total Checking/Savings	115,480
Other Current Assets	
9290 - Due from Grantor Govts.	22,516
Total Other Current Assets	22,516
Total Current Assets	137,996
Fixed Assets	
9410 - Land	95,000
9430- Building	112,209
9435-Accumulated Depreciation	-2,753
Total Fixed Assets	204,456
TOTAL ASSETS	**342,452**
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
9500-Accounts Payable	13,623
Total Accounts Payable	13,623
Other Current Liabilities	
9500-Liabilities	34,296
Total Other Current Liabilities	34,296
Total Current Liabilities	47,919
Total Liabilities	47,919
Equity	
Restricted Assets	53,692
Unrestricted Fixed Assets	204,456
Unrestricted Net Assets	202,008
Net Income	-165,623
Total Equity	294,533
TOTAL LIABILITIES & EQUITY	**342,452**

Sherwood Montessori
Profit & Loss YTD Comparison
September 2018

	Sep 18	Jul - Sep 18
Ordinary Income/Expense		
Income		
8000-Revenues	89,847	152,785
Total Income	89,847	152,785
Gross Profit	89,847	152,785
Expense		
1000 Certificated Salaries	33,040	65,230
2000 Classified Salaries	41,638	67,984
3000-Employee Benefits	20,119	45,050
4000-Books and Supplies	8,179	15,449
5000 Services/Other Op. E...	22,251	51,689
6000 Captial Outlay (>5K)		73,006
Total Expense	125,228	318,408
Net Ordinary Income	-35,381	-165,623
Net Income	**-35,381**	**-165,623**

Sherwood Montessori
Board of Directors - Donations and Fundraising Report
August through September 2018

Type	Date	Memo	Amount
8000-Revenues			
8600-8799 Other Local Revenue			
8699-Fundraising and Donations			
8699-Field Trip Donations			
Deposit	08/13/2018	AMAZON SMILE REBATE	15
Deposit	08/23/2018	T-SHIRTS	62
Total 8699-Field Trip Donations			77
8699-Fundraising			
8673-Rebates			
Deposit	08/30/2018	SCRIP REBATE	6
Total 8673-Rebates			6
8699-Fundraising - Other			
Deposit	09/07/2018	PLEDGE WEEK	1,475
Deposit	09/10/2018	PLEDGE WEEK	834
Deposit	09/12/2018	PLEDGE WEEK	252
Deposit	09/14/2018	FARMERS MARKET	231
Deposit	09/14/2018	T-SHIRTS	77
Deposit	09/14/2018	PLEDGE WEEK	1,682
Deposit	09/17/2018	PLEDGE WEEK	48
Deposit	09/17/2018	PIZZA FUNDRAISER	271
Deposit	09/17/2018	T-SHIRTS	229
Total 8699-Fundraising - Other			5,098
Total 8699-Fundraising			5,103
Classroom donation			
Deposit	09/14/2018	MARLO 123M	224
Deposit	09/14/2018	TERESA K	160
Total Classroom donation			384
8699-Fundraising and Donations - Other			
Deposit	08/23/2018	PLEDGE WEEK	40
Total 8699-Fundraising and Donations - Other			40
Total 8699-Fundraising and Donations			5,604
Total 8600-8799 Other Local Revenue			5,604
Total 8000-Revenues			5,604
TOTAL			**5,604**

Sherwood Montessori
Board of Directors - Vendor Payments Report
August through September 2018

Type	Date	Num	Name	Memo	Account	Amount
Aug 18						
Bill	08/01/2018	INV 248...	CharterSAFE	WC PREMIUM 1 OF 9	3601-Workers Comp	740.00
Check	08/01/2018	DBT	Walmart	SUPPLIES- FALYN	Instructional Supplies	47.12
Bill	08/01/2018	INV 248...	CharterSAFE	PROP-LIAB PREMIUM 1 O...	5400-Liability Insura...	1,362.00
Check	08/02/2018	DBT	1 & 1 Internet Inc.	Web and email hosting - 3 ...	Website, Hosting	29.97
Check	08/03/2018	6114	The Creative Apple	DICHINARY- MULTIPLICA...	Instructional Supplies	24.64
Check	08/03/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	10.99
Check	08/07/2018	DBT	KidCarpet.com	SUPPLIES	Instructional Supplies	179.99
Check	08/07/2018	DBT	Home Depot	SUPPLIES	Instructional Supplies	77.09
Check	08/07/2018	DBT	Home Depot	SUPPLIES	Instructional Supplies	25.70
Check	08/08/2018	DBT	SOCCER.COM	SOCCER EQUIPMENT	Instructional Supplies	413.45
Check	08/08/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	118.49
Check	08/08/2018	DBT	ETC Montessori	SUPPLIES	Instructional Supplies	323.58
Check	08/08/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	23.99
Check	08/08/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	9.78
Check	08/08/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	98.96
Check	08/09/2018	DBT	Costco	SUPPLIES	Instructional Supplies	102.49
Check	08/09/2018	DBT	Costco	SUPPLIES	Extended Day	81.74
Check	08/10/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	52.98
Check	08/13/2018	DBT	Lowe's	SUPPLIES	4400-Noncapitalized ...	299.18
Check	08/14/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	9.99
Check	08/14/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	103.74
Check	08/14/2018	DBT	Target	SUPPLIES	Instructional Supplies	67.92
Check	08/14/2018	DBT	SOCCER.COM	BALL BAG	Instructional Supplies	33.72
Check	08/14/2018	DBT	Costco	SUPPLIES	Office Supplies	49.27
Check	08/14/2018	DBT	Amazon.com	SUPPLIES	Office Supplies	57.19
Check	08/15/2018	DBT	Home Depot	SUPPLIES	Instructional Supplies	31.01
Check	08/15/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	84.76
Check	08/15/2018	6014	Heather Fisher	TARGET	5200-Travel and Con...	59.19
Bill	08/15/2018	INV 716...	White Glove Cleaning Serv...	INV 71690	5800-Other Services	1,275.00
Bill	08/15/2018		Comcast	2018 AUGUST	Internet Service Prov...	200.69
Bill	08/15/2018	INV 135...	Law Office of Gregory P. Ei...	Professional Services- INV...	Attorney	273.00
Bill	08/15/2018	INV 716...	White Glove Cleaning Serv...	INV 71714	Housekeeping Servic...	600.00
Bill	08/15/2018		Keillor's Pest Solutions	service AUGUST INV 8096	Pest Control	80.00
Check	08/15/2018	6022	Joy L Carey	LiveScan	LiveScan and TB Te...	52.00
Bill	08/15/2018		Verizon Wireless	SERVICE 2018 JUL-AUG	Telephone, Cellular	119.26
Bill	08/15/2018		PG & E		Electricity	63.98
Check	08/15/2018	6021	Steve Duke	keys	Maintenance Supplies	26.14
Check	08/16/2018	DBT	Mendes Supply Co.	supplies	Custodial Supplies	23.10
Check	08/16/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	14.62
Check	08/16/2018	DBT	Home Depot	SUPPLIES	Instructional Supplies	77.09
Check	08/16/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	15.99
Check	08/16/2018	DBT	Amazon.com	SUPPLIES	Office Supplies	20.90
Check	08/16/2018	DBT	Safeway	supplies	Office Supplies	29.03
Check	08/16/2018	DBT	Wufoo	AUG-SEPT	Online List Managem...	11.31
Check	08/16/2018	DBT	USPS	POSTAGE	Postage	19.00
Check	08/17/2018	DBT	CPM EDUCATIONAL PRO...	STUDENT HB SB	4100-Textbooks/Cor...	510.70
Bill	08/17/2018	INV 180...	CPM EDUCATIONAL PRO...	INV 1805276-IN	4100-Textbooks/Cor...	510.70
Check	08/17/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	13.98
Check	08/17/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	18.99
Check	08/17/2018	DBT	Costco	SUPPLIES	Extended Day	42.74
Check	08/18/2018	DBT	Amazon.com	SUPPLIES	Office Supplies	31.15
Check	08/20/2018	DBT	RESEARCH PRESS	SUPPLIES	Instructional Supplies	37.99
Check	08/21/2018	DBT	SOCCER.COM	supplies	Custodial Supplies	46.37
Bill	08/21/2018	INV 100	JULIA. GODDARD	EXTENDED DAY BOOKKE...	Bookkeeping Services	262.50
Check	08/22/2018	DBT	Academic Therapy	SELPA supplies	Instructional Supplies	464.40
Check	08/22/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	71.54
Check	08/23/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	42.38
Check	08/23/2018	DBT	Tracfone	minutes	Telephone, Cellular	10.77
Check	08/24/2018	DBT	Costco	SUPPLIES	Custodial Supplies	16.61
Check	08/24/2018	DBT	Target	SUPPLIES- SHENG	Instructional Supplies	2.59
Check	08/24/2018	DBT	Target	SUPPLIES	Instructional Supplies	3.49
Check	08/24/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	36.44
Check	08/24/2018	DBT	Target	SUPPLIES	Office Supplies	6.46
Check	08/24/2018	DBT	Classroom Mechanics		5200-Travel and Con...	720.00
Check	08/24/2018	DBT	USPS	POSTAGE	Postage	60.76
Check	08/27/2018	6027	Falyn Beshwate	ROOM PREP - Cleaning, s...	Instructional Supplies	370.00

Type	Date	Num	Name	Memo	Account	Amount
Check	08/27/2018	DBT	Target	SUPPLIES- SHENG	Instructional Supplies	4.77
Check	08/27/2018	6028	Ernest Witt	Musical Performance -Sher...	Fundraising Expenses	150.00
Bill	08/27/2018		The Telephone Man	APC 650	Telephone, Landline	220.11
Check	08/27/2018	DBT	Craigslist	Extended Day ad	Advertising	15.00
Check	08/27/2018	DBT	University Box Office	TICKETS	Field Trips and Asse...	324.00
Check	08/27/2018	DBT	University Box Office	TICKETS	Field Trips and Asse...	354.00
Check	08/27/2018	DBT	University Box Office	TICKETS	Field Trips and Asse...	484.00
Check	08/27/2018	6029	Shonnell Hill	Livescan	LiveScan and TB Te...	52.00
Check	08/27/2018	6030	Zoe Jones	Livescan	LiveScan and TB Te...	52.00
Check	08/28/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	21.22
Check	08/29/2018	DBT	Costco	SUPPLIES	Instructional Supplies	17.88
Check	08/29/2018	DBT	SALLY B'S SKIN YUMMIES	SUPPLIES	Instructional Supplies	21.00
Check	08/29/2018	DBT	National School Forms	TARDY SLIPS BOOKLET	Office Supplies	61.50
Check	08/29/2018	DBT	Costco	SUPPLIES	Extended Day	48.43
Check	08/30/2018	DBT	WORLD MARKET	SUPPLIES	Instructional Supplies	31.18
Check	08/31/2018	6031	Falyn Beshwate	SUPPLIES	Instructional Supplies	20.24
Bill	08/31/2018		California Water Service C...	SERVICE JUL-AUG 2018	Water	37.76
Bill	08/31/2018	CNIN69...	Advanced Document	CNIN697832 JUL 2018	Copier Lease	48.77
Bill	08/31/2018	INV 201...	Pat Casey	INV 201819-02	Business Manager S...	3,425.00
Check	08/31/2018	6032	Daniel Heal	LIVESCAN	LiveScan and TB Te...	52.00
Check	08/31/2018	6033	Teresa Marin {}	LIVESCAN	LiveScan and TB Te...	52.00
Check	08/31/2018	DBT	Amazon.com	SUPPLIES	Extended Day	9.55
Bill	08/31/2018	CONTR...	Heather Wright	CONTRACT S&LP INV 18...	SELPA	1,850.00
Bill	08/31/2018	CONTR...	Jennifer Moreno	CONTRACT OCCUPATION...	SELPA	700.00
Bill	08/31/2018	INV 13	Matt P. McLaughlin	INV # 13 - SERVICES - JU...	SELPA	2,319.90
Check	08/31/2018	ACH	El Dorado SELPA	SELPA - ERROR IN DISTR...	8311- AB602 Spec. ...	586.00
Check	08/31/2018	ACH	El Dorado SELPA	SELPA - ERROR IN DISTR...	8311- AB602 Spec. ...	3,758.00
Check	08/31/2018	ACH	El Dorado SELPA	SELPA - ERROR IN DISTR...	8311- AB602 Spec. ...	9,062.00
Check	08/31/2018	ACH	El Dorado SELPA	SELPA - ERROR IN DISTR...	8311- AB602 Spec. ...	14,520.00
Aug 18						48,998.91
Sep 18						
Bill	09/01/2018	INV 251...	CharterSAFE	WC PREMIUM 2 OF 9	3601-Workers Comp	740.00
Check	09/01/2018	DBT	Mendes Supply Co.	supplies	Custodial Supplies	223.76
Bill	09/01/2018	INV 251...	CharterSAFE	PROP-LIAB PREMIUM 2 O...	5400-Liability Insura...	1,362.00
Check	09/01/2018	DBT	Amazon.com	SUPPLIES	Extended Day	6.42
Check	09/02/2018	DBT	Educational Service Produ...	HEALTH INSERT	Office Supplies	10.45
Check	09/03/2018	DBT	Amazon.com	SUPPLIES	Extended Day	37.64
Check	09/04/2018	DBT	HP.COM STORE		Instructional Supplies	40.00
Check	09/05/2018	DBT	Costco	SUPPLIES	Custodial Supplies	251.27
Bill	09/05/2018	ACC 53...	Office Depot	SUPPLIES INV 2215351457	Instructional Supplies	130.60
Check	09/05/2018	6054	Teresa Shippen	supplies	Instructional Supplies	84.94
Bill	09/05/2018	ACC 53...	Office Depot	OFFICE SUPPLIES - INV 2...	Office Supplies	65.69
Check	09/05/2018	DBT	Costco	EXECUTIVE REBATE	Office Supplies	-223.48
Bill	09/05/2018	INV 685...	North State Parent Magazine	INV 68502	Advertising	310.00
Check	09/05/2018	DBT	Costco	POSTAGE	Postage	49.75
Bill	09/05/2018	INV 414...	TIAA Commercial Finance,...	INV 41435186	Copier Lease	243.63
Bill	09/05/2018	INV000...	PBIS Apps	INV00048540	Software Licensing	350.00
Check	09/05/2018	6055	Elizabeth Martin	LIVESCAN	LiveScan and TB Te...	52.00
Check	09/05/2018	DBT	MONTESSORI WORKSPA...	SUBSCRIPTION	Extracurricular Servi...	10.50
Bill	09/05/2018	INV 311...	Waste Management	SERVICE FOR 2018 AUGU...	Trash/Recycling	112.18
Check	09/05/2018	6053	Elia L. DeLaCerda	SUPPLIES	Extended Day	15.36
Check	09/06/2018	DBT	Waseca	PHONOGRAM BOOKS	4200-Books/referenc...	65.00
Check	09/06/2018	DBT	FLAGHOUSE	ARCHERY ARROWS	Instructional Supplies	160.23
Check	09/06/2018	DBT	STAPLES	BINDERS	Extended Day	15.01
Check	09/07/2018	DBT	Amazon.com	ART SUPPLIES	Instructional Supplies	160.29
Check	09/07/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	69.95
Check	09/07/2018	DBT	Amazon.com	SUPPLIES - ART	Instructional Supplies	103.17
Check	09/07/2018	DBT	Chico Natural Foods	SUPPLIES	Office Supplies	2.99
Check	09/07/2018	DBT	Marketing	STUDENT HEALTH FOLD...	Office Supplies	80.16
Check	09/07/2018	DBT	iTUNES APPS	SUPPLIES	Fundraising Expenses	2.99
Check	09/07/2018	DBT	STAPLES	BINDERS	Extended Day	27.34
Check	09/10/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	56.88
Check	09/10/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	39.68
Check	09/10/2018	DBT	SMART FOOD SERVICE	ICE CREAM PARTY	Fundraising Expenses	56.90
Check	09/11/2018	DBT	Costco	SUPPLIES	Instructional Supplies	21.43
Check	09/11/2018	DBT	Amazon.com	LASER PRINTER - JUSTIN	Computers and Elect...	375.32

Type	Date	Num	Name	Memo	Account	Amount
Check	09/12/2018	DBT	FLAGHOUSE	ARCHERY NETTING	Instructional Supplies	194.74
Check	09/12/2018	DBT	Teachers Pay Teachers	SELPA	Instructional Supplies	59.75
Check	09/12/2018	DBT	Amazon.com	SUPPLIES - MARLO	Instructional Supplies	14.92
Check	09/13/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	37.31
Check	09/13/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	5.35
Bill	09/14/2018	ACC#3...	Curriculum Associates, LLC	INV 90545642	4100-Textbooks/Cor...	1,800.00
Check	09/14/2018	DBT	Mendes Supply Co.	supplies	Custodial Supplies	204.74
Check	09/14/2018	DBT	Amazon.com	SUPPLIES	Office Supplies	24.98
Check	09/14/2018	6064	Heather Fisher	MILEAGE	5200-Travel and Con...	23.22
Bill	09/14/2018		Law Office of Gregory P. Ei...	Professional Services- INV...	Attorney	39.00
Bill	09/14/2018	INV 684...	North State Parent Magazine	CHARTER SCHOOL DIRE...	Advertising	175.00
Check	09/14/2018	6063	Sherri Scott	supplies	Food (Instructional)	87.33
Check	09/14/2018	6065	Kristina Crovella	LIVESCAN	LiveScan and TB Te...	52.00
Check	09/14/2018	6062	Elia L. DeLaCerda	SUPPLIES	Extended Day	12.32
Check	09/17/2018	DBT	Amazon.com	SUPPLIES - CLAY	Instructional Supplies	2.94
Check	09/17/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	16.08
Check	09/17/2018	DBT	Wufoo	SEPT-OCT	Online List Managem...	11.31
Check	09/17/2018	DBT	HP.COM STORE	CHROME BOOKS	Computers and Elect...	1,000.00
Check	09/17/2018	DBT	HP.COM STORE	CHROME BOOKS	Computers and Elect...	360.00
Check	09/18/2018	DBT	FoodMaxx	ART	Instructional Supplies	18.21
Check	09/18/2018	DBT	Costco	SUPPLIES	Instructional Supplies	44.66
Check	09/18/2018	DBT	Costco	SUPPLIES	Instructional Supplies	29.38
Check	09/18/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	47.48
Check	09/18/2018	DBT	Costco	STAMPS	Office Supplies	49.75
Check	09/18/2018	DBT	USPS	POSTAGE	Postage	6.70
Check	09/18/2018	DBT	FoodMaxx	supplies	Extended Day	3.39
Check	09/18/2018	DBT	Costco	EXT DAY SUPPLIES	Extended Day	47.09
Check	09/19/2018	DBT	SOCCER.COM	SOCCER SUPPLIES	Instructional Supplies	84.99
Check	09/19/2018	DBT	Trader Joe's	supplies	Food (Instructional)	15.99
Check	09/20/2018	DBT	SMART FOOD SERVICE	PLUNGER	Custodial Supplies	19.78
Check	09/20/2018	DBT	FLAGHOUSE	ARCHERY	Instructional Supplies	127.56
Check	09/21/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	52.98
Check	09/21/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	31.39
Bill	09/21/2018		Comcast	2018 SEPTEMBER	Internet Service Prov...	165.57
Check	09/21/2018	6069	Ionna Lekkakon	Livescan	LiveScan and TB Te...	52.00
Bill	09/21/2018		Verizon Wireless	SEPT 2018 SERVICE	Telephone, Cellular	119.24
Bill	09/21/2018		PG & E	AUG-SEPT 2018	Electricity	173.96
Check	09/24/2018	DBT	Walmart	SUPPLIES	Instructional Supplies	18.87
Check	09/24/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	79.85
Check	09/24/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	8.53
Check	09/24/2018	DBT	Tracfone	minutes	Telephone, Cellular	19.39
Check	09/25/2018	DBT	Costco	SUPPLIES	Instructional Supplies	18.98
Check	09/25/2018	DBT	Worm Farm	WORMS	Instructional Supplies	16.08
Check	09/25/2018	DBT	Costco	STAMPS	Office Supplies	49.75
Bill	09/25/2018		White Glove Cleaning Serv...	AUGUST SERVICE	5800-Other Services	1,904.00
Bill	09/25/2018		JULIA. GODDARD	EXTENDED DAY BOOKKE...	Bookkeeping Services	352.50
Check	09/25/2018	DBT	Costco	EXT DAY SUPPLIES	Extended Day	36.34
Check	09/27/2018	DBT	SUPER DUPER	SPEECH/LANGUAGE SEL...	Instructional Supplies	246.95
Check	09/27/2018	DBT	SUPER DUPER	SPEECH/LANGUAGE SEL...	Instructional Supplies	403.95
Check	09/28/2018	6108	Teresa Shippen	CLASSROOM BOOKS	4200-Books/referenc...	64.62
Check	09/28/2018	6106	Lindsey Serrao	MONTESSORI LANGUAG...	Instructional Supplies	500.00
Check	09/28/2018	6107	Tanya,Parish	SUPPLIES	Instructional Supplies	141.34
Check	09/28/2018	DBT	Target	SUPPLIES	Instructional Supplies	115.63
Check	09/28/2018	DBT	Costco	SUPPLIES	Instructional Supplies	24.96
Bill	09/28/2018		Office Depot	SUPPLIES	Office Supplies	71.05
Check	09/28/2018	DBT	STAPLES	SUPPLIES	Office Supplies	26.33
Bill	09/28/2018		California Water Service C...	1010 CLEVELAND	Water	39.87
Bill	09/28/2018		North State Parent Magazine	CHARTER SCHOOL DIRE...	Advertising	175.00
Bill	09/28/2018		North State Parent Magazine	COOP AD	Advertising	185.00
Bill	09/28/2018		Growing up Chico	Winter Issue 2018- SUMME...	Advertising	450.00
Bill	09/28/2018		TIAA Commercial Finance,...	INV 5595413	Copier Lease	324.52
Bill	09/28/2018	CNIN69...	Advanced Document	AUGUST 2018 SERVICES	Copier Lease	869.00
Bill	09/28/2018	PERMI...	Chico Creek Nature Center	Fieldtrip	Field Trips and Asse...	300.00
Check	09/28/2018	6109	Rakel . Kieding	LIVESCAN	LiveScan and TB Te...	52.00
Bill	09/28/2018		Heather Wright	CONTRACT S&LP INV 18...	SELPA	1,850.00
Bill	09/28/2018		Jennifer Moreno	CONTRACT OCCUPATION...	SELPA	700.00
Bill	09/28/2018	ASMT 0...	Butte County Tax Collector	2018-19 PROPERTY TAX -...	Property Tax	12.18

Type	Date	Num	Name	Memo	Account	Amount
Check	09/30/2018	6122	Marlo . Knox	SUPPLIES	Instructional Supplies	144.32
Bill	09/30/2018	INV 718...	White Glove Cleaning Serv...	SERVICE 2018 - SEPTEM...	5800-Other Services	2,295.00
Bill	09/30/2018	INV 125...	Law Office of Gregory P. Ei...	Professional Services- INV...	Attorney	299.00
Bill	09/30/2018	201819-3	Pat Casey	CONTRACT SERVICES - 2...	Business Manager S...	2,950.00
Check	09/30/2018	6123	Riannon Finneman	LIVESCAN	LiveScan and TB Te...	53.00
Check	09/30/2018	6124	Inna Lukyanov	LIVESCAN	LiveScan and TB Te...	52.00
Bill	09/30/2018	18/19 1...	The Marshall Memo	1 year subscription 9/18-19	Extracurricular Servi...	50.00
Bill	09/30/2018	AUG/S...	Druin Heal	ARCHERY SERVICE	Extracurricular Servi...	230.00
Bill	09/30/2018	311685...	Waste Management	SERVICE FOR 2018 SEPT...	Trash/Recycling	126.70
Check	09/30/2018	6121	Steve Duke	keys - bench repair	Maintenance Supplies	25.89
Bill	09/30/2018		CUSD	INV19-00012 JULY	CUSD FUA Charges	1,657.15
Bill	09/30/2018	INV19-...	CUSD	INV19-00018 AUGUST	CUSD FUA Charges	1,820.44
Bill	09/30/2018	INV 14	Matt P. McLaughlin	18-19 INV # 14 - SEPT	SELPA	990.00
Bill	09/30/2018	INV 14	Matt P. McLaughlin	18-19 INV # 14 - SEPT	SELPA	1,017.50
Bill	09/30/2018	INV 14	Matt P. McLaughlin	18-19 INV # 14 - SEPT	SELPA	137.50
Sep 18						31,226.35
TOTAL						**80,225.26**

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To:	Board of Directors
From:	Michelle Yezbick, School Director
Subject:	**Agenda Item 5.2 Board Development:** Developing Financial Reporting Interpretation Skills: *Reading the Balance Sheet*
Date:	October 18, 2018

The following is an excerpt from: (Carpenter, B.L., 2006) *Let's Do the Numbers: Seven Practices for Sound Fiscal Management of Charter Schools,* available at: https//:nationalcharterschools.org

Practice #3 Developing Financial Reporting Interpretation Skills Ε ά ν δ ε ν μπ ο ρ ε ί τ ε ν α καταλάβετε τις οικονομικές εκθέσεις, μπορούν επίσης να γραφτούν στα ελληνικά. (If you can't understand financial reports, they may as well be written in Greek.) Every board member should develop the ability to understand four financial reports:

1. Balance sheet
2. Income and expense statement
3. Budget vs. actual expenses
4. Cash flow projection

Unfortunately, limited space in this paper precludes an extended discussion of how to interpret these reports. Instead, let me make the following points. First, the board should require these reports to be submitted on a regular basis. Failure to receive these four reports on at least a quarterly basis is dangerous. Second, the board should develop the skills needed to interpret financials. It is legitimate for the board to authorize reasonable expenditures for training or materials to help it acquire these skills. Third, just because financial statements are presented, it doesn't mean the board is obligated to adopt them. The board should never adopt any financial statement until it is 100 percent comfortable with its accuracy and its meaning.

Finally, resist the temptation to defer to any one board member the responsibility for monitoring and understanding financial statements. The entire board should develop at least basic financial interpretation skills.

A more extended discussion of how to interpret Sherwood Montessori's reports was created by our Business Manager, Pat Casey.

Attachment: Reading the Balance Sheet

READING THE BALANCE SHEET

The balance sheet presents the balances (amounts) of a school's assets, liabilities, and equity at an instant in time.
A balance sheet is always prepared at the close of business on the last day of the reporting period. In other words, the balance sheet should be in sync with the income statement.

Whereas an income statement reports income and expenses during a set period of time, and a cash-flow statement charts the flow of money in and out of school accounts, the balance sheet summarizes a school's financial health on a specific date.

What a Balance Sheet Tells You: Assets = Liabilities + Equity

What the school owns (assets).
What the school owes (liabilities).
The school's net worth on a specific date.

Assets

Current (or Liquid) Assets: This is cash and assets that will likely turn into cash during the current school year. It's what you generally use to pay operating costs.
Cash: The total amount of money on hand (the most liquid assets) usually in a savings/checking accounts.
Accounts Receivable: The amount that the school is owed from federal, state, and local sources.
Fixed Assets: Fixed assets include vehicles, furnishings, equipment, buildings, and land used and owned by the school and that will not be sold.
Total Assets: This is the total cash value of all the assets that the school owns. This amount should remain higher than total debts in order for the school to keep operating.

Liabilities

Liabilities are debts that the school owes. They fall into two categories: Current and long-term liabilities.
Current Liabilities: These are amounts due to be paid within a year, such as accounts payable (amounts the school owe suppliers and employees), sales and payroll taxes, and amounts due on short-term business loans, such as a line of credit, and any overpayment of revenue by federal, state or local entities.
Long-Term Liabilities: These are amounts due over a period longer than a year, such as long-term loans, leases or mortgages, deferred taxes, and future employee benefits.
Total Liabilities: This is the total value of all the school's debts. A healthy school will usually show a number here that is less than its total assets.

Equity

Audit Adjustments: Changes in prior year income or expense based on the annual audit.

Restricted Net Assets: Amounts restricted by federal, state or local programs, or by board action for a specific purpose.
Unrestricted Net Assets: Balance of assets after restricted amounts are deducted.
Net Income: On a cash basis this is income (cash) received less expenses (cash paid). On an accrual basis it includes income that will be received soon and bills that will be paid soon.

Warning Signs in Your Financial Statements

Growing Receivables

A high accounts receivable figure is a good thing — if you're sure you can collect it. However, the farther past due an account becomes, the less likely it is the customer will pay down the balance. A growing receivables account could indicate you're not being effective at collecting what you're owed.

Poor Cash Flow Patterns

How to spot it: There will be some difference but net cash should generally track net income. If net cash flow is low year-over-year compared to net income, you could be headed for a cash crunch.

Non-operating Income

How to spot it: Non-operating income is easy to identify because it's stated separately from operating income on the income statement. Analyze the relative proportion of operating income to non-operating income year-over-year. If it's decreasing, you may need to refocus your efforts into revenue sources that won't disappear.

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.3 Unaudited Actuals**

Date: October 18, 2018

SUMMARY

Our Business Manager, Pat Casey, has prepared the Unaudited Actuals for the 2017-2018 fiscal year.

DISCUSSION

Each year, our Business Manager prepares the Unaudited Actuals based on spending in the prior fiscal year to present to the Board.

ACTION REQUESTED

Receive Unaudited Actuals report.

Attachments: Unaudited Actuals for 2017-2018.

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 18, 2018

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

SHERWOOD MONTESSORI

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

Via hand delivery

October 29, 2018

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.

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 2019-2020 school year is 136.445. 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 2017-18.
- "Current year" means the fiscal year in which a facilities request is made. For this request, the current year is 2018-19.
- "Request year" means the fiscal year for which facilities are being requested. For this request, the request year is 2019-20.

Table 1: Total ADA

Grade Level	Actual Total Prior Year (P-2)	Projected Total Current Year	Projected Total Request Year
Tk/K	17.3	22.58	45.16
1	18.73	16.00	22.58
2	22.98	16.00	16.00
3	16.63	24.47	16.00
4	24.86	14.12	24.47
5	14.73	20.70	14.12
6	19.69	10.35	20.70
7	11.05	17.88	10.35
8	5.62	8.47	17.88
total	**151.59**	**150.56**	**187.26**

Table 2: Total In-District ADA

Grade Level	Actual Total Prior Year (P-2)	Projected Total Current Year	Projected Total Request Year
TK/K	13.17	22.58	45.16
1	19.76	13.17	22.58
2	21.64	16.00	13.17
3	15.05	21.64	16
4	22.58	13.17	21.64
5	15.05	16.00	13.17
6	13.17	10.35	16
7	9.41	16.00	10.35
8	4.705	7.53	16
total	**134.535**	**136.445**	**174.07**

Table 3: Total Classroom ADA

Grade Level	Actual Total Prior Year (P-2)	Projected Total Current Year	Projected Total Request Year
Tk/K	17.3	22.58	45.16
1	18.73	16.00	22.58
2	22.98	16.00	16.00
3	16.63	24.47	16.00
4	24.86	14.12	24.47
5	14.73	20.70	14.12
6	19.69	10.35	20.70
7	11.05	17.88	10.35
8	5.62	8.47	17.88
total	**151.59**	**150.56**	**187.26**

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	13.17	22.58	45.16
1	19.76	13.17	22.58
2	21.64	16.00	13.17
3	15.05	21.64	16
4	22.58	13.17	21.64
5	15.05	16.00	13.17
6	13.17	10.35	16
7	9.41	16.00	10.35
8	4.705	7.53	16
total	**134.535**	**136.445**	**174.07**

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	1.882	2.823	2.823	3.764	2.823	1.882	0	0	0	**15.997**
Citrus	0	3.764	0.941	1.882	0.941	1.882	0.941	0	0	0	**10.351**
Emma	0	4.705	1.882	2.823	4.705	0	4.705	0	0	0	**18.82**
Little Chico Creek	0	1.882	0	0	0.941	0	0.941	0	0	0	**3.764**
Marigold	1.882	0.941	1.882	1.882	1.882	2.823	0.941	0	0	0	**10.351**
McManus	0	2.823	1.882	2.823	3.764	3.764	0.941	0	0	0	**15.997**
Neal Dow	0	0	0	0.941	1.882	0	2.823	0	0	0	**5.646**
Parkview	0.941	1.882	2.823	0.941		1.882		0	0	0	**7.528**
Rosedale	0	0	0	0	0	0	0	0	0	0	0
Shasta	0	0.941	0.941	0.941	2.823		1.882	0	0	0	**7.528**
Sierra View	0.941	0	0	0.941	0.941	0	0.941	0	0	0	**3.764**
Bidwell Jr.	0		0	0	0	0	0	2.823	2.823	1.882	**7.528**
Chico Jr.	0	0	0	0	0	0	0	1.882	8.469	1.882	**12.233**
Marsh	0	0	0	0	0	0	0	5.646	4.705	3.764	**14.115**
Total	**3.764**	**18.82**	**13.174**	**15.997**	**21.643**	**13.174**	**15.997**	**10.351**	**15.997**	**7.528**	**136.445**

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	1.882	2.823	2.823	3.764	2.823	1.882	0	0	0	**15.997**
Citrus	0	3.764	0.941	1.882	0.941	1.882	0.941	0	0	0	**10.351**
Emma	0	4.705	1.882	2.823	4.705	0	4.705	0	0	0	**18.82**
Little Chico Creek	0	1.882	0	0	0.941	0	0.941	0	0	0	**3.764**
Marigold	1.882	0.941	1.882	1.882	1.882	2.823	0.941	0	0	0	**10.351**
McManus	0	2.823	1.882	2.823	3.764	3.764	0.941	0	0	0	**15.997**
Neal Dow	0	0	0	0.941	1.882	0	2.823	0	0	0	**5.646**
Parkview	0.941	1.882	2.823	0.941		1.882		0	0	0	**7.528**
Rosedale	0	0	0	0	0	0	0	0	0	0	0
Shasta	0	0.941	0.941	0.941	2.823		1.882	0	0	0	**7.528**
Sierra View	0.941	0	0	0.941	0.941	0	0.941	0	0	0	**3.764**
Bidwell Jr.	0		0	0	0	0	0	2.823	2.823	1.882	**7.528**
Chico Jr.	0	0	0	0	0	0	0	1.882	8.469	1.882	**12.233**
Marsh	0	0	0	0	0	0	0	5.646	4.705	3.764	**14.115**
Total	**3.764**	**18.82**	**13.174**	**15.997**	**21.643**	**13.174**	**15.997**	**10.351**	**15.997**	**7.528**	**136.445**

Methodology Used In Making ADA Projection:

Title 5 CCR Section 11969.9(c)(1)(B) requires the facilities request to include a description of the methodology for the ADA projections. The Charter School utilized the following methodology in calculating the ADA projections:

School Year	Enrollment	ADA Claimed at P-2	Retention Rate from prior year	Growth Percentage Change	# of Wait Listed Children
2010-11	89	87.52	N/A	N/A	140
20011-12	120	114.54	70%	26%	101
2012-13	140	134.26	94%	14%	106
2013-14	168	145.7	87%	17%	98
2014-15	146	137.63	90%	-13%	113
2015-16	154	145.12	90%	5%	58
2016-17	138	136.038	65%	-10%	115
2017-18	163	151.59	75%	15%	28
2018-19	157	n/a	79%	-3.75	39

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 94.1%.

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 nine years, it has consistently been able to fill most 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 most of its projected students' slots for each grade level. Most of the children on the wait list for the past nine years were hoping to enroll in kindergarten. For this reason, the Charter School is requesting an additional classroom to allow it to open a second kindergarten. Since the inclusion of transitional kindergarten, and because of attrition, our three lower elementary classrooms have had spaces the past three years. While we do not wish to grow to a large school size, we would like our classrooms to be full. A second kindergarten classroom would allow us to fill our lower elementary and upper elementary classrooms with students from families who want Montessori education for their children, but in the past have gone elsewhere because the one kindergarten classroom was full.

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 (2017-18) 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 2019-2020 school year will be Wednesday, August 14th. 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, 2018. The Charter School must respond to the District's written objections, if any, on or before January 2, 2019, 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, 2019, 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, 2019. The final notification specifically must include, at a minimum, the following:

(1) The teaching station, specialized classroom space, and non-teaching station space offered for the exclusive use of the charter school and the teaching station, specialized classroom space, and non-teaching station space which the charter is to be provided access on a shared basis with District operated programs, if any;
(2) For shared space, if any, the proposed arrangements for sharing;
(3) The in-District classroom ADA assumptions for the Charter School upon which the allocation is based and, if the assumptions are different than those submitted by the charter school, a written explanation of the reasons for the differences;
(4) The specific location of the space;
(5) All conditions pertaining to the Charter School's use of the space;
(6) The pro rata share amount and a description of the methodology used to determine that amount;
(7) The payment schedule for the pro rata share amount, which shall take into account the timing of revenues from the state and from local property taxes; and
(8) A response to the Charter School's concerns and/or counter-proposals, if any.

A California Court of Appeals decision has made clear that, in meeting their Proposition 39 obligation, school districts must give the same degree of consideration to the needs of charter school students as it does to the students in district-run schools. The court noted that "accommodating a charter school might involve moving district-operated programs or changing attendance areas" and that providing a contiguous school facility to a charter school might require disruption and dislocation among district students, staff and programs. *Ridgecrest Charter School v. Sierra Sands Unified School District*, 130 Cal.App.4th 986 (2005). In addition, the Court concluded that a school district responding to a request for facilities must issue a statement of reasons at the time it makes its final determination that is "thorough" and "factual" enough to permit "effective review by the courts"; the statement of reasons issued by the school district must demonstrate that the district has "adequately considered all relevant factors" and that the district can "demonstrate a rational connection between those factors, the choice made, and the purposes of [Proposition 39]." Furthermore, as the District may be aware, two recent court cases clarified the manner in which a school district must allocate facilities to a charter school. Specifically, *Bullis Charter School v. Los Altos School District* (200 Cal.App.4th 1022), among other things, requires the District to perform a calculation of the square footage of all of the specialized and non-teaching station spaces at the comparison schools. The District must base its allocation of space to the Charter School on this analysis. In addition, the California Supreme Court has agreed to review whether a school district may use its internal "norming ratios", or student-teacher ratios, in determining the number of classrooms to offer to charter schools instead of using the facilities inventory at comparison group schools required by the Implementing Regulations. (*California Charter Schools Assn. 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
David Steffenson
Anna Ling
Melissa Struyf
Tanya King

Sarah Kohlmann, Legal Counsel
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 Measure K Spending Proposal: Construction Project Overages**

Date: October 18, 2018

SUMMARY

Furnishings and equipment for our new classrooms can be paid for with Measure K funds.

DISCUSSION

Our architect has informed us that due to current climate, our project is likely to go over budget as bids are coming in significantly higher than when our project was first approved. This proposal asks for money from our future allocation to cover overages.

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:

Submission Meeting Date	Sherwood Board: 10/18/18 Measure K Committee: 10/29/2018 CUSD: 11/14/18
Name of School	Sherwood Montessori
Address of School	1010 Cleveland Ave., Chico, CA 95928
Contact Name	Michelle Yezbick
Contact Phone/Email	(530) 345-6600
Year Established	2010
Charter Renewal Date	2017
CDS Code	04-61424-0121475
Charter Number	1166
Website	www.sherwoodmontessori.org

1. **Type of Project:**
   _____ Planning
   ___X_Construction
   _____ Health Safety (Including ADA)
   _____ Modernization/Repair/Renovation/Improve
   _____ Purchase or lease Project
   _____Other (including FF&E)

2. **Project Narrative:**
   Sherwood Montessori is finished with the planning and permitting process for our project to install two relocatable classrooms at our 1010 Cleveland Ave. property. The previous estimate for the completion of the project was too low given the current bidding climate. Sherwood is requesting an advancement on it's second apportionment of $100,000 to cover the increased cost. This advancement is less than the remaining monies in the Step Up Academy allocation.

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

4. **Current enrollment and ADA:** 157/154.351

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 April 1, 2018.

7. **Preliminary Estimate (Cost)**

Round I Allocation	$400,174
Less Previously Allocated Funds	$25,000
Less Current Project Funds Requested	$375,000
Less Current Project Funds Expected Overage	$100,000
Remaining Round I Allocation*	$-99,826

*Note: Sherwood has $1,351,699 of total allocation from Measure K funds.

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

Documentation *(please indicate those completed)*

All Projects

Project Narrative: general scope of work _____ *Included*

Enrollment Capacity: Current Facility and/or Proposed _____ *Included*

Preliminary Estimate (Cost) ___X__ *Included*

Project Schedule ___X__ *Included*

Building/Modernization/Renovation Projects

Feasibility Study and Site Review _____ *Included*___ *Not Applicable*

Enrollment Capacity: Current Facility and/or Proposed _____ *Included* ___ *Not Applicable*

Pre-Schematics *(to be completed by a District approved architect and/or engineering team)* ____ *Included*___ *Not Applicable*

Facility Assessment _____ *Included* ___ *Not Applicable*

Schematic Drawing(s) *(areas of work)* _____ *Included* ___ *Not Applicable*

CEQA Process Determination *(pre-CEQA-form)* _____ *Included* ___ *Not Applicable*

Design Development Drawings _____ *Included* ___ *Not Applicable*

Design or Bid Estimate _____ *Included* ___ *Not Applicable*

Construction Documents _____ *Included* ___ *Not Applicable*

For Committee Use:

All necessary documents were included: **_____ yes** **_____no**
(if no: request for additional documentation)

CORE QUESTIONS:

1. Does the project fall under the bond language?
2. Given the life span of a bond, did the proposal explain how this project was an appropriate use of funds?
3. Has the school demonstrated the feasibility of project completion?
4. Has the local school board approved the project?

MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: _____

Attestation of Committee Secretary: _____

For questions or clarifications relative to the completion of this application, please contact:
Kevin Bultema at kbultema@chicousd.org or (530) 891-3000 x. 112

Agenda Item 5.6

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.6 Local Indicators Data**

Date: October 18, 2018

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 and uploaded to the CDe by November 16, 2018 .

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

October 18, 2018

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 2018 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 the locally developed rubrics from BCOE specific to math, ELA, and science and offer language the prompts educators to think in terms of the students' experiences with the standards. The teachers reported that they are beyond "Developing" in implementation, but not consistently at "Core" in practices for implementing the CCSS.
- - 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 2017-2018 school with results summarized in our 2018-2019 LCAP. Results found that parents participated in school activities and 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 2017-2018 with results summarized in our 2018-2019 LCAP. Students were also surveyed to collect school climate data. In the future, we hope to administer California Healthy Kids Survey for 5th graders, and move the collection time to the fall to review the current year. Results of the 2017-2018 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, however it was difficult for many parents to attend. This year, we are incorporating the event into our Back to School Night and Open House.

Sherwood scored “Met” for all four Local Indicators

- Questions/Comments

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 29, 2018 – 6:00 p.m.**

AGENDA

1. **CALL TO ORDER** (6:00 p.m.)
   1.1 Roll Call Monica Woodward, David Steffenson, Tanya King, Anna Ling, Melissa Struyf

2. **CONSENT AGENDA** (6:05 p.m.)
   2.1 Minutes Approval Consider approval of minutes from Regular Meeting, October 18, 2018.
   2.2 Resolutions 112918a and 112918b Consider approval of resolutions required to a local state of emergency.

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 Treasurer Report

3. **NOTICED PUBLIC HEARINGS**
   None

4. **REGULAR BUSINESS**
   5.1 Items Removed From Consent (If any)

   5.2 Officer Elections (6:50 p.m.)
   The Board will be asked to elect a Secretary and a Vice Chair for the Board.
   ACTION REQUESTED: Conduct election.

   5.3 Committees of the Board (7:00 p.m.)
   The Board will be asked to review current Board committees for 2018-2019.
   ACTION REQUESTED: Discuss Board committees.

   5.4 Annual Financial Audit (7:15 p.m.)
   The Board will be asked to accept the Annual Financial Audit.
   ACTION REQUESTED: Accept audit.

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5.5 First Interim Budget (7:20 p.m.)
The Board will be asked to adopt the First Interim Budget
ACTION REQUESTED: Adopt First Interim Budget.

5.6 Standardized Test Results (7:30 p.m.)
The Board will discuss student achievement as measured by standardized tests in the spring of 2018.
ACTION REQUESTED: Discuss standardized test results.

5.7 Local Indicator for Priority 7: Access to a Broad Course of Study (7:40 p.m.)
The Board will be asked to discuss Priority 7.
ACTION REQUESTED: Discuss Sherwood's Broad Course of Study

5.8 Enrollment of Students via McKinney-Vento Act (7:50 p.m.)
The Board will be asked to take action regarding enrollment model in response to the Camp Fire.
ACTION REQUESTED: Approve alternate enrollment model.

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) Report
7.2 The Board will be asked to adopt the Second Interim Budget
7.3 The Board will advise on Sherwood's response to CUSD's Prop 39 offer

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

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DRAFT MINUTES

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 18, 2018 – 6:00 p.m.**

AGENDA

1. **CALL TO ORDER** (6:00 p.m.)
   1.1 Roll Call Monica Woodward, David Steffenson, Tanya King, Anna Ling, Melissa Struyf

   Meeting called to order at 6:05 pm.

2. **CONSENT AGENDA** (6:05 p.m.)
   2.1 Minutes Approval Consider approval of minutes from Board Retreat, September 16, 2018.
   2.2 Signatories Consider approval of a change of signatories on the school bank account.

   Anna Ling moved to approve the items on the consent agenda. Approved by the Board.

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 Special Education Report
   3.6 Treasurer Report

   Monica Woodward presented on behalf of the Facilities Development, Governance and School Performance Committees. Michelle Yezbick presented the School Director Report. Justin Allen presented the Director of Special Education Report. David Steffenson presented the Treasurer Report.

   The Board reviewed the written reports and engaged in dialogue with members of the public, included the teachers present.

3. **NOTICED PUBLIC HEARINGS**
   None

4. **REGULAR BUSINESS**
   5.1 Items Removed From Consent (If any)

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5.2 Board Development (7:00 p.m.)
The Board will be asked to discuss the development materials provided and clarify responsibilities regarding providing fiscal oversight.
ACTION REQUESTED: Discuss fiscal management materials.

The Board reviewed and discussed the fiscal management materials. Pat Casey, Business Manager, answered questions.

5.3 Unaudited Actuals (7:15 p.m.)
The Board will be asked to receive the Unaudited Actuals Financial Report for 2017-2018 fiscal year.
ACTION REQUESTED: Receive Unaudited Actuals.

The Board reviewed and discussed the unaudited actuals. Pat Casey, Business Manager, answered questions.

5.4 Prop 39 Facilities Request (7:25 p.m.)
The Board will be asked to approve a Prop 39 facilities request.
ACTION REQUESTED: Approve Prop 39 request.

David Steffenson moved to approve the Prop 39 facilities request. Approved by the Board.

5.5 Measure K Proposal: Request for Advancement of Apportionment (7:40 p.m.)
The Board will be asked to approve a request to the Measure K Committee that would allow us to draw from our future allocation.
ACTION REQUESTED: Approve request.

David Steffenson moved to approve the Measure K request. Approved by the Board except for Melissa Struyf, who had departed the meeting at 8:20 pm.

5.6 Local Indicators (7:50 p.m.)
The Board will receive a report of the school's progress to achieve Local Indicators from the Dashboard.
ACTION REQUESTED: Receive report.

The Board received and reviewed the Local Indicators report.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

7. FUTURE AGENDA ITEMS

7.1 The Board will 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 2019-2020 school year

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7.4 The Board will receive a report of standardized test results

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

Meeting adjourned at 8:35 pm.

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Agenda Item 2.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 2.2 Resolutions 112918a and 112918b**

Date: November 29, 2018

SUMMARY

Schools in Butte County will be elgible for federal assistance due to the Camp Fire.

DISCUSSION

The attached resolutions, Resolution 112918a and 112918b, are required prerequisites for all charter school and school districts in the County to pass with their local boards before the Butte County Office of Education is able to apply for federal assistance.

ACTION REQUESTED: Approve Resolutions 112918a and 112918b

Attachments: Resolutions 112918a and 112918b

SHERWOOD MONTESSORI

RESOLUTION 112918a

RESOLUTION OF THE BOARD OF DIRECTORS OF SHERWOOD MONTESSORI DECLARING AN EMERGENCY UNDER PUBLIC CONTRACT CODE SECTIONS 22035 AND 22050

PASSED AND ADOPTED by the **Sherwood Montessori Board of Directors** at a public meeting held on **29 November, 2018.**

WHEREAS, Butte County Schools have suffered smoke damage at all school sites, complete campus loss at several Paradise sites, loss of structures, vehicles and trailers, and damage from fallen trees and branches at several sites which was caused during the recent wildfires, an occurrence that Butte County Schools cannot remediate using its own forces; and

WHEREAS, unless immediate action is taken to repair these damages as listed above, which has created adverse health and safety conditions and

WHEREAS, it is essential that these repairs be undertaken immediately to allow Butte County Schools' staff and students to return to school in a safe and healthy environment; and

WHEREAS, under Public Contract Code Sections 22035 and 22050, in an emergency, in a district that has adopted the California Uniform Public Construction and Accounting Act, the governing body may proceed at once to replace or repair any public facility without adopting plans, specifications, strain sheets, or working details, or giving notice for bids to let contracts; and,

NOW, THEREFORE, IT IS RESOLVED that this Board has determined, by at least a four-fifths vote herein recorded, that pursuant to Public Contract Code Sections 22035 and 22050, for the reasons set forth above, an emergency exists in that there is both a danger to life and/or property and that delay could interfere with resuming normal school operations; and

IT IS FURTHER RESOLVED THAT, upon approval of this Resolution, the Board delegates to the Superintendent, or her designee, the authority to contract in writing with a reputable licensed contractor for the performance of the work required, such contract to be ratified by the Board; and

BE IT FURTHER RESOLVED THAT, for any contract exceeding $25,000.00, performance and payment bonds will be required.

The foregoing Resolution was introduced by Board Member _____, who moved its adoption, second by Board Member _____, and adopted on roll call on November 29, 2018.

AYES: _____
NOES: _____
ABSENT OR NOT VOTING: _____

_____ _____

Monica Woodward, Chair of the Board of Directors, Sherwood Montessori **Date**

SHERWOOD MONTESSORI

RESOLUTION 112918b

RESOLUTION OF THE BOARD OF DIRECTORS OF SHERWOOD MONTESSORI TO PROVIDE BOARD PRESIDENT AUTHORITY TO UNILATERALLY TAKE ACTION ON BEHALF OF THE GOVERNING BOARD TO AID FIRE RECOVERY EFFORTS

WHEREAS, the Board of Education for Sherwood Montessori was elected by the residents of Sherwood Montessori to determine policy and approve programming for the students of the district, within the confines of both federal and state statutes governing education.

WHEREAS, the Board is also the employer of certificated, classified and non-represented employees of Sherwood Montessori per federal and state law. These employees provide many services to our students such as teaching, providing instructional support, and keeping our campuses safe. The employees are also responsible for maintaining Sherwood Montessori's properties, and routinely take care of all the facility upkeep and regular maintenance of the same.

WHEREAS, on or about November 9, 2018, the Butte County Schools suffered a great calamity as our local geographic region was engulfed by wildfires that raged over thousands of acres. These fires caused region wide evacuations from Butte County.

WHEREAS, the Butte County fires resulted in loss of lives and property across the region that is unparalleled. Members of our community have lost all their belongings as their homes have been destroyed, students have been displaced because their family residence is uninhabitable, and our employees have experienced varying degrees of loss, from damaged properties to completely burnt down houses. The environmental and human impact of these fires are beyond measure. Butte County Schools have been closed since November 9, 2018 and expect to be remain closed through at least December 3, 2018.

WHEREAS, Butte County Schools have various school sites and properties that have been damaged and/or completely destroyed. Our fire recovery efforts require that many school sites and buildings receive prompt structural safety review in addition to deep cleaning prior to having students and staff return. Other buildings need structural remediation, construction and immediate improvements from minor abatement issues to major reconstruction related remediation.

WHEREAS, Butte County Schools have an urgent and unique need to expedite all fire recovery matters so that our students and staff return to some normalcy and that we refocus on our mission to educate our students. However, the ability to expedite recovery, however fractured it might be, is limited by the regular meeting schedule of the Governing Board of Sherwood Montessori which has one regularly scheduled board meetings most months. We also have the ability to have special board meetings and the Governing Board will continue to use these meetings to discuss all matters as needed.

WHEREAS, there are many fire recovery related matters that require immediate attention and decision making to begin normalizing the recovery efforts of the Butte County Schools so that we

can return to the business of educating students and returning our employees to safe and clean worksites.

RESOLVED, that Sherwood Montessori's Board of Directors hereby, based on this record, authorizes the Chair of the Governing Board of Sherwood Montessori to act on their behalf and unilaterally make decisions on behalf of the Governing Board of Sherwood Montesori on fire recovery related matters to expedite recovery, teaching and district operations. This grant of authority is limited to fire recovery matters and until June 30, 2019.

PASSED AND ADOPTED by the **Sherwood Montessori Board of Directors** at a public meeting held on **29 November, 2018.**

_____
Monica Woodward, Chair

_____
David Steffenson, Treasurer

_____
Melissa Struyf, Director

_____
Tanya King, Director

_____
Anna Ling, Director

November Board Report

Committee: Development Committee

Meeting Date: November 2, 2018 **Time:** 5:30 p.m.
1010 Cleveland Ave.
Chico, CA 95928

Attendance: Tanya King, Melissa Struyf, Anna Ling, Michelle Yezbick

Goals:

- Create Montessori videos for outreach
- Create new flyers to promote the school
- Set fundraising targets
- Represent the Board on Sherwoodstock Planning Committee
- Improve marketing efforts

Outline of Discussion:

- Committee reviewed progress on goals and Board identified priorities:
  Create Montessori videos for outreach-*To be accomplished with t.v. ad; American Montessori Society video to be used for tours*
  Create new flyers to promote the school-*done*
  Set fundraising targets-*increased budget projection of fundraising revenues to $15,000, with increase coming with Sherwoodstock*
  Represent the Board on Sherwoodstock Planning Committee-*outreach to Sherwoodstock Planning Committee designated*
  Improve marketing efforts-*Saturday Farmers' Market kindergarten faire idea shared, t.v. ad plans*
- Committee members shared work done for Action Items from October meeting:
  Contact KHSL to learn next steps in creating a commercial/video, Tanya-*done*
  Finish glossy brochure and order 500 copies by week's end/Michelle & Monica-*done (distributed at farmer's market and library storytimes)*
  Set date and location for Sherwoodstock/Michelle-*done*
  Change Painted Cellars event to off-site location/Tanya-*not reported, time did not allow*
- Michelle shared the information from fundraising colleague at local charter
- The Committee will finalize marketing strategy-*determined next steps; promotion of students and recruitment of new students prioritized over fundraising efforts*
- Discussion of Winter Performance and fundraising opportunity-*Disneyland tickets*

Action Items:

- KHSL commercial-every other week after elections M-F during a.m. news for one month/Michelle will contact
- Sponsor for a branded Easy Up/Tanya will seek sponsorship
- Sherwoodstock as fundraiser/Melissa will contact Sherwoodstock Planning Committee members

- Campus beautification/Anna will head project to green the front of the school before tours using plantings in wine barrels
- Sherwood Wolfpack Chico, CA magnets/Michelle will contact parent volunteer with information about this
- Saturday Morning Farmers' Market Kindergarten Faire/Michelle will check with other Butte County charter leaders to see if there is interest in promoting this together
- Create one-page flyers highlighting upcoming tours/Anna will post around town

Next Meeting: Thursday, December 6, 2018 at 5:00 p.m. 3561 E. Eaton Rd., Chico, CA 95973

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Committee: Governance

Meeting Date: 10/29/18

Attendance: Anna Ling, Monica Woodward

Goals:

- To discuss officers, committees and board composition
- To consider a Board education topic for the Nov meeting

Outline of Discussion:

- We removed Heather from the committee document, so now it is more clear where there are vacancies.
- We discussed the pros and cons of a 5, 6, or 7 member board. One advantage of having at least 6 people is that it would allow committees to have more than 2 board members without constituting a quorum and running afoul of the Brown Act.
- We discussed possible Board education topics for the November meeting and decided to forgo it this time because the agenda is already pretty full.
- We looked over the Board Calendar for the year and considered moving the discussion of the School Calendar to the January Board meeting.

Action Items *(who will do what before the next board/committee meeting)*:

- Meet with Michelle to finalize the agenda for the November Board meeting

Agenda Items *(items that need to be brought to the board at a meeting)*:

- Officer elections to replace Heather as Secretary and Vice Chair
- Finalize the Board committee structure, including a possible Strategic Planning Committee
- Decide whether to move the discussion of the School Calendar to the January Board meeting

Next Meeting Date: TBD

Agenda Item 3.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Brenda Brown, Public Relations Coordinator

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

Date: November 29, 2018

There were a few events in the month of October. The first one was the Montessori 101 Night. Despite paper/email reminders, hung posters, and FB posts this event had minimal interest, with only a handful of families attending. It's my personal thought that focus on educating people about the Montessori Methods should begin with our entire School Staff and then the public.

Sarah Rhodes and the other parent volunteers worked hard and did a beautiful job on our school float! There was a great turn out from our school community who walked behind the float in the Parade of Lights. We tied 2nd place with Little Chico Creek, under the criteria Theme.

The Fall Festival/Literary Character Day on 11/2 was a huge success! There were crafts/games, face painting, 2 bounce houses, live entertainment, chili cook off, and a caramel apple station. There was a huge turn out and a lot of parent involvement/support! There are plans of adding a petting zoo next year and hoping to turn this fun event into more of a fundraiser? Or at the very least the total budget for this event could hopefully be raised back. If we charged tickets for the games/ bounce house? A total of $94 was donated by adding a suggested donation jar of $2 for a bowl of chili.

This Friday November 9th, from 12-1:00 will be our first ever International Luncheon. We were hoping for more classroom involvement but it's something maybe we can try for in the future years. As for now it will be solely a potluck style luncheon where parents will bring in dishes from different cultures to share as a community. We are struggling for parent involvement for this event but hoping to still pull it off. We have sign-up sheets posted on all classroom doors, flyers/emails sent and FB posts posted with a sign up link.

Here is a list of upcoming events:

11/9 International Day 12:00-1:00
11/13 SMPO meeting 5:30
12/6 Chipotle Restaurant Takeover 4:00-8:00
12/11 Winter Performance 6:00

Thank you!
Brenda Brown, 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: November 29, 2018

ADMINISTRATIVE ITEMS:

- Current enrollment will be reported at meeting.
- We have been seeking more substitute teachers and instructional aides for our sub pool, as well as one aide in the Learning Center.
- Thirty-five Chromebooks are up and running and have been distributed to each of the upper elementary classrooms and the middle school classroom. A locking charging cabinet was also provided to each of the classrooms.
- Parent/teacher conferences were well attended with teachers reporting good participation.

LEGISLATIVE ITEMS:

- Our County Office of Education has requested emergency funding and legislation to allow Butte County schools to continue to operate at levels before the fires effected ADA.
- Other allowances from the CDE have been provided to respond to needs arising from the disaster, e.g.: extensions on various mandated deadlines.
- Compliance with the federal McKinney-Vento Act requires public schools to immediately enroll displaced students either in their district of origin, or district of current residence, or a school of choice. BCOE is offering support to all schools to comply with this federal law that does not provide funding to affected schools.

SAFETY ITEMS:

- We had a code red/fire drill the last Tuesday of November.
- A spigot that was sticking up out of the yard at 1010 is no longer a tripping hazard as it was broken off at the end of our Fall Festival of Gratitude! With the help of Cal Water and Sherwood parent Greg Newhall, the fun of the gurgling geyser came to an end and the antique irrigation line was capped off within an hour.
- The Camp Fire has resulted in an interruption in instruction while the air quality is at dangerous levels. A clean up of both CUSD-owned property and Sherwood-owned is necessary to address toxic ash before the campuses can be opened.

Agenda Item 3.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.4 Treasurer Report**

Date: November 15, 2018

October Treasurer's Report

The October Financial Reports for the Board of Directors are attached to this memorandum.

Attachments: October Financial Board Reports

	Oct 31, 18
ASSETS	
Current Assets	
Checking/Savings	
9100-Assets	231,459
Total Checking/Savings	231,459
Other Current Assets	
9290 - Due from Grantor Govts.	-28,828
Total Other Current Assets	-28,828
Total Current Assets	202,632
Fixed Assets	
9410 - Land	95,000
9430- Building	112,209
9435-Accumulated Depreciation	-2,753
Total Fixed Assets	204,456
TOTAL ASSETS	**407,088**
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
9500-Accounts Payable	6,246
Total Accounts Payable	6,246

	Oct 31, 18
Other Current Liabilities	
9500-Liabilities	36,620
Total Other Current Liabilities	36,620
Total Current Liabilities	42,866
Total Liabilities	42,866
Equity	
Restricted Assets	53,692
Unrestricted Fixed Assets	204,456
Unrestricted Net Assets	202,008
Net Income	-95,935
Total Equity	364,222
TOTAL LIABILITIES & EQUITY	**407,088**

Sherwood Montessori
Board of Directors - Donations and Fundraising Report
October 2018

Type	Date	Memo	Amount
8000-Revenues			
8600-8799 Other Local Revenue			
8699-Fundraising and Donations			
8699-Fundraising			
8673-Rebates			
Deposit	10/26/2018	ESCRIP REBATE	5
Total 8673-Rebates			5
8699-Fundraising - Other			
Deposit	10/11/2018	CITY OF CHICO REFUND - FUN RUN	413
Deposit	10/11/2018	T-SHIRT SALE	40
Deposit	10/12/2018	T SHIRTS	24
Deposit	10/12/2018	DONATION ?	34
Deposit	10/29/2018	AMAZON SMILE	34
Total 8699-Fundraising - Other			544
Total 8699-Fundraising			550
Classroom donation			
Deposit	10/11/2018	FALYN	260
Deposit	10/19/2018	FALYN	15
Deposit	10/19/2018	APRIL	109
Total Classroom donation			384
Total 8699-Fundraising and Donations			934
Total 8600-8799 Other Local Revenue			934
Total 8000-Revenues			934
TOTAL			**934**

Sherwood Montessori
Profit & Loss YTD Comparison
October 2018

	Oct 18	Jul - Oct 18
Ordinary Income/Expense		
Income		
8000-Revenues	158,459	336,293
Total Income	158,459	336,293
Gross Profit	158,459	336,293
Expense		
1000 Certificated Salaries	34,105	99,335
2000 Classified Salaries	40,351	108,335
3000-Employee Benefits	19,788	64,838
4000-Books and Supplies	1,630	16,305
5000 Services/Other Op. Exp.	18,639	70,409
6000 Captial Outlay (>5K)		73,006
Total Expense	114,513	432,227
Net Ordinary Income	43,946	-95,935
Net Income	**43,946**	**-95,935**

Sherwood Montessori
Board of Directors - Vendor Payments Report
October 2018

Type	Date	Num	Name	Memo	Account	Amount
Bill	10/01/2018	INV 245...	CharterSAFE	WC PREMIUM 3 O F9	3601-Workers Comp	740.00
Bill	10/01/2018	INV 245...	CharterSAFE	PROP-LIAB PREMIUM 3 OF 9	5400-Liability Insurance	1,362.00
Bill	10/01/2018	SEPT I...	Elizabeth Martin,	DANCE INSTRUCTION	Extracurricular Services	140.00
Check	10/04/2018	DBT	Mendes Supply Co.	supplies	Custodial Supplies	224.02
Check	10/04/2018	DBT	MONTESSORI WORKSPACE	SUBSCRIPTION	Extracurricular Services	8.50
Check	10/04/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	50.10
Check	10/05/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	26.86
Check	10/08/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	21.58
Check	10/09/2018	DBT	Amazon.com	SUPPLIES	Office Supplies	51.47
Check	10/09/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	21.40
Check	10/09/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	5.35
Check	10/09/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	55.00
Check	10/09/2018	DBT	Costco	SUPPLIES - LRNG CENTER	Instructional Supplies	9.64
Check	10/09/2018	DBT	Costco	SUPPLIES	Custodial Supplies	32.15
Check	10/09/2018	DBT	Costco	SUPPLIES - EXT DAY	Extended Day	17.15
Check	10/09/2018	DBT	Costco	SUPPLIES	Office Supplies	28.18
Check	10/09/2018	DBT	EASY KEYS	KEYS-LOCKS	Office Supplies	23.85
Check	10/09/2018	DBT	Amazon.com	SUPPLIES - FALL FESTIVAL	Instructional Supplies	29.99
Check	10/09/2018	DBT	Amazon.com	SUPPLIES - OFFICE	Office Supplies	7.99
Bill	10/10/2018	INV 685...	North State Parent Magazine	1/6 PAGE AD	Advertising	310.00
Check	10/10/2018	DBT	Amazon.com	SUPPLIES - MATH INTERV...	Instructional Supplies	48.26
Check	10/11/2018	DBT	Target	SUPPLIES - EXT DAY	Instructional Supplies	3.21
Check	10/11/2018	DBT	Target	SUPPLIES - PE	Instructional Supplies	32.56
Check	10/11/2018	DBT	USPS	POSTAGE	Postage	3.75
Check	10/11/2018	DBT	Costco	SUPPLIES - ADVERTISING	Advertising	167.30
Check	10/11/2018	DBT	Costco	SUPPLIES - LRNG CENTER	Instructional Supplies	6.99
Check	10/11/2018	DBT	Learning A-Z	1 classroom license	Software Licensing	109.95
Check	10/12/2018	DBT	Amazon.com	SUPPLIES	Office Supplies	34.32
Check	10/15/2018	DBT	Amazon.com	SUPPLIES - MARLO	Instructional Supplies	28.89
Check	10/15/2018	DBT	Amazon.com	SUPPLIES - MARLO	Instructional Supplies	16.05
Check	10/16/2018	DBT	Wufoo	OCT-NOV	Online List Managem...	11.31
Check	10/16/2018	DBT	FoodMaxx	SUPPLIES - EXT DAY	Extended Day	4.83
Check	10/16/2018	DBT	FoodMaxx	SUPPLIES - LRNG CENTER	Instructional Supplies	5.98
Check	10/16/2018	DBT	FoodMaxx	SUPPLIES- FALYN	Instructional Supplies	1.99
Check	10/16/2018	DBT	FoodMaxx	BAG	Office Supplies	0.10
Check	10/16/2018	DBT	USPS	POSTAGE	Postage	7.25
Check	10/16/2018	DBT	Costco	SUPPLIES - EXT DAY	Extended Day	20.67
Check	10/16/2018	DBT	Michaels	SUPPLIES	Instructional Supplies	5.36
Check	10/16/2018	DBT	Amazon.com	SUPPLIES - MARLO	Instructional Supplies	20.06
Bill	10/17/2018	inv 1133...	Global Industrial	wall/desk tablet charging cab...	Instructional Supplies	661.38
Check	10/17/2018	DBT	Amazon.com	SUPPLIES - MARLO	Instructional Supplies	18.54
Check	10/17/2018	DBT	Amazon.com	SUPPLIES - ART	Instructional Supplies	12.91
Bill	10/18/2018	ACC 56...	PG & E	1010 CLEVELAND SERVIC...	Electricity	28.97
Bill	10/18/2018	INV 981...	Verizon Wireless	2018 SERVICE - SEPT-OCT	Telephone, Cellular	119.31
Bill	10/18/2018	ACC 81...	Comcast	2018 OCTOBER	Internet Service Provi...	165.57
Check	10/18/2018	6129	Heather Fisher	MILEAGE	5200-Travel and Conf...	26.59
Check	10/18/2018	6130	Deborah Zimmerman	MILEAGE	5200-Travel and Conf...	62.23
Check	10/18/2018	6131	Kelly Steinhauer.	SUPPLIES FOR FIELDTRIP	4300-Materials and S...	18.36
Check	10/18/2018	6132	Silivia Newhall	hay bales	4300-Materials and S...	27.00
Check	10/18/2018	DBT	Global Industrial	DUPLICATE	The Move	661.38

Type	Date	Num	Name	Memo	Account	Amount
Bill	10/21/2018		Advanced Document		Copier Lease	428.16
Check	10/22/2018	6142	Comcast	BALANCE DUE ON LAST IN...	Internet Service Provi...	29.44
Check	10/22/2018	DBT	HP LEASE 7603	CHROME BOOKS LEASE	HP DIRECT LEASE	40.00
Check	10/22/2018	DBT	HP LEASE 7603	CHROME BOOKS LEASE	HP DIRECT LEASE	1,000.00
Bill	10/23/2018	inv 102	JULIA. GODDARD	EXTENDED DAY BOOKKEE...	Bookkeeping Services	330.00
Check	10/23/2018	DBT	FoodMaxx	SUPPLIES - LRNG CENTER	Instructional Supplies	3.96
Check	10/23/2018	DBT	FoodMaxx	SUPPLIES	Custodial Supplies	5.07
Bill	10/24/2018	inv 1442	Growing up Chico	Winter Issue 2018- busines ...	Advertising	225.00
Bill	10/24/2018	INV 0063	Earthbound Skills	APRIL'S CLASS	Field Trips and Asse...	150.00
Bill	10/25/2018	INVS S...	Keillor's Pest Solutions	service SEPT/OCT INV 8097...	Pest Control	160.00
Bill	10/25/2018	INV 223...	Office Depot	INV 2239459860	Instructional Supplies	47.20
Check	10/25/2018	6140	Becky Kambourian	FALL FESTIVAL SUPPLIES	Instructional Supplies	99.53
Check	10/25/2018	6141	Kristina Crovella	EXT DAY SUPPLIES	Extended Day	41.62
Bill	10/25/2018	INV19-0...	CUSD	INV19-00026 SEPTEMBER ...	CUSD FUA Charges	2,208.82
Check	10/25/2018	DBT	TIME TABLE FUN ZONE	SUPPLIES	Instructional Supplies	53.45
Check	10/25/2018	DBT	HP LEASE 7603	CHROME BOOKS LEASE	HP DIRECT LEASE	107.25
Check	10/25/2018	DBT	HP LEASE 7603	CHROME BOOKS LEASE	HP DIRECT LEASE	175.00
Check	10/25/2018	DBT	HP LEASE 7603	CHROME BOOKS LEASE	HP DIRECT LEASE	394.89
Check	10/26/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	12.44
Check	10/26/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	29.99
Check	10/26/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	34.30
Bill	10/31/2018		Capital Archive and Print	T shirts, Hoodies	Fundraising Expenses	548.32
Bill	10/31/2018	201819-4	Pat Casey	OCTOBER 201819-4 INV F...	Business Manager Se...	3,150.00
Bill	10/31/2018		Heather Wright	CONTRACT S&LP INV 181...	SELPA	1,850.00
Bill	10/31/2018		Jennifer Moreno	CONTRACT OCCUPATION...	SELPA	700.00
Check	10/31/2018	DBT	Target	SUPPLIES - EXT DAY	Instructional Supplies	17.27
Check	10/31/2018	DBT	Target	SUPPLIES - ART	Instructional Supplies	4.79
Check	10/31/2018	DBT	Target	SUPPLIES - OFFICE	Office Supplies	65.00
Check	10/31/2018	DBT	USPS	POSTAGE	Postage	11.00
Check	10/31/2018	DBT	Amazon.com	SUPPLIES	Instructional Supplies	22.11
TOTAL						**17,440.91**

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2: Election of Officers**

Date: November 29, 2018

SUMMARY

The offices of Secretary and Vice Chair are currently vacant

DISCUSSION

Article 5 of the Bylaws of the Board of Directors describes the duties the offices:

SECTION 7. DUTIES OF VICE-CHAIR

In the absence of the Chair, or in the event of his or her inability or refusal to act, the Vice-Chair shall perform all the duties of the Chair, and when so acting shall have all the powers of, and be subject to all the restrictions on, the Chair. The Vice-Chair shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Board of Directors.

SECTION 8. DUTIES OF SECRETARY

The Secretary shall:

1. Certify and keep at the principal office of the corporation the original, or a copy of these Bylaws as amended or otherwise altered to date;

2. Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the Board of Directors, and, if applicable, meetings of committees of Directors, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof;

3. See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law;

4. Be custodian of the records;

5. Exhibit at all reasonable times to any Director of the corporation, or to his or her agent or attorney, on request therefore, the Bylaws, and the minutes of the proceedings of the Directors of the corporation. In general, perform all duties incident to the office of Secretary, and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

ACTION REQUESTED

Elect board officers.

Agenda Item 5.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.5 First Interim Budget**

Date: November 29, 2018

SUMMARY

Business Manager Pat Casey has prepared a First Interim Financial Report that needs to be adopted by the Board before being sent to CUSD, BCOE, and the CDE.

DISCUSSION

The Budget Committee met in November with the original budget for the 2018-2019 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.

2018/19 FISCAL YEAR BUDGET

Sherwood Montessori	**Original Budget**	**1ST Interim Budget**
Budget and Cash Flow Assumptions		
Local Control Funding LCFF calculation based on latest version	***Yes***	***Yes***
Enrollment estimated at	164	155
ADA based on 95% rate =	158	148
Teacher salaries schedule increases	Yes	Yes
Teacher salary increases and corresponding increase to STRS	Yes	Yes

Substitutes cost set at 2% of budgeted salaries. If 4% then add …	$10,000	$10,000
Classified salaries increase related to $.50 increase in Minimum Wage	Yes	Yes
Health Benefits increase included	Yes	Yes
Extended Day self-sufficient in funding	**No Subsidization**	$10,000
Unrestricted Reserve in Initial Budget	**$236,498**	**$277,274**

ACTION REQUESTED

Adopt Interim Budget

Attachment: Draft First Interim Budget and supporting details

2018-19 IST INTERIM BUDGET	ADA 2ND PER.= 151.69	155 = EST. 148 ADA		One Time Funding
FCMAT v19.2D CALCULATOR	2017-18 UNAUDITED ACTUALS	2018-19 1ST INTERIM BUDGET	CHANGE	GAP and One Time Discre-tionary
Revenue				
8011 Local Control Funding	703,105	689,946		***96,294***
8012 Education Protection Act	184,804	198,241		
8096 In Lieu Taxes	319,307	378,096		
Subtotal LCFF Revenues	1,207,216	1,266,283	***59,067***	
PROP 39 FUNDS	158,000	73,000	(85,000)	
SUMS - State Grant	25,000		(25,000)	
8019 State Aid - Prior Years	391		(391)	
8181 Spec. Educ.- SELPA Fed	17,000	18,000	1,000	
8311 Spec. Educ. - SELPA State	77,100	73,000	(4,100)	
8312 Spec. Educ. - SELPA ERMHS	21,000	15,000	(6,000)	
8590 One Time Discretionary	19,992	52,000	32,008	***52,000***
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	65,300	50,300	
8710 Other Local Revenue	1,000	1,000	-	
TOTAL REVENUES	**1,613,769**	**1,635,653**	***21,884***	***148,294***
Expense				
1000 Certificated Salaries	471,327	392,090	(79,237)	
2000 Classified Salaries	377,456	373,019	(4,437)	
3000 Employee Benefits	240,884	230,760	(10,124)	
4100 Texts and Core Curricula	5,000	10,000	5,000	
4200 Reference Materials	10,000	5,500	(4,500)	
4300 Materials and Supplies	21,700	26,500	4,800	
4400 NonCap Equipment	5,400	5,400	-	
4700 Food (Nutrition)	500	500	-	
5200 Travel and Conferences	15,700	11,300	(4,400)	
5300 Dues and Memberships	1,600	1,600	-	
5400 Property/Liability Insurance	15,360	16,340	980	
5500 Operations / Housekeeping	53,000	61,600	8,600	
5600 Rentals, Leases, and Repairs	7,200	12,200	5,000	
5800 Prof. & Consulting Services	158,400	228,700	70,300	
5900 Communications	7,870	7,870	-	
6200 CAPITAL OUTLAY- BLDG	109,000	73,000	(36,000)	
TOTAL EXPENDITURES	**1,500,397**	**1,456,379**	**(44,018)**	
Excess/(Deficiency)	***113,372***	***179,274***		***(148,294)***
General Fund Unrestricted Portion	***236,498***	***179,274***	**(57,224)**	***30,980***
Pr. Yr. Unrestrict. Reserves Balance	**101,346**	**98,000**	**12**	
Unrestricted Reserves Total Balance	**337,844**	**277,274**	**33**	
Recommended Unrestricted Reserve	**79,993**	**72,802**	**9**	
Reserve for 2 months salary/benes.	**198,121**	**194,215**	**23**	

2018-19 IST INTERIM BUDGET		
	FCMAT v19.2D CALCULATOR	
Revenue		**POSITION-CLASS TOTALS**
	8011 Local Control Funding	
	8012 Education Protection Act	
	8096 In Lieu Taxes	
	Subtotal LCFF Revenues	
	PROP 39 FUNDS	
	SUMS - State Grant	
	8019 State Aid - Prior Years	
	8181 Spec. Educ.- SELPA Fed	
	8311 Spec. Educ. - SELPA State	
	8312 Spec. Educ. - SELPA ERMHS	
	8590 One Time Discretionary	
	8550 Mandates Block Grant	
	8560 State Lottery	
	8673 Parent Fees	
	8699 Fundraising / Donations	
	8710 Other Local Revenue	
	TOTAL REVENUES	
Expense		
	1000 Certificated Salaries	392,089
	2000 Classified Salaries	373,019
	3000 Employee Benefits	230,759
		995,867
	4100 Texts and Core Curricula	
	4200 Reference Materials	
	4300 Materials and Supplies	
	4400 NonCap Equipment	
	4700 Food (Nutrition)	
	5200 Travel and Conferences	
	5300 Dues and Memberships	
	5400 Property/Liability Insurance	
	5500 Operations / Housekeeping	
	5600 Rentals, Leases, and Repairs	
	5800 Prof. & Consulting Services	
	5900 Communications	
	6200 CAPITAL OUTLAY- BLDG	
	TOTAL EXPENDITURES	
Excess/(Deficiency)		
General Fund Unrestricted Portion		
Pr. Yr. Unrestrict. Reserves Balance		
Unrestricted Reserves Total Balance		
Recommended Unrestricted Reserve		
Reserve for 2 months salary/benes.		

					FCMAT v		CALCULATOR
2018-19 IST INTERIM BUDGET				155.00	**Enrollment**		**= EST.**
	FCMAT v19.2D CALCULATOR					**2018-19**	
						$ 522.00	80%
Revenue		**GENERAL FUND GOVT**	**FUND-RAISING**	**EXTEND-ED DAY**	**SELPA - GENERAL FUND-DIRECT**	**SELPA - STATE - RESTR.**	**SELPA - ERMHS**
	8011 Local Control Funding						
	8012 Education Protection Act						
	8096 In Lieu Taxes						
	Subtotal LCFF Revenues						
	PROP 39 FUNDS						
	SUMS - State Grant						
	8019 State Aid - Prior Years						
	8181 Spec. Educ.- SELPA Fed						
	8311 Spec. Educ. - SELPA State					73,000	
	8312 Spec. Educ. - SELPA ERMHS						15,000
	8590 One Time Discretionary						
	8550 Mandates Block Grant						
	8560 State Lottery						
	8673 Parent Fees			45,008			
	8699 Fundraising / Donations		65,300				
	8710 Other Local Revenue						
	TOTAL REVENUES	-	65,300	45,008	-	73,000	15,000
Expense							
	1000 Certificated Salaries	313,787			24,000	54,302	
	2000 Classified Salaries	284,209		45,247		15,213	14,137
	3000 Employee Benefits	192,778		6,676	8,848	18,465	2,041
		790,774		51,923	32,848	87,980	16,178
	4100 Texts and Core Curricula	10,000					
	4200 Reference Materials	5,500				-	
	4300 Materials and Supplies	20,000		1,500		5,000	
	4400 NonCap Equipment	4,000	4,500				
	4700 Food (Nutrition)			500			
		39,500					
	5200 Travel and Conferences				2,000		
	5300 Dues and Memberships						
	5400 Property/Liability Insurance						
	5500 Operations / Housekeeping						
	5600 Rentals, Leases, and Repairs						
	5800 Prof. & Consulting Services		30,500		44,000		12,000
	5900 Communications						
	6200 CAPITAL OUTLAY- BLDG						
	TOTAL EXPENDITURES		35,000	53,423	111,696	180,960	44,356
Excess/(Deficiency)			30,300	(8,415)	(111,696)	(107,960)	(29,356)
General Fund Unrestricted Portion					(271,340)		
Pr. Yr. Unrestrict. Reserves Balance							
Unrestricted Reserves Total Balance							
Recommended Unrestricted Reserve							
Reserve for 2 months salary/benes.							

		R -			
2018-19 IST INTERIM BUDGET		**148.00**	**ADA**		
	FCMAT v19.2D CALCULATOR				
		$ 125.00			
Revenue		**SELPA - FEDERAL - RESTR.**	**SUMS GRANT RESTR.**	**PROP 39**	**LCAP - LCFF**
	8011 Local Control Funding				93,039
	8012 Education Protection Act				
	8096 In Lieu Taxes				
	Subtotal LCFF Revenues				
	PROP 39 FUNDS			73,000	
	SUMS - State Grant				
	8019 State Aid - Prior Years				
	8181 Spec. Educ.- SELPA Fed	18,000			
	8311 Spec. Educ. - SELPA State				
	8312 Spec. Educ. - SELPA ERMHS				
	8590 One Time Discretionary				
	8550 Mandates Block Grant				
	8560 State Lottery				
	8673 Parent Fees				
	8699 Fundraising / Donations				
	8710 Other Local Revenue				
	TOTAL REVENUES	18,000	-	73,000	93,039
Expense					
	1000 Certificated Salaries				21,150
	2000 Classified Salaries	14,213			51,891
	3000 Employee Benefits	1,951			29,708
		16,164			102,749
	4100 Texts and Core Curricula				
	4200 Reference Materials				
	4300 Materials and Supplies				
	4400 NonCap Equipment				
	4700 Food (Nutrition)				
					11,908
	5200 Travel and Conferences				
	5300 Dues and Memberships				
	5400 Property/Liability Insurance				
	5500 Operations / Housekeeping				
	5600 Rentals, Leases, and Repairs				
	5800 Prof. & Consulting Services	8,000			
	5900 Communications				4,000
					15,908
	6200 CAPITAL OUTLAY- BLDG			73,000	
	TOTAL EXPENDITURES	40,328		73,000	118,657
Excess/(Deficiency)		(22,328)		-	(25,618)
General Fund Unrestricted Portion					
Pr. Yr. Unrestrict. Reserves Balance				41000	
Unrestricted Reserves Total Balance					
Recommended Unrestricted Reserve					
Reserve for 2 months salary/benes.					

2018-19 IST INTERIM BUDGET						
	FCMAT v19.2D CALCULATOR					
Revenue						
	8011 Local Control Funding					
	8012 Education Protection Act					
	8096 In Lieu Taxes					
	Subtotal LCFF Revenues					
	PROP 39 FUNDS					
	SUMS - State Grant					
	8019 State Aid - Prior Years					
	8181 Spec. Educ.- SELPA Fed	156	118.75	18525		
	8311 Spec. Educ. - SELPA State	148	495.9	73393.2		
	8312 Spec. Educ. - SELPA ERMHS	6	3100	18600	0.8	14880
	8590 One Time Discretionary	151.69	344	52181.36		
	8550 Mandates Block Grant					
	8560 State Lottery					
	8673 Parent Fees					
	8699 Fundraising / Donations					
	8710 Other Local Revenue					
	TOTAL REVENUES					
Expense						
	1000 Certificated Salaries					
	2000 Classified Salaries					
	3000 Employee Benefits					
	4100 Texts and Core Curricula					
	4200 Reference Materials					
	4300 Materials and Supplies					
	4400 NonCap Equipment					
	4700 Food (Nutrition)					
	5200 Travel and Conferences					
	5300 Dues and Memberships					
	5400 Property/Liability Insurance					
	5500 Operations / Housekeeping					
	5600 Rentals, Leases, and Repairs					
	5800 Prof. & Consulting Services					
	5900 Communications					
	6200 CAPITAL OUTLAY- BLDG					
	TOTAL EXPENDITURES					
Excess/(Deficiency)						
General Fund Unrestricted Portion						
Pr. Yr. Unrestrict. Reserves Balance						
Unrestricted Reserves Total Balance						
Recommended Unrestricted Reserve						
Reserve for 2 months salary/benes.						

2018-19 FISCAL YEAR	ADMIN. TOTALS	K-8 TOTALS	SELPA TOTALS	FUND-RAISERS		GRAND TOTALS
4000-Books and Supplies						
4100-Textbooks/Core Curricula	-	10,000				10,000
4200-Books/reference Materials	5,000	500				5,500
4300-Materials and Supplies						
Extended Day	1,500					1,500
Custodial Supplies	500					500
Food (Instructional)	750					750
Instructional Supplies	2,250	11,000	5,000			18,250
Maintenance Supplies	3,160					3,160
Office Supplies	2,840					2,840
Total 4300-Materials and Supplies	10,500	11,000	5,000			26,500
4400-Noncapitalized Eq (<5K)						
Furniture/Fence/Carpet	-			4,500		4,500
Total 4400-Noncapitalized Eq (<5K)	1,400	4,000	-	4,500		9,900
4700-Food (Nutrition)	500					500
Total 4000-Books and Supplies	17,400	25,500	5,000			47,900
5000 Services/Other Op. Exp.						
5200-Travel and Conferences	2,000	7,300	2,000			11,300
5300-Dues and Membership	1,600					1,600
5400-Liability Insurance	16,340					16,340
5500-Operations / Housekeeping						
CUSD FUA	30,200					30,200
PG&E 1010 Cleveland	2,400					2,400
Housekeeping Services	25,000					25,000
Trash/Recycling	1,400					1,400
Pest Control	1,800					1,800
Water	800					800
Total 5500-Operations / Housekeeping	61,600					61,600
5600-Rental/Leases/Repairs						
Copier Lease	3,600					3,600
Copier Lease per copy	3,600					3,600
TECHNOLOGY LEASE	5,000					5,000
Total 5600-Rental/Leases/Repairs	12,200					12,200
5800-Other Services						
Advertising	5,000					5,000
Attorney	4,000					4,000
Auditing and CPA Services	17,000					17,000
Bank Fees	400					400
Business Manager Services	36,000					36,000
District Oversight	35,000					35,000
Duplication Services	800					800
Extracurricular Services	3,000	3,000				6,000
Field Trips and Assemblies	17,000			14,300		31,300
Fundraising Expenses	7,000			16,200		23,200
LiveScan and TB Test Services	2,000					2,000
SELPA Contracted Services			65,000			
Software Licensing	1,000					1,000
Student Information Services	2,000					2,000
Total 5800-Other Services	130,200	3,000	65,000	30,500		228,700
5900-Communications						
Internet Filtering (CIPA)	3,000					3,000
Internet Service Provider	2,400					2,400
Online List Management	150					150
Postage	600					600
Telephone, Cellular	1,600					1,600
Website, Hosting	120					120
Total 5900-Communications	7,870					7,870
Total 5000 Services/Other Op. Exp.	231,810	10,300	67,000	30,500		339,610
Total 1000-3000 Expense (POSITION AND CLASS COST Worksheet)						995,868
SUBTOTAL - OPERATING EXPENSES						1,383,378
Capital Outlay - PROP 39 (Lighting) Expenses						73,000

2018-19 FISCAL YEAR	ADMIN. TOTALS	K-8 TOTALS	SELPA TOTALS	FUND-RAISERS		GRAND TOTALS
TOTAL 1000-6000 EXPENSES						1,456,378

2018-19 FISCAL YEAR	FUNDRAISING EVENTS						
	Pledge Week	Winter Festival	Sherwood Stock	CARITAS	Community Events		
8699 Fundraising / Donations							
Donations	4,500			10,000			
Net collections		1,500	45,000				
Chico Bags				1,500			
Board Allocation				2,800			
TOTAL 8699 Fundraising/Donations	**4,500**	**1,500**	**45,000**	**14,300**	**-**	**-**	**-**
EXPENSE							
4300-Materials and Supplies							
4400-Noncapitalized Eq (<5K)	4,500						
Total 4000-Books and Supplies	4,500	-	-	-	-	-	-
5800-Other Services - Contract							
Field Trip				14,000			
Contracted services- Fundraising Exp.		1,200	15,000				
LiveScan				300			
		1,200	15,000	14,300			
Total 5000 Services/Other Op. Exp.	-	1,200	15,000	14,300	-	-	-
TOTAL EXPENSE	4,500	1,200	15,000	14,300	-	-	-
NET INCOME/(DEFICIT)	**-**	**300**	**30,000**	**-**	**-**	**-**	**-**

TOTAL
14,500
46,500
1,500
2,800
-
-
-
-
65,300
-
-
4,500
-
4,500
-
30,500
30,500
35,000
30,300

2018-19 FISCAL YEAR	Kitchen- 1010 CLEVELAND	Extended Day	PE	Art	LCAP	Learning Center		Admin	TOTALS
4000-Books and Supplies									
4100-Textbooks/Core Curricula									-
4200-Books/reference Materials					3,160			1,840	**5,000**
4300-Materials and Supplies									**-**
Extended Day		1,500							**1,500**
Custodial Supplies									**-**
Farmers' Market									**-**
Food (Instructional)	750								**750**
Instructional Supplies			750	750		750			**2,250**
Maintenance Supplies					3,160				**3,160**
Office Supplies								2,840	**2,840**
Total 4300-Materials and Supplies	750	1,500	750	750	3,160	750	-	2,840	**10,500**
4400-Noncapitalized Eq (<5K)									
Furniture/Fence/Carpet									**-**
Total 4400-Noncapitalized Eq (<5K)					1,400				**1,400**
4700-Food (Nutrition)		500							**500**
Total 4000-Books and Supplies	750	2,000	750	750	7,720	750	-	4,680	**17,400**
5000 Services/Other Op. Exp.									**-**
5200-Travel and Conferences								2,000	**2,000**
5300-Dues and Membership								1,600	**1,600**
5400-Liability Insurance	2,400							13,940	**16,340**
5500-Operations / Housekeeping									**-**
CUSD FUA								30,200	**30,200**
PG&E 1010 Cleveland	2,400								**2,400**
Housekeeping Services	1,000							24,000	**25,000**
Trash/Recycling	200							1,200	**1,400**
Pest Control								1,800	**1,800**
Water	600							200	**800**
Total 5500-Operations / Housekeeping	4,200							57,400	**61,600**
5600-Rental/Leases/Repairs									**-**
Copier Lease								3,600	**3,600**
Copier Lease per copy								3,600	**3,600**
TECHNOLOGY LEASE								5,000	**5,000**
Total 5600-Rental/Leases/Repairs								12,200	**12,200**
5800-Other Services									
Advertising								5,000	**5,000**
Attorney								4,000	**4,000**
Auditing and CPA Services								17,000	**17,000**
Bank Fees								400	**400**
Business Manager Services								36,000	**36,000**
District Oversight								35,000	**35,000**
Duplication Services								800	**800**
Extracurricular Services								3,000	**3,000**
Field Trips and Assemblies								17,000	**17,000**
Fundraising Expenses								7,000	**7,000**
LiveScan and TB Test Services								2,000	**2,000**
Software Licensing								1,000	**1,000**
Student Information Services								2,000	**2,000**
Total 5800-Other Services								130,200	**130,200**
5900-Communications									**-**
Internet Filtering (CIPA)								3,000	**3,000**
Internet Service Provider								2,400	**2,400**
Online List Management								150	**150**
Postage								600	**600**
Telephone, Cellular								1,600	**1,600**
Website, Hosting								120	**120**
Total 5900-Communications	-							7,870	**7,870**
Total 5000 Services/Other Op. Exp.	6,600	-	-	-	-	-	-	225,210	**231,810**

2018-19 FISCAL YEAR

	Teresa	April	Eric	Marlo	Sheng	Tanya	Celeste							
	Kinder-garten	Grade 1-3	Grade 1-3	Grade 1-3	Grade 4-5	Grade 4-5	Grade 6-7-8	ALL Grades	DANCE ELECTIVES	ART	Subtotal K-8	Interv.	MACAR TRAINING	Lottery Restricted
4000-Books and Supplies														
4100-Textbooks/Core Curricula								10,000			***10,000***			
4200-Books/reference Materials								500			***500***			
4300-Materials and Supplies														
Food (Instructional)											**-**			
Instructional Supplies	750	750	750	750	750	750	750				***5,250***	750		5,000
Total 4300-Materials and Supplies	750	750	750	750	750	750	750	-		-	***5,250***	750	-	5,000
4400-Noncapitalized Eq (<5K)														
Furniture								2,000						
Computers/Electronics								2,000						
Total 4400-Noncapitalized Eq (<5K)								4,000			***4,000***			
4700 - Food (Instructional)														
Total 4000-Books and Supplies	750	750	750	750	750	750	750	14,500		-	***19,750***	750	-	5,000
5000 Services/Other Op. Exp.														
5200-Travel and Conferences								2,000			***2,000***		5,300	
5300-Dues and Membership														
5800-Other Services														
Extracurricular Services									3,000	3,000				
Field Trips and Assemblies														
Total 5800-Other Services									3,000	3,000				
Total 5000 Services/Other Op. Exp.	-	-	-	-	-	-	-	2,000	3,000	3,000	**2,000**	-	5,300	-

GRAND TOTAL
10,000
500
-
-
11,000
11,000
-
-
-
4,000
-
25,500
-
7,300
-
-
3,000
-
3,000
10,300

2018-19 FISCAL YEAR	SPECIAL EDUCATION SERVICES - SELPA										
	CONTRACT PSYCH - ERMHS @	CONTRACT PSYCH. - FEDERAL	CONTRACT PSYCH. - GENERAL		SPEECH & LP	OCCUP. THER.	NURSE	APE	ALL SPEC ED	TRAINING	TOTAL
4000-Books and Supplies											
4100-Textbooks/Core Curricula											-
4200-Books/reference Materials											-
4300-Materials and Supplies											
After School Supplies											-
Custodial Supplies											-
Farmers' Market											-
Food (Instructional)											-
Instructional Supplies									5,000		**5,000**
Maintenance Supplies											**-**
Office Supplies											**-**
Total 4300-Materials and Supplies	-	-	-	-			-		5,000	-	**5,000**
4400-Noncapitalized Eq (<5K)											
Furniture											-
Total 4400-Noncapitalized Eq (<5K)											-
4700-Food (Nutrition)											-
Total 4000-Books and Supplies	-	-	-	-			-		5,000	-	**5,000**
5000 Services/Other Op. Exp.											
5200-Travel and Conferences									2,000		**2,000**
5300-Dues and Membership											**-**
5800-Other Services - Contract	12,000	8,000	2,000		22,000	7,000	7,000	6,000		1,000	**65,000**
Total 5000 Services/Other Op. Exp.	12,000	8,000	2,000	-	22,000	7,000	7,000	6,000	2,000	1,000	**67,000**
								44,000			
				TOTAL							
Matt McLaughlin	12,000	8,000	2,000	22,000							

Agenda Item 5.6

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.6 Standardized Test Results**

Date: November 29, 2018

SUMMARY

Results from the California Assessment for Student Performance and Progress (CAASPP) are now available to the public. An 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.

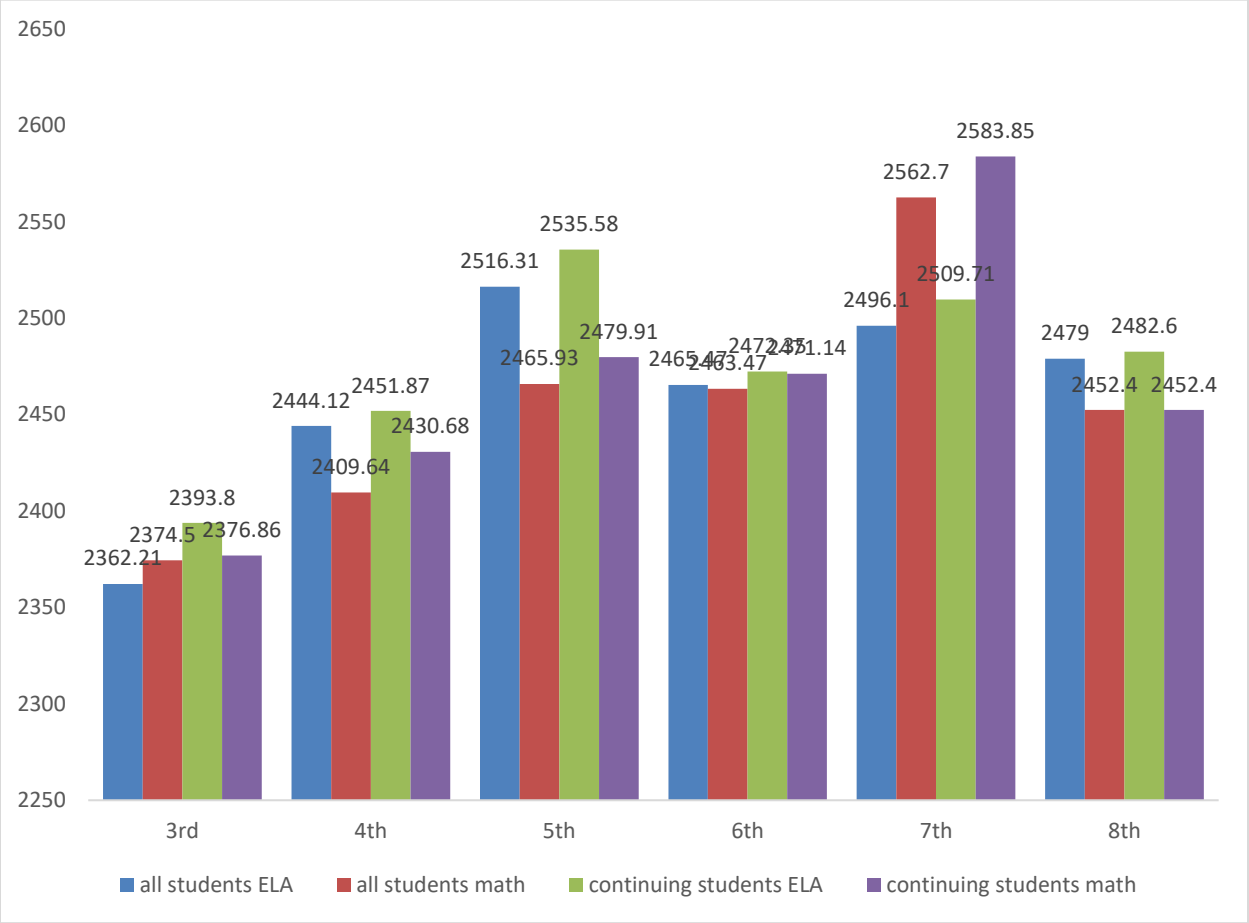
An analysis of our 2018 CAASPP (California Assessment of Student Performance and Progress) test data shows that fewer students are reaching standard overall in both English language arts and mathematics than in years' past.

We have had a tremendous amount of student turnover, starting the with the move in 2016-2017 (35% of students were new to Sherwood that year) and continuing in 2017-2018 (25% of students were new to Sherwood that year). What we do see is that students that are with us for more than one year show improved results, although the effect is not as significant for math.

These lower results in math are seen across the country in public Montessori schools taking the Smarter Balanced Assessment Consortium (SBAC) tests. The SBAC is a standardized test consortium that creates Common Core State Standards-aligned tests ("adaptive online exams") used in several states, such as California's CAASPP tests. Although researchers at the National Center for Montessori in the Public Center have noted this trend, they are still unable to definitively say why Montessori students at large do not fair well in math on these tests yet continue to excel in university math courses and industries in math and science. One possible

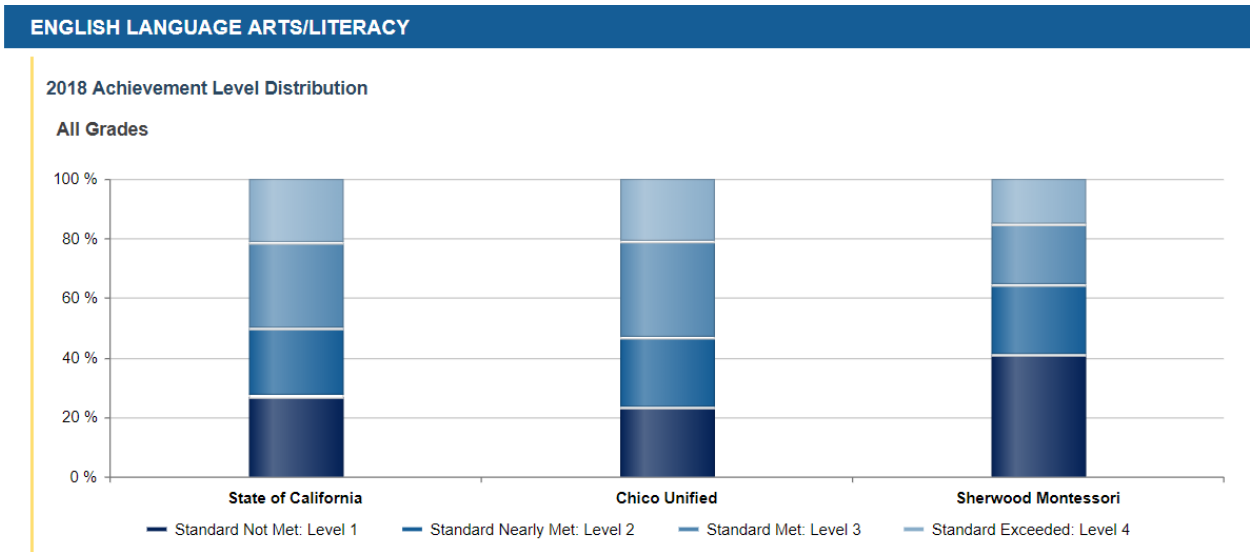
explanation offered is that the format of the test is unfamiliar and confusing, and Montessori teachers are reluctant to teach to the test.

The following graph compares outcomes for “all students”, which is shown on the publicly displayed results that follow, and for “continuing students”, or Sherwood students who have been enrolled for more than one year.



The following is a slide from the Webcast: *Measuring What Matters: MEFS and DERS*
by Jacqueline Cossentino, Ed.D

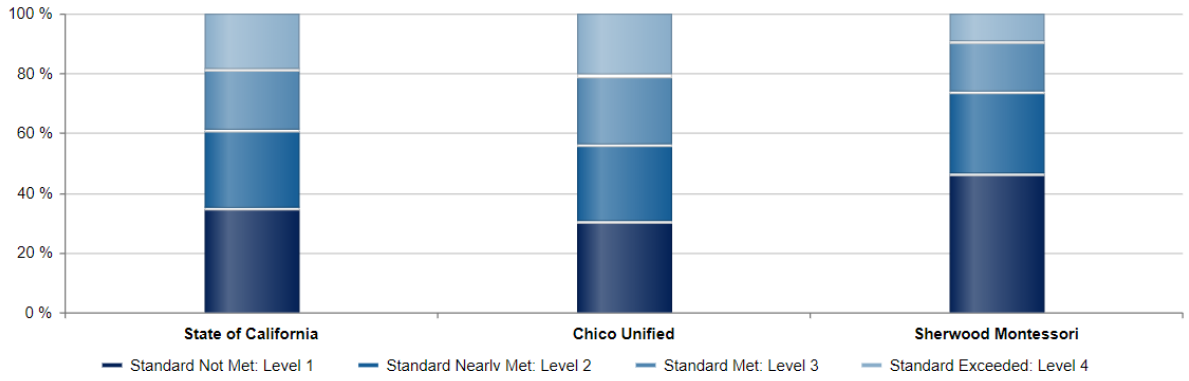
These show the ELA and math performance of all students, compared to CUSD and the State of California:



MATHEMATICS

2018 Achievement Level Distribution

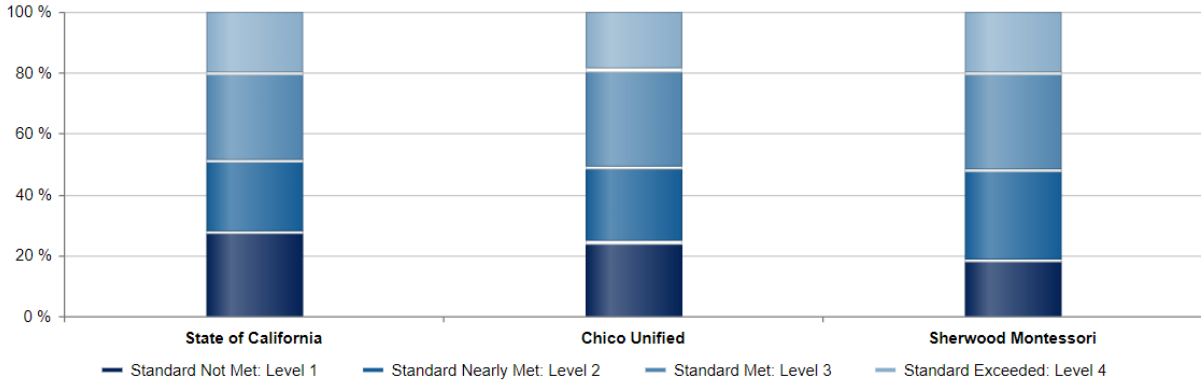
All Grades



ENGLISH LANGUAGE ARTS/LITERACY

2017 Achievement Level Distribution

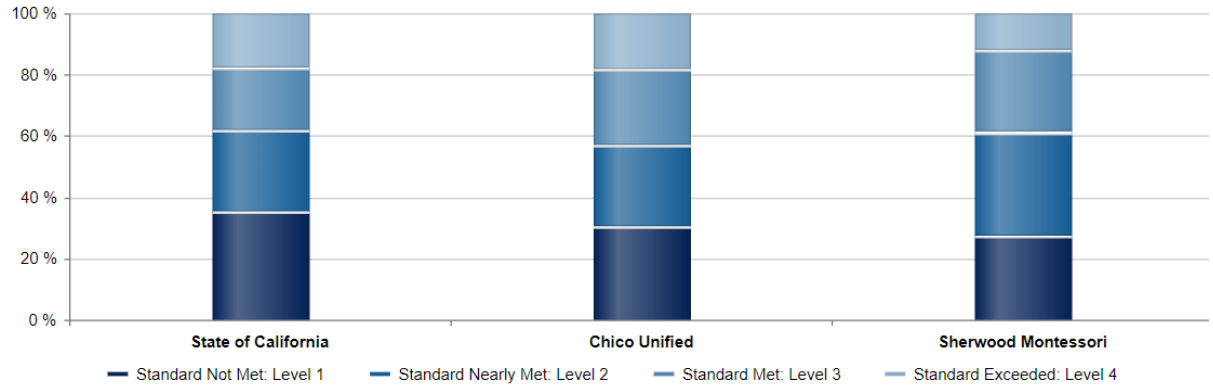
All Grades



MATHEMATICS

2017 Achievement Level Distribution

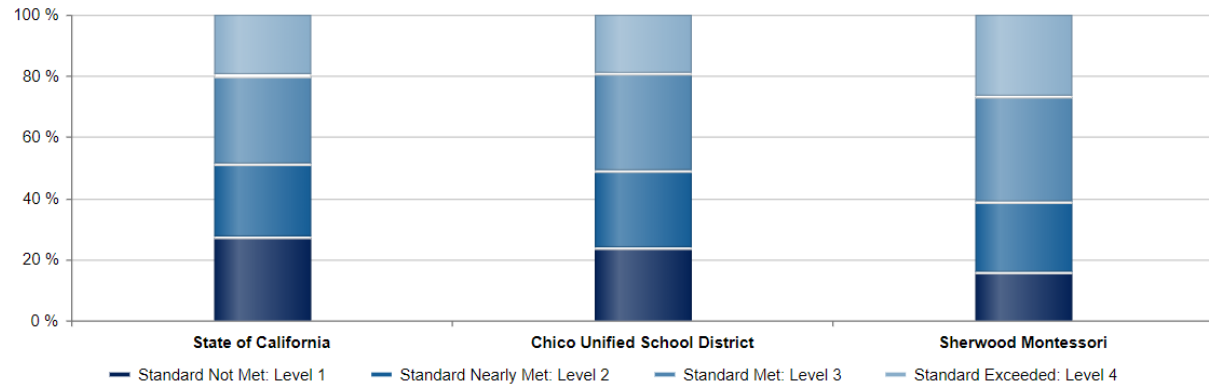
All Grades



ENGLISH LANGUAGE ARTS/LITERACY

2016 Achievement Level Distribution

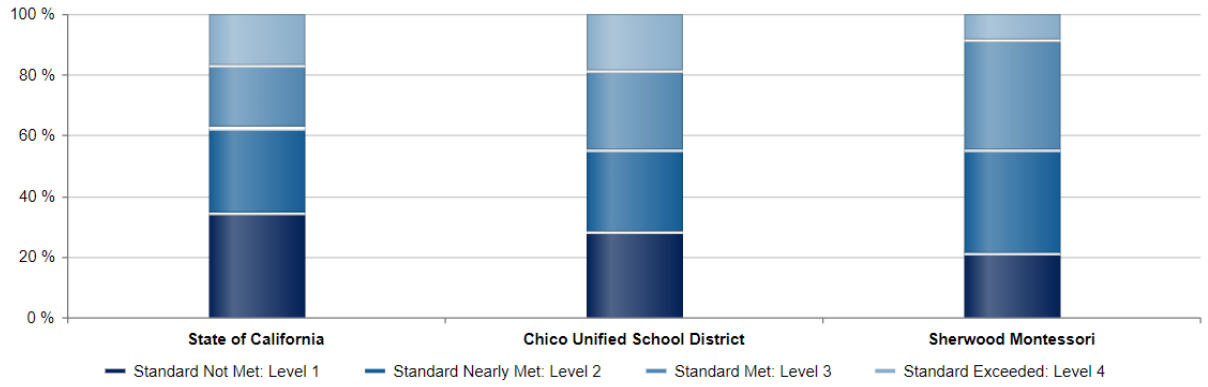
All Grades



MATHEMATICS

2016 Achievement Level Distribution

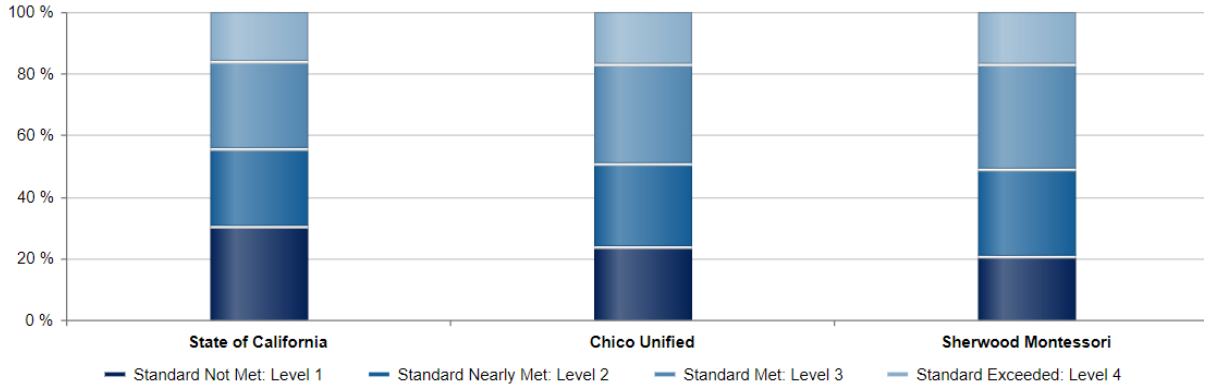
All Grades



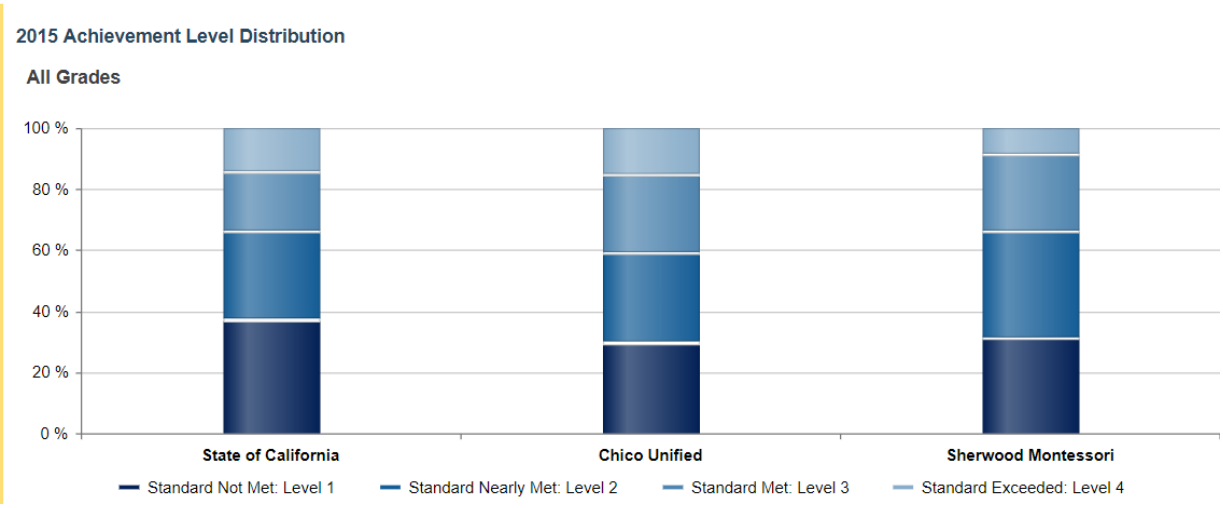
ENGLISH LANGUAGE ARTS/LITERACY

2015 Achievement Level Distribution

All Grades



MATHEMATICS



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.

Agenda Item 5.7

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.7 Local Indicator Priority 7: Access to a Broad Course of Study**

Date: November 29, 2018

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 and uploaded to the CDE by November 16, 2018 . An extension has been granted to schools in Butte County.

DISCUSSION

In the October meeting, the Sherwood Board of Directors fulfilled the requirement California Department of Education to submit to their boards, in a public meeting, a presentation of the data collected for State Priorities 1, 2, 4 and 6. There is one more priority that needs to be reported on and discussed at a public meeting of the Board: Priority 7 Access to a Broad Course of Study.

Required for K-6:
English ◦ Mathematics ◦ Social Sciences ◦ Science ◦ Visual and Performing Arts ◦ Health ◦ Physical Education ◦ Other studies that may be prescribed by the governing board (e.g.: Cooking & Gardening)

Required for 7-8:
English ◦ Social Sciences ◦ Foreign Language ◦ Physical Education ◦ Science ◦ Mathematics ◦ Visual and Performing Arts ◦ Applied Arts ◦ Career Technical Education

Fields that were filled on the report:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study.

LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

Please assess the local educational agency performance on meeting the standard by designating the following:*

- Met
- Not Met
- Not Met For Two or More Years

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on the extent to which students have access to, and are enrolled in, a broad course of study.

"Met" was selected and in the additional information section, an explanation regarding the discussion of this indicator being delayed because of the Camp Fire until the Regular Meeting of the Sherwood Montessori Board of Directors meeting on November 29th was given.

ACTION REQUESTED: Approve Local Indicators Data

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, January 17, 2019 – 6:00 p.m.**

AGENDA

1. **CALL TO ORDER** (6:00 p.m.)
   1.1 Roll Call Monica Woodward, David Steffenson, Tanya King, Anna Ling, Melissa Struyf

2. **CONSENT AGENDA** (6:05 p.m.)
   2.1 Minutes Approval Consider approval of minutes from Regular Meeting, November 29, 2018.

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
   3.5 Treasurer Report

3. **NOTICED PUBLIC HEARINGS**
   None

4. **REGULAR BUSINESS**
   5.1 Items Removed From Consent (If any)

   5.2 Annual Financial Audit (6:50 p.m.)
   The Board will be asked to accept the Annual Financial Audit.
   ACTION REQUESTED: Accept audit.

   5.3 First Interim Budget (7:00 p.m.)
   The Board will be asked to adopt the First Interim Budget
   ACTION REQUESTED: Adopt First Interim Budget.

   5.4 Low-Performing Students Block Grant Plan (7:15 p.m.)
   The Board will be asked to approve a plan for use of funds to support low-performing students.
   ACTION REQUESTED: Adopt plan.

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5.5 Calendar 2019-2020 (7:10 p.m.)
The Board will be asked to approve a school calendar for 2019-2020.
ACTION REQUESTED: Discuss and approve 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 receive the School Accountability Report Card (SARC) Report
7.2 The Board will be asked to adopt the Second Interim Budget
7.3 The Board will advise on Sherwood's response to CUSD's Prop 39 offer

8. CLOSED SESSION

Conference with Real Property Negotiations (SS 54956.8)
- Property: parcel upon which 1010 Cleveland is located
- Agency negotiation: School Director to convey CUSD's position
- Negotiating parties: CUSD and Sherwood Montessori
- Under negotiation: Prop 39 contract for 2019-20

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

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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 29, 2018 – 6:00 p.m.**

AGENDA

1. **CALL TO ORDER** (6:00 p.m.)
   1.1 Roll Call Monica Woodward, David Steffenson, Tanya King, Anna Ling, Melissa Struyf

   Meeting called to order at 6:07 pm.

2. **CONSENT AGENDA** (6:05 p.m.)
   2.1 Minutes Approval Consider approval of minutes from Regular Meeting, October 18, 2018.
   2.2 Resolutions 112918a and 112918b Consider approval of resolutions required to a local state of emergency.

   Board members made a few minor corrections to the Resolutions in agenda item 2.2. Anna Ling moved to approve the consent items as corrected. Approved by the Board.

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 Treasurer Report

   Michelle Yezbick gave an update on Development Committee activities. Monica Woodward presented on behalf of the Governance Committee. Michelle Yezbick presented the School Director report. David Steffenson presented the Treasurer report.

   The Board discussed the impact of the Camp Fire on enrollment, marketing efforts, fundraising activities and the Prop 39 request. Michelle Yezbick described the trauma response training attended by teachers and staff that week.

3. **NOTICED PUBLIC HEARINGS**
   None

4. **REGULAR BUSINESS**
   5.1 Items Removed From Consent (If any)

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5.2 Officer Elections (6:50 p.m.)
The Board will be asked to elect a Secretary and a Vice Chair for the Board.
ACTION REQUESTED: Conduct election.

Tanya King moved to nominate Anna Ling as secretary. Approved by the Board. Monica Woodward moved to nominate Melissa Struyf as Vice Chair. Approved by the Board.

5.3 Committees of the Board (7:00 p.m.)
The Board will be asked to review current Board committees for 2018-2019.
ACTION REQUESTED: Discuss Board committees.

The Board received and discussed the document clarifying membership, purpose and goals of each Board committee.

5.4 Annual Financial Audit (7:15 p.m.)
The Board will be asked to accept the Annual Financial Audit.
ACTION REQUESTED: Accept audit.

David Steffenson reported that the State has extended the audit deadline by 45 days (to end of January). The Board consensed to defer approval of the audit until the January Board meeting.

5.5 First Interim Budget (7:20 p.m.)
The Board will be asked to adopt the First Interim Budget
ACTION REQUESTED: Adopt First Interim Budget.

Pat Casey reported that CUSD has relaxed expectations for submitting the First Interim Budget, given staff resources redirected to responding to the Camp Fire as well as uncertainty around enrollment numbers. The Board consensed to defer approval of the First Interim Budget until the January Board meeting

5.6 Standardized Test Results (7:30 p.m.)
The Board will discuss student achievement as measured by standardized tests in the spring of 2018.
ACTION REQUESTED: Discuss standardized test results.

The Board discussed standardized test results.

5.7 Local Indicator for Priority 7: Access to a Broad Course of Study (7:40 p.m.)
The Board will be asked to discuss Priority 7.
ACTION REQUESTED: Discuss Sherwood's Broad Course of Study

The Board discussed Sherwood's Broad Course of Study.

5.8 Enrollment of Students via McKinney-Vento Act (7:50 p.m.)
The Board will be asked to take action regarding enrollment model in response to

the Camp Fire.
ACTION REQUESTED: Approve alternate enrollment model.

The Board discussed the potential need to raise maximum class sizes due to the impact of the Camp Fire, but did not take action at this time.

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) Report
7.2 The Board will be asked to adopt the Second Interim Budget
7.3 The Board will advise on Sherwood's response to CUSD's Prop 39 offer

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

Meeting adjourned at 8:24 pm.

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Committee: Governance

Meeting Date: 1/14/19

Attendance: Anna Ling, Monica Woodward

Goals:

- Discuss possible revision to agenda for 1/17 Board meeting
- Discuss process and timing for recruiting additional Board members
- Discuss process for conducting Director evaluation

Outline of Discussion:

- We discussed a possible revision to the agenda for the 1/17 Board meeting, to ensure compliance with the Brown Act.
- We agreed on next steps for recruiting additional Board members. We will wait at least a few weeks before posting a recruiting announcement. We may reach out to teachers to nominate candidates for the Board.
- We agreed to review the tools we've used in the past to conduct the Director evaluation, to help us decide what's appropriate for this year.

Action Items *(who will do what before the next board/committee meeting)*:

- Determine with Michelle whether we need to revise the 1/17 Board meeting agenda
- Research and draft: 1) Board member job description, 2) individual Board member agreement and 3) recruiting announcement.
- Review tools used in the past to conduct Director evaluation and decide what to use this year.

Agenda Items *(items that need to be brought to the board at a meeting)*:

- None at this time

Next Meeting Date: TBD

Minutes of Regular Meeting of the Development Committee of Sherwood Montessori Board of Directors

Committee: Development Committee

Meeting Date: January 10, 2019 **Time:** 5:00 pm

3561 East Eaton Road

Chico, CA 95973

Attendance: Brenda Brown, Tanya King, Anna Ling, Melissa Struyf, Michelle Yezbick

Goals:

- Update each other on preparations for Sherwoodstock and other fundraising events this year. Determine next steps.
- Discuss researching other possible funding sources such as foundation grants
- Discuss the idea of creating an annual calendar of major decisions and deadlines (aligned with the committee's dual mission of Fundraising and Marketing)

Outline of Discussion:

Sherwoodstock:

- Mother Hips has agreed to perform, but the Board has to approve the fundraising budget before we can sign the contract.
- We need two or three other bands and have begun contacting local artists.
- We need to rent a sound system. Rich Yudice will get a price quote from North State AV Inc.
- After we sign the contract with Mother Hips, we will reach out to potential donors for the Silent Auction (we expect a better response if we can mention them as the headline act).
- Romie Steffenson is working to get Disneyland tickets for the Silent Auction. She will give Brenda a list of other potential donors.
- Melissa will reach out to Sierra Nevada to ask if they are willing to donate Resilience beer.
- Other to-do items: 1) book hotel for Mother Hips, 2) clear water slide idea with property owner, 3) prepare advertising, 4) prepare "Sign Up" slots for parent volunteers.

Grant Funding:

- North Valley Foundation's "Butte Strong Fund" has raised over $10 million, of which $965K is carved out for Butte County schools ($455K for Paradise and Magalis, leaving $510K for

others). We will apply for money to fund: 1) Parent Ed Night (supporting kids through trauma), 2) wilderness camp for middle school, and 3) instruments for the music program.

- CharterSAFE, which provides insurance and risk management services, is offering funds to cover "pre-planned fundraising budget line items" affected by the fire. We may be able to get money to cover lost revenue due to the impact of the fire (e.g. Winter Performance).

Marketing:

- The charter schools met this week and discussed publishing the CN&R article that had been scheduled to run, but was postponed, after the fire. They agreed to try to run it this spring, and will revisit the topic at their next meeting.
- Our website has been having glitches, including showing the old site instead of the new. Our consultant Catapult is working to fix the problem.
- Tours are scheduled for 1/17 and 1/24.
- Other marketing ideas: 1) ask parents to post reviews on Yelp, Google and Facebook, 2) invite families with children accepted through the lottery to attend Sherwood events in the spring, 3) mail out postcards targeted to families, and 4) update our Facebook cover photo.

Communications:

- The Sherwood family directory is finished and ready to distribute.
- Catapult is working on a technology so we can send out mass texts to our families more easily. Other possible apps: "Remind App" and "Square for Parents."

Action Items *(who will do what before the next board/committee meeting)*:

- Follow up on Sherwoodstock to-do items (Tanya, Michelle, Brenda and Melissa)
- Apply to North Valley Foundation and CharterSAFE for grant money (Michelle)
- Create a calendar that can serve as a planning document for the committee's work (Anna)
- Follow up on other marketing and communications ideas listed above?

Agenda Items *(items that need to be brought to the board at a meeting)*:

- Ask Board to approve the proposed $15K budget for fundraising expenses

Next Meeting Date: 5 pm on Thursday, February 7, 2019 at 3561 East Eaton Road

As a 501(c)3 non-profit public benefit corporation, the meetings of the Sherwood Montessori Board of Directors are open to the public. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should notify the board in writing at least

48 hours prior to the meeting. All meetings of the Board of Directors will be advertised on the school website and recorded in accordance with the Brown Act.

Agenda Item 3.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Brenda Brown, Public Relations Coordinator

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

Date: January 17, 2019

The recent Camp Fire has taken a toll on our entire community and I first wanted to thank you for your support and patience during this difficult time.

November 9th, International Luncheon was cancelled due to the fire. We asked parents to donate any prepared meals from the event to any needed shelters.

Dec 4th was our Chipotle Restaurant Take Over and we decided to raise the funds for this event to support a Sherwood staff family member, Michael Whittemore.
We had a lot of interest in support of this event and had a great turnout!

December 11th was supposed to be the Winter Performance, this event was cancelled. The time that teachers/SMPO would have spent preparing for this event was taken away because of the fire. The place this event was supposed to be at was a shelter from the fire. We thought maybe this event could be rescheduled but at this time teachers will be more focused on helping children heal from the trauma of the fire.

On the old calendar of events there was a Paint Night Fundraiser scheduled for 1/29, to be held in the new portable classrooms. This event was removed from the old calendar due to the fact that we do not yet have portable classrooms. A new calendar of events was created since there has been so many changes.

SMPO met on 1/8 to touch base with our community and to notify families of our upcoming events;

1/24 Sherwood Open House, Thursday, 5:30-7:00 p.m.
2/1 First Fridays Coffee with the Director, Friday, 8:45 a.m.-9:15 a.m.
2/1 Crazy Sock Day, Friday
2/1 Deadline for Sherwood clothing orders, Friday

2/6 Cal Skate Skating Party, Wednesday, 6:00 -8:00 p.m.
2/12 SMPO meeting, Tuesday, 5:30 p.m

Thank you!
Brenda Brown, 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: January 17, 2019

ADMINISTRATIVE ITEMS:

- Current enrollment will be reported at meeting.
- We are seeking a new aide for the kindergarten classroom.
- We have been having monthly classified staff meetings during which instructional aides and classified staff are given professional development and share information. At the January meeting, teacher Eric Parish taught Restorative Conference strategy which is a problem-solving conversation for addressing student conflicts and behavior.
- Our lottery draw for admissions will be January 31st.
- Kristine Keene is our new authorizer liaison from Chico Unified School District. John Bohannon had been in this position previously since the school opened in 2010.

FISCAL ITEMS:

- We will be submitting a claim to our insurance company for funds lost due to the cancellation of fundraisers, loss of child care fees, and for the cleaning of the classrooms necessary due to the Camp Fire.
- We will learn about the new governor's budget later this month when Capitol Advisors Group presents at the County Office of Education.

LEGISLATIVE ITEMS:

- We now have Gavin Newson as Governor and Tony Thurmond as State Superintendent of Public Instruction. Both officials have called for increased accountability for charter schools, and Thurmond refers to charters as "public school alternatives".

SAFETY

- Prior to school opening after the Camp Fire, classrooms were inspected and cleaned and air filters were changed in all buildings on campus.

Agenda Item 3.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Justin Allan, Director of MTSS

Subject: **Agenda Item 3.4 Director of MTSS Report**

Date: January 17, 2019

One of the unpredictable variables of the Camp Fire was how it would affect special education enrollment. It has now been two months since the fire and our numbers have remained the same. We lost one student who moved out of state, and we gained a student from Paradise.

The fire has impacted special education in several ways. It has created a workload increase since we lost 3 weeks of time for assessments and IEP's. We currently have 3 students with special education evaluations underway. The timing of the fire has also increased scheduling demands for a variety of reasons. They range from people being displaced to the increase in traffic. The biggest impact the Camp Fire has had on special education is how it affected special education timelines. Though the CDE granted all Butte County schools timeline extensions, they weren't much more than the amount of time we missed from school. Our team worked as quickly as possible to make up the several IEP's scheduled for the three weeks of school we lost in November and we completed our December IEPs as well. Our team has done a great job during this difficult time and we have completed all IEPs within their timelines. On this same note, Breeanna Allan is our new full-time special education teacher and has been extremely helpful.

Last year the CDE ran a report that showed we had an indicator for disproportionality. As I stated in the past it was due to reasons we couldn't control and not caused by any of our practices. A CDE representative was given access to our special education records to review. They found that we did nothing wrong, there was nothing in our practices that caused the indicator, and we do not need to take any action.

Finally, the fire has had an emotional toll on many students and families, but we are making our way, teaching, and helping others.

Agenda Item 3.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.5 Treasurer Report**

Date: January 17, 2019

December Treasurer's Report

The December Financial Reports for the Board of Directors are attached to this memorandum.

Attachments: December Financial Board Reports

Sherwood Montessori
Balance Sheet - Current Month
Accrual Basis — As of December 31, 2018

	Dec 31, 18
ASSETS	
Current Assets	
Checking/Savings	
9100-Assets	283,372
Total Checking/Savings	283,372
Other Current Assets	
9290 - Due from Grantor Govts.	16,702
9650 Unrealized Revenue	-19,239
Total Other Current Assets	-2,537
Total Current Assets	280,836
Fixed Assets	
9410 - Land	95,000
9430- Building	221,719
9435-Accumulated Depreciation	-6,116
Total Fixed Assets	310,603
TOTAL ASSETS	**591,439**
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
9500-Accounts Payable	10,202
Total Accounts Payable	10,202
Other Current Liabilities	
9500-Liabilities	64,089
Total Other Current Liabilities	64,089
Total Current Liabilities	74,291
Total Liabilities	74,291
Equity	
Restricted Assets	53,692
Unrestricted Fixed Assets	310,603
Unrestricted Net Assets	209,718
Net Income	-56,866
Total Equity	517,147

	Dec 31, 18
TOTAL LIABILITIES & EQUITY	**591,439**

Sherwood Montessori
Board of Directors - Donations and Fundraising Report
December 2018

Type	Date	Memo	Amount
8000-Revenues			
8600-8799 Other Local Revenue			
8699-Fundraising and Donations			
8699-Field Trip Donations			
Deposit	12/11/2018	T-SHIRTS	30
Deposit	12/21/2018	DONATION	34
Total 8699-Field Trip Donations			64
8699-Fundraising			
8673-Rebates			
Deposit	12/28/2018	ESCRIP	5
Total 8673-Rebates			5
8699-Fundraising - Other			
Deposit	12/11/2018	CAMP FIRE - M WHITTEMORE	345
Total 8699-Fundraising - Other			345
Total 8699-Fundraising			350
Classroom donation			
Deposit	12/11/2018	SCIENCE CAMP	584
Total Classroom donation			584
Total 8699-Fundraising and Donations			998
Total 8600-8799 Other Local Revenue			998
Total 8000-Revenues			998
TOTAL			**998**

Sherwood Montessori
Profit & Loss YTD Comparison
December 2018

	Dec 18	Jul - Dec 18
Ordinary Income/Expense		
Income		
8000-Revenues	108,869	605,467
Total Income	108,869	605,467
Gross Profit	108,869	605,467
Expense		
1000 Certificated Salaries	36,674	168,734
2000 Classified Salaries	40,749	186,483
3000-Employee Benefits	19,724	102,057
4000-Books and Supplies	1,384	19,750
5000 Services/Other Op. Exp.	17,091	111,364
6000 Captial Outlay (>5K)		73,006
Reconciliation Discrepancies		939
Total Expense	115,623	662,333
Net Ordinary Income	-6,754	-56,866
Net Income	**-6,754**	**-56,866**

Sherwood Montessori
Board of Directors - Vendor Payments Report
December 2018

Type	Date	Num	Name	Memo	Account
Bill	12/03/2018	MEM-33...	CCSA-JPA	FULL YEAR MEMBERSHIP	5400-Liability Insurance
Check	12/03/2018	DBT	Facebook Ads	Ad	Advertising
Check	12/04/2018	DBT	Safeway	supplies - FALYN	Instructional Supplies
Check	12/04/2018	DBT	SMART FOOD SERVICE	SUPPLIES	Custodial Supplies
Check	12/04/2018	DBT	Safeway	supplies -	Instructional Supplies
Check	12/04/2018	DBT	Safeway	SUPPLIES - FALYN	Instructional Supplies
Check	12/04/2018	DBT	Costco	SUPPLIES	Extended Day
Check	12/04/2018	DBT	Costco	SUPPLIES	Office Supplies
Check	12/04/2018	DBT	Learning A-Z	1 classroom license	Software Licensing
Bill	12/05/2018	INV 104...	CatapultK12	website hosting	Website, Hosting
Bill	12/05/2018	INV575...	TIAA Commercial Finance, I...	INV 5751519	Copier Lease
Bill	12/05/2018	INV 720...	White Glove Cleaning Service	CLEANING	5800-Other Services
Bill	12/05/2018		North State Parent Magazine		Advertising
Check	12/05/2018	DBT	ETC Montessori	PLEDGE WEEK - TANYA	Instructional Supplies
Check	12/05/2018	DBT	Amazon.com	SUPPLIES- CHARTER SAF...	Instructional Supplies
Check	12/06/2018	DBT	Amazon.com	SUPPLIES- LRNG CENTER	Instructional Supplies
Check	12/06/2018	DBT	Amazon.com	SUPPLIES - TANYA	Instructional Supplies
Check	12/06/2018	DBT	Amazon.com	SUPPLIES- OFFICE	4200-Books/reference...
Check	12/07/2018	DBT	Amazon.com	BOOK - FIRE/SAFETY GRA...	4200-Books/reference...
Check	12/08/2018	DBT	Amazon.com	SUPPLIES- FALYN	Instructional Supplies
Check	12/10/2018	DBT	Amazon.com	SUPPLIES	Office Supplies
Check	12/10/2018	DBT	Mendes Supply Co.	supplies	Custodial Supplies
Check	12/10/2018	DBT	Amazon.com	SUPPLIES- PLEDGE WEEK...	Instructional Supplies
Check	12/10/2018	DBT	Amazon.com	SUPPLIES- EXT DAY	Extended Day
Check	12/10/2018	DBT	Amazon.com	SUPPLIES- FALYN	Instructional Supplies
Bill	12/11/2018		Waste Management	SERVICE FOR 2018 NOVE...	Trash/Recycling
Bill	12/11/2018		Druin Heal	ARCHERY SERVICE	Extracurricular Services
Bill	12/11/2018		Elizabeth Martin,	DANCE INSTRUCTION	Extracurricular Services
Check	12/11/2018	6220	April Pearce	supplies	5200-Travel and Conf...
Check	12/11/2018	6221	Breeanna. Allan	LIVESCAN	LiveScan and TB Test...
Check	12/11/2018	6222	Jenny McCluskey.	LIVESCAN	LiveScan and TB Test...
Bill	12/11/2018	INV181...	San Joaquin County Office ...	Edjoin Account fees- One Y...	Advertising
Check	12/11/2018	DBT	USPS	CAMP FIRE	Postage
Check	12/11/2018	DBT	Safeway	supplies - EXT DAY	Extended Day
Check	12/11/2018	DBT	Mendes Supply Co.	supplies	Custodial Supplies
Check	12/12/2018	DBT	ChicoBag	FUNDRAISING EXPENSE - ...	Fundraising Expenses
Check	12/14/2018	DBT	Chico Pet Works & Pet Stati...	MARLO - PLEDGE WEEK	Instructional Supplies
Check	12/14/2018	DBT	Amazon.com	SUPPLIES- ART	Instructional Supplies
Check	12/16/2018	DBT	Wufoo	DEC-JAN	Online List Managem...
Bill	12/17/2018		PG & E	1010 CLEVELAND AVENUE	Electricity
Bill	12/17/2018		Comcast	2018 DECEMBER	Internet Service Provi...
Bill	12/17/2018	ACC872...	Verizon Wireless	SERVICE 2018 -NOV-DEC	Telephone, Cellular
Check	12/17/2018	6227	Michael Whittemore	CAMP FIRE FUNDRAISING ...	Fundraising Expenses
Check	12/17/2018	DBT	Ron's Reptiles	SCHOOL EVENT	Field Trips and Asse...
Check	12/17/2018	DBT	Amazon.com	SUPPLIES- OFFICE	Office Supplies
Check	12/17/2018	DBT	DOVETAIL LEARNING	ERIC	Instructional Supplies
Check	12/17/2018	DBT	DOVETAIL LEARNING	TANYA	Instructional Supplies
Check	12/18/2018	DBT	Costco	SUPPLIES	Custodial Supplies
Check	12/18/2018	DBT	Costco	SUPPLIES	Office Supplies
Check	12/18/2018	DBT	FoodMaxx	SUPPLIES - LRNG CENTER	Extended Day
Bill	12/18/2018		CharterSAFE	WC PREMIUM 5 OF9	3601-Workers Comp
Bill	12/18/2018		CharterSAFE	PROP-LIAB PREMIUM 5 OF 9	5400-Liability Insurance
Check	12/20/2018	6229	Michael Whittemore	CAMP FIRE FUNDRAISING ...	Fundraising Expenses
Check	12/20/2018	6230	Heather Wright	CAMP FIRE FUNDRAISING ...	Fundraising Expenses
Check	12/20/2018	6231	Christy Orr	CAMP FIRE FUNDRAISING ...	Fundraising Expenses
Check	12/20/2018	6232	Joann Smith	CAMP FIRE FUNDRAISING ...	Fundraising Expenses
Check	12/20/2018	6233	Sunny Carroll	CAMP FIRE FUNDRAISING ...	Fundraising Expenses
Check	12/20/2018	6234	Jessanna Levitsky or Nedjul...	CAMP FIRE FUNDRAISING ...	Fundraising Expenses
Check	12/20/2018	6235	Brandi or Doug Harner	CAMP FIRE FUNDRAISING ...	Fundraising Expenses
Check	12/20/2018	DBT	USPS	POSTAGE	Postage
Check	12/20/2018	DBT	HP LEASE 7603	CHROME BOOKS LEASE	HP DIRECT LEASE
Check	12/24/2018	DBT	ChicoBag	FUNDRAISING EXPENSE - ...	Fundraising Expenses
Check	12/24/2018	DBT	Mendes Supply Co.	supplies	Custodial Supplies
Check	12/28/2018	6252	Amber Livingston	CAMP FIRE FUNDRAISING ...	Fundraising Expenses
Check	12/28/2018	6253	Desiree Smith	CAMP FIRE FUNDRAISING ...	Fundraising Expenses
Bill	12/31/2018		Heather Wright	CONTRACT S&LP INV 181...	SELPA

Type	Date	Num	Name	Memo	Account
Bill	12/31/2018		Jennifer Moreno	CONTRACT OCCUPATION...	SELPA
TOTAL					

Amount
1,600.00
14.86
6.42
13.82
9.63
14.24
29.45
13.93
109.95
1,592.50
243.63
420.00
310.00
154.09
112.64
34.64
69.25
11.49
5.99
16.58
12.99
112.82
7.50
15.84
13.09
150.30
140.00
120.00
257.83
52.00
52.00
750.00
21.49
54.18
69.24
250.16
185.77
26.98
11.31
103.49
195.01
92.23
344.65
225.00
22.99
166.37
138.48
29.88
25.86
12.06
740.00
1,362.00
311.15
311.15
311.15
311.15
311.15
311.15
311.15
3.10
394.89
110.71
30.36
311.15
311.15
1,850.00

Amount
700.00
16,434.04

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Annual Financial Audit

Date: January 17, 2019

SUMMARY

Each year, the school is required to have a financial audit conducted by an approved accountant professional. Attached is the financial audit conducted for the 2017-2018 school year.

DISCUSSION

There were no findings in our audit.

ACTION REQUESTED

Accept report.

Attachment: Annual Financial Audit *Note: This file is a locked pdf which must be sent and posted separately from the complete agenda.*

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.3 First Interim Budget**

Date: January 17, 2019

SUMMARY

Business Manager Pat Casey has prepared a First Interim Financial Report that needs to be adopted by the Board before being sent to CUSD, BCOE, and the CDE.

DISCUSSION

The Budget Committee met in November with the original budget for the 2018-2019 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. The Report was reviewed by the School Director and Board Treasurer on January 10. 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

2018-19 IST INTERIM BUDGET	ADA 2ND PER.= 151.69	155 = EST. 148 ADA		One Time Funding
FCMAT v19.2D CALCULATOR	2017-18 UNAUDITED ACTUALS	2018-19 1ST INTERIM BUDGET	CHANGE	GAP and One Time Discre-tionary
Revenue				
8011 Local Control Funding	703,105	689,946		***96,294***
8012 Education Protection Act	184,804	198,241		
8096 In Lieu Taxes	319,307	378,096		
Subtotal LCFF Revenues	1,207,216	1,266,283	***59,067***	
PROP 39 FUNDS	158,000	73,000	(85,000)	
SUMS - State Grant	25,000		(25,000)	
8019 State Aid - Prior Years	391		(391)	
8181 Spec. Educ.- SELPA Fed	17,000	18,000	1,000	
8311 Spec. Educ. - SELPA State	77,100	73,000	(4,100)	
8312 Spec. Educ. - SELPA ERMHS	21,000	15,000	(6,000)	
8590 One Time Discretionary	19,992	52,000	32,008	***52,000***
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	65,300	50,300	
8710 Other Local Revenue	1,000	1,000	-	
TOTAL REVENUES	**1,613,769**	**1,635,653**	***21,884***	***148,294***
Expense				
1000 Certificated Salaries	471,327	417,874	(53,453)	
2000 Classified Salaries	377,456	358,806	(18,650)	
3000 Employee Benefits	240,884	240,220	(664)	
SUBTOTAL	1,089,667	1,016,900	(72,767)	
4100 Texts and Core Curricula	5,000	10,000	5,000	
4200 Reference Materials	10,000	5,500	(4,500)	
4300 Materials and Supplies	21,700	26,500	4,800	
4400 NonCap Equipment	5,400	5,400	-	
4700 Food (Nutrition)	500	500	-	
SUBTOTAL	42,600	47,900	5,300	
5200 Travel and Conferences	15,700	11,300	(4,400)	
5300 Dues and Memberships	1,600	1,600	-	
5400 Property/Liability Insurance	15,360	16,340	980	
5500 Operations / Housekeeping	53,000	61,600	8,600	
5600 Rentals, Leases, and Repairs	7,200	12,200	5,000	
5800 Prof. & Consulting Services	158,400	228,700	70,300	
5900 Communications	7,870	7,870	-	
SUBTOTAL	259,130	339,610	80,480	
6200 CAPITAL OUTLAY- BLDG	109,000	73,000	(36,000)	
TOTAL EXPENDITURES	**1,500,397**	**1,477,410**	**(22,987)**	
Excess/(Deficiency)	***113,372***	***158,243***		***(148,294)***
General Fund Unrestricted Portion	***236,498***	***158,243***	**(78,255)**	***9,949***
Pr. Yr. Unrestrict. Reserves Balance	**101,346**	**70,000**	**8**	
Unrestricted Reserves Total Balance	**337,844**	**228,243**	**27**	
Recommended Unrestricted Reserve	**79,993**	**72,802**	**9**	
Reserve for 2 months salary/benes.	**198,121**	**194,215**	**23**	

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Detail

Charter School Name: Sherwood Montessori
(continued) Charter School
CDS #: 04-61424-0121475
Charter Approving Entity: Chico Unified School District
County: Butte
Charter #: 1166
Fiscal Year: 2016-17

This charter school uses the following basis of accounting:

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

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

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. Revenue Limit Sources										
Local Control Funding	8011	776,536		776,536	134,193		134,193	689,946		689,946
Education Protection Act Funding	8012	211,635		211,635	55,164		55,164	198,241		198,241
Charter Schools Gen. Purpose Entitlement - State Aid	8015			-			-			-
State Aid - Prior Years	8019			-			-			-
Tax Relief Subventions (for rev. limit funded schools)	8020-8039			-			-			-
County and District Taxes (for rev. limit funded schools)	8040-8079	361,378		361,378	98,306		98,306	378,096		378,096
Miscellaneous Funds (for rev. limit funded schools)	8080-8089			-			-			-
Revenue Limit Transfers (for rev. limit funded schools):										
PERS Reduction Transfer	8092			-			-			-
Other Revenue Limit Transfers	8091, 8097			-			-			-
Total, Revenue Limit Sources		1,349,549	-	1,349,549	287,663	-	287,663	1,266,283	-	1,266,283
2. Federal Revenues										
No Child Left Behind	8290			-			-			-
Special Education - Federal	8181, 8182		19,606	19,606			-		18,000	18,000
Child Nutrition - Federal	8220			-			-			-
Other Federal Revenues	8110, 8260-8299			-			-			-
Total, Federal Revenues		-	19,606	19,606	-	-	-	-	18,000	18,000
3. Other State Revenues										
Charter Schools Categorical Block Grant	8590			-			-			-
Special Education - State	StateRevSE		89,869	89,869		35,564	35,564		88,000	88,000
All Other State Revenues	StateRevAO	79,243		79,243			-	152,062		152,062
Total, Other State Revenues		79,243	89,869	169,112	-	35,564	35,564	152,062	88,000	240,062
4. Other Local Revenues										
Charter Schools Funding in Lieu of Property Taxes	8096			-			-			-
All Other Local Revenues	LocalRevAO	67,008		67,008	13,066		13,066	111,308		111,308
Total, Local Revenues		67,008	-	67,008	13,066	-	13,066	111,308	-	111,308
5. TOTAL REVENUES		1,495,800	109,475	1,605,275	300,729	35,564	336,293	1,529,653	106,000	1,635,653
B. EXPENDITURES										
1. Certificated Salaries										
Teachers' Salaries	1100	351,850	44,783	396,633	86,162	4,989	91,151	313,788	80,086	393,874
Certificated Pupil Support Salaries	1200		60,000	60,000		8,184	8,184		24,000	24,000
Certificated Supervisors' and Administrators' Salaries	1300			-			-			-
Other Certificated Salaries	1900			-			-			-
Total, Certificated Salaries		351,850	104,783	456,633	86,162	13,173	99,335	313,788	104,086	417,874
2. Non-certificated Salaries										
Instructional Aides' Salaries	2100	130,100	30,562	160,662	41,469	2,095	43,564	151,384	29,350	180,734
Non-certificated Support Salaries	2200	42,735		42,735	14,416		14,416		45,247	45,247
Non-certificated Supervisors' and Administrators' Sal.	2300	73,000		73,000	24,698		24,698	74,600		74,600
Clerical and Office Salaries	2400	61,548		61,548	25,657		25,657	58,225		58,225
Other Non-certificated Salaries	2900			-			-			-
Total, Non-certificated Salaries		307,383	30,562	337,945	106,240	2,095	108,335	284,209	74,597	358,806
3. Employee Benefits										
STRS	3101-3102	57,657	17,059	74,716	15,216	2,145	17,361	51,085	16,945	68,030
PERS	3201-3202	24,674		24,674	8,395		8,395	24,849		24,849
OASDI / Medicare / Alternative	3301-3302	29,795	3,208	33,003	8,778	364	9,142	31,766	3,461	35,227
Health and Welfare Benefits	3401-3402	94,720	19,417	114,137	22,021	953	22,974	69,277	13,461	82,738
Unemployment Insurance	3501-3502	10,390	903	11,293	1,096	2	1,098	10,826	1,806	12,632
Workers' Compensation Insurance	3601-3602	9,923	2,030	11,953	4,341	100	4,441	10,178	1,712	11,890
Retiree Benefits	3701-3702			-			-			-
PERS Reduction (for revenue limit funded schools)	3801-3802			-			-			-
Other Employee Benefits	3901-3902	3,830		3,830	1,257	168	1,425	4,375	479	4,854
Total, Employee Benefits		230,989	42,617	273,606	61,104	3,732	64,836	202,356	37,864	240,220
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	17,000	12,500	29,500	2,311		2,311	10,000		10,000
Books and Other Reference Materials	4200	20,000	2,000	22,000	130		130	5,500		5,500
Materials and Supplies	4300	19,700	2,000	21,700	12,346	524	12,870	21,500	5,000	26,500
Noncapitalized Equipment	4400	5,400		5,400	995		995	5,400		5,400
Food	4700	500		500			-	500		500
Total, Books and Supplies		62,600	16,500	79,100	15,782	524	16,306	42,900	5,000	47,900
5. Services and Other Operating Expenditures										
Home to School Transportation	5100			-			-			-
Travel and Conferences	5200	12,000	1,300	13,300	990		990	9,300	2,000	11,300
Dues and Memberships	5300	1,300		1,300	84		84	1,600		1,600
Insurance	5400	15,360		15,360	8,171		8,171	16,340		16,340
Operations and Housekeeping Services	5500	57,800		57,800	7,414		7,414	61,600		61,600
Rentals, Leases, Repairs, and Noncap. Improvements	5600	12,200		12,200	2,835		2,835	12,200		12,200
Professional/Consulting Services and Operating Expend.	5800	128,853	85,000	213,853	49,161		49,161	164,700	64,000	228,700
Communications	5900		7,440	7,440	1,780		1,780	7,870		7,870
Total, Services and Other Operating Expenditures		227,513	93,740	321,253	70,435	-	70,435	273,610	66,000	339,610
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Sites and Improvements of Sites	6100			-			-			-
Buildings and Improvements of Buildings	6200			-			-			-

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Detail

Charter School Name: Sherwood Montessori
(continued) Charter School
CDS #: 04-61424-0121475
Charter Approving Entity: Chico Unified School District
County: Butte
Charter #: 1166
Fiscal Year: 2016-17

This charter school uses the following basis of accounting:

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

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

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Books and Media for New School Libraries or Major										
Expansion of School Libraries	6300			-			-			-
Equipment	6400			-			-			-
Equipment Replacement	6500		43,000	43,000	73,006		73,006		73,000	73,000
Depreciation Expense (for full accrual only)	*6900*			-			-			-
Total, Capital Outlay		-	43,000	43,000	73,006	-	73,006	-	73,000	73,000
7. Other Outgo										
Tuition to Other Schools	7110-7143			-			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			-			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-			-
All Other Transfers	7280-7299			-			-			-
Debt Service:										
Interest	7438			-			-			-
Principal	7439			-			-			-
Transfers of Indirect / Direct Support Costs	7300-7399			-			-			-
Total, Other Outgo		-	-	-	-	-	-	-	-	-
8. TOTAL EXPENDITURES		1,180,335	331,202	1,511,537	412,729	19,524	432,253	1,116,863	360,547	1,477,410
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		315,465	(221,727)	93,738	(112,000)	16,040	(95,960)	412,790	(254,547)	158,243
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979			-			-			-
2. Less: Other Uses	7630-7699			-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(221,727)	221,727	-	16,040	(16,040)	-	(254,547)	254,547	-
4. TOTAL OTHER FINANCING SOURCES / USES		(221,727)	221,727	-	16,040	(16,040)	-	(254,547)	254,547	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		93,738	-	93,738	(95,960)	-	(95,960)	158,243	-	158,243
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	387,458		387,458	387,458	-	387,458	387,458		387,458
b. Adjustments to Beginning Balance	9793, 9795			-			-			-
c. Adjusted Beginning Balance		387,458	-	387,458	387,458	-	387,458	387,458	-	387,458
2. Ending Fund Balance, June 30 (E + F.1.c.)		481,196	-	481,196	291,498	-	291,498	545,701	-	545,701
Components of Ending Fund Balance (Optional):										
Reserve for Revolving Cash (equals object 9130)	9711			-			-			-
Reserve for Stores (equals object 9320)	9712			-			-			-
Reserve for Prepaid Expenditures (equals object 9330)	9713			-			-			-
Reserve for All Others	9719			-			-			-
General Reserve	9730			-			-			-
Legally Restricted Balance	9740			-			-			-
Designated for Economic Uncertainties	9770	200,000		200,000			-			-
Other Designations	9775, 9780			-			-			-
Undesignated / Unappropriated Amount	9790	281,196	-	281,196	291,498	-	291,498	545,701	-	545,701

Agenda Item 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.4 Low-Performing Students Block Grant**

Date: January 17, 2019

SUMMARY

Funds received from the CDE to address support for low-perforing students require that a plan be discussed and adopted at a regularly scheduled meeting of the board.

DISCUSSION

For the 2018–19 fiscal year, the sum of three hundred million dollars ($300,000,000) has been appropriated from the General Fund to the Controller for transfer to Section A of the State School Fund for allocation by the Superintendent of Public Instruction in support of

The Low Performing Student Block Grant (LPSBG) was funded with the passage of AB 1808 in June 2018, which enacted Education Code 41570. Sherwood has eleven students identified as low-performing on state English language arts or mathematics assessments and who are not otherwise identified for supplemental grant funding under the Local Control Funding Formula or eligible for special education services. This results in $21,736 in funding to be used for evidence-based services that directly support academic achievement, including, but not limited to, professional development activities for certificated staff, instructional materials, or additional supports for pupils. Funds are available for expenditure or encumbrance through the 2020–2021 fiscal year.

As a condition of receiving LPSBG funds, we are required to:

•Develop a plan describing how the funds will increase or improve evidence-based services for the pupils identified to accelerate increases in academic achievement, and how the effectiveness of services will be measured.

•The plan shall include information regarding how the services align with and are described in the school's local control and accountability plan (LCAP).

ACTION REQUESTED: Adopt Plan

Attachment: Draft of LPSBG Plan

Low Performing Block Grant Plan 2018

The LPSBG allocates $300 million for LEAs, including county offices of education (COEs), school districts, and charter schools (both directly and locally funded) for the benefit of identified students during fiscal year (FY) 2018–19. These funds are designated to address the persistent achievement gap in California's public schools, and to provide resources and evidence-based practices to initiate and sustain authentic systemic change. More information on the LPSBG can be found at the following link: https://www.cde.ca.gov/fg/aa/ca/lpsbgprginfo.asp

A school district, county office of education, or charter school shall develop a plan describing how the funds will increase or improve evidence-based services for the pupils identified pursuant to subdivision (d) to accelerate increases in academic achievement, and how the effectiveness of the services will be measured. ***Grant recipients shall report to the Superintendent on or before March 1, 2019,*** regarding the adopted plan to use the grant funds to increase the academic performance of pupils identified pursuant to subdivision (d).

School Name	County-District-School (CDS) Code	Local Board Approval DateLo
Sherwood Montessori	04614240121475	January 17, 2019 (TBD)

In the template, please describe the school's plan for how the funds will increase or improve evidence-based services for the pupils identified pursuant to subdivision (d) to accelerate increases in academic achievement.

We will use the funds from the grant to fund our academic programs. Students who have low performance in English language arts and/or mathematics will receive small group instruction in their areas of need. Funds will be used for salaries and benefits of the intervention instructors.

How will the effectiveness of the services be measured?

We will measure the students using interim assessment materials provided by the California Department of Education. Using these assessment three times a year will allow us to see if what we are doing is effective and make the necessary changes in instruction according to data generated from the assessments.

Describe in the box below how the services align with and are described in the school district's Local Control and Accountability Plan (LCAP) required pursuant to Section 52060.

Our LCAP includes a goal and action item to address low performance in English language arts and mathematics through the Student Study Team (SST) process. Students identified by the SST as likely to benefit from intervention receive small group instruction to address needs. Our LCAP designates funds for the credentialed staff who manage the intervention program. The LPSBG will provide funds for

Stakeholder Input

To ensure community input, the plan shall be discussed and adopted at the regularly scheduled meeting of the governing board of the school district, the county board of education, or the governing board of the charter school.

Services & Proposed Expenditures

Complete the following table for each of the services and expenditures. Add rows to the table as needed.

Services	Expenditures
English language arts intervention instruction (salaries and benefits)	$ 10,868
Mathematics instruction (salaries and benefits)	$ 10,868

EC 41570:

(f) (1) As a condition for receiving grant funds pursuant to this section, a school district, county office of education, or charter school shall develop a plan describing how the funds will increase or improve evidence-based services for the pupils identified pursuant to subdivision (d) to accelerate increases in academic achievement, and how the effectiveness of the services will be measured. The plan shall include information regarding how the services align with and are described in the school district's local control and accountability plan required pursuant to Section 52060, the county superintendent of schools' local control and accountability plan required pursuant to Section 52066, or the charter school's local control and accountability plan required pursuant to Section 47605 or 47605.6 and Section 47606.5, as applicable. To ensure community and stakeholder input, the plan shall be discussed and adopted at a regularly scheduled meeting of the governing board of the school district, the county board of education, or the governing body of the charter school.

(2) Grant recipients shall report to the Superintendent on or before March 1, 2019, regarding the adopted plan to use the grant funds to increase the academic performance of pupils identified pursuant to subdivision (d). On or before November 1, 2021, grant recipients shall report to the Superintendent regarding the implementation of the plan, the strategies used, and whether those strategies increased the academic performance of the pupils identified pursuant subdivision (d).

Agenda Item 5.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.5 School Calendar 2019-2020**

Date: January 17, 2019

SUMMARY

A draft of a calendar for the 2019-2020 school year has been created.

DISCUSSION

The attached draft of a school calendar for the 2019-2020 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. for kindergarten and 2:50 p.m. for grades 1-8.

Vacation breaks align with the CUSD calendared vacation breaks.

ACTION REQUESTED: Discuss and approve calendar.

Attachments: Draft of School Calendar for 2019-2020 School Year

Sherwood Montessori

2019-2020 DRAFT School Calendar

August 2019

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	EP	EP	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 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					

October 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		

November 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	29	29	30

December 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				

January 2020

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 2020

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020

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 2020

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 2020

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 2020

Su	M	Tu	W	Th	F	Sa
	1	2	3	EP	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2020

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

Attendance Make-Up Day

State Testing Window

Aug 12-13	Planning/Development Days
Aug 14	First Day of School for students
Sep 2	Labor Day-no school
Oct 25	Parent/Teacher Conferences - no school
Nov 11	Veterans Day - no school
Nov 24-1928	Thanksgiving Break-no school
Dec 20-Jan 6	Winter Break-no school
Jan 20	Martin Luther King Jr. Day-no school
Feb 14 & 17	Presidents Day-no school
Feb 14	Attendance Make-Up Day-8:45-12:00

Mar 16-20	Spring Break - no school
Apr 10-13	Spring Break 2-no school
Apr 24	Parent/Teacher Conferences- no school
May 25	Memorial Day-no school
Jun 3	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	12	13	14	15	16		885	915	0	0	305	305	305	0	0	295	295	295
August	19	20	21	22	23		1475	1525	305	305	305	305	305	295	295	295	295	295
August	26	27	28	29	30		1475	1525	305	305	305	305	305	295	295	295	295	295
Sept	2	3	4	5	6	Labor Day Holiday	1180	1220		305	305	305	305		295	295	295	295
Sept	9	10	11	12	13		1475	1525	305	305	305	305	305	295	295	295	295	295
Sept	16	17	18	19	20		1475	1525	305	305	305	305	305	295	295	295	295	295
Sept	23	24	25	26	27		1475	1525	305	305	305	305	305	295	295	295	295	295
Sep/Oct	30	1	2	3	4		1475	1525	305	305	305	305	305	295	295	295	295	295
Oct	7	8	9	10	11		1475	1525	305	305	305	305	305	295	295	295	295	295
Oct	14	15	16	17	18		1475	1525	305	305	305	305	305	295	295	295	295	295
Oct	21	22	23	24	25	Conference Week	1020	1020	255	255	255	255	0	255	255	255	255	0
Oct/Nov	28	29	30	31	1		1475	1525	305	305	305	305	305	295	295	295	295	295
November	4	5	6	7	8		1475	1525	305	305	305	305	305	295	295	295	295	295
November	11	12	13	14	15	Veterans Day Holiday	1180	1220		305	305	305	305		295	295	295	295
November	18	19	20	21	22		1475	1525	305	305	305	305	305	295	295	295	295	295
November	25	26	27	28	29	Thanksgiving Break	0	0										
Dec	2	3	4	5	6		1475	1525	305	305	305	305	305	295	295	295	295	295
Dec	9	10	11	12	13		1475	1525	305	305	305	305	305	295	295	295	295	295
Dec	16	17	18	19	20	Winter Break	1180	1220	305	305	305	305		295	295	295	295	
Dec	23	24	25	26	27	Winter Break	0	0										
Dec/Jan	30	31	1	2	3	Winter Break	0	0										
Jan	6	7	8	9	10	Winter Break	1180	1220		305	305	305	305		295	295	295	295
Jan	13	14	15	16	17		1475	1525	305	305	305	305	305	295	295	295	295	295
Jan	20	21	22	23	24	Martin Luther King Jr. Day	1180	1220		305	305	305	305		295	295	295	295
Jan	27	28	29	30	31		1475	1525	305	305	305	305	305	295	295	295	295	295
Feb	3	4	5	6	7		1475	1525	305	305	305	305	305	295	295	295	295	295
Feb	10	11	12	13	14	Lincoln's Birthday Holiday	1180	1220	305	305	305	305		295	295	295	295	
Feb	17	18	19	20	21	Presidents Day Holiday	1180	1220		305	305	305	305		295	295	295	295
Feb	24	25	26	27	28		1475	1525	305	305	305	305	305	295	295	295	295	295
March	2	3	4	5	6		1475	1525	305	305	305	305	305	295	295	295	295	295
March	9	10	11	12	13		1475	1525	305	305	305	305	305	295	295	295	295	295
March	16	17	18	19	20	Spring Break 1	0	0										
March	23	24	25	26	27		1475	1525	305	305	305	305	305	295	295	295	295	295
Mar/Apr	30	31	1	2	3		1475	1525	305	305	305	305	305	295	295	295	295	295
April	6	7	8	9	10	Spring Break 2	1180	1220	305	305	305	305		295	295	295	295	
April	13	14	15	16	17	Spring Break 2	1180	1220		305	305	305	305		295	295	295	295
April	20	21	22	23	24	Conference Week	1020	1020	255	255	255	255	0	255	255	255	255	0
April/May	27	28	29	30	1		1475	1525	305	305	305	305	305	295	295	295	295	295
May	4	5	6	7	8		1475	1525	305	305	305	305	305	295	295	295	295	295
May	11	12	13	14	15		1475	1525	305	305	305	305	305	295	295	295	295	295
May	18	19	20	21	22		1475	1525	305	305	305	305	305	295	295	295	295	295
May	25	26	27	28	29	Memorial Day Holiday	1180	1220		305	305	305	305		295	295	295	295
June	1	2	3	4	5		1180	1220	305	305	305	305	0	295	295	295	295	0
TOTAL							**52780**	**54500**										

Month	M	T	W	TH	F	Notes	Inst. Day	Non-Inst.	Total Work
August	12	13	14	15	16		3	2	5
August	19	20	21	22	23		5	0	5
August	26	27	28	29	30		5	0	5
Sept	2	3	4	5	6	Labor Day Holiday	4	0	4
Sept	9	10	11	12	13		5	0	5
Sept	16	17	18	19	20		5	0	5
Sept	23	24	25	26	27		5	0	5
Sep/Oct	30	1	2	3	4		5	0	5
Oct	7	8	9	10	11		5	0	5
Oct	14	15	16	17	18		5	0	5
Oct	21	22	23	24	25	Conference Week	4	1	5
Oct/Nov	28	29	30	31	1		5	0	5
November	4	5	6	7	8		5	0	5
November	11	12	13	14	15	Veterans Day Holiday	4	0	4
November	18	19	20	21	22		5	0	5
November	25	26	27	28	29	Thanksgiving Break	0	0	0
Dec	2	3	4	5	6		5	0	5
Dec	9	10	11	12	13		5	0	5
Dec	16	17	18	19	20	Winter Break	4	0	4
Dec	23	24	25	26	27	Winter Break	0	0	0
Dec/Jan	30	31	1	2	3	Winter Break	0	0	0
Jan	6	7	8	9	10	Winter Break	4	0	4
Jan	13	14	15	16	17		5	0	5
Jan	20	21	22	23	24	Martin Luther King Jr. Day	4	0	4
January	27	28	29	30	31		5	0	5
Feb	3	4	5	6	7		5	0	5
Feb	10	11	12	13	14	Lincoln's Birthday Holiday	4	0	4
Feb	17	18	19	20	21	Presidents Day Holiday	4	0	4
Feb	24	25	26	27	28		5	0	5
March	2	3	4	5	6		5	0	5
March	9	10	11	12	13		5	0	5
March	16	17	18	19	20	Spring Break 1	0	0	0
March	23	24	25	26	27		5	0	5
Mar/Apr	30	31	1	2	3		5	0	5
April	6	7	8	9	10	Spring Break 2	4	0	4
April	13	14	15	16	17	Spring Break 2	4	0	4
April	20	21	22	23	24	Conference Week	4	1	5
April/May	27	28	29	30	1		5	0	5
May	4	5	6	7	8		5	0	5
May	11	12	13	14	15		5	0	5
May	18	19	20	21	22		5	0	5
May	25	26	27	28	29	Memorial Day Holiday	4	0	4
June	1	2	3	4	5		4	1	5
TOTAL									
							180	**5**	**185**

DAILY SCHEDULE				
Class		Class Minutes	Lunch	Minutes
K	8:45-2:40	355	60	295
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	**52780**	16780
1st	**54500**	4100
2-3	**54500**	4100
4-5-6	**54500**	500
7-8	**54500**	500

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, February 21, 2019 – 8:30 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Monica Woodward, Melissa Struyf, Tanya King, Anna Ling

2. 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.

3. REGULAR BUSINESS

3.1 Approval of Measure K Bond Allocation Loan

The Board of Directors of CORE Butte has approved a loan to Sherwood from their Measure K first allocation to cover anticipated overages on our project.
ACTION REQUESTED: Approve loan agreement.

4. ADJOURNMENT (Est. 8:45 p.m.)

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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 21, 2019 – 6:00 p.m.**

AGENDA

1. **CALL TO ORDER** (6:00)
   - **1.1 Roll Call** Monica Woodward, Tanya King, Anna Ling, Melissa Struyf

2. **CONSENT AGENDA** (6:05)
   - **2.1 Minutes Approval** Consider approval of minutes from Regular Meeting, January 17, 2019.

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**
   - **3.7 School Accountability Report Card (SARC)**

4. **NOTICED PUBLIC HEARINGS**
   - **None**

5. **REGULAR BUSINESS**
   - **5.1 Items Removed From Consent (If any)**

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5.2 Local Control Accountability Plan (LCAP): Purpose and Content (7:00)
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.

5.3 Prop 39 Offer (7:15)
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.

5.4 Approve Auditor Contract (7:30)
The Board will be asked to consider a multi-year contract for our annual fiscal audit.
ACTION REQUESTED: Approve contract.

5.5 Second Interim Budget (7:45)
The Board will be asked to adopt the Second Interim Budget.
ACTION REQUESTED: Adopt Second Interim Budget.

5.6 Officer Election (8:15)
The Board will be asked to elect officers for the Board as needed.
ACTION REQUESTED: Elect officers 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 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. ADJOURNMENT (Est. 8:30 p.m.)

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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, January 17, 2019 – 6:00 p.m.**

AGENDA

1. **CALL TO ORDER** (6:00 p.m.)
   1.1 Roll Call Monica Woodward, David Steffenson, Tanya King, Anna Ling, Melissa Struyf

   Meeting called to order at 6:10 pm.

2. **CONSENT AGENDA** (6:05 p.m.)
   2.1 Minutes Approval Consider approval of minutes from Regular Meeting, November 29, 2018.

   The Board pointed out a minor correction to the minutes. David Steffenson moved to approve the minutes as corrected. Approved by the Board.

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
   3.5 Treasurer Report

   Tanya King presented on behalf of the Development Committee. Monica Woodward presented on behalf of the Governance Committee. Michelle Yezbick presented the School Director report. Justin Allen presented the Director of MTSS Report. David Steffenson presented the Treasurer report.

   The Board reviewed the written reports and engaged in discussion.

3. **NOTICED PUBLIC HEARINGS**
   None

4. **REGULAR BUSINESS**
   5.1 Items Removed From Consent (If any)

   5.2 Annual Financial Audit (6:50 p.m.)
   The Board will be asked to accept the Annual Financial Audit.

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ACTION REQUESTED: Accept audit.

The Board discussed the audit, which did not contain any findings. Anna Ling moved to accept the audit. Approved by the Board.

5.3 First Interim Budget (7:00 p.m.)
The Board will be asked to adopt the First Interim Budget
ACTION REQUESTED: Adopt First Interim Budget.

The Board discussed the First Interim Budget, with the understanding that enrollment and budget numbers are expected to shift due to the ongoing impact of the Camp Fire. Monica Woodward moved to adopt the First Interim Budget. Approved by the Board.

5.4 Low-Performing Students Block Grant Plan (7:15 p.m.)
The Board will be asked to approve a plan for use of funds to support low-performing students.
ACTION REQUESTED: Adopt plan.

The Board discussed the Low-Performing Students Block Grant plan, which will include the use of CDE assessments to measure student progress. Monica Woodward moved to adopt the plan. Approved by the Board.

5.5 Calendar 2019-2020 (7:10 p.m.)
The Board will be asked to approve a school calendar for 2019-2020.
ACTION REQUESTED: Discuss and approve calendar.

The Board discussed the proposed school calendar for 2019-2020. Anna Ling moved to approve the calendar. Approved by the Board.

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) Report
7.2 The Board will be asked to adopt the Second Interim Budget
7.3 The Board will advise on Sherwood's response to CUSD's Prop 39 offer

8. CLOSED SESSION

Conference with Real Property Negotiations (SS 54956.8)
- Property: parcel upon which 1010 Cleveland is located
- Agency negotiation: School Director to convey CUSD's position
- Negotiating parties: CUSD and Sherwood Montessori
- Under negotiation: Prop 39 contract for 2019-20

The Board discussed the issue and advised the School Director regarding next steps.

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

Meeting reconvened in open session and adjourned at 8:45 pm.

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Minutes: Regular Meeting of the Development Committee of Sherwood Montessori 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. The Board cannot discuss or take action on items not on the agenda. Please refer to the policy on public participation for more information.

Committee: Development Committee

Meeting Date: February 7, 2019 **Time:** 5:00 pm

3561 East Eaton Road

Chico, CA 95973

Attendance: Tanya King, Anna Ling, Michelle Yezbick

Goals:

- Discuss preparations for Sherwood Music Festival and decide next steps
- Discuss status of grant applications (North Valley Cmmty Fdn, CharterSAFE, other?)
- Discuss status of marketing and enrollment efforts
- Discuss efforts to create a planning calendar

Outline of Discussion:

Sherwood Music Festival:

- The bands are lined up and we've opened ticket sales this week on EventBrite. We adjusted the pricing so children 10 and under and all Sherwood students are free.
- We need to estimate the number of attendees so we can order enough food, alcohol, portable toilets, waste bins, etc. Consulting with Wildflower.
- We've booked three food trucks (Inday, Gnarly Deli, Cupcake Crusader).
- Sacramento Zoo and Rare Air have donated tickets for the Silent Auction.
- We discussed possibly posting the event on Instagram.

Grant Funding:

- North Valley Community Foundation has indicated they will grant $500 to fund Parent Education night on Feb 26 (Supporting Kids After Trauma). The foundation will not fully fund our other requests (middle school camp and music program) because they are directing money only to those who lost residences in the fire. However, the wilderness camp has offered us a half-price discount.
- Our insurance provider CharterSAFE has granted $5000 to cover pay for counseling and children's literature with themes of childing surviving natural disasters. We will be placing a

claim for lost revenues due to missed fundraising opportunities (e.g. Winter Performance, extended day care fees).

- *Discussed outside this meeting: Monica has volunteered to write a grant application to Raley's to fund our cooking and gardening program*.

Marketing and Communications:

- We may not run the proposed CN&R article on charter schools because of lack of control over content, especially given the current political climate for charters. CN&R has published negative stories about charter schools in the past.
- Our consultant has fixed the website glitches.
- We have asked parents to post reviews on Facebook, Yelp, Google and Great Schools.
- Vanessa is distinguishing the telephone numbers on the family directory before distributing it.
- We discussed inviting families with children accepted through the lottery to attend Sherwood events this spring.

Other:

- Anna shared a rough draft of the planning calendar for tracking important committee decisions and dates. We will work on it more in March when we plan next year's events.

Action Items *(who will do what before the next board/committee meeting)*:

- Follow up on Sherwood Music Festival to-do items (Tanya, Michelle and Brenda)
- Submit Raley's grant application (Monica)
- Follow up on inviting potential new families to spring events (Michelle)?
- Work on the planning calendar for tracking committee decisions and dates (Anna)

Agenda Items *(items that need to be brought to the board at a meeting)*:

- None

Next Meeting Date: 4:45 pm on Wednesday, March 6, 2019 at Sherwood Montessori

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Committee: School Performance

Meeting Date: 1/31/19

Attendance: Michelle Yezbick, Anna Ling, Teresa Shippen, Monica Woodward

Goals:

- To develop a straightforward "scorecard" that will compile meaningful indicators of school performance

Outline of Discussion:

- It's up to the board to define what measures determine whether the school is succeeding in providing an excellent education, using the charter as a basis.
- Many of the items we consider important will align with the LCAP, both in terms of priorities and as far as getting meaningful input from the surveys.
    - Many priorities are included such as parent involvement, volunteerism, student engagement, having credentialed teachers, having all necessary Montessori materials and more.
    - We can use the LCAP survey to measure student and parent satisfaction
    - This committee will also serve on the LCAP focus group
- Chronic Absenteeism last year was a big problem at 14%; this is different from attendance because this is the proportion of our students who miss more than 10% of school days. We hope that the efforts being taken this year to raise awareness about attendance will reduce regular absenteeism and chronic absenteeism. Teachers can help by encouraging parents to get Independent Study packets ahead of planned absences (of course this only applies if the absence is known in advance).

Action Items *(who will do what before the next board/committee meeting)*:

- Monica will type up the different measures we discussed into a scorecard format

Agenda Items *(items that need to be brought to the board at a meeting)*:

- None

Next Meeting Date: TBD

Committee: Governance

Meeting Date: 2/11/19

Attendance: Anna Ling, Monica Woodward

Goals:

- Discuss process for recruiting additional Board members
- Review the Board orientation binder for necessary updates
- Discuss tools for the Director performance review

Outline of Discussion:

- We are in the process of recruiting additional Board members. Last week we attended the teachers' staff meeting to ask them to help identify potential candidates.
- We reviewed the Board orientation binder and identified additional materials for inclusion.
- We have drafted three tools for the performance review process: 1) Director's job description, 2) Teacher and Staff survey and 3) Board survey. *Please see attached*.

Action Items *(who will do what before the next board/committee meeting)*:

- Meet with potential Board candidates and invite them to attend Feb. Board meeting.
- Work on updating the Board member orientation binder.

Agenda Items *(items that need to be brought to the board at a meeting)*:

- Review the draft documents for the Director's performance review.

Next Meeting Date: TBD

Job Description: Sherwood Montessori School Director

The role of the School Director is to foster a positive and collaborative school community with a commitment to the Montessori philosophy and methods. The Director is responsible for managing a strong team of educators and professionals who, in partnership with engaged families, strive to help all students achieve their highest potential. The Director leads both internally and externally, with responsibility for the following areas:

Educational Program

- develop and maintain the quality implementation of Montessori pedagogy and curriculum
- build consistency, coherence and continuity within and across school programs
- set clear goals for student growth and success; implement strategies to achieve these goals
- use and interpret assessments to monitor student growth and to inform instructional practices
- provide intervention and supports for a range of student needs (cognitive, social and emotional)

Staff Management

- recruit, hire and retain a strong, motivated team of teachers and staff
- foster an inclusive and trusting environment in which teachers and staff can grow and improve
- support and mentor teachers and staff through an effective coaching and evaluation process
- ensure teacher and staff access to Montessori and other professional growth opportunities

Financial and Operational Management

- oversee the budget and manage expenses
- prepare and analyze financial reports along with the Business Manager
- oversee school operations including facilities, security, maintenance and contractor services
- administer policies and procedures to comply with all laws and regulatory requirements

School Climate and Stakeholder Management

- promote a supportive and respectful learning environment for all students
- communicate with current families to keep them informed and to ensure student success
- cultivate relationships with prospective families through an effective admissions process
- work effectively with the board and its committees on policies, budget and other school matters
- cultivate effective relationships with external stakeholders at the district, county and state levels

Strategic Planning and Leadership

- work with Board to create and implement a strategic plan for the future direction of the school
- plan, identify and secure funding resources to help the school achieve its mission and objectives
- maintain and increase the school's visibility through effective marketing and outreach
- problem-solve and manage unexpected changes; communicate effectively to the community

To: Teachers and Staff Members

From: Governance Committee of the Board

Date: March ____, 2019

Re: Performance Review for Sherwood School Director

As part of the annual review of the School Director's performance, we'd like to solicit your feedback on how well she has accomplished the expectations outlined in the attached survey and job description. Please complete and return the survey by March ___ to the box "Director Survey" in the office. We will summarize the feedback, discuss as a board and communicate the results with the Director. Please note that you may choose to respond anonymously or not.

Thank you for your thoughtful participation!

Performance Review: Sherwood Montessori School Director

School Director: Michelle Yezbick

Period of Review: 2018-2019

Respondent: _____ (optional)

Rating system:

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

_____

1. The Director has developed and maintained an excellent Montessori educational program.

Rating____

Comments:

2. The Director has effectively managed a strong, supported, motivated team of teachers and staff.

Rating____

Comments:

3. The Director has promoted a supportive and respectful learning environment for all students.

Rating____

Comments:

4. The Director has worked hard to create engaged, supportive and excited parents.

Rating____

Comments:

5. The Director has worked hard to attain optimal enrollment through an effective outreach and admissions process.

Rating____

Comments:

6. The Director has developed good working relationships with external stakeholders (i.e. Chapman Elementary, CUSD, BCOE, CDE, SELPA, other charter schools).

Rating____

Comments:

7. Do you have any other insights or suggestions for the future that you'd like to share?

To: Board of Directors

From: Governance Committee of the Board

Date: March ____, 2019

Re: Performance Review for Sherwood School Director

As part of the annual review of the School Director's performance, we'd like to solicit your feedback on how well she has accomplished the expectations outlined in the attached survey and job description. Please complete and return the survey by March ___ to the box "Director Survey" in the office. We will summarize the feedback, discuss as a board and communicate the results with the Director.

Thank you for your thoughtful participation!

Performance Review: Sherwood Montessori School Director

School Director: Michelle Yezbick

Period of Review: 2018-2019

Respondent: _____

Rating system:

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

_____

1. The Director has developed and maintained an excellent Montessori educational program.

Rating____

Comments:

2. The Director has effectively managed a strong, supported, motivated team of teachers and staff.

Rating____

Comments:

3. The Director has effectively managed the school's finances and operations.

Rating____

Comments:

4. The Director has promoted a supportive and respectful learning environment for all students.

Rating____

Comments:

5. The Director has worked hard to create engaged, supportive and excited parents.

Rating____

Comments:

6. The Director has worked hard to attain optimal enrollment through an effective outreach and admissions process.

Rating____

Comments:

7. The Director has communicated and worked effectively with the Board of Directors on important school matters.

Rating____

Comments:

8. The Director has developed good working relationships with external stakeholders (i.e. CUSD, BCOE, CDE, SELPA, Chapman Elementary, other charter schools).

Rating____

Comments:

9. The Director has partnered with the board to create and implement a strategic plan that enables the school to grow and thrive in the long run.

Rating____

Comments:

10. Do you have any other insights or suggestions for the future that you'd like to share?

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 18, 2018

Instructional Staff was asked to respond to the question: How can the Board help you?

Transitional Kindergarten/Kindergarten -Teresa Shippen

We are feeling busy and productive in our Kindergarten classroom! This month has had a field trip to Laxson to see several plays by Eric Carle (The Very Hungry Caterpillar). It was an amazing experience to see the kids enjoying the show, which involved the audience by allowing us to recite the famous stories with the actors. It was beautifully done, one of the best Chico Performances I have been to. The kids were literally on the edge of their seats. It showed the power of a good book and was enjoyed by all!

Next came our day of snow! We were able to enjoy the white icy stuff by both playing with it, and reading about how flakes are made, and the variety of snow that exists. For some, this was the first time seeing/touching real snow!! How lucky I feel to share this experience with the students.

Tonight, the kindergarten students are finishing their first homework...to fill out Valentine's for the first time. It is fun to hear them talk about how many they have made, and how many they have left to do. Some have budgeted their time by doing a few a day, others have saved them for a one-time experience...typical human behavior! The interesting thing is how they choose to approach this project and the thought they put into the time management aspect. We have had conversations about how to balance their work during our work period, weighing the pros and cons of doing their favorite work first, or saving it for last so they will have more time to enjoy it. I am seeing these lessons pan out in their work ethic at home as well. They are learning through these everyday experiences. I am impressed by how this particular class has been able to handle this challenging part of a Montessori classroom. This skill will continue to be developed in the years to come.

Next week we will celebrate our 100th Day of Kindergarten!! (Our count may be a bit skewed by the Camp Fire.) This day celebrates our ability to count to 100 by 1's, 2's, 5's and 10's. We will be laying out all types of materials to use and reinforce these new skills. I can't think of a better way to enjoy the power of numbers. We are all looking forward to it.

In the last week of February, we will start discussing endangered animals, in preparation for our Endangered Species Fair puppet making project. If you have students at this school, you are familiar with the paper mache project. It is a great challenge to produce these puppets in kindergarten and takes many volunteers to make it happen. We spread the work out over the next few months, again managing our time. I love the lessons this project entails: Researching an

animal, memorizing a few facts, using paper to form a three-dimensional shape, how to stick to a project over several weeks, and the ultimate satisfaction of creating something wonderful. Some students from years past still have their kindergarten puppets. I can still see the pride and sense of accomplishment they feel when they talk about this project.
As always, it is a joy to see the many ways the students have grown. I am looking forward to continuing to guide them through new experiences in the months to come.

1st/2nd/3rd -Marlo Knox

It is a pleasure to prepare this brief update on the comings and goings of the lower elementary classroom which I guide.
First, it's important to note that my classroom has become the new learning environment for two first grade girls displaced by the Camp Fire bringing the total number of students in my class up to 21. Since December 3, 2018, I have had the honor to serve four families who lost their homes on November 8, 2018. My goals have been to create an environment where everyone's well-being is enhanced. I've utilized routines to augment comfort and worked towards forming friendships as well as encouraging a strong sense of community to aid the healing process. It is impossible for me to explain the strength of character and depth of resilience consistently demonstrated by the children and families who have survived the Camp Fire. To say their lives are inspiring, their spirits are indomitable, and their will to carry on unimaginable, are all understatements. In addition to the loss that Camp Fire survivors experienced, six additional students are reporting daily about moving, the threat of displacement, or the excitement of relocation. It surprises me to hear what is going on in our children's lives. It is like nothing I have experienced before.
Secondly, I feel acutely aware that I have a large number of students requiring additional support in order for them to develop at the same rate as their peers socially, academically, and emotionally. Eight students began this school year identified and participating in the Student Success Team process. By October 2018, I had referred four more students bringing my total number of students in the SST process up to 12. That is approximately ½ of my entire classroom. It's an interesting reality that deserves reflection.
Finally, I have once again had the pleasure to work with an assistant who is capable, passionate, and called to the Montessori Education Model. I think it is important to build systems for developing our staff's capabilities as educators. We need to reward their growth with opportunities to take on more leadership roles and receive increased compensation. Jessica Kusel, my current instructional assistant, is a staff member with unlimited potential. It would be my honor to work with her indefinitely, but I know she is destined for much more. This is the time to think of next year. Jessica, too, will be thinking of next year. I'd like her to consider continuing to develop at Sherwood. Not only for selfish reasons (she is an outstanding colleague), but also because our children deserve high quality professionals such as herself.

1st/2nd/3rd-April Pearce

There is a lot going on in Room 1. I feel the class has mostly adjusted to life after the Camp Fire and some students are showing signs of trauma. I have a new first grade student, who is acclimating to our class community and the Montessori environment. We are currently working

on science fair experiments and preparing to raise trout starting next week. Additionally, we will be having another class PBIS celebration tomorrow and will be seeing The Ugly Duckling, at Laxson, on the 20th.

1st/2nd /3rd -Eric Parish

After the Camp Fire we have been taking things slow to go far. Some kids are beginning to normalize and are engaging in earnest work. Kids new to the Montessori environment are adjusting to the routines and are learning how to interact with the materials. The students are responding well to the PBIS program. We have had classroom celebrations recognizing students positive behavior including a ninja line activity, Just Dance in the classroom, and a slime making activity. I think this year we are really going to have to focus on being in the present and not worrying about trying to catch up on what was lost during the Camp Fire event.

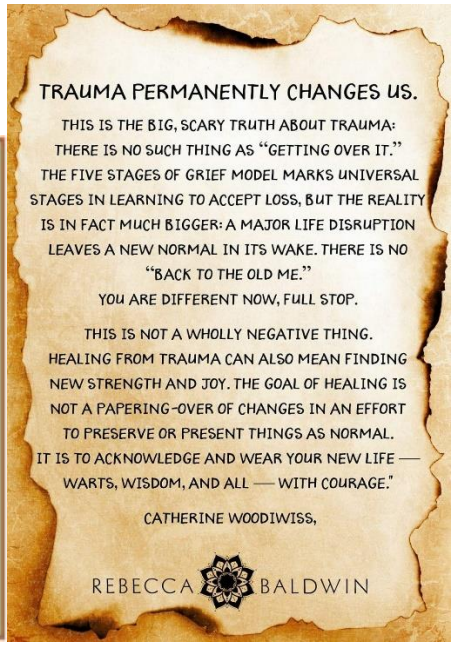
4th /5th/6th -Sheng Vang

We have been busy working on our Science Fair Projects! Both upper elementary classrooms will host a Science Fair on Friday, February 22nd. We are inviting the school community to come through between 9:30 am - 12:00 pm to hear all about what our students have learned from their experiments. This allows our students to practice their presentation skills to an audience.

Last Friday, February 8th we went to Schreder Planetarium in Redding. Before going, we learned about the Sun's solar flares and solar winds to prepare us for the show that we were going to see. This week and the next few weeks, we will learn more about the night sky.

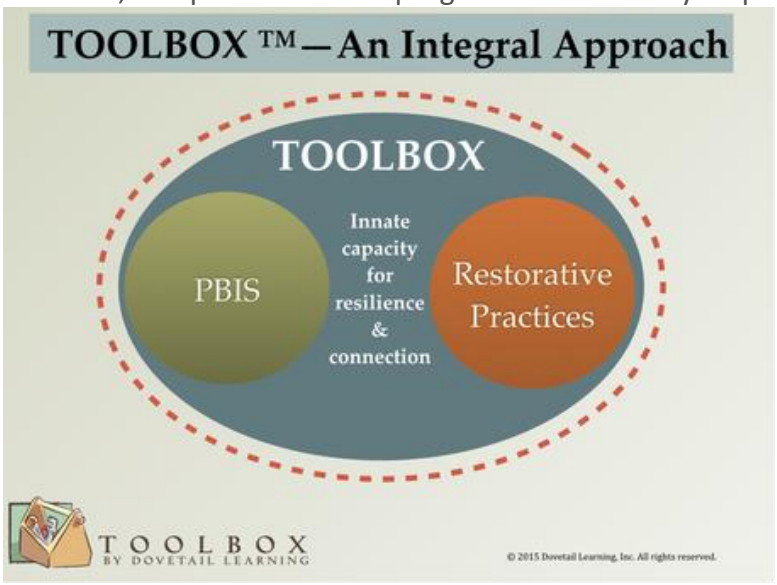
4th /5th /6th-Tanya Parish

We are living a new normal and our students are exhibiting courage, resilience and strength. I can not say it more eloquently than Catherine Woodiwiss, so I will share her words:



I have been using the "Toolbox for Learning" curriculum to navigate the big feelings and behaviors that I have seen since November 8th. "TOOLBOX is a research-based, community-tested Kindergarten through sixth grade social and emotional learning (SEL) program that strengthens

children's innate capacity for resilience, self-mastery and empathy for others through its curricula, methods, and practices." This program has been very helpful to the students in my class.



We have purchased new materials for our classroom using our Technology funds:

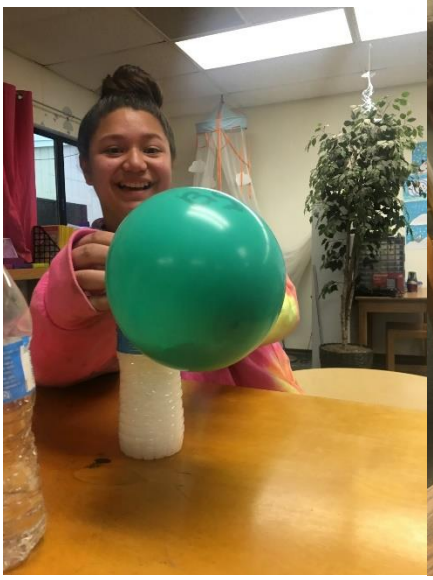
Upper Elementary word Study materials:

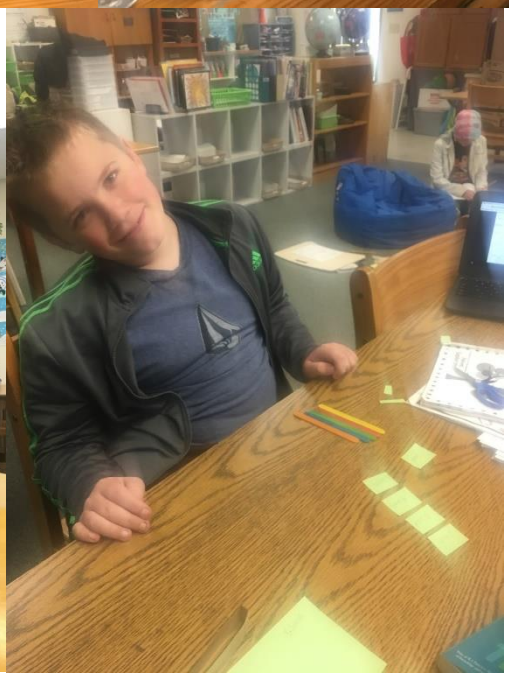
A new docking and charging station for our iPads:

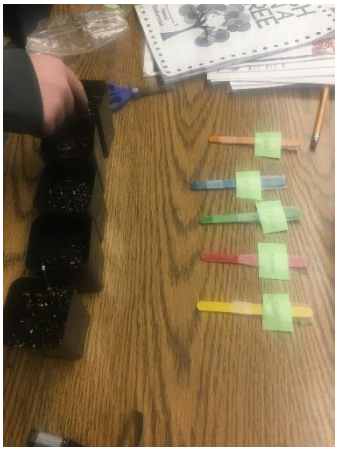
We have been very busy working on our Science Fair Projects. **For a closer look please stop by on February 22nd between 10 and 12 for our Upper Elementary Sherwood Science Fair**

baking soda

drinking water
market essentials







7th/8th-Falyn Beshwate

Well, I am happy to report that our middle schoolers are slowly, but surely turning that very important developmental corner and becoming a more mature class full of learners. Do they retain their passion for defending their personal injustices? Yes. Do they hunger for chances to prove themselves and still fall short from time to time? Yes. However, we are cooperating and learning together. They have met (and some exceeded) my rigorous expectations for classwork and projects. Even the less motivated students are pushing themselves to get things done. We have a great little community of close friends and family-like relationships in room 10 and the kids, Michael, and I are all developing very close and trusting bonds. The students are highly involved in the direction of our student affairs and work together to solve problems and grievances so that everyone can enjoy their time at school.

Some things we've accomplished together this year so far:
- We are in our second successful semester of student chosen electives that include archery, adventuring, textile arts, drawing, permaculture, music, drama, and foreign language
- Both 7th and 8th graders have had at least 2 Project Based Learning opportunities this year so far in science and history
-We have worked on narrative, informative, and now are working on argumentative writing in English
- Every student is diligently participating in the Science Fair right now, with much classroom support
- We've now experienced 4 field trips including horseback riding, environmental/historical hiking in Upper Park, a classical ballet performance, and a jazz concert
- We are well underway with fundraising ideas for our big end-of-the-year field trip to CYO Caritas Creek Camp (with cost reduction to our school of 50%!!!) The kids have many ideas and are motivated to raise everything they need. Some of their ideas included park clean up pledge drive, a jog-a-thon, and selling good luck grams before Spring Break. We are also looking into setting up

booths at Sherwoodstock to launch fundraising for next year
- The students are customizing their time with Sheri to focus more on advanced cooking with a service-learning component once a month for feeding lunches to our neighbors experiencing homelessness
As you can see, we are super busy. I do believe our middle schoolers are genuinely happy with their learning experiences this year and we will continue to get them ready for the challenges to come in high school.

Extended Day-Kristina Covella

Hello! Extended Day is doing really well as we readjust to being back in session following winter break! We are almost full in all areas: Before Care, Kinder Care, and After Care, on each day of the week. We have been busy, while also settling back into our routine. We have had some cooking projects, many arts and crafts projects, and a lot of slime-making! I will continue to supply our aides with materials for projects, and hopefully some different toys and games to engage students with. I also have been working among the aides, in each area to support both students and aides. This has given me a closer look at what we need to do to continue developing an enriching program. We appreciate your ongoing support of Extended Day!

Agenda Item 3.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Brenda Brown, Public Relations Coordinator

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

Date: February 21, 2019

I'm just getting back from our Cal Skate fundraiser night, what a fun event and great turn out we had! Tonight was a wonderful reminder of the amazing community feel we have here at our school. ♡

Plans are well underway for our biggest fundraiser of the year, our Sherwood Music Festival! The Sherwood Music Festival event committee has taken on this event and has involved the SMPO in finding parent volunteers for a variety of roles. As soon as this committee lays out a clear plan of what and how many is needed we can start filling these roles. Hopefully we can start sharing a sign-up sheet for this at our next SMPO meeting, scheduled for February 12th.

Our next School Fundraiser will be the Round Table Restaurant Take Over, scheduled for March 4th. We are dedicating the funds raised for our art Program.

Here is a list of upcoming events;

2/6 Cal Skate Skating Party, Wednesday, 6:00 -8:00 p.m.

2/12 SMPO meeting, Tuesday, 5:30 p.m.

2/26 Parent Education: Supporting Kids After Trauma, Tuesday, 5:30 p.m.-6:45 p.m.

March 2019

3/1 Backwards Day, Friday

3/4 Round Table Restaurant Take Over, Monday, 5:00 p.m.-9:00 p.m.

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 21, 2019

ADMINISTRATIVE ITEMS:

- Current enrollment will be reported at meeting.
- We hired Jenna Duke to be the instructional aide for the kindergarten classroom.
- We have hired two more classified substitutes and continue to look for substitute teachers and aides for our pool.

FISCAL ITEMS:

- Caritas Creek environmental camp has agreed to lower the cost for our students because of loss of opportunity to fundraise due to school closure during the Camp Fire and the aftermath.
- The Sherwood Music Festival plans are underway, and we have already begun selling tickets. The committee booked the Mother Hips as the headlining band.
- Our construction project got a bid that was over the original project budget but was over by the amount expected. The Board of Directors at CORE Butte will lend us money from their Measure K bond allocation first round to cover the costs until the second round of bond sales, likely this summer.
- We have several students signed up for Attendance Make Up Day.

LEGISLATIVE ITEMS:

- I attended a human resources professional development to learn about relevant wage and labor laws that are now in effect. One change is a requirement for increased training for the prevention of sexual harassment.

SAFETY

- Staff attended First Aid/CPR training on February 2nd. Certification is good for two years.
- I attended the School Safety presentation at the CUSD Board meeting on February 6th and learned about new procedures for drills and requirements for school safety plans.

Agenda Item 3.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Justin Allan, Director of MTSS

Subject: **Agenda Item 3.5** Director of MTSS Report

Date: February 15, 2019

The effects of the Camp Fire are still being felt on special education. It has been a lot of hard work and constant diligence to continue getting caught up with initial evaluations and to keep staying on track with current students. Scheduling has been greatly impacted largely due to the number of people and agencies countywide that are still dealing with many fire related issues. Finding times and getting people together to meet has been more difficult this year than any time throughout my career. We have held quite a few very early meetings and late meetings to accommodate the current needs of people in the community.

The learning center had some recent upgrades. The classroom lights now have colorful panel background to reduce the impact of fluorescent lights on some people. Special education numbers are beginning to rise. We currently have 5 initial evaluations underway. We have also added another student that transferred from a local Chico school. That brings our total to 23 students receiving special education services, with a potential of 28 students in the near future.

Intervention - Deborah is doing an excellent job doing reading Intervention. She just completed assessments and updated reading groups on the reading intervention list. Nearly all students advanced a reading level. The vast majority of students are making progress in reading intervention. We are operating near our current capacity, but there is still enough space for additional reading intervention students should the need arise. Math is a different story. We have a greater need for math intervention and math intervention is operating at maximum capacity. Aaron has been doing a good job addressing the individual needs of students and has made effective small groups.

Social emotional and behavioral learning are also part of the continuum of MTSS. We currently have approximately 30 students with significant social emotional or behavioral needs. Counseling is provided to some students through intern programs run through California State University, Chico. Other students have a private counselor they see. Special education students with emotional needs can be seen through our contracted ERMHS (Educationally Related Mental Health Services) counselor.

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 21, 2019

January Treasurer's Report

The January Financial Board Reports are attached here. Our Treasurer and Business Manager will offer analyses at the meeting on the 21st.

Attachments: January financial payments

Sherwood Montessori
Balance Sheet - Current Month
As of January 31, 2019

Accrual Basis

	Jan 31, 19
ASSETS	
Current Assets	
Checking/Savings	
9100-Assets	338,550
Total Checking/Savings	338,550
Other Current Assets	
9290 - Due from Grantor Govts.	16,702
9650 Unrealized Revenue	-19,239
Total Other Current Assets	-2,537
Total Current Assets	336,014
Fixed Assets	
9410 - Land	95,000
9430- Building	221,719
9435-Accumulated Depreciation	-6,116
Total Fixed Assets	310,603
TOTAL ASSETS	**646,617**
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Other Current Liabilities	
9500-Liabilities	78,677
Total Other Current Liabilities	78,677
Total Current Liabilities	78,677
Total Liabilities	78,677
Equity	
Restricted Assets	53,692
Unrestricted Fixed Assets	310,603
Unrestricted Net Assets	209,718
Net Income	-6,073
Total Equity	567,940
TOTAL LIABILITIES & EQUITY	**646,617**

Sherwood Montessori
Board of Directors - Vendor Payments Report
January 2019

Type	Date	Num	Name	Memo	Account
Bill	01/04/2019		JULIA. GODDARD	EXTENDED DAY BOOKKEE...	Bookkeeping Services
Bill	01/04/2019		Matt P. McLaughlin	18-19 INV # 16 - DEC	SELPA
Bill	01/04/2019		Keillor's Pest Solutions	service SEPT/OCT INV 8099	Pest Control
Bill	01/04/2019		Marcie Pope, APE	Meetings for services 2018 N...	SELPA
Bill	01/04/2019		Advanced Document	DEC INVOICE	Copier Lease
Bill	01/04/2019		California Water Service Co...	DEC SERVICE	Water
Bill	01/04/2019		TIAA Commercial Finance, I...	INV 5828572	Copier Lease
Check	01/04/2019	6264	Steve Duke	keys	Maintenance Supplies
Check	01/04/2019	6265	Heather Fisher	MILEAGE	5200-Travel and Conf...
Check	01/04/2019	6266	Sherri Scott	supplies	Food (Instructional)
Bill	01/04/2019	201819-...	Pat Casey	CONTRACT SERVICES - D...	Business Manager Se...
Check	01/07/2019	6256	Eliseth Cross	CAMP FIRE FUNDRAISING ...	Fundraising Expenses
Check	01/07/2019	DBT	Amazon.com	SUPPLIES	Office Supplies
Check	01/07/2019	DBT	Amazon.com	SUPPLIES	Office Supplies
Check	01/08/2019	DBT	Safeway	SUPPLIES	Custodial Supplies
Check	01/08/2019	DBT	Costco	SUPPLIES	Instructional Supplies
Check	01/08/2019	DBT	Costco	SUPPLIES	Office Supplies
Check	01/08/2019	DBT	Costco	EXT DAY	Extended Day
Check	01/08/2019	DBT	Costco	STAMPS	Postage
Check	01/08/2019	DBT	ETC Montessori	PLEDGE WEEK - TANYA	Instructional Supplies
Check	01/08/2019	DBT	Waseca	SUPPLIES	Instructional Supplies
Check	01/09/2019	DBT	Amazon.com	SUPPLIES	Instructional Supplies
Check	01/14/2019	DBT	Mendes Supply Co.	supplies	Custodial Supplies
Check	01/14/2019	DBT	Amazon.com	BOOKS	4200-Books/reference...
Check	01/14/2019	DBT	Amazon.com	INSTRUCT SUPPLIES	Instructional Supplies
Check	01/15/2019	DBT	Costco	SUPPLIES	Custodial Supplies
Check	01/15/2019	DBT	Costco	EXT DAY	Extended Day
Check	01/15/2019	DBT	Costco	EXT DAY	Office Supplies
Check	01/15/2019	DBT	The Scholastic Teacher Store	Level V - Zane the Hurricane	4200-Books/reference...
Check	01/15/2019	DBT	CYPHERWORX		Extracurricular Services
Check	01/15/2019	DBT	Amazon.com	SUPPLIES	4200-Books/reference...
Check	01/15/2019	DBT	Amazon.com	TECH - ERIC	4200-Books/reference...
Check	01/16/2019	DBT	Amazon.com	EXT DAY	Extended Day
Check	01/16/2019	DBT	Amazon.com	OFFICE	Office Supplies
Check	01/16/2019	DBT	Amazon.com	SUPPLIES	Instructional Supplies
Bill	01/16/2019		CharterSAFE	WC PREMIUM 5 OF9	3601-Workers Comp
Bill	01/16/2019		CharterSAFE	PROP-LIAB PREMIUM 5 OF 9	5400-Liability Insurance
Bill	01/17/2019		Verizon Wireless		Telephone, Cellular
Bill	01/17/2019		KCoe Isom, LLP	AUDIT SERVICE BILLING - ...	Auditing and CPA Ser...
Bill	01/17/2019		Comcast	2019 JANUARY	Internet Service Provi...
Bill	01/17/2019		PG & E	1010 CLEVELAND	Electricity
Bill	01/17/2019	9736115	Office Depot	INV 2258934541	Office Supplies
Bill	01/17/2019	9736115	Office Depot	INV 2265448967	Office Supplies
Bill	01/17/2019	INV58099	Law Offices of Young, Minn...	Professional services - PRO...	Attorney
Bill	01/17/2019	10086	NORTH STATE AUDIO VIS...	SHERWOODSTOCK	Fundraising Expenses
Bill	01/17/2019		Waste Management	SERVICE FOR 2018 DECE...	Trash/Recycling
Check	01/17/2019	6281	Tanya King	ADVERTISING EXPENSE	Advertising
Check	01/17/2019	6282	Tanya,Parish	SUPPLIES	Instructional Supplies
Check	01/17/2019	6282	Tanya,Parish	SUPPLIES	Instructional Supplies
Bill	01/17/2019		HP LEASE 7603	LEASE PAYMENT - 2019 JA...	HP DIRECT LEASE
Check	01/18/2019	DBT	Wufoo	JAN-FEB	Online List Managem...
Check	01/22/2019	dbt	Craigslist	SUB AD	Advertising
Bill	01/23/2019	CUST 0...	CUSD	INV19-00026 OCTOBER 2018	CUSD FUA Charges
Bill	01/23/2019	INV19-0...	CUSD	INV19-00026 NOVEMBER 2...	CUSD FUA Charges
Bill	01/23/2019	INV19-0...	CUSD	INV19-00026 NOVEMBER 2...	CUSD FUA Charges
Check	01/23/2019	DBT	Amazon.com	EXT DAY	Extended Day
Check	01/23/2019	DBT	Amazon.com	SUPPLIES	Office Supplies
Bill	01/24/2019	CNIN70...	Advanced Document	SERVICE DEC18-JAN19	Copier Lease
Bill	01/24/2019	CONTR...	OVATION ARTIST GROUP	THE MOTHER HIPS PERFO...	Fundraising Expenses
Bill	01/24/2019	INV 722...	White Glove Cleaning Service	FIRE CLEAN UP	5800-Other Services
Bill	01/24/2019	INV72228	White Glove Cleaning Service	DECEMBER 2018 CLEANING	5800-Other Services
Check	01/24/2019	6287	Sherri Scott	supplies	Food (Instructional)
Check	01/25/2019	DBT	Amazon.com	SUPPLIES	Office Supplies
Check	01/28/2019	DBT	DIRECT PROMOTIONALS		Instructional Supplies
Check	01/29/2019	DBT	Amazon.com	SUPPLIES	Office Supplies
Check	01/29/2019	DBT	Amazon.com	SUPPLIES	Office Supplies
Check	01/29/2019	DBT	Costco	SUPPLIES	Office Supplies

Type	Date	Num	Name	Memo	Account
Check	01/29/2019	DBT	Amazon.com	SUPPLIES	Office Supplies
Check	01/29/2019	DBT	Amazon.com	SUPPLIES	Office Supplies
Check	01/29/2019	DBT	Amazon.com	SUPPLIES	Office Supplies
Check	01/30/2019	DBT	MAX REST. - AUBURN		5200-Travel and Conf...
Check	01/30/2019	DBT	Amazon.com	SUPPLIES	Office Supplies
Check	01/30/2019	DBT	Northern California National...	ACH return fee	Bank Fees
Check	01/30/2019	DBT	Northern California National...	CK RETURN - ROZBORSKI	Billed Services
Bill	01/31/2019	INV 105	JULIA. GODDARD	EXTENDED DAY BOOKKEE...	Bookkeeping Services
Bill	01/31/2019	INV 181...	Heather Wright	CONTRACT S&LP INV 181...	SELPA
Bill	01/31/2019	INV 181...	Jennifer Moreno	CONTRACT OCCUPATION...	SELPA
Bill	01/31/2019	CAMP F...	Charles Kambourian	CAMP FIRE RELIEF FUND	Fundraising Expenses
Check	01/31/2019	6311	Jenna . Duke	LIVESCAN	LiveScan and TB Test...
Check	01/31/2019	6312	Michelle K. Yezbick	MILEAGE	5200-Travel and Conf...
Bill	01/31/2019	201819-7	Pat Casey	CONTRACT SERVICES - JA...	Business Manager Se...
Check	01/31/2019	DBT	Amazon.com	SUPPLIES	Office Supplies
Check	01/31/2019	DBT	Amazon.com	SUPPLIES	Office Supplies
Check	01/31/2019	DBT	Amazon.com	SUPPLIES	Office Supplies
Check	01/31/2019	DBT	Little Belgium Deli	lunch	5200-Travel and Conf...
Check	01/31/2019	DBT	Holiday Inn	room	5200-Travel and Conf...
Check	01/31/2019	DBT	Holiday Inn	room	5200-Travel and Conf...
Check	01/31/2019	DBT	Holiday Inn	room	5200-Travel and Conf...

TOTAL

Amount
187.50
2,062.50
80.00
160.00
248.67
39.75
243.63
11.97
14.77
167.49
2,750.00
311.15
29.90
31.45
10.63
14.88
10.99
11.98
50.55
121.25
72.00
10.94
332.48
213.54
397.75
16.08
65.91
-20.37
180.91
75.00
5.87
106.18
9.99
11.79
19.99
740.00
1,362.00
92.25
5,639.00
194.99
194.12
49.20
70.48
731.02
700.00
134.00
113.75
31.00
81.74
394.89
11.31
15.00
1,846.28
1,254.43
1,345.43
9.38
21.36
426.01
4,500.00
2,652.00
2,050.00
236.80
6.42
225.00
9.99
13.66
78.01

Amount
91.15
127.63
19.27
167.81
4.50
10.00
125.00
187.50
1,850.00
700.00
311.15
53.00
0.00
2,325.00
26.21
39.98
53.72
102.14
167.69
167.69
167.69
39,983.77

Sherwood Montessori
Profit & Loss YTD Comparison
July 2018 through January 2019

	Jul '18 - Jan 19	Jul '18 - Jan 19
Ordinary Income/Expense		
Income		
8000-Revenues	779,589	779,589
Total Income	779,589	779,589
Gross Profit	779,589	779,589
Expense		
1000 Certificated Salaries	206,302	206,302
2000 Classified Salaries	208,993	208,993
3000-Employee Benefits	121,673	121,673
4000-Books and Supplies	22,779	22,779
5000 Services/Other Op. Exp.	151,950	151,950
6000 Captial Outlay (>5K)	73,006	73,006
Reconciliation Discrepancies	960	960
Total Expense	785,662	785,662
Net Ordinary Income	-6,073	-6,073
Net Income	**-6,073**	**-6,073**

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 21, 2019

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 2017-2018 school year.

DISCUSSION

The SARC includes data on enrollment demographics, facilities, learning materials, school spending, teacher credentials and professional development. All information in the report is public information.

ACTION REQUESTED

Receive report.

Attachment: 2017-2018 SARC

Sherwood Montessori
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2018-19)

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 2018-19)

Note: Sherwood Montessori is a single-site independent charter school, and is independent of any 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 2018-19)

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 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.

Opportunities for Parental Involvement (School Year 2018-19)

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 2018-19)

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, 2018, and the plan was reviewed with all staff just prior to school opening.

School Facility Conditions and Planned Improvements (School Year 2018-19)

Year and month of the most recent FIT report: 1/2019

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 2018-19)

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			

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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

Note: District numbers shown here are CUSD (Chico Unified School District) data. Sherwood is an independent charter school authorized by CUSD and located within CUSD boundaries, but is not a part of the CUSD.

Teachers at this School	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	6.6	6.6	9	608
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	1	1	1	0
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	0	0	0	0

subset of total teacher misassignments (see data definition for Teacher Misassignments).				

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2017-18)

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	0.1	♦
Social Worker	0.1	♦

Nurse	0.1	♦
Speech/Language/Hearing Specialist	0.4	♦
Resource Specialist (non-teaching)	1	♦
Other		♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2018-19)

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.

Year and month in which the data were collected: January 2019

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	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	$6,242	$672	$5,570	$42,089
District	♦	♦	$5,642	$67,451
Percent Difference: School Site and District	♦	♦	189.0	-46.4
State	♦	♦	$7,125	$79,665
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 2017-18)

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: Positive Behavior Interventions and Supports (PBIS), 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

Lindamood Bell LiPS Program,the Wilson Programs for reading and spelling, guided reading using leveled texts, Focus Math intervention, and literacy groups with high interest texts.

Professional Development (2016-17, 2017-18 and 2018-19)

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. During the 2018-2019 school year, Sherwood joined the International Montessori Council to have access to current training specific to Montessori practitioners.

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 was also the school's first year of PBIS (Positive Behavior Interventions and Supports) training, a three-year program. Currently the school is in its second year of PBIS training and implementation.

In response to the Camp Fire, during the 2018-2019 school year all Sherwood faculty and staff participated in high quality professional development provided by the Butte County Office of Education. Presenters included Dr. Bruce Perry, Dr. David Schofled, Dr. Stephen Brock & Dr. Shelley Hart.

Professional development meetings also take place on site, once to twice monthly, on Wednesdays. Topics chosen for professional development are decided collaboratively by the teaching faculty using student data as a guide.

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **LCAP (Local Control and Accountability Plan)**

Date: February 21, 2019

SUMMARY

Each public school, public school district, county office of education, and charter school in California must adopt an updated LCAP by July 1, 2019.

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 2018-2019 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.

Attachment: One page of information on the LCAP published by the ACLU in 2013. All informaiton is still relevant and current, although it shows the adoption deadline as July, 2014. The deadline for the 2019-2020 adoption of the LCAP is July 1, 2019.

LOCAL CONTROL & ACCOUNTABILITY PLAN

The **Local Control Funding Formula (LCFF)** increases school funding and directs more resources to CA's highest-need students. It requires districts to develop **Local Control and Accountability Plans (LCAPs)** that establish annual goals for all students, describe what actions will be taken to achieve these goals, and detail how funds will be spent to increase or improve services.

STATE PRIORITIES

Districts must set annual goals in **8 State Priority areas**

1. **Basic Necessities** *Qualified and properly assigned teachers, sufficient instructional materials, facilities in good repair*
2. **Implementation of Common Core State Standards**
3. **Parental Involvement**
4. **Student Achievement** *Statewide assessments, API, EL reclassification rate, college preparedness, etc.*
5. **Student Engagement** *Attendance rates, dropout rates, graduation rates, etc.*
6. **School Climate** *Suspension and expulsion rates, etc.*
7. **Access to Courses**
8. **Other student outcomes in subject areas**

LOCAL PRIORITIES

Districts can also establish local priority areas

PARENT ADVISORY COMMITTEES

Districts must establish **Parent Advisory Committees** to advise school boards and superintendents on LCFF implementation. These committees must include parents and guardians of students that are eligible for free or reduced-price meals, English learners, or foster youth. Furthermore, if English learners make up at least 15% of a district's enrollment and the school district enrolls at least 50 English learners, it must establish a **District English Learner Advisory Committee** which must include parents/guardians. Districts must present their LCAPs to these advisory committees for review and comment.

DISTRICTS MUST ADOPT LCAPS BY JULY 2014. LCAPS COVER 3 YRS, ARE UPDATED ANNUALLY, & MUST BE ALIGNED WITH THE DISTRICT BUDGET

GOALS are set under each priority area, for all students and for subgroups

SPECIFIC ACTIONS are described for each goal

PROGRESS TOWARDS GOALS AND EFFECTIVENESS OF ACTIONS ARE REVIEWED ANNUALLY

GOALS & ACTIONS ARE DETAILED FOR ALL STUDENTS AND FOR STUDENT SUBGROUPS AT THE DISTRICT AND SCHOOL LEVEL

STUDENT SUBGROUPS

Districts must set distinct goals for all **numerically significant** subgroups (at least 30 students, or 15 for foster youth).

Racial / Ethnic Subgroups:
Black or African American
American Indian or Alaska Native
Asian
Filipino
Hispanic or Latino
Native Hawaiian or Pacific Islander
White
Two or more races

Other Subgroups:
Socioeconomically disadvantaged
English learners
Students with disabilities
Foster youth

EXPENDITURES

Districts must list and describe the expenditures implementing the ***specific actions*** for each fiscal year.

Districts receive **supplemental** and **concentration** funds for English learner, low-income, and foster youth students. Districts must use this money to increase or improve services for these high-need students in ***proportion*** to the increase in funds they receive.

ACLU
AMERICAN CIVIL LIBERTIES UNION CALIFORNIA AFFILIATES

Questions? Email **Sally Chung** at **schung@aclu-sc.org**

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.3 Proposition 39**

Date: February 21, 2019

SUMMARY

We received an offer of facilities 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: CUSDs 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

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 2019/20

Dear Ms. Yezbick:

In response to your letter dated October 30, 2018 and as required by Title 5 California Code of Regulations Section 11969.9(e), Chico Unified School District (CUSD) proposes to offer Sherwood Montessori (Sherwood) the continued shared use of CUSD facilities at Chapman Elementary School, 1071 East 16th Street, Chico, CA 95928 for your Grades K-8 program.

Projected ADA and Methodology

On December 3, 2018, I sent you a letter disputing Sherwood's enrollment projections. On December 27, I received a letter from you challenging CUSD's adjustments. CUSD's stands by its adjustments; therefore, the Preliminary Offer is based on those counter projections.

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 2018/19 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	21.44	23.62	1.10
1	18.99	22.58	1.19
2	18.41	13.17	.72
3	20.68	16.00	.77
4	21.04	21.64	1.03
5	23.65	13.17	.56
6	22.32	16.00	.72
7	22.32	10.35	.46
8	22.32	16.00	.72
		152.53	7.27

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 facility 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, 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:

152.53 Sherwood Projected ADA
306.93 Chapman Elementary School Projected ADA
459.46 Total ADA

33.20 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	
	23	Transitional Kindergarten	
	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	
	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	Preschool/Speech	
	27	Reset Program	
	28	ELD Coaches	
	29	State Preschool	Available only to Title 1 schools. Sherwood is not a Title 1 school.
	30	Primary Intervention Program	
	31	Targeted Case Manager'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 45 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 2019/20 year.

We look forward to discussing our preliminary proposal with you. Please contact Tina Keene at 891-3000, extension 105 if you have an interest in scheduling a meeting to discuss same.

Sincerely,

Julie M. Kistle

Julie Kistle
Director, Facilities and Construction

Enclosures

cc: Kevin Bultema, Assistant Superintendent, Business Services
Tina Keene, Director, State and Federal Programs
Kelly Staley, Superintendent

CHAPMAN ELEMENTARY SCHOOL

ACRES: 9.72

TOTAL SQUARE FOOTAGE: 41,386.77

PARKING SPACES: 30

SCHEDULE: Year-Round Education (single track)

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 97%.	
02 Kindergarten Classrooms (40 students per classroom)	**80**	Classroom Capacity 80 x .85	**68**
13 Grades 1-3 Classrooms (20 students per classroom)	**260**	Classroom Capacity 260 x .85	**221**
08 ***Grades 4-6 Classrooms*** (33 students per classroom)	**264**	Classroom Capacity 264 x .97	**257**
03 Special Education Classrooms			
2 - Special Day Classroom (12 students per classroom)	**24**	Classroom Capacity 24	**24**
1 - Resource Specialist Program Classroom	**0**	Not included in the determination of Practical Student Capacity	**0**
TOTAL MAXIMUM SCHOOL CAPACITY	**628**	**TOTAL PRACTICAL SCHOOL CAPACITY**	**570**

SCHOOL FACILITIES NOT DESIGNATED AS CLASSROOMS:

Administrative
Library
Multipurpose (includes cafeteria services)
Staff work areas
Healthy Start, Even Start, Head Start Programs (3 relocatable buildings)

NON-DISTRICT OWNED FACILITIES LOCATED ON THE SITE:

None

EMMA WILSON ELEMENTARY SCHOOL

ACRES: 11.95

TOTAL SQUARE FOOTAGE: 50,830.57

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 97%.	
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**
11 Grades 4-6 Classrooms (33 students per classroom)	**363**	Classroom Capacity 363 x .97	**353**
02 Special Education Classrooms			
0 - Special Day Classroom* (12 students per classroom)	**0**	Classroom Capacity 0	**0**
2 - Resource Specialist Program Classroom	**0**	Not included in the determination of Practical Student Capacity	**0**
TOTAL MAXIMUM SCHOOL CAPACITY	**763**	**TOTAL PRACTICAL SCHOOL CAPACITY**	**693**

SCHOOL FACILITIES NOT DESIGNATED AS CLASSROOMS:

Administrative
Library
Multipurpose (includes cafeteria services)
Staff work areas

NON-DISTRICT OWNED FACILITIES LOCATED ON THE SITE:

None

*room not being utilized as Special Day Classroom 1253 sf – added to regular classrooms

JOHN McMANUS ELEMENTARY SCHOOL

ACRES: 8.38

TOTAL SQUARE FOOTAGE: 39,187.54

PARKING SPACES: 75

SCHEDULE: Traditional

CONSTRUCTION DATES: Permanent: 1947, 1951, 1955, 1969, 1970
Relocatable: 1987, 1988, 1989, 1997, 1998
Reconstruction (partial): 1993 (Units A, B, C)

TOTAL CLASSROOMS: 28 (16 permanent, 12 relocatable)

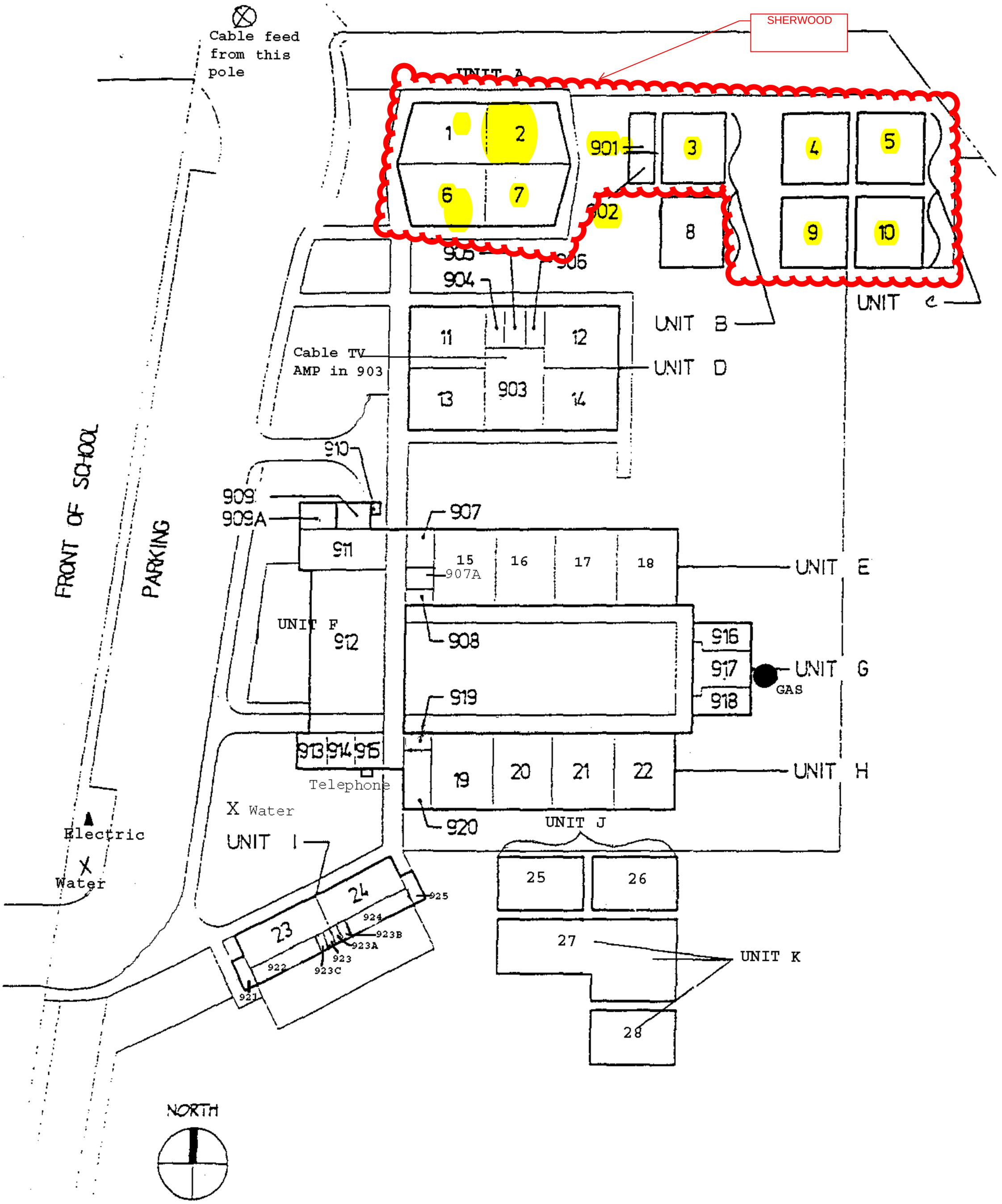
MAXIMUM CLASSROOM CAPACITY	**TOTAL**	**PRACTICAL CLASSROOM CAPACITY**	**TOTAL**
Room capacity is based on the structural design of the facility, educational needs of the students and current District staffing practices. The classroom capacities are determined by multiplying the students per class by 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 97%.	
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 .97	**289**
02 Special Education Classrooms			
1 - Special Day Classroom (12 students per classroom)	**12**	Classroom Capacity 12	**12**
1 - Resource Specialist Program Classroom	**0**	Not included in the determination of Practical Student Capacity	**0**
TOTAL MAXIMUM SCHOOL CAPACITY	**709**	**TOTAL PRACTICAL SCHOOL CAPACITY**	**641**

SCHOOL FACILITIES NOT DESIGNATED AS CLASSROOMS:

Administrative
Library
Multipurpose (includes cafeteria services)
Staff work areas

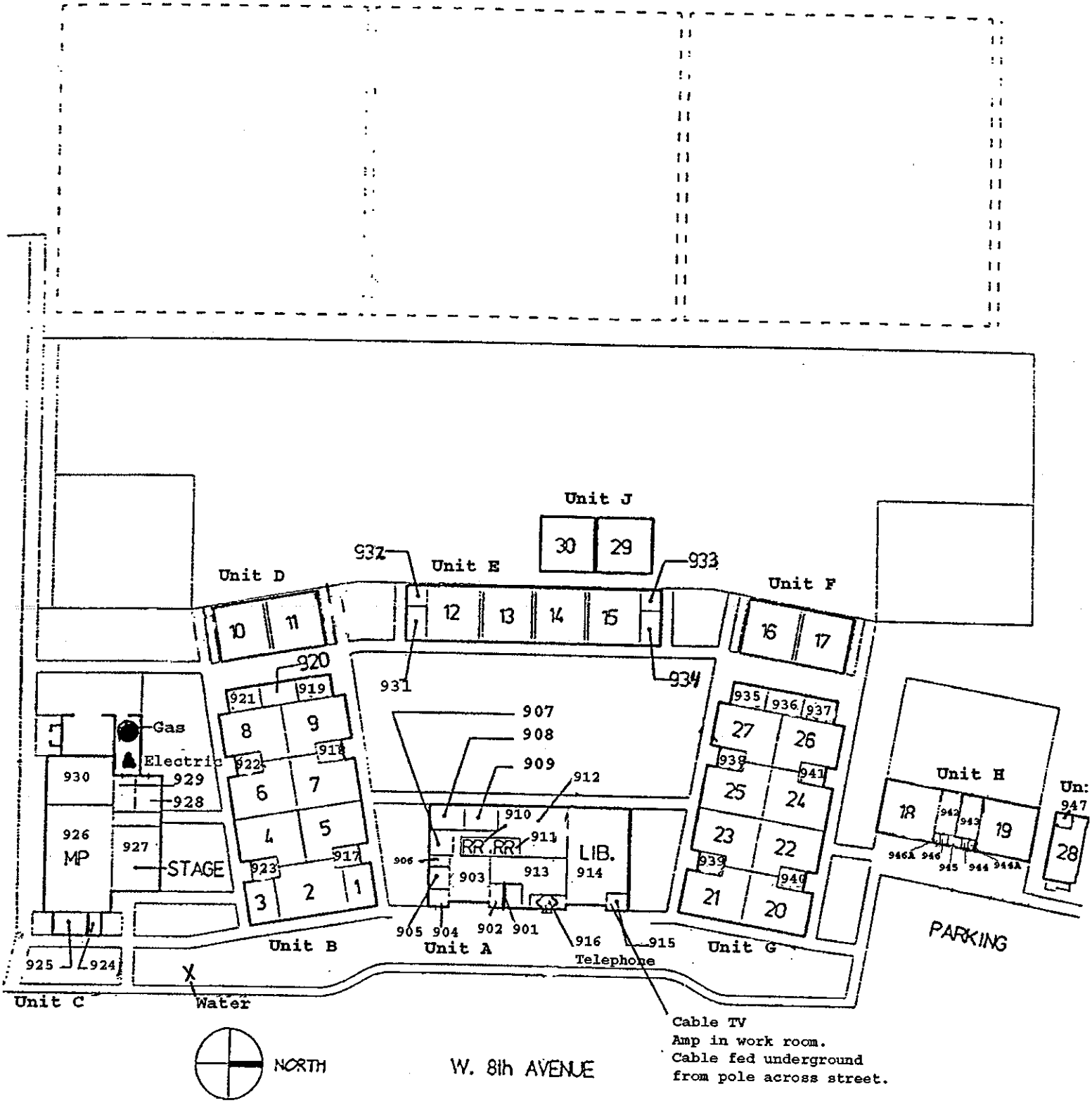
NON-DISTRICT OWNED FACILITIES LOCATED ON THE SITE:

County relocatable classroom



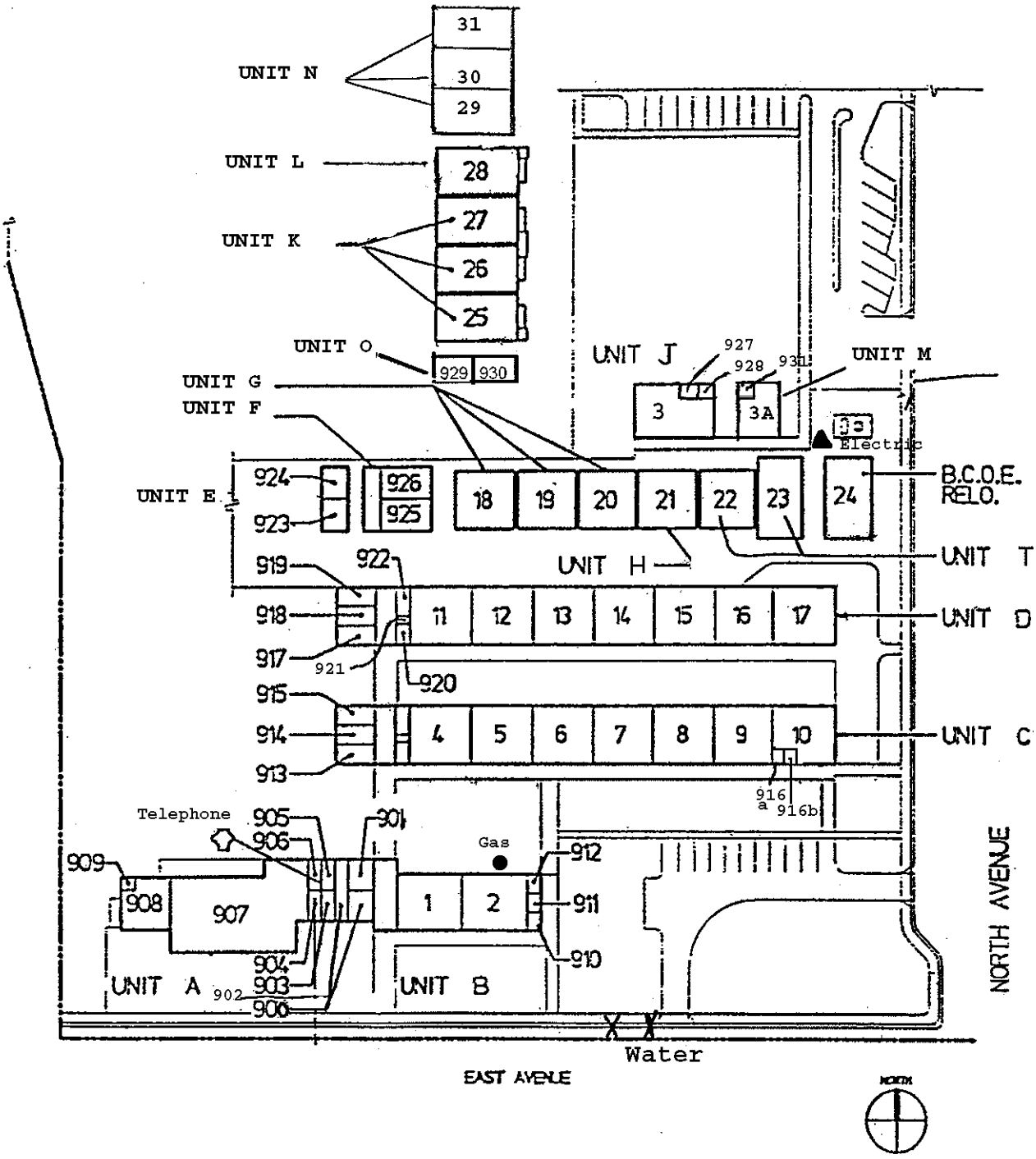
CHAPMAN ELEMENTARY SCHOOL

Updated **2011**



EMMA WILSON ELEMENTARY SCHOOL

Updated 9/2006



JOHN McMANUS ELEMENTARY SCHOOL

Updated 9/2006

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Chico Unified		Butte	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Chapman Elem		K-5	16
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
Jim Simone	Director - Facilities, Maintenance and Operations	Mike Allen John Bohanan	
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
9-12-2018, 8:00	Clear and Cool		

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	9	9	8	3	8	7	8	9	8	1	8
	Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	8	1	1	1	0	0	1	6	1	2	1	0	1	8	1
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: 09/12/18 School Name: Chapman

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 24	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Rm 22	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Rm 21	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Rm 16	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Rm 12	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Rm 11	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Playground	NA	NA	NA	NA	✓	✓	NA	NA	NA	NA	NA	✓	NA	✓	NA
COMMENTS:															
Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Restrooms	NA	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	NA	✓
COMMENTS:															
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
(REV 05/09)

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

PART II: EVALUATION DATA Date of Inspection: 12/19/2018 - 12/19/2018 Name of School: Emma Wilson Elementary

AREA / CATEGORY	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 02	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
Room 04	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
Room 08	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
Room 09	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓
	COMMENTS:	13. (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak													
Room 11	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
Room 18	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														

AREA / CATEGORY	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 20	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
Room 21	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
Room 23	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
Room 24	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
Room 25	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	N/A	✓

Room 25	COMMENTS:	13. (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak													
Room 27	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:														
AREA / CATEGORY	**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 910 RR	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:	8. (D) Restrooms are dirty and not maintained regularly													
Room 926 MP	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
	COMMENTS:	2. (D) Vents or surrounding areas are dirty													

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
(REV 05/09)

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Chico Unified School District		Butte	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Emma Wilson Elementary		k-5	30
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
German, Eric	Maintenance and Operations Supervior	Eric German	
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
12/19/2018 11:56 AM - 12/19/2018 12:10 PM	cold and wet		

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:	14	13	14	14	14	14	14	13	14	14	14	14	12	2	14
	Number of "D"s:	0	1	0	0	0	0	0	1	0	0	0	0	2	0	0
14	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	0	0	0	0	0	0	0	0	0	0	0	12	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)		100.00%	92.86%	100.00%	100.00%	100.00%	100.00%	100.00%	92.86%	100.00%	100.00%	100.00%	100.00%	85.71%	100.00%	100.00%
Total Percent per Category (average of above)*		97.62%			100.00%	100.00%		100.00%	96.43%		100.00%		92.86%		100.00%	
Rank (Circle One) Good = 90%-100% Fair = 75%-89.99% Poor = 0%-74.99%		GOOD FAIR POOR			GOOD FAIR POOR	GOOD FAIR POOR		GOOD FAIR POOR	GOOD FAIR POOR		GOOD FAIR POOR		GOOD FAIR POOR		GOOD FAIR POOR	

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 8 CATEGORIES ABOVE	98.36%	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	
Chico Unified		Butte	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
McManus Elem		K-5	17
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
Jim Simone	Director - Facilities, Maintenance and Operations	Tina Keene, John Bohanan	
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
9-12-2018, 9:45	Clear and Cool		

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	9	9	8	3	8	7	8	9	8	1	8
	Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	8	1	1	1	0	0	1	6	1	2	1	0	1	8	1
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: 09/12/18 School Name: McManus

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	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Rm 7	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Rm 2	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Rm 5	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Rm 4	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Rm 12	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Playground	NA	NA	NA	NA	✓	✓	NA	NA	NA	NA	NA	✓	NA	✓	NA
	COMMENTS:														
Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Restrooms	NA	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	NA	✓
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														

Marks: √ = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
Use additional Area Lines as necessary.

CHICO UNIFIED SCHOOL DISTRICT CAO---2

MONTHLY REPORT OF ACTIVE ENROLLMENT

CHAPMAN ELEMENTARY SCHOOL

Revised 11/02/2018

2018/2019

ROOM	TEACHER	TK	K	1	2	3	4	5	TOTAL	CC M.M.	DS M.S.	HB M.S.	GRAND *TOTAL*
23	Manning, Laura	19							19				19
20	Faniani, Jenna		27						27		3		30
24	Conley, Christy		29						29				29
19	VanPelt, Katelyn			21					21		2		23
22	Rivera, Jena			24					24				24
21	Shockley, Amy				23				23		3		26
18	Irving, Carrissa				12	9			21		4		25
16	Nielsen, Jens					23			23			4	27
17	Hill, Shelby					27			27				27
12	Christophel, Sarah						25		25			3	28
13	Cawthon, Brandi						12	13	25			3	28
11	Leichter, Erin							30	30			1	31
TOTALS		**19**	**56**	**45**	**35**	**59**	**37**	**43**	**294**	**0**	**12**	**11**	**317**
	Moore/Opp.			1	1	1		1	4				**4**
	Carr		1	1	2	2		1	7				**7**
	Salindong		3	2	7				12				**12**
	Brandt					4	4	3	11				**11**
SCHOOL TOTAL:													**328**

Active enrollment includes students leaving at the end of the day.

441 ÷ 19
23.2

450

11/2/2018
PROJECTIONS

CHICO UNIFIED SCHOOL DISTRICT CAO---2
MONTHLY REPORT OF ACTIVE ENROLLMENT
EMMA WILSON ELEMENTARY SCHOOL
PROJECTIONS 2018-19

ROOM	TEACHER	TK	K	1	2	3	4	5	TOTAL	SDC M.M.	ACE MW	ACE New	GRAND TOTAL
TK/28	McGrath	21							21				21
K/19	Cahoon		27						27				27
K/24	Miranda		27						27				27
K/18	Steindorf		27						27				27
K/26	Kostuk		25						25	2			27
1st/17	Schroeder			24					24				24
1st/20	Krieger			24					24				24
1st/22	Pitsker			24					24				24
1st/23	Tindill			24					24				24
1st/21	Ray			23					23		1		24
2nd/25	Hanf				23				23				23
2nd/27	Hansen				21				21	1			22
2nd/15	Reyna				21				21		1	1	23
2nd/16	Combs				21				21				21
2nd/3rd/13	Schreiber				11	12			23				23
3rd/14	Ricci					22			22	1			23
3rd/12	Uebelhardt					21			21	3			24
3rd/11	Corvington					20			20			1	21
3rd/10	Clark					23			23				23
4th/9	Schupp						26		26				26
4th/5	Vernau						28		28				28
4th/7	Tebo						27		27				27
5th/4	Morrison							30	30				30
5th/6	Barnes							28	28	2		1	31
5th/8	York							27	27	3			30
TOTALS		**21**	**106**	**119**	**97**	**98**	**81**	**85**	**607**	**12**	**2**	**3**	**624**
SDC CH	Waldo-Barr		2		1	4		5	12				
ACE/29	Willson		3	3	4				10				
ACE/30	LaRosa				1	6		2	9				
Home Med	Home Medical												
SCHOOL TOTAL:		**21**	**111**	**122**	**103**	**108**	**81**	**92**	**638**				**638**

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 11-2-18

ROOM	TEACHER	TK	K	1	2	3	4	5	TOTAL	SDC MM	MNI	GRAND TOTAL
3A	Williams	24							24			24
3	Nielsen		23						23			23
9	Erickson		23						23			23
10	Leaf		23						23			23
6	Levin			22					22			22
7	Bailey			23					23			23
8	Cardoza			22					22			22
1	Bush				22				22			22
2	Oswalt				22				22			22
16	Lininger				21				21			21
5	Whitchurch					27			27			27
18	Francis					27			27			27
11	Masuda					11	13		24			24
4	Lewis						24		24			24
15	Knaver						24		24			24
12	Clements							29	29			29
13	Canales							28	28			28
									0			0
TOTALS:												
REGULAR CLASSES		24	69	67	65	65	61	57	408	0	0	408
SH	K. Timmel		1	3	4				8			0
SH	D. Mocek					5	1	1	7			0
MNI									0			0
									0			0
Overflow									0			0
SCHOOL TOTAL:		24	70	70	69	70	62	58				423

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

Emma Wilson Elementary School
Daily Schedule

Transitional Kindergarten

Class time- 8:10-2:10

Lunch 11:10-11:50

Kindergarten

Class time- 8:10-1:10

Lunch- 11:10-11:50

First Grade

Class time- 8:10-2:10

Lunch- 11:30-12:10

Second & Third Grades

Class time- 8:10-2:10

Lunch- 11:50-12:30

Fourth & Fourth Grades

Class time- 8:05-2:10

Lunch- 12:15-12:55

2017-2018 Daily Schedule
John McManus Elementary

Beginning & Ending Daily Schedule

TK	8:10-2:15
Kindergarten	8:10-2:15
Grades 1-3	8:15-2:15
Grades 4-5	8:05-2:15

Recess Schedule

TK	9:45-10:00
Kindergarten	10:00-10:15
Grades 1-3	9:20 - 9:35
Grades 4-5	9:40-10:00
TK	1:25-1:40
Kindergarten	1:45-2:00
Grades 1-3 (Whitchurch, Lininger, Francis)	1:00-1:15
All other grades 1-3	1:25-1:40

Lunch Schedule

TK/1st	11:10-11:55
Grades K	11:30-12:15
Grades 2 & 2/3 combination	11:50-12:35
Grade 3	11:30-12:15
Grades 4-5	12:10-12:55

Minimum Day Schedule

November 6, 7, 8, 9, 17
December 22
March 16
June 7

Grades TK-K	8:05-11:25
Grades 1-3	8:15-11:25
Grades 4-5	8:05-11:25

Rev 08/15/2017

Agenda Item 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.4 Auditor Selection**

Date: February 21, 2019

SUMMARY

The Board needs to retain an auditor to complete the annual financial audit for the 2018-2019 school year.

DISCUSSION

The required annual financial audit of the 2018-2019 school year will be completed in the fall of 2019. 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.

Recently, KCOE Isom has made a change and is no longer doing public school audits and will focus on agriculture and other businesses. Three staff members who have been doing the public school audits under KCOE Isom have formed their own firm: Horton McNulty & Saeteurn, LLP (HM&S).

Pat Casey, our Business Manager, has recommended that we approve a contract with HM&S. The quote given includes the cost of three years, and represents a savings to us:

2017-18 $ 9,700
2018-19 $ 9,700
2019-20 $ 9,700

ACTION REQUESTED

Approve the selection of HM&S as Sherwood's auditor for the 2018-2019 school year.

Audit Fee Proposal

Sherwood Montessori

Fiscal Years Ending June 30, 2019, 2020, and 2021

HM&S

HORTON MCNULTY & SAETEURN, LLP

January 23, 2019

Michelle Yezbick
Sherwood Montessori
1010 Cleveland Avenue
Chico, CA 95928

Dear Michelle:

The partners and staff of Horton McNulty & Saeteurn, LLP (HM&S), would like to express their appreciation to you and your staff for the effort and cooperation extended to us at K·Coe Isom during our recent audit of Sherwood Montessori (the Charter School), and for your interest in continuing your professional services with HM&S. We are confident that HM&S can provide the quality services you seek at a reasonable cost.

Fee Proposal

At HM&S, service is at the heart of our business; we deliver results, not hours. Your fee proposal is designed to achieve desired results, based on an understanding of what you need and want, and what meeting those needs is worth to you. We strive to give clients certainty in price by discovering what the desired results are worth, and agreeing in advance on the right price.

Our fees stated below include the involvement of all HM&S team members assigned to the Charter School—there is never an additional fee for our administrative support team, copies, postage, etc.

We want you to engage with us in conversation to get answers to questions and think-through opportunities you have without the fear of a surprise invoice; therefore, our fee includes an *unlimited access provision*. We are available year round to advise the Charter School on general finance and accounting issues during the course of the contract. This access enables you to regularly exchange ideas—by phone, email, or in meetings, at no additional cost to you.

We have a couple of fee options for you:

One-Year Contract

Option 1 is for the same quality service you received from K·Coe Isom. We are prepared to give you the same great service at the fees you were counting on from your existing K·Coe Isom contract. We will perform the Charter School's 2018-19 audit for $10,000.

Three-Year Contract

We seek to reward client loyalty and pass on the savings gained from the continuity of long-term relationships with our clients. The following options reflect a discount for the Charter School's commitment to a three-year agreement to complete the Charter School's financial statement audit.

Option 2 reflects a discount for entrusting us with a three-year agreement. We know that funding is never certain, and charter schools continue to experience rising costs, particularly with pensions and healthcare. Wouldn't it be nice to have one cost that you can count on to remain flat for the next three years? This is an opportunity to lock in your services at the *same discounted cost* for the next three years. The proposed fees will be as follows for the fiscal year listed:

	2018-19	2019-20	2020-21
Annual Audit	$9,700	$9,700	$9,700

The above fees are inclusive of all out-of-pocket travel expenses. Our fees are based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. We understand that you will provide us with all financial records and related information required for our audit and that you are responsible for the accuracy and completeness of that information. All audit requirements included in the July 1, 2018, audit guide issued by the Education Audit Appeals Panel, *Guide for Annual Audits of California K-12 Local Education Agencies and State Compliance Reporting*, have been incorporated in the fees listed. In the event that any additional services may be requested by the Charter School or required by *Guide for Annual Audits of California K-12 Local Education Agencies and State Compliance Reporting*, issued by the Education Audit Appeals Panel subsequent to July 1, 2018, those services will be billed to the Charter School at $175 per hour for 2018-19, $185 per hour for 2019-20, and $195 per hour for 2020-21.

We appreciate the opportunity to present our proposal to you, and we will be pleased to provide any additional information you require. Please take a moment to let us know what you think. For your convenience, we have provided an area for your response below.

Very truly yours,

Horton McNulty & Saeteurn, LLP

☐ I like option ____. Please send an engagement letter for signature.

☐ I would also like a $50 per year discount to only receive an electronic copy of the audit report.

☐ I would like to talk about other options. Please call Kalah at (530) 893-6673, Joy at (530) 893-6617, or Taen at (530) 410-9738.

☐ No, thanks. The reason is _____.

Agenda Item 5.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.5 Second Interim Budget**

Date: February 21, 2019

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.

ACTION REQUESTED

Adopt 2nd Interim Budget.

Attachment: 2nd Interim Budget

2018-19 IST INTERIM BUDGET	ORIGINAL 155 = EST. 148 ADA	REVISED 161 = EST. 152 ADA		Last Year of GAP Funding and One Time Discretionary Funds
FCMAT v19.2D CALCULATOR	2018-19 1ST INTERIM BUDGET	2018-19 2ND INTERIM BUDGET	CHANGE	
Revenue				
8011 Local Control Funding	697,469	725,241		***105,325***
8012 Education Protection Act	199,580	203,598		
8096 In Lieu Taxes	379,958	378,096		
Subtotal LCFF Revenues	1,277,007	1,306,935	***29,928***	
PROP 39 FUNDS	151,000		(151,000)	
LPS Grant		11,000	11,000	
8019 State Aid - Prior Years			-	
8181 Spec. Educ.- SELPA Fed	19,606	18,000	(1,606)	
8311 Spec. Educ. - SELPA State	89,869	73,000	(16,869)	
8312 Spec. Educ. - SELPA ERMHS	20,000	12,000	(8,000)	
8590 One Time Discretionary	52,181	52,000	(181)	***52,000***
8550 Mandates Block Grant	2,062	2,475	413	
8560 State Lottery	25,000	25,000	-	
8673 Parent Fees	45,008	45,008	-	
8699 Fundraising / Donations	10,000	42,850	32,850	
8710 Other Local Revenue	1,000	1,000	-	
TOTAL REVENUES	**1,692,733**	**1,589,268**	***(103,465)***	***157,325***
Expense				
1000 Certificated Salaries	392,090	420,874	28,784	
2000 Classified Salaries	386,843	363,377	(23,466)	
3000 Employee Benefits	231,115	241,091	9,976	
SUBTOTAL	1,010,048	1,025,342	15,294	
4100 Texts and Core Curricula	17,000	10,000	(7,000)	
4200 Reference Materials	22,000	5,500	(16,500)	
4300 Materials and Supplies	21,700	26,500	4,800	
4400 NonCap Equipment	5,400	5,400	-	
4700 Food (Nutrition)	500	500	-	
SUBTOTAL	66,600	47,900	(18,700)	
5200 Travel and Conferences	13,300	11,300	(2,000)	
5300 Dues and Memberships	1,300	1,600	300	
5400 Property/Liability Insurance	15,360	16,340	980	
5500 Operations / Housekeeping	57,800	61,600	3,800	
5600 Rentals, Leases, and Repairs	12,200	12,200	-	
5800 Prof. & Consulting Services	213,853	225,000	11,147	
5900 Communications	7,440	7,870	430	
SUBTOTAL	321,253	335,910	14,657	
6200 CAPITAL OUTLAY- BLDG	73,000		(73,000)	
TOTAL EXPENDITURES	**1,470,901**	**1,409,152**	**(61,749)**	
Excess/(Deficiency)	***221,832***	***180,116***		***(157,325)***
Pr. Yr. Net Assets - Unrestr. (minus Prop)	**122,000**	**74,373**	**9**	**ADA Less**
Project. Unrestr. Ending Fund Balance	**265,832**	**254,489**	**30**	**ADA Less**
Designated for Economic Uncertainties	**194,215**	**220,000**	**Est. 2 mos. salary/benes.**	
Undesignated/Unappropriated Amount	**71,617**	**34,489**	**4**	**ADA Less**

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Detail

Charter School Name: Sherwood Montessori
(continued) Charter School
CDS #: 04-61424-0121475
Charter Approving Entity: Chico Unified School District
County: Butte
Charter #: 1166
Fiscal Year: 2016-17

This charter school uses the following basis of accounting:

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

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

Description	Object Code	Adopted Budget - July 1			Actuals thru 1/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. Revenue Limit Sources										
Local Control Funding	8011	776,536		776,536	324,888		324,888	725,241		725,241
Education Protection Act Funding	8012	211,635		211,635	110,329		110,329	203,598		203,598
Charter Schools Gen. Purpose Entitlement - State Aid	8015			-			-			-
State Aid - Prior Years	8019			-			-			-
Tax Relief Subventions (for rev. limit funded schools)	8020-8039			-			-			-
County and District Taxes (for rev. limit funded schools)	8040-8079	361,378		361,378	189,050		189,050	378,096		378,096
Miscellaneous Funds (for rev. limit funded schools)	8080-8089			-			-			-
Revenue Limit Transfers (for rev. limit funded schools):										
PERS Reduction Transfer	8092			-			-			-
Other Revenue Limit Transfers	8091, 8097			-			-			-
Total, Revenue Limit Sources		1,349,549	-	1,349,549	624,267	-	624,267	1,306,935	-	1,306,935
2. Federal Revenues										
No Child Left Behind	8290			-			-			-
Special Education - Federal	8181, 8182		19,606	19,606			-		18,000	18,000
Child Nutrition - Federal	8220			-			-			-
Other Federal Revenues	8110, 8260-8299			-			-			-
Total, Federal Revenues		-	19,606	19,606	-	-	-	-	18,000	18,000
3. Other State Revenues										
Charter Schools Categorical Block Grant	8590			-	2,475		2,475	2,475		2,475
Special Education - State	StateRevSE		89,869	89,869		57,856	57,856		85,000	85,000
All Other State Revenues	StateRevAO	79,243		79,243	68,491		68,491	77,000	11,000	88,000
Total, Other State Revenues		79,243	89,869	169,112	70,966	57,856	128,822	79,475	96,000	175,475
4. Other Local Revenues										
Charter Schools Funding in Lieu of Property Taxes	8096			-			-			-
All Other Local Revenues	LocalRevAO	67,008		67,008	26,500		26,500	88,858		88,858
Total, Local Revenues		67,008	-	67,008	26,500	-	26,500	88,858	-	88,858
5. TOTAL REVENUES		1,495,800	109,475	1,605,275	721,733	57,856	779,589	1,475,268	114,000	1,589,268
B. EXPENDITURES										
1. Certificated Salaries										
Teachers' Salaries	1100	351,850	44,783	396,633	172,589	33,713	206,302	316,788	80,086	396,874
Certificated Pupil Support Salaries	1200		60,000	60,000		16,364	16,364		24,000	24,000
Certificated Supervisors' and Administrators' Salaries	1300			-			-			-
Other Certificated Salaries	1900			-			-			-
Total, Certificated Salaries		351,850	104,783	456,633	172,589	50,077	222,666	316,788	104,086	420,874
2. Non-certificated Salaries										
Instructional Aides' Salaries	2100	130,100	30,562	160,662	60,395	15,493	75,888	152,399	32,906	185,305
Non-certificated Support Salaries	2200	42,735		42,735	25,186		25,186	45,247		45,247
Non-certificated Supervisors' and Administrators' Sal.	2300	73,000		73,000	43,313		43,313	74,600		74,600
Clerical and Office Salaries	2400	61,548		61,548	28,841		28,841	58,225		58,225
Other Non-certificated Salaries	2900			-	19,400		19,400			-
Total, Non-certificated Salaries		307,383	30,562	337,945	177,135	15,493	192,628	330,471	32,906	363,377
3. Employee Benefits										
STRS	3101-3102	57,657	17,059	74,716	27,827	8,153	35,980	51,573	16,945	68,518
PERS	3201-3202	24,674		24,674	14,527		14,527	24,849		24,849
OASDI / Medicare / Alternative	3301-3302	29,795	3,208	33,003	14,412	1,931	16,343	32,066	3,468	35,534
Health and Welfare Benefits	3401-3402	94,720	19,417	114,137	38,019	3,864	41,883	69,277	13,461	82,738
Unemployment Insurance	3501-3502	10,390	903	11,293	2,906	645	3,551	10,224	2,408	12,632
Workers' Compensation Insurance	3601-3602	9,923	2,030	11,953	5,677	984	6,661	10,179	1,771	11,950
Retiree Benefits	3701-3702			-			-			-
PERS Reduction (for revenue limit funded schools)	3801-3802			-			-			-
Other Employee Benefits	3901-3902	3,830		3,830	2,476	252	2,728	4,139	732	4,871
Total, Employee Benefits		230,989	42,617	273,606	105,844	15,829	121,673	202,307	38,785	241,092
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	17,000	12,500	29,500	2,311		2,311	10,000		10,000
Books and Other Reference Materials	4200	20,000	2,000	22,000	1,041		1,041	5,500		5,500
Materials and Supplies	4300	19,700	2,000	21,700	16,630	1,175	17,805	21,500	5,000	26,500
Noncapitalized Equipment	4400	5,400		5,400	1,248	375	1,623	5,400		5,400
Food	4700	500		500			-	500		500
Total, Books and Supplies		62,600	16,500	79,100	21,230	1,550	22,780	42,900	5,000	47,900
5. Services and Other Operating Expenditures										
Home to School Transportation	5100			-			-			-
Travel and Conferences	5200	12,000	1,300	13,300	1,306	773	2,079	9,300	2,000	11,300
Dues and Memberships	5300	1,300		1,300	84		84	1,600		1,600
Insurance	5400	15,360		15,360	13,857		13,857	16,340		16,340
Operations and Housekeeping Services	5500	57,800		57,800	13,461		13,461	61,600		61,600
Rentals, Leases, Repairs, and Noncap. Improvements	5600	12,200		12,200	6,045		6,045	12,200		12,200
Professional/Consulting Services and Operating Expend.	5800	128,853	85,000	213,853	88,141	24,714	112,855	160,000	65,000	225,000
Communications	5900		7,440	7,440	4,529		4,529	7,870		7,870
Total, Services and Other Operating Expenditures		227,513	93,740	321,253	127,423	25,487	152,910	268,910	67,000	335,910
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Sites and Improvements of Sites	6100			-			-			-
Buildings and Improvements of Buildings	6200			-			-			-

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Detail

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(continued) Charter School
CDS #: 04-61424-0121475
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County: Butte
Charter #: 1166
Fiscal Year: 2016-17

This charter school uses the following basis of accounting:

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

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

Description	Object Code	Adopted Budget - July 1			Actuals thru 1/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Books and Media for New School Libraries or Major										
Expansion of School Libraries	6300			-			-			-
Equipment	6400			-			-			-
Equipment Replacement	6500		43,000	43,000		73,006	73,006			-
Depreciation Expense (for full accrual only)	*6900*			-			-			-
Total, Capital Outlay		-	43,000	43,000	-	73,006	73,006	-	-	-
7. Other Outgo										
Tuition to Other Schools	7110-7143			-			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			-			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-			-
All Other Transfers	7280-7299			-			-			-
Debt Service:										
Interest	7438			-			-			-
Principal	7439			-			-			-
Transfers of Indirect / Direct Support Costs	7300-7399			-			-			-
Total, Other Outgo		-	-	-	-	-	-	-	-	-
8. TOTAL EXPENDITURES		1,180,335	331,202	1,511,537	604,221	181,442	785,663	1,161,376	247,777	1,409,153
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		315,465	(221,727)	93,738	117,512	(123,586)	(6,074)	313,892	(133,777)	180,115
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979			-			-			-
2. Less: Other Uses	7630-7699			-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			-	(123,586)	123,586	-	(133,777)	133,777	-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	(123,586)	123,586	-	(133,777)	133,777	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		315,465	(221,727)	93,738	(6,074)	0	(6,074)	180,115	-	180,115
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	344,134		344,134	344,134	-	344,134	344,134		344,134
b. Adjustments to Beginning Balance	9793, 9795	43,324		43,324	40,842	201,846	242,688	40,842	201,846	242,688
c. Adjusted Beginning Balance		344,134	-	387,458	384,976	201,846	586,822	384,976	201,846	586,822
2. Ending Fund Balance, June 30 (E + F.1.c.)		659,599	(221,727)	481,196	378,902	201,846	580,748	565,091	201,846	766,937
Components of Ending Fund Balance (Optional):										
Reserve for Revolving Cash (equals object 9130)	9711			-			-			-
Reserve for Stores (equals object 9320)	9712			-			-			-
Reserve for Prepaid Expenditures (equals object 9330)	9713			-			-			-
Reserve for All Others	9719			-			-			-
General Reserve	9730			-			-			-
Legally Restricted Balance	9740			-		201,846	201,846		201,846	201,846
Designated for Economic Uncertainties	9770			-	68,299		68,299	220,000		220,000
Other Designations	9775, 9780			-	310,603		310,603	310,603		310,603
Undesignated / Unappropriated Amount	9790	659,599	(221,727)	437,872	(0)	0	(0)	34,488	-	34,488

Agenda Item 5.6

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.6: Election of Officers**

Date: November 21, 2019

SUMMARY

The office of Treasurer will need to be filled with David moving out of the area. The Board may need to reassign current officers to fill this vacancy.

DISCUSSION

Article 5 of the Bylaws of the Board of Directors describes the action to take when there are vacancies and the duties of the offices:

SECTION 5. VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than that of Chair, such vacancy may be filled temporarily by appointment by the Chair until such time as the Board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine. An Interim Chair may be appointed by the outgoing Chair in the case where the position of Vice-Chair is vacant, and/or the current Vice-Chair unable to accept the longer term duties of the Chair and /or there are less than four current Directors to fulfill the requirements of a voting quorum. The Interim Chair shall serve in this capacity until the next annual election of the Board of Directors, typically held in May.

SECTION 6. DUTIES OF CHAIR

The Chair shall be the Chief Executive Officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Unless another person is specifically appointed as Chair of the Board of Directors, he or she shall preside at all meetings of the Board of Directors.

Except as otherwise expressly provided by law, by the Articles of Incorporation, or by these Bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.

SECTION 7. DUTIES OF VICE-CHAIR

In the absence of the Chair, or in the event of his or her inability or refusal to act, the Vice-Chair shall perform all the duties of the Chair, and when so acting shall have all the powers of, and be subject to all the restrictions on, the Chair. The Vice-Chair shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Board of Directors.

SECTION 8. DUTIES OF SECRETARY

The Secretary shall:

1. Certify and keep at the principal office of the corporation the original, or a copy of these Bylaws as amended or otherwise altered to date;

2. Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the Board of Directors, and, if applicable, meetings of committees of Directors, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof;

3. See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law;

4. Be custodian of the records;

5. Exhibit at all reasonable times to any Director of the corporation, or to his or her agent or attorney, on request therefore, the Bylaws, and the minutes of the proceedings of the Directors of the corporation. In general, perform all duties incident to the office of Secretary, and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

SECTION 9. DUTIES OF TREASURER

Subject to the provisions of these Bylaws relating to the "Execution of Instruments, Deposits and Funds," the Treasurer shall:

1. Have oversight responsibility for all funds and securities of the corporation, and deposit and/or provide direction to the School Director to deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors;

2. Provide review, perspective and advice to the Board with regard to the integrity of financial statements, the validity of financial projections and the viability of the financial condition of the corporation;

3. Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports including the Annual Budget, First and Second Interim Budget Reports, and Final Unaudited Actuals;

4. Provide access at all reasonable times to the books of account and financial records to any Director of the corporation, or to his or her agent or attorney, on request therefore;

5. Perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

ACTION REQUESTED

Elect board officers.

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. 10**
1071 E. 16th St., Chico, California
Date/Time: **Thursday, March 28, 2019 – 6:00 p.m.**

AGENDA

1. **CALL TO ORDER** (6:00 p.m.)
   1.1 Roll Call Monica Woodward, Tanya King, Anna Ling, Melissa Struyf

2. **CONSENT AGENDA** (6:05 p.m.)
   2.1 Minutes Approval Consider approval of minutes from Regular Meeting, February 21, 2019 and Special Meeting, February 21, 2019.
   2.2 Field Trip Approval Consider approval of middle school field trip to Caritas Creek Camp.

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 Treasurer Report

4. **NOTICED PUBLIC HEARINGS**
   None

5. **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 Appoint Board Member (6:40 p.m.)
The Board will be asked to appoint a member to an open seat.
ACTION REQESTED: Appoint a member.

5.3 Signers on Bank Account (6:50 p.m.)
The Board will be asked to add a signer or signers to the bank account.
ACTION REQUESTED: Add signer(s).

5.4 Local Control Accountability Plan (LCAP) (7:00 p.m.)
The Board will be presented with a summary of progress made on 2018-2019 LCAP goals and actions.
ACTION REQUESTED: Discuss LCAP.

5.5 English Language Learner Reclassification Policy (7:15 p.m.)
The Board will be asked to approve a reclassification policy for ELLs based on CDE recommendations.
ACTION REQUESTED: Adopt policy.

5.6 Wellness Policy (7:25 p.m.)
Our current policy should be amended for flexibility.
ACTION REQUESTED: Amend policy.

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

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SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

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Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California
Date/Time: **Thursday, February 21, 2019 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER (6:00)

1.1 Roll Call Monica Woodward, Tanya King, Anna Ling, Melissa Struyf

Meeting called to order at 6:07 pm.

2. CONSENT AGENDA (6:05)

2.1 Minutes Approval Consider approval of minutes from Regular Meeting, January 17, 2019.

Tanya King moved to approve the minutes. Approved by the Board.

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
3.7 School Accountability Report Card (SARC)

Tanya King presented on behalf of the Development Committee. Monica Woodward presented on behalf of the School Performance Committee. Anna Ling presented for the Governance Committee. Myra Punzo presented for the SMPO. Michelle Yezbick presented the School Director report. Justin Allen presented the Director of MTSS Report. Pat Casey presented the Treasurer report. Michelle Yezbick presented the SARC.

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The Board reviewed the written reports and engaged in discussion.

4. NOTICED PUBLIC HEARINGS

None

5. REGULAR BUSINESS

5.1 Items Removed From Consent (If any)

5.2 Local Control Accountability Plan (LCAP): Purpose and Content (7:00)
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.

Michelle Yezbick summarized the purpose and requirements of the LCAP. The Board engaged in discussion.

5.3 Prop 39 Offer (7:15)
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.

The Board discussed the Prop 39 offer from CUSD. Anna Ling moved to accept the offer. Approved by the Board.

5.4 Approve Auditor Contract (7:30)
The Board will be asked to consider a multi-year contract for our annual fiscal audit.
ACTION REQUESTED: Approve contract.

The Board reviewed the one-year and three-year options for the auditor's contract. Monica Woodward moved to approve the three-year contract. Approved by the Board.

5.5 Second Interim Budget (7:45)
The Board will be asked to adopt the Second Interim Budget.
ACTION REQUESTED: Adopt Second Interim Budget.

The Board discussed the Second Interim Budget. Monica Woodward moved to adopt it. Approved by the Board.

5.6 Officer Election (8:15)
The Board will be asked to elect officers for the Board as needed.
ACTION REQUESTED: Elect officers as needed.

The Board discussed the need for a new Treasurer, given David Steffenson's recent departure from the Board. Anna Ling moved to nominate Monica Woodward as Treasurer. Approved by the Board.

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

Meeting adjourned at 8:05 p.m.

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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, February 21, 2019 – 8:30 p.m.**

AGENDA

1. CALL TO ORDER

1.1 Roll Call Monica Woodward, Melissa Struyf, Tanya King, Anna Ling

Meeting called to order at 8:07 p.m.

2. 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.

3. REGULAR BUSINESS

3.1 Approval of Measure K Bond Allocation Loan

The Board of Directors of CORE Butte has approved a loan to Sherwood from their Measure K first allocation to cover anticipated overages on our project.
ACTION REQUESTED: Approve loan agreement.

The Board discussed the proposed agreement and noted the need to correct the dates stated for the second round of Measure K bond sales. Monica Woodward moved to approve the loan agreement as corrected. Approved by the Board.

4. ADJOURNMENT (Est. 8:45 p.m.)

Meeting adjourned at 8:20 p.m.

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Agenda Item 2.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2** Field Trip to Caritas Creek Environmental Camp

Date: March 28, 2019

SUMMARY

The Middle School class would like to take a 5 day (May 6-10, 2019) field trip to Caritas Creek Environmental Camp in Occidental, CA.

DISCUSSION

Field Trips that involve a significant cost, a trip out of the state, or an overnight stay should be reviewed and approved by the Board of Directors

The middle school class would leave Sherwood on Monday, May 10 at 7:00 AM, traveling by private vehicles to Caritas Creek in Occidental, CA and arriving at 11 AM. They will spend 5 days and 4 nights at camp. Take a look at their website for all the wonderful activities that they will be participating in during their stay (www.caritascreek.org). They will return to Sherwood Montessori at approximately 3 PM on Friday, May 10th.

Costs for the trip will be covered by parents, fundraising, and funds designated in our 2018-2019 LCAP.

ACTION REQUESTED

Approve trip.

Agenda: Regular Meeting of the Development Committee of Sherwood Montessori 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. The Board cannot discuss or take action on items not on the agenda. Please refer to the policy on public participation for more information.

Committee: Development Committee

Meeting Date: March 6, 2019 at Sherwood Montessori **Time:** 4:45 pm

Attendance: Brenda Brown, Tanya King, Anna Ling, Melissa Struyf, Michelle Yezbick

Goals:

- Draft calendar of events for 2019-20, including major planning tasks
- Discuss improving communications regarding volunteer opportunities
- Discuss preparations for Sherwood Music Festival and next steps
- Discuss other fundraising or marketing efforts underway

Outline of Discussion:

Sherwood Music Festival:

- Preparations are underway, including arranging logistics and reaching out to sponsors. Still need to advertise and book lodging for the Mother Hips.
- We will be borrowing and seeking donated items as much as possible, to keep costs within our $15K budget.
- The middle school would like to set up a sales booth to raise funds for next year's extended field trip. Hoping to make this an annual tradition.

Communicating volunteer opportunities:

- We discussed expanding the list of volunteer jobs from the Family Handbook, to help boost parent volunteerism. Would like to post a redraft to the school website and in the Family Handbook and the SMPO survey this fall.

2018-2019 Calendar of Events:

- We engaged in preliminary discussion; will discuss further at next month's meeting.

Other fundraising and marketing:

- North Valley Community Foundation granted us $1,500 to fund Parent Education night on Feb 26 (Supporting Kids After Trauma), and to cover the costs of the wilderness camp for one teacher and one student who lost homes in the Camp Fire.

• The charter schools have not completely ruled out the idea of running an article in the CN&R. Will discuss further at a future meeting.
Action Items *(who will do what before the next board/committee meeting)*: • Follow up on Sherwood Music Festival to-do items (Tanya, Michelle, Brenda and Melissa) • Follow up on inviting potential new families to spring events (Michelle)?
Agenda Items *(items that need to be brought to the board at a meeting)*: • None
Next Meeting Date: 4:45 p.m. on Wednesday, April 3, 2019 at Sherwood Montessori

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.

Committee: Governance

Meeting Date: 3/4/19

Attendance: Anna Ling, Monica Woodward

Goals:

- Discuss updating the Board orientation binder
- Discuss the recruitment of additional board members
- Discuss the process for conducting the Director's performance review
- Discuss possible topics for Board self-education

Outline of Discussion:

- We have been updating and reorganizing the content for the Board orientation binder. It should be ready for new member(s) by mid-March.
- Nathan McGraw has agreed to join the board for the 2018-2019 school year, pending approval at the March board meeting. We are continuing to run the weekly announcement to recruit additional board members.
- We will be soliciting feedback from board members, teachers and staff regarding the Director's performance this year. We are planning to conduct surveys in late March so we don't interfere with the LCAP survey process.
- We floated a few topics for Board self-education but didn't settle on anything. We will reach out to the full board for ideas.

Action Items *(who will do what before the next board/committee meeting)*:

- Anna will finish updating the board orientation binder and provide to Nathan.

Agenda Items *(items that need to be brought to the board at a meeting)*:

- Solicit ideas for Board self-education topics for future meetings.

Next Meeting Date: TBD

Agenda Item 3.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Brenda Brown, Public Relations Coordinator

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

Date: March 28, 2019

At the February SMPO Meeting we announced the Sherwood Music Festival date and headlining band live on FB. I created a Sherwood Music Festival sign up on Sign Up.com and Michelle sent the link out with the February School Announcements. The sign-up link was also shared on our FB page. There is a total of 106 available volunteer spots and at the moment we have 24 spots filled. We are hoping that giving a free ticket for 2 hours of volunteering will be the motivation for parents. Maria and Mayra will start having a table in April, possibly once a week around pick up time to attract parents to sign up.

At our Cal Skate Fundraiser 2/6 we raised a total of $347.90. Our Round Table/Bake Sale 3/4 raised a total of $416, which is to go towards our art program. We have had such great Bake Sale support we have decided to have one at the upcoming Variety Show scheduled in April.

SMPO decided to try our March meeting directly after school at 3:00 at 20th st. park. We had more attend this meeting then previous meetings this school year and are considering keeping this new time change/location.

Here is a list of upcoming events:
4/2 Woodstock Pizza Take Over 5:00-8:00
4/5 Pajama Day
4/9 S.M.P.O. 3:00 at 20th st. Park
4/16 Parent Ed. Night Montessori Student Outcomes 5:30-6:45
4/26 Variety Show/Bake Sale 6:00

Thank you!
Brenda Brown, 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: March 28, 2019

ADMINISTRATIVE ITEMS:

- Current enrollment will be reported at meeting.
- We held two parent education events since the February Board meeting: Supporting Kids After Trauma and the Nurtured Heart Approach.
- The Erdkinder Committee met and approved a data collection tool designed for observing in a Montessori middle school.
- At the 2019 California Charter Schools Association, I attended the following workshops: *Mastering Employee Leaves and Accommodations, Lawfully Addressing Student Truancy, Supporting Students with Behavioral Disabilities, C.C.S.A. Advocates, and D.I.Y. Strategic Planning.*

FISCAL ITEMS:

- Our project at 1010 Cleveland Ave. revealed significant termite damage to the existing house. A decision as to how to proceed will need to be made once more information is available.

LEGISLATIVE ITEMS:

- Linda Darling-Hammond, a renowned researcher and educator, has been appointed to the position of President of the State Board of Education by Governor Gavin Newson.

- The following two articles describe the current political landscape regarding charters:
https://edsource.org/2019/charter-school-supporters-unveil-battle-strategy-against-push-to-restrict-growth-in-california/609776

https://www.newsreview.com/sacramento/how-far-will-california-go/content?oid=27838337

SAFETY

- We received a giant check for winning the grand prize for the Charter Safe sponsored safety grant. Our students who lost their houses in the Camp Fire have begun to receive counseling and the school purchased a collection of titles with themes of children healing from natural disasters with resiliency.
- Justin Allan, Director of M.T.S.S., and I attended an all-day Suicide Prevention Training presented by our S.E.L.P.A. (Special Education Local Plan Area).

Sherwood Montessori
Balance Sheet - Current Month
As of February 28, 2019

Accrual Basis

	Feb 28, 19
ASSETS	
Current Assets	
Checking/Savings	
9100-Assets	332,286
Total Checking/Savings	332,286
Other Current Assets	
9290 - Due from Grantor Govts.	16,702
9650 Unrealized Revenue	-19,239
Total Other Current Assets	-2,537
Total Current Assets	329,750
Fixed Assets	
9410 - Land	95,000
9430- Building	221,719
9435-Accumulated Depreciation	-6,116
Total Fixed Assets	310,603
TOTAL ASSETS	**640,353**
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
9500-Accounts Payable	9,424
Total Accounts Payable	9,424
Other Current Liabilities	
9500-Liabilities	71,663
Total Other Current Liabilities	71,663
Total Current Liabilities	81,087
Total Liabilities	81,087

	Feb 28, 19
Equity	
Restricted Assets	53,692
Unrestricted Fixed Assets	310,603
Unrestricted Net Assets	209,718
Net Income	-14,747
Total Equity	559,266
TOTAL LIABILITIES & EQUITY	**640,353**

Sherwood Montessori
Board of Directors - Donations and Fundraising Report
February 2019

Type	Date	Memo	Amount
8000-Revenues			
8600-8799 Other Local Revenue			
8699-Fundraising and Donations			
8699-Field Trip Donations			
Deposit	02/08/2019	T-Shirt	120
Deposit	02/15/2019	AMAZON SMILE	58
Deposit	02/22/2019	BOOK SALE	14
Total 8699-Field Trip Donations			192
8699-Fundraising			
8673-Rebates			
Deposit	02/28/2019	ESCRIP	9
Total 8673-Rebates			9
Total 8699-Fundraising			9
Classroom donation			
Deposit	02/08/2019	Teresa	110
Deposit	02/22/2019	SHENG	142
Total Classroom donation			252
Total 8699-Fundraising and Donations			452
Total 8600-8799 Other Local Revenue			452
Total 8000-Revenues			452
TOTAL			**452**

Sherwood Montessori
Profit & Loss YTD Comparison
July 2018 through February 2019

	Jul '18 - Feb 19	Jul '18 - Feb 19
Ordinary Income/Expense		
Income		
8000-Revenues	896,915.73	896,915.73
Total Income	896,915.73	896,915.73
Gross Profit	896,915.73	896,915.73
Expense		
1000 Certificated Salaries	263,023.45	263,023.45
2000 Classified Salaries	226,379.13	226,379.13
3000-Employee Benefits	143,558.07	143,558.07
4000-Books and Supplies	25,407.08	25,407.08
5000 Services/Other Op. Exp.	180,289.43	180,289.43
6000 Captial Outlay (>5K)	73,006.00	73,006.00
Total Expense	911,663.16	911,663.16
Net Ordinary Income	-14,747.43	-14,747.43
Net Income	**-14,747.43**	**-14,747.43**

Sherwood Montessori
Board of Directors - Vendor Payments Report
February 2019

Type	Date	Num	Name	Memo	Account	Amount
Check	02/01/2019	DBT	1 & 1 Internet Inc.	Web and email hosting - 3 MONTHS @ 9.99 EACH	Website, Hosting	29.97
Check	02/01/2019	DBT	Amazon.com	SUPPLIES	Instructional Supplies	39.19
Check	02/04/2019	6313	Michelle K. Yezbick	MILEAGE	5200-Travel and Conf...	158.57
Check	02/04/2019	DBT	SCHOOL NURSE SUPPLY, INC.	TRANSLUCENT DISTANCE CHART	Instructional Supplies	25.24
Check	02/04/2019	DBT	University Box Office	TICKETS	Field Trips and Asse...	134.00
Check	02/05/2019	DBT	American Montessori Society	DUES	5300-Dues and Memb...	128.00
Check	02/05/2019	DBT	Costco	EXT DAY SUPPLIES	Extended Day	19.28
Check	02/05/2019	DBT	Costco	CUSTODIAL	Custodial Supplies	24.78
Check	02/05/2019	DBT	Costco	OFFICE	Office Supplies	20.48
Check	02/05/2019	DBT	Costco	SUPPLIES	Instructional Supplies	18.10
Check	02/05/2019	DBT	Amazon.com	SUPPLIES	Instructional Supplies	26.80
Bill	02/07/2019	inv 5908...	TIAA Commercial Finance, Inc.	INV 5908830	Copier Lease	243.63
Bill	02/07/2019		Natalie Wren	Nurse Service on 1/23/19	SELPA	195.00
Bill	02/07/2019		Natalie Wren	Livescan	LiveScan and TB Test...	101.00
Bill	02/07/2019		Natalie Wren	Credential application fee	SELPA	100.00
Bill	02/07/2019	inv 8101	Keillor's Pest Solutions	service INV 8101 JAN 2019	Pest Control	80.00
Bill	02/07/2019	INV 689...	North State Parent Magazine	INV 68950 COOP AD	Advertising	185.00
Check	02/07/2019	DBT	Mendes Supply Co.	supplies	Custodial Supplies	173.91
Check	02/07/2019	DBT	Amazon.com	SUPPLIES	Instructional Supplies	34.99
Check	02/08/2019	DBT	Amazon.com	SUPPLIES	Office Supplies	31.99
Check	02/08/2019	DBT	Amazon.com	BOOKS	4200-Books/reference...	47.22
Check	02/08/2019	DBT	Amazon.com	LIGHT COVERS - OCTO	Instructional Supplies	314.91
Bill	02/11/2019	Camp Fi...	Douglas Wyatt	CAMP FIRE RELIEF FUND	Fundraising Expenses	311.15
Bill	02/11/2019		Pat H. Casey	Intuit QuickBooks payroll software service	Software Licensing	650.00
Bill	02/11/2019		Pat H. Casey	Office Depot receipt - 1099MISC forms	Office Supplies	53.60
Bill	02/11/2019	inv 2270...	Office Depot	SUPLIES inv 2270780566	Office Supplies	56.63
Check	02/11/2019	DBT	AB SELF STORAGE	STORAGE RENTAL	Other Rentals	190.80
Check	02/12/2019	DBT	Costco	EXT DAY SUPPLIES	Extended Day	14.78
Check	02/12/2019	DBT	Costco	SOAP	Custodial Supplies	10.71
Check	02/13/2019	DBT	Amazon.com	LOCKDOWN MAGNETIC STRIPS - returned	4200-Books/reference...	19.96
Check	02/15/2019	DBT	Amazon.com	BOOKS	4200-Books/reference...	39.37
Check	02/15/2019	DBT	Amazon.com	LIGHT COVERS	Instructional Supplies	209.94
Check	02/16/2019	DBT	Wufoo	JAN-FEB	Online List Managem...	11.31
Bill	02/19/2019	INV 2123	Capital Archive and Print	T shirts, Hoodies INV 2123	Fundraising Expenses	1,687.31
Bill	02/19/2019	ACC 54...	California Water Service Company	DEC-JAN 2019	Water	39.94
Bill	02/19/2019	ID 19-0...	Waste Management	SERVICE FOR 2019 JANUARY	Trash/Recycling	134.00
Bill	02/19/2019	INV KC...	KCoe Isom, LLP	FORM 990 TAX STATEMENT	Auditing and CPA Ser...	2,100.00
Bill	02/19/2019		Comcast	2019 FEBRUARY	Internet Service Provi...	194.99
Bill	02/19/2019	INV 982...	Verizon Wireless	JAN-FEB 2019	Telephone, Cellular	92.25
Bill	02/19/2019	ACC 56...	PG & E	1010 CLEVELAND - JAN 2019	Electricity	161.83
Check	02/19/2019	6331	Heather Fisher	MILEAGE	5200-Travel and Conf...	28.54
Check	02/19/2019	6332	Sharon Rosie Paulson	LIVESCAN	LiveScan and TB Test...	52.00
Check	02/19/2019	6333	Kristine . McGee	LIVESCAN	LiveScan and TB Test...	52.00
Check	02/21/2019	DBT	Amazon.com	MATH	Instructional Supplies	89.78
Check	02/21/2019	DBT	Amazon.com	GAMING HEADSET	Instructional Supplies	22.99
Check	02/21/2019	DBT	Amazon.com	IPAD - SHENG - PLEDGE WEEK	Instructional Supplies	174.94
Check	02/21/2019	DBT	Amazon.com	HOTEL BOOKING - MICHELLE	5200-Travel and Conf...	7.99
Check	02/21/2019	DBT	HP LEASE 7603	CHROME BOOKS LEASE	HP DIRECT LEASE	394.89
Check	02/22/2019	DBT	Courtyard Sacramento Midtown	Michelle - CCSA Conf in Sac	5200-Travel and Conf...	576.10
Check	02/22/2019	DBT	SMART FOOD SERVICE	SUPPLIES	Custodial Supplies	13.45

Type	Date	Num	Name	Memo	Account	Amount
Check	02/22/2019	DBT	Northern Star Mills	PLASTIC WATERER 1 GAL	Instructional Supplies	20.17
Check	02/22/2019	DBT	Amazon.com	EXT DAY	Instructional Supplies	4.82
Check	02/22/2019	DBT	HMCO Books	BOOKS	4200-Books/reference...	5.74
Check	02/22/2019	DBT	Amazon.com	ART SUPPLIES	Instructional Supplies	12.31
Check	02/22/2019	DBT	Amazon.com	SUPPLIES	Office Supplies	16.99
Check	02/22/2019	dbt	HMCO Books	BOOKS	4200-Books/reference...	79.11
Check	02/24/2019	DBT	Amazon.com	EXT DAY	Instructional Supplies	36.30
Check	02/24/2019	DBT	Amazon.com	SUPPLIES - returned	Instructional Supplies	55.92
Check	02/25/2019	DBT	The Booksource	BOOKS	4200-Books/reference...	367.44
Check	02/25/2019	DBT	Amazon.com	SUPPLIES - Intervention	Instructional Supplies	22.99
Check	02/26/2019	DBT	Costco	EXT DAY SUPPLIES	Extended Day	72.46
Check	02/26/2019	DBT	Amazon.com	SUPPLIES - Intervention	Instructional Supplies	37.98
Check	02/26/2019	DBT	Amazon.com	SUPPLIES - Intervention	Instructional Supplies	129.99
Check	02/27/2019	DBT	Amazon.com	SUPPLIES	Instructional Supplies	21.22
Check	02/27/2019	DBT	Amazon.com	SUPPLIES- INTERVENTION	Instructional Supplies	21.40
Check	02/27/2019	DBT	Amazon.com	HEADPHONE - SHENG - PLEDGE WEEK	Instructional Supplies	22.50
Bill	02/28/2019		Natalie Wren	Nurse Service thru 2/25/19	SELPA	780.00
Bill	02/28/2019	CNIN70...	Advanced Document	JAN 2019 SERVICE	Copier Lease	538.57
Bill	02/28/2019		Druin Heal	ARCHERY SERVICE - DEC 2018	Extracurricular Services	80.00
Bill	02/28/2019		Druin Heal	ARCHERY SERVICE - JAN 2019	Extracurricular Services	200.00
Bill	02/28/2019	INV 125	Neacail Murdock	MOVE CONTENTS FROM 1010 CLEVELAND STORA...	Contracted Service	795.00
Bill	02/28/2019	INV 2003	LIFELINE TRAINING CENTER	CPR Training classes - Inv 2003	5800-Other Services	1,850.00
Bill	02/28/2019		BCOE-Cfte	Registration - one day - Yezbick - Professional Develop...	Extracurricular Services	15.00
Bill	02/28/2019	INV19-0...	Shasta COE	SHENG FIELD TRIP - PLANETARIUM	Field Trips and Asse...	240.00
Bill	02/28/2019		CharterSAFE	WC PREMIUM 5 OF9	3601-Workers Comp	741.00
Bill	02/28/2019		CharterSAFE	PROP-LIAB PREMIUM 5 OF 9	5400-Liability Insurance	1,361.00
Check	02/28/2019	6360	Sherri Scott	supplies	Food (Instructional)	198.52
Check	02/28/2019	6361	Aaron Vought	Learning Center SUPPLIES	Instructional Supplies	13.98
Check	02/28/2019	6362	Falyn Beshwate	SUPPLIES	Instructional Supplies	20.46
Check	02/28/2019	6363	Muria Dilts	Livescan	LiveScan and TB Test...	52.00
Check	02/28/2019	6364	Jeannette Koski	Livescan	LiveScan and TB Test...	52.00
Bill	02/28/2019	INV 106	JULIA. GODDARD	EXTENDED DAY BOOKKEEPING - INV 106	Bookkeeping Services	210.00
Bill	02/28/2019	INV19-0...	CUSD	INV19-00092 2019 JANUARY	CUSD FUA Charges	1,363.27
Bill	02/28/2019	201819-...	Pat Casey	CONTRACT SERVICES - JANUARY 2019	Business Manager Se...	2,650.00
Bill	02/28/2019	INV 19	Matt P. McLaughlin	18-19 INV # 19 - FEB	SELPA	1,182.50
Bill	02/28/2019	INV 19	Matt P. McLaughlin	18-19 INV # 19 - FEB	SELPA	715.00
Bill	02/28/2019	INV 19	Matt P. McLaughlin	18-19 INV # 19 - FEB	SELPA	467.50
Bill	02/28/2019	INV 723...	White Glove Cleaning Service	INV 72354	5800-Other Services	2,295.00
Bill	02/28/2019		Office Depot	INV 22577200451	Office Supplies	15.30
Bill	02/28/2019		Office Depot	INV 2280313520	Office Supplies	39.21
Bill	02/28/2019	CNIN70...	Advanced Document	SERVICE FEB 2019	Copier Lease	486.43
Check	02/28/2019			Service Charge	Bank Fees	27.00
TOTAL						**26,839.39**

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2 Vacancy on the Board**

Date: March 28, 2019

SUMMARY

The Board may appoint individuals to serve when there is a vacancy, currently we have three vacant seats.

DISCUSSION

Under Article 4: Meetings, Section 10: Vacancies of the Board bylaws, vacancies on the Board may be filled by the current members of the Board of Directors:

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

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

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

ACTION REQUESTED

Appoint a director to the vacancy.

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.3 – Change of Signatories on Bank Account**

Date: March 28, 2019

SUMMARY

Consideration of request to authorize a change of signatories on the School's bank account.

DISCUSSION

Our current Board resolution for signatories on the bank account include Monica Woodward and Anna Ling. Having additional signatories can be helpful for the school in the event that both Monica and Anna are unavailable.

ACTION REQUESTED

Approve additional signatory/ies.

Agenda Item 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.4 LCAP Progress**

Date: March 28, 2019

SUMMARY

The Local Control Accountability Plan (LCAP) is being reviewed for progress made towards goals.

DISCUSSION

Sherwood's 2018-2019 LCAP was adopted last year to guide the focus of school improvement work this year. At this time, a summary of progress has been made including data that will be or is being used to assess progress, and potential changes for the 2019-2020 adoption.

ACTION REQUESTED

Discuss the progress of the LCAP.

Attachment: Summary of LCAP Progress

Sherwood Montessori LCAP Progress 2018-2019

Goal	Difference/improvement	Metrics	Cost	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 professional development for implementing CCSS and the Montessori method.	CCSS Training: Pro. Dev. attendance	$10,000 (certificated and classified salaries & benefits)	CAASPP scores decreased overall from 2017 to 2018. Enrollment change between these two years for students included in the test was 62%. 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 purchase invoices	$6,400 ($5,000 in materials, $400 in certificated salaries & benefits)	Teachers completed checklists and as of 3/7/2018 needs were identified. Construction project revealed materials were being stored in shed that teachers were indicating were missing from their classrooms. No change in funding suggested until curriculum library project is finished.
Goal 1.4: Provide a facility in good repair maintain recess equipment and seek a permanent location.	Facilities project at 1010 Cleveland Ave. was to be completed over the summer, has hit delays due to permitting. Projected to exceed Measure K budget and this LCAP budget.	Facilities Inspection Tool, records of recess equipment order, Sherwood Community Survey results	$9,148 ($5,000 in supplies, $2,160 in director's salary/benefits) and $2,258 for recess equipment and to cover staffing costs to order.	The current project at 1010 Cleveland Ave. will be overbudget by up to $100,000. Plans to move forward on exploring a final location will continue. Recess equipment will be replaced as needed. Survey results needed to determine funding.
Goal 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.	Director of MTSS took over former SST Coordinator duties to work collaboratively with director, teachers, and parents. Collected data to determine which students need access to the SST process.	Literacy- I Ready and benchmark reading and writing assessments. Math – I Ready and Smarter Balanced Assessment in Math Reading assessments to determine Fountas & Pinnell guided reading level.	$41,760 (increased to reflect portion of Director of MTSS salary and benefits to cover former SST Coordinator duties)	The SST program has been very successful and will continue in terms of actions and services, although we are now calling it SST (Student Success Team). An increase in funding covered anticipated salary increase. *Assessment results show increased student achievement, recommend*

Sherwood Montessori LCAP Progress 2018-2019

Goal	Difference/improvement	Metrics	Cost	Rationale for potential changes
				maintain funding, raise to reflect salary increases.
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. Silent Journey & Discovery attendance was not significant, but parents are taking advantage of other Parent Ed opportunities. Maintain funding recommended.
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 and decrease chronic absenteeism and suspension rates.	Implement conferences with parents of chronically absent students.		$3,000 ($2,500 in classified salaries and $500 in classified benefits)	Change in funding may be suggested once data is examined.
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.	$1000 ($800 in classified staff salary, $200 in classified staff benefits)	Increase in funding to cover increase in salaries/benefits and increase in students receiving frl.
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	Financial records	$2,700	Change in funding to reflect change in concentration grant funds.

Sherwood Montessori LCAP Progress 2018-2019

Goal	Difference/improvement	Metrics	Cost	Rationale for potential changes
	qualify for free or reduced lunch due to low income.			

Agenda Item 5.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.5 English Language Learner Reclassification Policy**

Date: March 28, 2019

SUMMARY

The California Department of Education has published guidelines for Local Education Agencies (LEAs) to adopt reclassification policies for English Language Learners (ELLs).

DISCUSSION

Under current funding models for education in California, LEAs are given additional funds to educate students who have a language other than English, until such a time as the students are found to be fluent in English. The CDE has published updated guidelines for reclassifying ELLs. Our auditor urged us to have our Board adopt a poliy based on these guidelines.

ACTION REQUESTED

Adopt English Language Learner Reclassification Policy.

Attachment: DRAFT English Language Learner Reclassification Policy

SHERWOOD MONTESSORI

DRAFT: English Language Learner Reclassification Policy

The reclassification criteria set forth in California *Education Code* (*EC*) Section 313 and Title 5 California Code of Regulations (5 *CCR*) section 11303 advise local educational agencies (LEAs) to use the following four criteria to establish reclassification policies and procedures:

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of ELPAC (English Language Proficiency Assessments for California); and
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and
3. Parent opinion and consultation; and
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age.

Sherwood Montessori will use Performance Level 4 on the Overall score of the ELPAC to determine whether a student has met the ELP assessment criterion.

Formative assessments and the report card will be used to inform the teacher's evaluation of student's curriculum mastery.

Parents will be consulted when determining if a student has reached reclassification level.

Results of valid assessments measuring basic skills in English will also be considered to determine whether or not the student is able to perform similarly to other students of the same age.

Agenda Item 5.6

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.6 Wellness Policy**

Date: March 28, 2019

SUMMARY

Our current Wellness Policy is restrictive and should be amended to reflect our practices.

DISCUSSION

Our current Wellness Policy describes having P.E. for all grades every day. In order to accomplish this, our P.E. classes would have to be shortened which would reduce their effectiveness and cause disruption to our schedules.

Currently, our P.E. classes are a full hour and each class has P.E. twice per week.

Although we are not required to follow laws regulating district schools, our schedule exceeds the law's minimum requirement set forth in Ed Code by about 40 minutes per month (*EC* Section 51210[a][7]).

Suggested revision: Omit the word "daily" as it appears (twice) on the bottom of page 2.

ACTION REQUESTED

Amend Wellness Policy.

Attachment: DRAFT Revised Wellness Policy

SHERWOOD MONTESSORI

Wellness Policy on Physical Activity and Nutrition

Sherwood Montessori is committed to providing school environments that promote and protect children's health, well-being and ability to learn by supporting healthy eating and physical activity. All students in grades K-8 will have opportunities, support, and encouragement to be physically active on a regular basis. Foods and beverages sold or served at school, by Sherwood Montessori or its contractors, will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans. Sherwood Montessori will provide nutrition education and physical education that foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

Food Service/Child Nutrition Program

The Board of Directors recognizes that students need adequate, nourishing food in order to grow, learn and maintain good health. Classroom celebrations, especially in elementary schools, should encourage healthy choices and portion control. Parents and families should receive guidance from the school on foods that are appropriate for such celebrations. Sherwood Montessori further recognizes that significant research indicates a positive relationship between adequate nutrition and learning resulting in academic success. The school will, as resources are available, provide adequate resources (personnel, equipment, ongoing maintenance, and technology) to implement this Wellness Policy. All employees of the school will support the implementation of this Wellness Policy.

Parents/guardians will be encouraged to support the school's efforts by considering nutritional quality when selecting any snack which they may donate for occasional special events. The Board will meet annually to review implementation of these policies and regulations.

Quality of Food

The Director shall ensure the meals offered by the school's food service program meet all legal requirements for participation in the National School Lunch and School Breakfast programs. The Director shall ensure that food sales by school-related groups are in compliance with state and federal law and do not impair student participation in the school food service program.

Sanitation and safety procedures shall comply with the requirements of the California Uniform Retail Food Facilities Law as set forth in Health and Safety Code 113700-11445. All food available to students on school premises during school hours, including food sold by students in support of school activities, will meet or exceed nutritional standards established in this policy.

All foods available to students during school hours shall be:

- Selected so as to contribute to student's nutritional well-being and the prevention of disease.
- Prepared in ways that will appeal to students, retain nutritive quality and foster lifelong healthful eating habits.
- Proved to give a variety of healthy choices at all site including ethnic and cultural favorites. Students will be involved in the selection, tasting and marketing of healthy foods that appeal to students.

Healthy food choices (fresh fruits and vegetables, whole grains, dairy products) should be promoted in school activities involving staff, students, and community.

Maintenance of a Healthy Environment

Drinking water and hand-washing facilities should be conveniently available for students at all times. All school sites will provide an environment where healthful eating behaviors are the norm and are modeled and reinforced. Adequate space in a pleasant surrounding will be developed so that students can be encouraged to eat a nutritious lunch. The Director will ensure practices are in place to foster mutual respect between service providers, school personnel and students.

Rewards

Schools should not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually, as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations

Classroom parties should serve food and beverages that meets nutrition standards for foods and beverages sold individually (above). The school will disseminate a list of healthy party ideas to parents and teachers.

Integrating Physical Activity into the Classroom Setting

For students to receive the nationally-recommended amount of daily physical activity of at least 60 minutes per day and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity throughout the curriculum. Toward that end: Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television; Opportunities for physical activity will be incorporated into other subject lessons; and Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate. The Board of Directors recognizes the benefits of physical activity for student health and academic achievement. The Board desires to provide a physical education program that builds interest and proficiency in movement skills and encourages students' lifelong fitness through physical activity. Besides promoting high levels of personal achievement and a positive self-image, physical education activities should teach students how to cooperate in the achievement of goals. The school's programs shall strive to include a variety of kinesthetic activities, including team and individual sports, as well as aesthetic movement forms, such as dance. An appropriate alternative activity shall be provided for students with a physical disability that may restrict excessive physical exertion. Physical education staff shall appropriately limit the amount or type of physical exercise required of students during air pollution episodes, hot weather or other inclement conditions.

Daily Physical Education (P.E.) K-8

All students in grades K-8, including students with disabilities, special health-care needs, and in alternative educational settings, will receive daily physical education for the entire school year.

Physical Activity and Punishment

The school will not use participation or non-participation in physical education classes or recess as a way to punish or discipline students.

Monitoring and Policy Review

The Board of Directors will meet annually to review progress toward implementation of these policies and regulations. The Director will ensure compliance with this nutrition and physical activity wellness policy.

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. 10**
1071 E. 16th St., Chico, California
Date/Time: **Thursday, April 18, 2019 – 6:00 p.m.**

AGENDA

1. **CALL TO ORDER** (5:30 p.m.)
   1.1 Roll Call Monica Woodward, Anna Ling, Melissa Struyf, Tanya King, Nathan McGraw

2. **CLOSED SESSION** (5:35 p.m.)
   2.1 The Board will consider the expulsion of a student.

3. **CONSENT AGENDA** (6:00 p.m.)
   3.1 Minutes Approval Consider approval of minutes from Regular Meeting, March 28, 2019.

4. **REPORTS AND COMMUNICATION** (6:05 p.m.)
   4.1Committee Reports
   4.2 Instructional Staff Report
   4.3 Sherwood Montessori Parents Organization Report
   4.4 School Director Report
   4.5 Director of MTSS Report
   4.6 Treasurer Report

5. **NOTICED PUBLIC HEARINGS**
   None

6. **REGULAR BUSINESS**
   6.1 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.

6.2 Strategic Planning (6:45 p.m.)
The Governance Committee will present a proposed process for creating a Strategic Plan
ACTION REQUESTED: Discuss Strategic Planning

6.3 1010 Cleveland Ave. (7:00 p.m.)
The Board will be asked to decide which action to take regarding the house at 1010 Cleveland Ave.
ACTION REQUESTED: Vote on a course of action for the property at 1010 Cleveland Ave.

7. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA (7:30 p.m.)
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. FUTURE AGENDA ITEMS (7:35 p.m.)
7.1 The Board will be asked to adopt the final draft of the Local Control Accountability Plan (LCAP) for 2019-2020.
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.

9. CLOSED SESSION Public Employee Performance Evaluation (7:40 p.m.)
With respect to every item of business to be discussed in a closed session pursuant to Government Code Section 54957. Title: School Director.

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

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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. 10**
1071 E. 16th St., Chico, California
Date/Time: **Thursday, March 28, 2019 – 6:00 p.m.**

MINUTES

1. CALL TO ORDER (6:00 p.m.)

1.1 Roll Call Monica Woodward, Tanya King, Anna Ling, Melissa Struyf

Meeting called to order at 6:08 pm. All members present except Melissa Struyf.

2. CONSENT AGENDA (6:05 p.m.)

2.1 Minutes Approval Consider approval of minutes from Regular Meeting, February 21, 2019 and Special Meeting, February 21, 2019.
2.2 Field Trip Approval Consider approval of middle school field trip to Caritas Creek Camp.

Board noted a spelling correction to the minutes of the Regular Meeting of February 21. Tanya King moved to approve the consent agenda, including the minutes as corrected. Approved by the Board.

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 Treasurer Report

Anna Ling presented on behalf of the Development Committee and the Governance Committee. Monica Woodward presented for the School Performance Committee. Michelle Yezbick presented the School Director report. Pat Casey presented the Treasurer report.

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

The Board reviewed the written reports and engaged in discussion.

4. NOTICED PUBLIC HEARINGS

None

5. REGULAR BUSINESS

5.1 Items Removed From Consent (If any)

5.2 Appoint Board Member (6:40 p.m.)
The Board will be asked to appoint a member to an open seat.
ACTION REQESTED: Appoint a member.

Anna Ling moved to appoint Nathan McGraw to the Board. Approved by the Board.

5.3 Signers on Bank Account (6:50 p.m.)
The Board will be asked to add a signer or signers to the bank account.
ACTION REQUESTED: Add signer(s).

Monica Woodward moved to add Tanya King as a signer on the account. Approved by the Board.

5.4 Local Control Accountability Plan (LCAP) (7:00 p.m.)
The Board will be presented with a summary of progress made on 2018-2019 LCAP goals and actions.
ACTION REQUESTED: Discuss LCAP.

Michelle Yezbick summarized the progress made on the LCAP. The Board engaged in discussion.

5.5 English Language Learner Reclassification Policy (7:15 p.m.)
The Board will be asked to approve a reclassification policy for ELLs based on CDE recommendations.
ACTION REQUESTED: Adopt policy.

Monica Woodward moved to adopt the English Language Learner Reclassification Policy. Approved by the Board.

5.6 Wellness Policy (7:25 p.m.)
Our current policy should be amended for flexibility.
ACTION REQUESTED: Amend policy.

Tanya King moved to amend the Wellness Policy. Approved by the Board.

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

Meeting adjourned at 7:51 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: Regular Meeting of the Development Committee of Sherwood Montessori 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. The Board cannot discuss or take action on items not on the agenda. Please refer to the policy on public participation for more information.

Committee: Development Committee

Meeting Date: April 10, 2019 at 1017 16th Street, Rm 3 **Time:** 4:45 pm

Attendance: Brenda Brown, Tanya King, Anna Ling, Melissa Struyf, Michelle Yezbick

Goals:

- Draft calendar of events for 2019-20, including major planning tasks
- Discuss marketing ideas to raise enrollment, e.g. direct mailing, TV/radio spots
- Discuss ideas to beautify the campus, e.g. murals and artwork
- Discuss preparations for Sherwood Music Festival and next steps

Outline of Discussion:

PLANNING:

- We drafted the 2019-20 calendar of events, including an SMPO Welcome Party in August and an International Fall Festival on 9/23 (which will combine an international potluck with our usual Fall Festival, occurring earlier in the fall to avoid rain). We added a Halloween Dance on 10/25, hopefully organized by middle schoolers. We removed the Round Table takeover and added possible restaurant takeovers at MOMs, Madison Bear Garden and/or Cafe Petra.
- We will add major planning tasks to the calendar at next month's meeting.

MARKETING:

- We discussed running a direct mail campaign and/or TV commercial, but discarded the ideas. Our last direct mailing did not boost enrollment, and a TV spot may not either. Word-of-mouth seems most effective.
- We decided to staff a table on Saturdays to reach out to families involved in spring soccer at 20th Street Park. We could hand out balloons, brochures and/or baked goods.
- CARD also runs a program for 4-5 year olds, "Little Wonders," at the Dorothy Johnson Center on M-Th mornings through May. We could hand out gift bags to families as a recruiting tool.
- We might want to try raising our search profile on Google. When you type in "charter school Chico," Sherwood Montessori appears near the bottom of page 1.

- We discussed ideas for campus beautification and decided to recruit a parent committee at the start of next year to lead the initiative, under our guidance. This project could involve painting building(s), adding murals/artwork, and installing landscaping and picnic tables.

MUSIC FESTIVAL:

- The planning committee is meeting weekly. We are continuing to reach out to sponsors; the latest is Cascade Ortho which has donated $500. Tickets are priced at $20 until the end of April (thereafter $35). We expect to use the full budget of $15K to cover festival expenses.
- SMPO has recruited a few enthusiastic volunteers, including a parent who works at Klean Kanteen and will be procuring tables, chairs, pop-up canopies and pint glasses. One parent assured us "Mother Hips always sells out in Chico." Ticket sales total less than 150 so far; if we're going to sell out, we need to plan for a big turnout the day of the event, with all the attendant equipment! And parking scenarios.
- Thumbs up to Monica's offer to donate extra festival tickets to create an on-line raffle for people who share the festival and tag friends on Facebook/Instagram.

OTHER FUNDRAISING:

- Raley's approved the application that Monica submitted in February for a $4,200 grant for the gardening program.
- Butte County Supervisor Debra Lucero informed Michelle that since our neighborhood is in the 85-95% pollution index, we qualify for State clean-up funds under SB-535 and AB-617.

Action Items *(who will do what before the next board/committee meeting)***:**

- Follow up on recruiting families at Saturday soccer and CARD's Little Wonders program
- Continue planning for Sherwood Music Festival
- Apply for pollution clean-up funding

Agenda Items *(items that need to be brought to the board at a meeting)***:**

- None

Next Meeting Date: 4:45 p.m. on Wednesday, May 8, 2019 at 1017 16th Street, Rm 3

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.

Committee: Governance

Meeting Date: 4/2/19

Attendance: Anna Ling, Monica Woodward

Goals:

- Discuss updating the Board orientation binder
- Discuss the recruitment of additional board members
- Discuss the process for conducting the Director's performance review
- Discuss a possible process for strategic planning

Outline of Discussion:

- We have updated the content for the Board orientation binder and will prepare a master copy for the office.
- We are continuing to run the weekly announcement to recruit additional board members. Monica will prepare a recruiting flyer for teachers to give potential candidates at parent-teacher conferences. Anna will call a possible lead in the community [*update: did not pan out*}.
- We have distributed surveys to teachers, staff and the Board regarding the Director's performance. We are aiming to collect the surveys by April 17 and provide a summary of results at the May Board meeting.
- We discussed leveraging ideas from the LCAP and Director surveys as a basis for drafting a strategic plan. We also think it would be important to gather input on our facility decisions, since it will affect our longer-term planning.

Action Items *(who will do what before the next board/committee meeting)*:

- Follow up on recruitment steps noted above.

Agenda Items *(items that need to be brought to the board at a meeting)*:

- N/A

Next Meeting Date: TBD

Agenda Item 4.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 4.2 Instructional Staff Report**

Date: April 18, 2019

Transitional Kindergarten/Kindergarten -Teresa Shippen
April brings with it so many changes in our Kindergarten room. The kids appeared visibly bigger after our Spring Break. It's hard to believe how much they have grown! Teeth are wiggling out, students are more confident, they have grown in physical and emotional adeptness, jumping rope and really reading for the first time...wow! I am overwhelmed with their joy! They call to us to see the new things they can do. Spring is a special time in Kindergarten.

In March, we adopted some very hungry caterpillars, and welcomed them to our Zoology studies. They doubled, then tripled in size before forming their Chrysalides. And then we waited....patiently....
We had 10 chrysalides in our Butterfly habitat, and 9 formed into beautiful Painted Lady Butterflies! The first emerged right in the middle of our morning work period, straightening out it's wings to dry. I will never tire of this amazing experience. We were able to observe them for about a week, but then decided to let them go in our garden. We waited for a sunny day, and spent over an hour observing as one by one they left the habitat to find flowers and drink nectar right before our eyes. Instead of feeling sad, the students were overjoyed! Each recess since then, the students have spotted one flying about from flower to flower, or soaring through the air. Magic!

In March we also began work on the very special Endangered Species puppet project. We have been busy (with the help of many wonderful and patient parents and grandparents!) creating a paper and masking tape sculpture of an endangered species animal. As you might imagine, this project is done in small steps spread out over many days. First research, then creation. The students are learning that good things take time. We are hoping to finish up the paper mache portion before our Spring Break #2. Then we will be painting and adding finishing touches to these amazing puppets. We are looking forward to showing them off at the Endangered Species Faire on May 5th! Many thanks to the dear Susan Tchudi for bringing this project to us and encouraging us all to take interest in our world.

The last changes in our room have been sad as two wonderful families have moved from Chico to find jobs in other communities. We miss our classmates. We are hoping to use this opportunity to learn about letter writing and the good old Postal system. This will be another lesson in patience,

as we are all so accustomed to calling, face-timing or using other social media to gain instant connectivity. I am curious how this will go over with the kids.

I am looking forward to the Spring Conferences, and sharing with all the parents the many ways we have witnessed growth, whether it be academic, physical, or in strength of character. It is so nice to connect with parents at this time of year. It is especially important to take a moment to honor all the ways a student has developed as a Montessori student. The classroom feels happy, healthy and is humming along. After all the chaos that November brought to our community, I am thankful for these Spring days.

1st/2nd/3rd -Marlo Knox

There are so many things about my classroom which would be wonderful and important to share with our board of directors. You are our Sherwood vision and base for advice on how to continue to create an environment focused on the core components of Montessori Education. You believe in creating a school that allows our children to develop naturally. The work at Sherwood is so meaningful and transformative, what could I write to help you fully understand what I see everyday?

The board may notice I spend time organizing and arranging engaging experiences within our larger Chico community for the students of my class. This year my class has attended 4 performances at Laxson auditorium, visited the CSU Chico Anthropology Museum twice, and toured the Janet Turner Gallery. Our class has engaged in food samplings at three local downtown restaurants in order to experience cuisines from different cultures. We use various modes of transportation when going to these special events walking, taking the public bus, and utilizing volunteer parent drivers. My goal is to lead our children to engagement, inspire wonder, foster motivation to live life authentically rather than virtually, give them an opportunity to use the important skill of sustained attention that we aspire to in our classroom.

What might not be as clear is the deeper intention behind our outings, our continuous exploration of real freedom and goal of becoming intrinsically disciplined. On our many trips we navigate someone else's prepared environment, usually with great success. The skills we have learned through our grace and courtesy lessons are put to the test and we are given immediate feedback by complete strangers who praise us unnecessarily.

Thank you for Sherwood School and serving our community through your work on the board of directors.

1st/2nd/3rd-April Pearce

1st/2nd /3rd -Eric Parish

Eric's Class:

As a response to the trauma from the Camp Fire I have been presenting the TOOLBOX by Dovetail Learning. TOOLBOX is an evidence-based K-6th grade social and emotional learning program. The 12 tools of TOOLBOX help reduce student conflict and behavior referrals, improving classroom achievement and school climate. TOOLBOX provides a common language, strategies, skills, and daily practices to support students Social and Emotional Learning (SEL). Each skill is represented by an icon, and hand gesture, and a tagline:

Breathing Tool, Tape Measure, "I calm myself and check in."
Quiet/Safe Place Tool, Headphones, "I remember my quiet/ safe place."
Listening Tool, Two Carpenter Fingers Tapping the Wall, "I listen with my ears, eyes and heart."
Empathy Tool, A Level, "I care for myself, I care for others."
Personal Space Tool, Ball of Yarn, "I have a right to my space and so do you."
Using Our Words Tool, Pencil, "I use the 'right' words, in the 'right' way, at the 'right' time, for the 'right' reason."
Garbage Can Tool, Garbage Can, "I let the little things go."
Taking Time Tool, Wristwatch, "I take time-in and time-away."
Please and Thank You Tool, A Key, "I treat others with kindness and appreciation."
Apology and Forgiveness Tool, Bottle of Glue, "I admit my mistakes and work to forgive yours."
Patience Tool, Wood Plane, "I am strong enough to wait."
Courage Tool, Work Lamp, "I have the courage to do the 'right' thing."

The students have been responding very well to the curriculum and I feel it has been a valuable resource for all of us.

4th /5th/6th -Sheng Vang

The end of the school year is quickly approaching. This time of year is quite stressful with endangered species puppets, CAASPP testing, and end of the year activities. We have been studying Vernal Pools to segway into our endangered species unit. This year we are shedding light on endangered species in Vernal Pools. On Tuesday, April 16th we will be going to North Table Mountain Ecological Reserve to explore the area and the flowers. Deborah, our art teacher, will be going with us to teach a watercolor lesson.

Also, next week (week of April 15th) we are going to try the non-fiction reading interim assessment to practice taking the test. This will provide the opportunity for students to familiarize them with the test and be able to ask clarifying questions on how to do maneuver through the test.

The ending of this school year will be bittersweet. This 6th grade group was my first class at Sherwood. It has been lovely to see the full 3-year cycle with this group of students.

4th /5th /6th-Tanya Parish

Spring is always a time of transition and change. The trees begin getting their leaves, the weather attempts to get warmer and the children, teachers and families begin thinking of their next phase. This phase can include summer vacation, a new classroom, a new teacher, a new home or even a new school. In the best of times this can be exciting, and the anticipation seems to keep the community all abuzz with the excitement of new growth. This year it has been a bit different. It seems that uncertainty hangs above our heads as so many families make choices about their next phase. This uncertainty can be unsettling and more often than not, families are making choices about their lives that they never wanted to make. The changes rippling through our community were not chosen and the children feel the angst. Goodbyes are becoming an everyday occurrence as families who struggle to secure housing and employment in our community that once felt so secure, are moving away.

Within the classroom we are working with a trauma informed curriculum called the Toolbox that provided students "Tools for the Journey". In line with Montessori pedagogy the developers of the curriculum " Believe all children have an innate capacity for ***resilience, self-mastery and empathy for others.***TOOLBOX curriculum, pedagogy, and "practices" give children, educators, and parents the skills to access those innate abilities through a strengths-based common language, leading to cohesive, collaborative, non-violent, and caring communities." I have seen the students use this practice within the classroom and my hope is that they can carry these strategies with them wherever their journey takes them. For more information on this program: https://www.dovetaillearning.org/

In preparing for parent teacher conferences students in my class took the i-ready assessments. Contrary to what is expected after a large scale trauma event such as the Camp Fire, the students performance was comparable with where they were prior to the fire. Student regression was not apparent across the grades and student growth was consistent. The Montessori environment has provided consistency, freedom of movement and the ability for student choice as is recommended after a trauma.Closing up the school year brings many familiar events and activities that we all look forward to each year. We are currently working on our puppets for the Endangered Species Faire and students are talking about Sherwoodstock.

A new normal surrounds us and change is in the air but it seems that the students are grounded and equipped to face their journey with confidence and resilience.

7th/8th-Falyn Beshwate

Middle school is actively working on fundraising for our field trip in 4 weeks!! Thursday morning is our Jog A Thon. We have raised over $1000 so far. We also had an informational meeting for parents Friday afternoon about the trip.

We are currently working hard in class and the feedback from students is that they are enjoying the rigorous environment. In ELA we are reading the Outsiders. In 7th history they are studying Imperial China and Feudal Japan. The 8th graders are just starting the events leading up to the Civil War with a cumulation field trip to Civil War Days in Red Bluff on April 26th. In Science, we just wrapped up our unit on circuits and 7th will be starting Sound waves, while 8th will be looking into biochemistry.

We're just starting our conversations about the end of the year activities and I am seeking help from parents and community members for 8th grade promotion help since I will not be present. I am also looking to have the kids make and sell tie dye shirts and custom buttons at the ticket booth for donations to go to next year's field trip to Ashland.

That about wraps it up for the middle school!

Learning Center-Bree Allan

Gaining insight, wisdom, knowledge, and learning continues to take place in a variety of ways in the learning center. The students have a wide range of needs and goals. Those goals range from reading fluency, reading comprehension, 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.
The current online learning programs we use regularly are Prodigy, ReadLive, ReadWorks, Book Creator, and Epic books. During the morning work time students are working on their academic goals. In the afternoon students build social and communication skills using different online programs that have them play together. Students who otherwise wouldn't communicate, get in a group, connect, help each other, build, and talk.
Student programs are highly individualized. Student learning center schedules are built to provide the best possible individual support. Scheduling is an ongoing process due new to students, annual IEPs, student growth, and school/classroom schedule changes. Flexibility between the learning center and teachers/staff have allowed me to create/revise the best possible schedule to meet student needs. It has been really easy working with everyone.

Agenda Item 4.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Brenda Brown, Public Relations Coordinator

Subject: **Agenda Item 4.3 Sherwood Montessori Parents Organization Report**

Date: April 18, 2019

At the February SMPO Meeting we announced the Sherwood Music Festival date and headlining band live on FB. I created a Sherwood Music Festival sign up on Sign Up.com and Michelle sent the link out with the February School Announcements. The sign-up link was also shared on our FB page. There is a total of 106 available volunteer spots and at the moment we have 24 spots filled. We are hoping that giving a free ticket for 2 hours of volunteering will be the motivation for parents. Maria and Mayra will start having a table in April, possibly once a week around pick up time to attract parents to sign up.

At our Cal Skate Fundraiser 2/6 we raised a total of $347.90. Our Round Table/Bake Sale 3/4 raised a total of $416, which is to go towards our art program. We have had such great Bake Sale support we have decided to have one at the upcoming Variety Show scheduled in April.

SMPO decided to try our March meeting directly after school at 3:00 at 20th st. park. We had more attend this meeting then previous meetings this school year and are considering keeping this new time change/location.

Here is a list of upcoming events:
4/2 Woodstock Pizza Take Over 5:00-8:00
4/5 Pajama Day
4/9 S.M.P.O. 3:00 at 20th st. Park
4/16 Parent Ed. Night Montessori Student Outcomes 5:30-6:45
4/26 Variety Show/Bake Sale 6:00

Thank you!
Brenda Brown, Public Relations Coordinator

Agenda Item 4.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 4.4 School Director Report**

Date: April 18, 2019

ADMINISTRATIVE ITEMS:

- Current enrollment will be reported at meeting.
- Our PBIS team attended training in Auburn on April 3rd and learned more about supporting kids with high needs and behavior challenges.

FISCAL ITEMS:

- Our Woodstock's Pizza Restaurant Takeover was cut short due to torrential rains that caused the roof to cave in. We sold 895.56 but they increased it to $1200.00 due to the storm activity. They will mail us a check for $300.00.
- The permit was approved for our music festival by the Butte County Board of Supervisors.
- We were awarded a grant written by Monica Woodward for $4,200 from Lowe's for work to be done on our outdoor education area at 1010 Cleveland Ave.
- Debra Lucero, County Supervisor for the Chapmantown area, shared that our school is eligible for funds related to reducing the impact of pollution and climate change in disadvantaged neighborhoods through AB-617 and SB-535.

LEGISLATIVE ITEMS:

- Several charter-related bills were heard in the Assembly Education Committee on April 10th. Each of the bills passed out of Committee:

AB 1505 (O'Donnell) AB 1505 virtually eliminates appeal rights for charter public schools; eliminates all new county-wide benefit chartering and all chartering by the State Board of Education; reduces the charter renewal term to as few as two years; and wipes out academic performance as the most important criteria for charter renewal.

AB 1506 (McCarty) AB 1506 would impose a moratorium on new charter public school growth in California by capping the number of charter public schools at the current level

of approximately 1,323 schools, and only allowing new charters when an existing charter public school closes.

AB 1507 (Smith) This bill would remove the authority of a charter public school to locate their facility outside their authorizing district, even in extenuating circumstances. It would also restrict non-classroom based schools from locating resource centers in communities that need them most.

AB 1508 (Bonta) This bill would put a moratorium on charter public school growth with unmitigated power given to districts to deny new petitions for any fiscal, academic, or facilities impact. It would also apply to renewals and therefore threaten to close down all charter public schools in the state at renewal.

SAFETY

- We had a fire inspection and passed.

Agenda Item 4.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Justin Allan, Director of MTSS

Subject: **Agenda Item 4.5** Director of MTSS Report

Date: April 18, 2019

Special education numbers are continuing to rise. We currently have 25 students with IEP's and have 3 initial evaluations to complete by the end of the school year.

The after effects of the Camp fire are still impacting Sherwood Montessori. Our speech teacher (like many others) struggled with housing and was forced to move out of state. Her last day was April 11th. We are actively seeking a new speech pathologist and looking at other possibilities for the short term as well. There are companies who provide speech services via computer interface.

State testing is fast approaching. State testing accommodation data for TOMS (Test Operation Management System) is being prepared and will be double checked for testing accommodation accuracy. It is special education policy to promote state testing. Parents have the right to opt out of state testing. Last year we were at 95% participation rate for state testing in Math for students with an IEP. We needed to be above 95%. CDE informed us and our SELPA that we will need to go through the PIR (performance indicator review) process for indicator 3 math participation for special education. Just for reference the number of schools who were put in PIR rose from 934 the previous year to 1503 this year. Because we are a small school, a single student not testing is the difference. If 19/20 eligible special education students participate, we will fall into PIR because that is 95%, and we need to be over 95%. Last year one student was opted out of testing. The PIR process addresses what we can do to correct this issue. It requires a team of the following members: SELPA program specialist, school director, special ed director, general education teacher and special education teacher. The PIR process entails multiple meetings and a plan is required to be submitted by July 30th. We have already submitted our assurances form stating we would complete this process and have begun entering preliminary data into the formal documents provided by CDE that must be completed.

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Monica Woodward, Treasurer/President

Subject: **Agenda Item 4.6, Treasurer's Report**

Date: April 18, 2019

SUMMARY

I conferred with Pat Casey, Business Manager, on the board reports and bank statement reconciliation.

1. I reviewed March 2019 vendor payments, finding nothing out of the ordinary. Cash in the Balance Sheet shows $356,522 with Net Income in March of $33,132 and YTD of $90,466. Cash available at the end of March in the bank account was $361,340. Pat reported that payments from the state and local sources should keep the cash above $250,000 through June 30, 2019.

2. Enrollment as of April 15th is 154 with a Second Period ADA estimate of 151(includes independent study) which is just 1 lower than the 152 used to create the 2nd Interim Report budget. It is lower because the "percent of actual attendance" was 94% versus the 96% used in previous budgets.

Sherwood Montessori
Balance Sheet - Current Month
As of March 31, 2019

Accrual Basis

	Mar 31, 19
ASSETS	
Current Assets	
Checking/Savings	
9100-Assets	356,522
Total Checking/Savings	356,522
Other Current Assets	
9290 - Due from Grantor Govts.	16,702
9650 Unrealized Revenue	-19,239
Total Other Current Assets	-2,537
Total Current Assets	353,986
Fixed Assets	
9410 - Land	95,000
9430- Building	221,719
9435-Accumulated Depreciation	-6,116
Total Fixed Assets	310,603
TOTAL ASSETS	**664,589**
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Other Current Liabilities	
9500-Liabilities	109
Total Other Current Liabilities	109
Total Current Liabilities	109
Total Liabilities	109
Equity	
Restricted Assets	53,692
Unrestricted Fixed Assets	310,603
Unrestricted Net Assets	209,718
Net Income	90,466
Total Equity	664,479
TOTAL LIABILITIES & EQUITY	**664,589**

Sherwood Montessori
Board of Directors - Donations and Fundraising Report
March 2019

Type	Date	Memo	Amount
8000-Revenues			
8600-8799 Other Local Revenue			
8699-Fundraising and Donations			
8699-Field Trip Donations			
Ashland Trip			
Deposit	03/08/2019	T SHIRTS	40
Total Ashland Trip			40
Total 8699-Field Trip Donations			40
8699-Fundraising			
8673-Rebates			
Deposit	03/27/2019	ESCRIP	4
Total 8673-Rebates			4
8699-Fundraising - Other			
Deposit	03/08/2019	THE COMMONS	500
Deposit	03/29/2019	ART	323
Total 8699-Fundraising - Other			823
Total 8699-Fundraising			827
Classroom donation			
Deposit	03/08/2019	ART SPONSOR	17
Deposit	03/08/2019	ART SPONSOR	206
Deposit	03/29/2019	MARLO	165
Deposit	03/29/2019	SCIENCE CAMP	265
Total Classroom donation			653
Total 8699-Fundraising and Donations			1,520
Total 8600-8799 Other Local Revenue			1,520
Total 8000-Revenues			1,520
TOTAL			**1,520**

Sherwood Montessori
Profit & Loss YTD Comparison
March 2019

	Mar 19	Mar 18	Jul '18 - Mar 19
Ordinary Income/Expense			
Income			
8000-Revenues	139,630	138,552	1,036,545
Total Income	139,630	138,552	1,036,545
Gross Profit	139,630	138,552	1,036,545
Expense			
1000 Certificated Salaries	40,151	37,931	303,174
2000 Classified Salaries	28,976	38,799	256,273
3000-Employee Benefits	20,035	20,589	163,600
4000-Books and Supplies	2,234	2,661	27,641
5000 Services/Other Op. Exp.	15,102	29,645	195,391
Total Expense	106,497	129,626	946,079
Net Ordinary Income	33,132	8,926	90,466
Net Income	**33,132**	**8,926**	**90,466**

Sherwood Montessori
Board of Directors - Vendor Payments Report
March 2019

Type	Date	Num	Name	Memo	Account	Amount
Check	03/01/2019	DBT	Public Surplus	TO TEST CARD	Instructional Supplies	1.00
Check	03/01/2019	DBT	Amazon.com	SUPPLIES	Instructional Supplies	9.64
Check	03/01/2019	DBT	Facebook Ads	Ad	Advertising	3.77
Bill	03/02/2019		California Water Service...	1010 CLEVELAND	Water	40.06
Bill	03/03/2019	INV98...	Verizon Wireless	INV9825460986	Telephone, Cellular	92.27
Check	03/04/2019	DBT	Mendes Supply Co.	supplies	Custodial Supplies	240.84
Check	03/05/2019	DBT	Costco	EXT DAY SUPPLIES	Extended Day	56.82
Check	03/05/2019	DBT	Costco	STAMPS	Postage	54.75
Check	03/05/2019	DBT	Costco	SUPPLIES	Instructional Supplies	17.98
Check	03/05/2019	DBT	Costco	SUPPLIES	Instructional Supplies	51.23
Check	03/07/2019	DBT	ETC Montessori	PLEDGE WEEK - TERESA	Instructional Supplies	58.99
Bill	03/08/2019	INV 69...	North State Parent Mag...	INV 69081	Advertising	475.00
Bill	03/08/2019	INV 59...	TIAA Commercial Finan...	INV 5987825	Copier Lease	243.63
Check	03/08/2019	6372	Tanya King	SHERWOOD MUSICAL FES...	Advertising	50.00
Check	03/08/2019	6373	Eric Parish	PBIS MILEAGE	5200-Travel and Con...	203.00
Check	03/08/2019	6374	Hailey Nantt	livescan	LiveScan and TB Tes...	52.00
Bill	03/08/2019		Erica Charlesworth	The Nurtured Heart Approac...	5200-Travel and Con...	150.00
Check	03/08/2019	DBT	Amazon.com	SUPPLIES	Office Supplies	5.20
Check	03/08/2019	DBT	Amazon.com	SUPPLIES	Instructional Supplies	18.07
Check	03/08/2019	DBT	Amazon.com	SUPPLIES	Instructional Supplies	9.64
Check	03/12/2019	DBT	Queen of Sheba Rest	meal CCSA Conf	5200-Travel and Con...	22.12
Check	03/12/2019	DBT	JOANN Fabric and Craft...	supplies -Sheng	Instructional Supplies	38.58
Check	03/12/2019	DBT	Costco	EXT DAY SUPPLIES	Extended Day	19.97
Check	03/12/2019	DBT	Costco	SUPPLIES	Instructional Supplies	14.48
Check	03/12/2019	DBT	Costco	SUPPLIES	Office Supplies	42.33
Check	03/12/2019	DBT	Mendes Supply Co.	supplies	Custodial Supplies	63.36
Check	03/12/2019	DBT	Amazon.com	SUPPLIES	Instructional Supplies	74.09
Check	03/12/2019	DBT	City of Sacramento	parking CCSA mtg- Michelle	5200-Travel and Con...	18.00
Check	03/12/2019	DBT	City of Sacramento	parking CCSA mtg- Michelle	5200-Travel and Con...	18.00
Check	03/12/2019	DBT	Amazon.com		Instructional Supplies	25.51
Check	03/12/2019	DBT	Amazon.com		Instructional Supplies	48.58
Check	03/13/2019	DBT	CASINO MARKET MAR...	MEAL - CCSA CONF	5200-Travel and Con...	19.84
Check	03/13/2019	DBT	National Life Group	BOOKLETS - TARDY/EARL...	Office Supplies	116.42
Check	03/13/2019	DBT	Read Naturally	LIVE LICENSES	SELPA	330.00
Check	03/13/2019	DBT	Amazon.com	SUPPLIES - SELPA	Instructional Supplies	24.99
Check	03/13/2019	DBT	Amazon.com	SUPPLIES	Instructional Supplies	20.12
Check	03/13/2019	DBT	Amazon.com	SUPPLIES	Office Supplies	40.85
Check	03/13/2019	DBT	Amazon.com	SUPPLIES	Instructional Supplies	59.16
Check	03/13/2019	DBT	Edjoin	1 year account fees	Advertising	750.00
Check	03/13/2019	DBT	Amazon.com		Instructional Supplies	8.03
Bill	03/14/2019		Comcast	2019 MARCH	Internet Service Provi...	194.99
Bill	03/14/2019	INV 81...	Keillor's Pest Solutions	service INV 8103 MAR 2019	Pest Control	80.00
Check	03/14/2019	6386	Marlo . Knox	SUPPLIES	Instructional Supplies	165.98
Check	03/14/2019	DBT	Amazon.com	SUPPLIES	Instructional Supplies	42.84
Check	03/14/2019	DBT	City of Sacramento	parking CCSA mtg- Michelle	5200-Travel and Con...	3.50
Check	03/15/2019	DBT	FoodMaxx	FALYN	Instructional Supplies	15.47
Check	03/15/2019	DBT	Lowe's	SUPPLIES	Maintenance Supplies	29.53
Check	03/15/2019	DBT	Lowe's	DRUIN - ARCHERY	Instructional Supplies	61.20
Check	03/15/2019	DBT	LA COCINA	MEAL	5200-Travel and Con...	137.18
Check	03/16/2019	DBT	Wufoo	FEB-MAR	Online List Managem...	11.31
Check	03/19/2019	DBT	HMCO Books	BOOKS	4200-Books/referenc...	10.50
Check	03/19/2019	DBT	HMCO Books	BOOKS	4200-Books/referenc...	144.85
Check	03/21/2019	DBT	HP LEASE 7603	CHROME BOOKS LEASE	HP DIRECT LEASE	394.89
Bill	03/25/2019	INV22...	Office Depot	SUPPLIES	Office Supplies	40.62
Bill	03/25/2019		CUSD	INV19-00103 2019 FEB	CUSD FUA Charges	1,445.53
Bill	03/25/2019		Waste Management	SERVICE FOR 2019 FEB	Trash/Recycling	134.00
Bill	03/25/2019	33642	The Creative Apple	SUPPLIES - MARLO	Instructional Supplies	8.57
Bill	03/25/2019		University Box Office	ANAND VARMA	Field Trips and Asse...	155.00
Bill	03/25/2019		University Box Office	PHANTOM TOLL BOOTH	Field Trips and Asse...	149.00
Bill	03/25/2019		University Box Office	UGLY DUCKLING	Field Trips and Asse...	145.00
Check	03/26/2019	DBT	Costco	STAMPS	Postage	54.75
Check	03/26/2019	DBT	Costco	SUPPLIES	Office Supplies	91.31
Check	03/26/2019	DBT	Amazon.com	SUPPLIES	Instructional Supplies	13.82
Check	03/26/2019	DBT	Amazon.com	SUPPLIES	Instructional Supplies	32.24
Check	03/26/2019	DBT	Amazon.com	SUPPLIES	Instructional Supplies	7.38
Check	03/26/2019	DBT	Amazon.com	SUPPLIES	4200-Books/referenc...	23.94
Check	03/27/2019	DBT	Amazon.com	BENCH - PLEDGE WEEK - ...	Instructional Supplies	106.11

Type	Date	Num	Name	Memo	Account	Amount
Check	03/27/2019	DBT	USPS	POSTAGE	Postage	28.45
Check	03/27/2019	DBT	ETC Montessori	PLEDGE WEEK - TERESA	Instructional Supplies	266.82
Bill	03/28/2019	ACC 5...	PG & E	1010 CLEVELAND - MARCH...	Electricity	208.98
Bill	03/28/2019	MARC...	Natalie Wren	Nurse Service thru 3/25/19	SELPA	585.00
Check	03/28/2019	6413	Steve Duke	keys - brackets	Maintenance Supplies	22.13
Check	03/28/2019	6414	Falyn Beshwate	SUPPLIES	Instructional Supplies	51.24
Check	03/28/2019	DBT	Amazon.com		Instructional Supplies	25.19
Check	03/28/2019	DBT	Amazon.com		Instructional Supplies	37.53
Check	03/28/2019	DBT	CharterSAFE	Premium package - 18/19	5400-Liability Insuran...	1,361.00
Check	03/28/2019	DBT	CharterSAFE	Premium package - 18/19	3601-Workers Comp	741.00
Bill	03/29/2019	INV 20...	Pat Casey	CONTRACT SERVICES - M...	Business Manager S...	2,450.00
Bill	03/29/2019	INV 18...	Jennifer Moreno	CONTRACT OCCUPATION...	SELPA	700.00
Bill	03/29/2019	INV 18...	Heather Wright	CONTRACT S&LP INV 181...	SELPA	1,850.00
Check	03/29/2019	DBT	Safeway	SUPPLIES	Custodial Supplies	5.89
Check	03/31/2019			Service Charge	Bank Fees	27.00
TOTAL						**15,648.06**

Agenda Item 6.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 6.2 Strategic Plan**

Date: April 18, 2019

At the California Charter School's Association (CCSAA) Conference, I attended a seminar of Do It Yourself Strategic Planning for charter school boards. The presenters have extensive experience as consultants with helping school boards create strategic plans and have shared a process for creating a strategic plan without a professional consultant. Sherwood seems a good candidate for a DIY strategic planning process. The attached slide presentation outlines the process and includes a proposed time line.

ACTION REQUESTED: Discuss strategic planning.

Attachment: Slide presentation from CCSA Conference seminar on DIY Strategic Planning

D.I.Y. STRATEGIC PLANNING

THIRDPLATEAU

@

edtec

CALIFORNIA CHARTER SCHOOL ASSOCIATION
SACRAMENTO, CA
MARCH 12, 2019

ICEBREAKER

What are 2 things you find yourself regularly doing for work that aren't a good use of your time?

WHO WE ARE

Third Plateau @ EdTec is a partnership that brings together Third Plateau's organizational strategy work with EdTec's charter management and expertise.

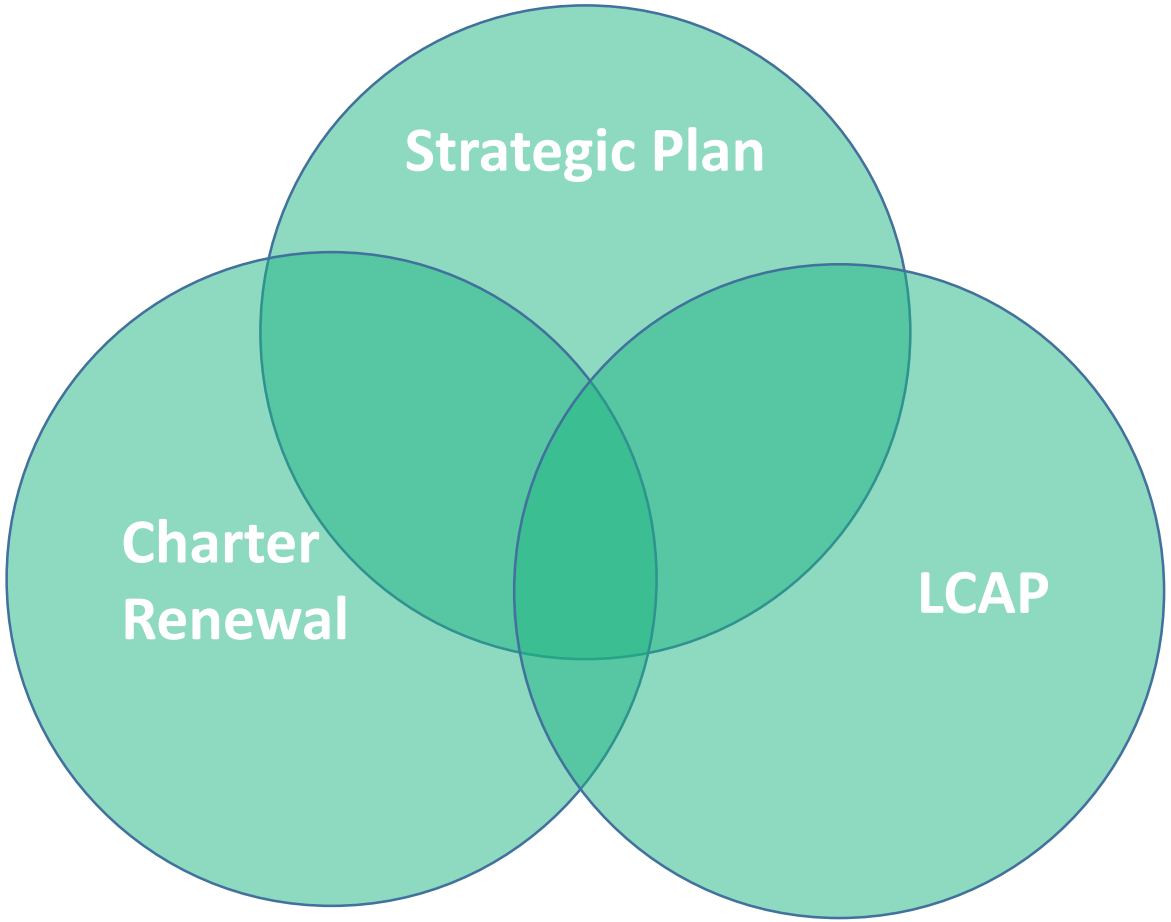
JONATHAN KAUFMAN, THIRD PLATEAU
Co-Founder & Principal

ADAM MILLER, EDTEC
Senior VP of Strategic Partnerships

STRATEGIC PLANNING 101

WHAT IS IT AND WHAT IT AIN'T

CHARTER DOCUMENTS



THE PROCESS

1. What are our goals?
2. What roadblocks are standing in our way?
3. How can we eliminate or mitigate our roadblocks?
4. What will we measure to track progress towards our goals?

ELEMENTS OF GREAT STRATEGIC PLANNING

GET INPUT

authentically engage a broad base of stakeholders

BE HONEST

check your ego at the door and practice radical transparency

BE BOLD

lead with a mindset of abundance

FOCUS ON BUY-IN

seek opportunities to empower co-builders

THEORY IN ACTION

LET'S DO THIS THANG.

CONSULTANTS

DO IT YOURSELF

WHEN IS IT RIGHT TO GO IT ALONE, AND WHEN SHOULD YOU SEEK HELP FROM A PROFESSIONAL?

THIRD PLATEAU @ EDTEC'S PROCESS

1. Form Steering Committee (2-3 weeks)
2. Document & Data Review (2-4 weeks)
3. Stakeholder Interviews, Focus Groups, Surveys (4-8 weeks)
4. Landscape Analysis (2-6 weeks)
5. Planning Retreat w/ Steering Committee
6. 1st Draft of Strategies (1-2 weeks)
7. Steering Committee Feedback (1-2 weeks)
8. Create 2nd Draft (2 weeks)
9. 2nd Draft of Strategies (1-2 weeks)
10. Community Feedback (3-6 weeks)
11. Finalize Strategies (1-2 weeks)
12. Draft timeline, staffing, budget, metrics (2-3 weeks)
13. Steering Committee Feedback (1-2 weeks)
14. Finalize Plan (2-6 weeks)
15. Board Approval

STRATEGIC PLANNING: HOW TO

WHAT CORNERS YOU CAN CUT, AND WHICH ONES YOU CAN'T

D.I.Y. STRATEGIC PLANNING, DONE WELL

COMMITMENT

strategic planning can't be half-assed; don't start unless you're ready to go all-in

TIME

strategic planning won't always be your #1 priority during the process, but it will never drop out of the top 3

LEADERSHIP

wait, you mean this stuff doesn't just happen automatically? nope.

WHY &@$% HITS THE FAN

THE NEVER ENDING PROCESS

THE UNDER-RESOURCED PROCESS

THE BUY-IN GAP

THE HEAVY-HANDED LEADER

THE KITCHEN SINK PLAN

THE SOOO, WHAT DO WE ACTUALLY DO NOW? PLAN

D.I.Y. STRATEGIC PLANNING:
Common Pitfalls

GET TO WORK

1. WHO IS YOUR STEERING COMMITTEE DREAM TEAM?

2. WHAT STAKEHOLDERS DO YOU NEED/WANT TO ENGAGE?

3. HOW WILL YOU GENERATE BUY-IN TO THE PROCESS AND RESULTING PLAN?

4. WHICH COMMON PITFALLS MOST TERRIFY YOU, AND HOW WILL YOU MITIGATE THEM?

WRAP UP + CLOSING

YOU. GOT. THIS.

KEY TAKEAWAYS

Slept through the session? Don't worry. Here's your cheat sheet.

STRATEGIC PLANS ARE INTERNAL, EXTERNAL, OR WHATEVER YOU NEED THEM TO BE

WHILE EACH STRATEGIC PLAN IS UNIQUE, THEY ALL ANSWER THE SAME KEY QUESTIONS:

1. What are our goals?
2. What roadblocks are standing in our way?
3. How can we eliminate or mitigate our roadblocks?
4. What will we measure to track progress towards our goals?

GREAT D.I.Y. STRATEGIC PLANS REQUIRE TRANSPARENCY, HONESTY, AND ENGAGEMENT

PROACTIVELY PLAN FOR HOW TO AVOID THE COMMON D.I.Y. PITFALLS

CONTACT INFORMATION

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Senior VP of Strategic Partnerships

Website: edtec.com

Email: adam.miller@edtec.com

Agenda Item 6.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 6.3 1010 Cleveland Ave.**

Date: April 18, 2019

As our construction project at 1010 Cleveland Ave. has progressed, we have learned that there is extensive damage to the existing house from a building design that lacked a proper foundation (the house was built on bricks) and the existing concrete walk being poured without protection from the elements. These factors have led to dry rot of the wood frame of the structure and has made the building unsafe to enter. This damage was discovered once the existing concrete was removed and the building shifted from lack of support. Also discovered was the existence of termites.

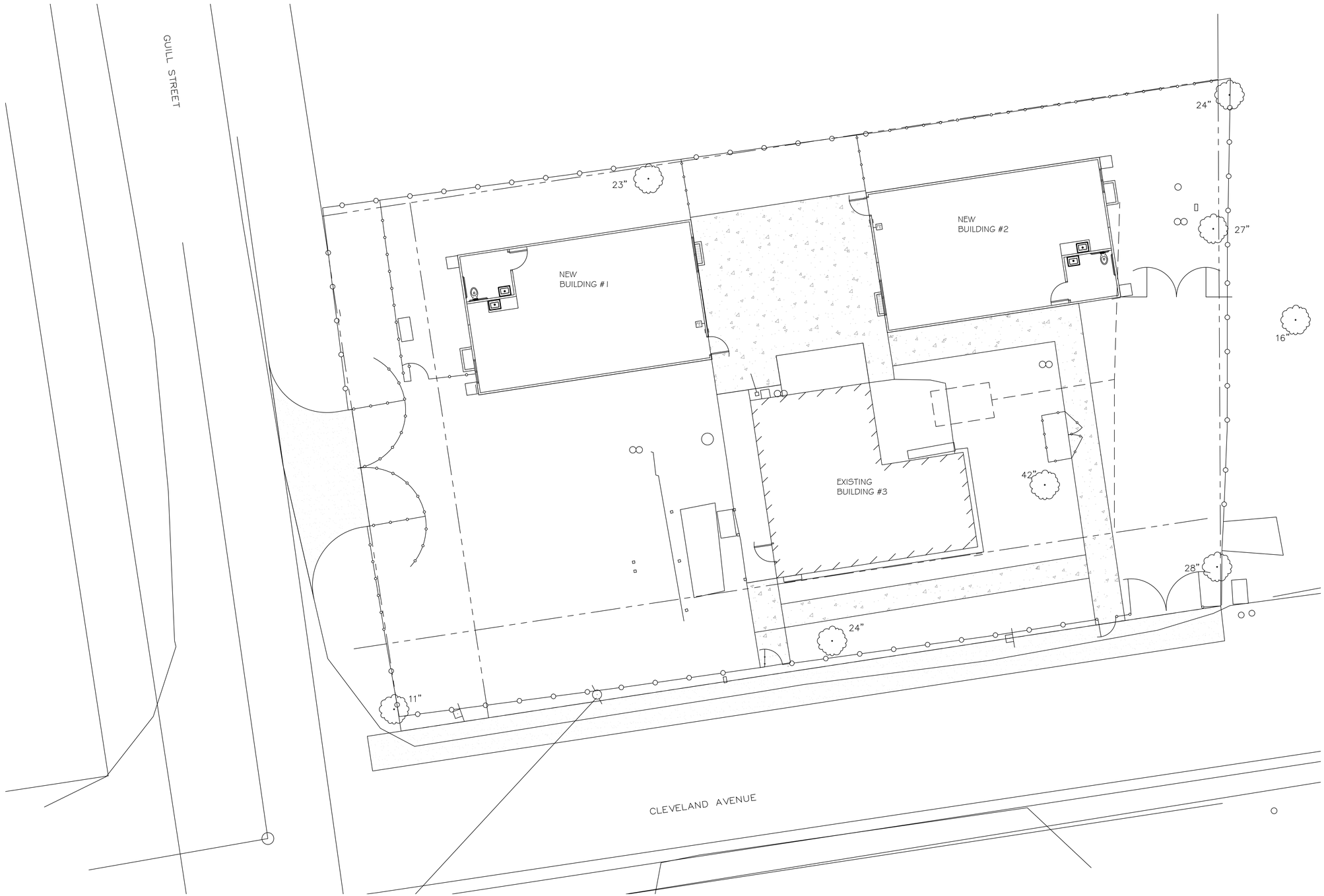
Our contractor is investigating further by removing stucco around the building to assess the extent of the damage and its cause. Our insurance company is willing to work with us on a claim for the damage. We can either attempt to repair the existing building or demolish the building. If we demolish the building, we could leave the space, replace it with a relocatable offered by CUSD, or explore alternative structures to be built in the space.

CUSD has a double wide and a triple wide classroom they are offering to us that are currently being stored. The triple wide classroom was being used as a kindergarten classroom and includes a restroom.

The next round of bond sales is scheduled for July 2019, this coming summer. Our allocation is $489K, however $85-$90K of those are going to be needed for the project currently underway. These funds, and funds from an insurance claim, can be used to complete a restoration or replacement project.

ACTION REQUESTED: Vote on a course of action for the property at 1010 Cleveland Ave.

Attachments: Architect's drawings of existing site plan and plans with alternative building placements.



NEW SITE PLAN 1

SCALE: 1/8" = 1'-0"

NORTH

GUILL STREET

NEW
BUILDING #1

NEW
BUILDING #2

EXISTING
BUILDING #3

NEW 24x40

23"

24"

27"

16"

42"

28"

24"

11"

(N)W

WV

(N)SSN

GAS

20'-0" SET BACK

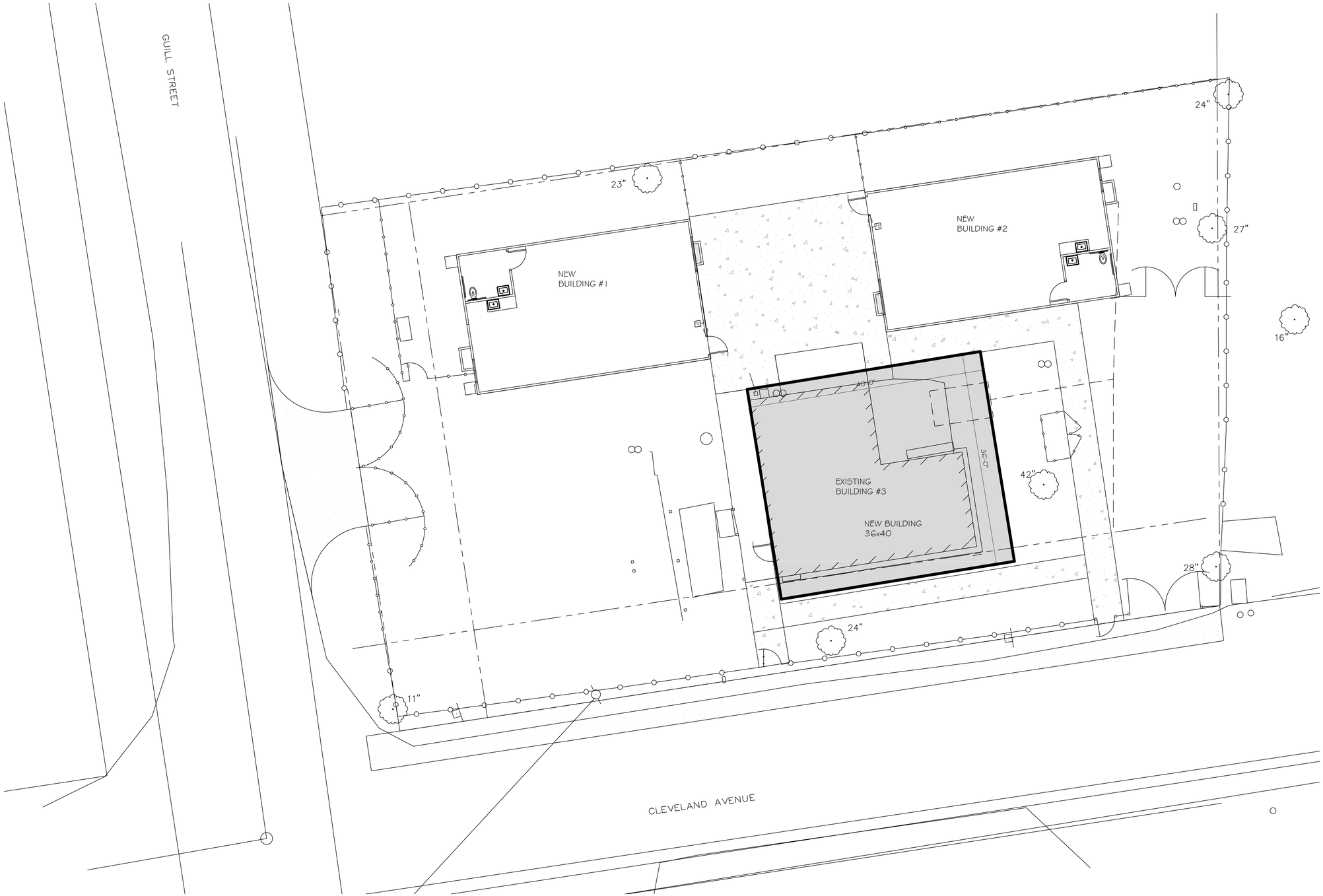
CLEVELAND AVENUE

NEW SITE PLAN FOR 24x40

SCALE: 1/8" = 1'-0"

1

NORTH



NEW SITE PLAN 1

SCALE: 1/8" = 1'-0"

NORTH

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, May 16, 2019 – 6:00 p.m.**

AGENDA

1. **CALL TO ORDER** (6:00 p.m.)
   1.1 Roll Call Monica Woodward, Anna Ling, Melissa Struyf, Tanya King, Nathan McGraw

2. **CONSENT AGENDA** (6:05 p.m.)
   2.1 Minutes Approval Consider approval of minutes from Regular Meeting, April 18, 2019.

3. **REPORTS AND COMMUNICATION** (6:10 p.m.)
   3.1Committee 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 Approval of Board of Directors Candidates (6:40 p.m.)
   ACTION REQUESTED: Approve candidates for the Board of Directors election.

   5.3 LCAP (Local Control Accountability Plan) Draft (6:50 p.m.)
   A draft of the LCAP will be presented for input from the Board and from stakeholders.
   ACTION REQESTED: Discuss LCAP.

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6. **PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA** (7:00 p.m.)
   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 2019-2020.
   7.2 The Board will be asked to adopt an initial budget for the 2019-2020 school year.
   7.3 The Board will be asked to conclude the review of the School Director in closed session.

8. **CLOSED SESSION Public Employee Performance Evaluation** (7:15 p.m.)
   With respect to every item of business to be discussed in a closed session pursuant to Government Code Section 54957. Title: School Director.

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

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SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

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Location: **Sherwood Montessori Room No. 10**
1071 E. 16th St., Chico, California
Date/Time: **Thursday, April 18, 2019 – 6:00 p.m.**

MINUTES

1. **CALL TO ORDER** (5:30 p.m.)
   1.1 Roll Call Monica Woodward, Anna Ling, Melissa Struyf, Tanya King, Nathan McGraw

   Meeting called to order at 5:36 pm. All members present except Melissa Struyf.

2. **CLOSED SESSION** (5:35 p.m.)
   2.1 The Board will consider the expulsion of a student.

   The Board engaged in discussion and voted for expulsion.
   Closed session adjourned at 6:15 p.m.

3. **CONSENT AGENDA** (6:00 p.m.)
   3.1 Minutes Approval Consider approval of minutes from Regular Meeting, March 28, 2019.

   Meeting reconvened in open session at 6:25 p.m.
   Tanya King moved to approve the consent agenda. Approved by the Board.

4. **REPORTS AND COMMUNICATION** (6:05 p.m.)
   4.1Committee Reports
   4.2 Instructional Staff Report
   4.3 Sherwood Montessori Parents Organization Report
   4.4 School Director Report
   4.5 Director of MTSS Report
   4.6 Treasurer Report

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Anna Ling presented for the Governance Committee. Michelle Yezbick presented the School Director report. Justin Allen presented the Director of MTSS Report. Monica Woodward and Pat Casey presented the Treasurer report.

The Board reviewed the written reports and engaged in discussion.

5. NOTICED PUBLIC HEARINGS

None

6. REGULAR BUSINESS

The Board agreed to reverse the order of discussion for agenda items 6.7 and 6.8, so that Alan Chambers could depart the meeting earlier.

6.1 Items Removed From Consent (If any)

6.2 Strategic Planning (6:45 p.m.)
The Governance Committee will present a proposed process for creating a Strategic Plan
ACTION REQUESTED: Discuss Strategic Planning

The Board reviewed the attached slide presentation and discussed implementing a modified process for strategic planning. This process would include feedback from surveys currently underway, in preparation for the Board's annual retreat in September.

6.3 1010 Cleveland Ave. (7:00 p.m.)
The Board will be asked to decide which action to take regarding the house at 1010 Cleveland Ave.
ACTION REQUESTED: Vote on a course of action for the property at 1010 Cleveland Ave.

Architect Alan Chambers presented the options and projected costs of demolishing or repairing the property. Pat Casey and Michelle Yezbick provided information on what our insurance company would or would not cover. The Board engaged in discussion.

Monice Woodward moved to demolish the property. Approved by the Board.

Management and the Board will decide at future meetings what kind of structure will replace the building. Work on the other two portables will continue.

Tanya King departed the meeting at 7:48 p.m.

7. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA (7:30 p.m.)

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. FUTURE AGENDA ITEMS (7:35 p.m.)

7.1 The Board will be asked to adopt the final draft of the Local Control Accountability Plan (LCAP) for 2019-2020.
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.

9. CLOSED SESSION Public Employee Performance Evaluation (7:40 p.m.)

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

Board discussed the process, timeline and deliverables for the performance review.

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

Meeting reconvened in open session and adjourned at 8:26 pm.

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Minutes: Regular Meeting of the Development Committee of Sherwood Montessori 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. The Board cannot discuss or take action on items not on the agenda. Please refer to the policy on public participation for more information.

Committee: Development Committee
Meeting Date: May 1, 2019 at 1017 16th Street, Rm 3 **Time:** 4:45 pm
Attendance: Tanya King, Anna Ling, Michelle Yezbick
Goals: • Update calendar of events for 2019-20, including major planning tasks • Decide on date for next committee meeting (June or August) • Follow up on recruiting families at Saturday soccer and CARD's Little Wonders program • Provide update on other marketing or fundraising efforts, e.g. pollution clean-up funds • Discuss preparations for Sherwood Music Festival and next steps
Outline of Discussion: • We refined the calendar of events for 2019-20 but did not revise planning tasks. • The Sherwood Music Festival committee will hold a debrief meeting after the festival. TBD whether the Development Committee needs to schedule a meeting for June or August. • We will follow up this fall on setting up a recruiting table during Saturday soccer. Heather will call CARD by May 9 to ask if we can offer gift bags to Little Wonders graduates. • Michelle may have time this summer to research and apply for pollution clean-up funds. • The bulk of this meeting focused on preparations for the Sherwood Music Festival.
Action Items *(who will do what before the next board/committee meeting)*: • Continue preparations for Sherwood Music Festival
Agenda Items *(items that need to be brought to the board at a meeting)*: • None
Next Meeting Date: TBD

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Agenda Item 3.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Brenda Brown, Public Relations Coordinator

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

Date: May 16, 2019

April flew by! We had a Woodstock Pizza Take over which we raised a total of $300. We had raised less but Woodstocks graciously rounded up due to the severe flash flooding and early closer of their establishment. We also had a wonderful school Variety Show, many attended (aprox 100) and 30 students performed! After pleading with teachers and staff to perform many reluctantly accepted resulting in an amazing closing performance (see below image)! We sold pizza, water, juice, and had a bake sale profit total was around $200. SMPO has decided to take the raised funds to pay for the Teacher Appreciation luncheon on Tuesday for our amazing/hardworking/deserving teachers!

We are still holding our SMPO meetings directly after school at 3:00 on the 20th Street Park benches. We have only had a handful of parents attend. Eric Parish has moved soccer games to Tuesdays so hopefully that may attract more parents.

We are still desperately trying to get parent volunteers to sign up to volunteer at the Sherwood Music Festival. We have a total of 57 out of 106 spots filled...I think that is pretty good? We will continue to beg parents...it is in my opinion that parents are so busy helping/volunteering so many hours with puppet making for the ESF they are reserved on helping with more. I have created a Super Star Volunteer board to recognize all the parents hard work, in hopes they will continue to volunteer and also log their hours.

Here is a list of upcoming events;

5/3 Spirit Day

5/4 ESF, Puppet Parade

5/7 Teacher Appreciation Luncheon

5/8 Bike to School Day

5/14 SMPO Meeting 3:00 20th Street Park

Thank you!

Brenda Brown

Agenda Item 3.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

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

Date: May 16, 2019

ADMINISTRATIVE ITEMS:

- Current enrollment will be reported at meeting.
- The storage unit on the parking lot contains the remaining items from the Little House and the fixtures that were salvageable.
- I had an amazing time being the credentialed teacher at science camp with the 6-8 graders while our middle school teacher had her baby!

FISCAL ITEMS:

- Information from the May revision of the Governor's budget will be available to us later this month. We will use this information to inform our process for creating an initial budget for the 2019-2020 school year.
- Planning for the Sherwood Music Festival is going well. We will have a report on the funds raised at the June meeting.
- We are close to being able to open two small kindergarten classrooms to grow our program from the bottom. Office staff have been collecting information needed to make a prudent choice.

SAFETY

- Steve Duke made repairs to ramps to the portable buildings. He does excellent work.

Agenda Item 3.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Justin Allan, Director of MTSS

Subject: **Agenda Item 3.4** Director of MTSS Report

Date: May 16, 2019

Special education numbers are the same as the previous report. We currently have 25 students with IEP's and have 2 initial evaluations to complete by the end of the school year.

We were able to quickly replace our speech and language pathologist who left. She is experienced and agreed to complete the school year. If it's a good fit and works for her, she will come back for the 2019/2020 school year.

State testing is underway. Accommodation data for TOMS (Test Operation Management System) has been entered for all students with IEPs. Designated supports for students without IEPs have also been entered in TOMS.

We held our PIR (performance indicator review) meetings for indicator 3, math participation for CASSPP testing. We were at the 95% participation level for math. At one of our meetings we were told by our SELPA program specialist that the participation number was not just counting special education students but was counting the school as a whole. We identified ways we can try to improve test participation and made a plan to do that. A big part of that plan was verifying the accuracy of the data between the three data systems. We found several data errors and were able to identify and correct issues between data systems that were not communicating or uploading data correctly. This should eliminate any data error issues between CALPADS, Schoolwise, and SEIS.

Agenda Item 3.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.5 Treasurer Report**

Date: May 16, 2019

May Treasurer's Report

The April Financial Board Reports are attached here. Our Treasurer and Business Manager will offer analyses at the meeting on the 16th.

Attachments: April financial reports

Sherwood Montessori
Balance Sheet
Accrual Basis — As of April 30, 2019

	Apr 30, 19	Apr 30, 18
ASSETS		
Current Assets		
Checking/Savings		
9100-Assets	404,652	157,521
Total Checking/Savings	404,652	157,521
Other Current Assets		
9290 - Due from Grantor Govts.	2,182	-5,021
9650 Unrealized Revenue	-19,239	
Total Other Current Assets	-17,057	-5,021
Total Current Assets	387,595	152,500
Fixed Assets		
9410 - Land	95,000	95,000
9430- Building	221,719	112,209
9435-Accumulated Depreciation	-6,116	-2,753
Total Fixed Assets	310,603	204,456
TOTAL ASSETS	**698,198**	**356,956**
LIABILITIES & EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable	999	4,545
Other Current Liabilities	1,031	72,253
Total Current Liabilities	2,030	76,798
Total Liabilities	2,030	76,798
Equity		
Restricted Assets	53,692	53,692
Unrestricted Fixed Assets	310,603	204,456
Unrestricted Net Assets	209,718	101,455
Net Income	122,155	-79,444
Total Equity	696,168	280,158
TOTAL LIABILITIES & EQUITY	**698,198**	**356,956**

Sherwood Montessori
Board of Directors - Donations and Fundraising Report
April 2019

Type	Date	Memo	Amount
8000-Revenues			
8600-8799 Other Local Revenue			
8699-Fundraising and Donations			
8699-Field Trip Donations			
Deposit	04/30/2019	ESCRIP	8
Total 8699-Field Trip Donations			8
8699-Fundraising			
Deposit	04/05/2019	NORTH VALLEY COMM. FOUNDATION	4,297
Deposit	04/11/2019	SHERWOOD MUSIC FESTIVAL	100
Total 8699-Fundraising			4,397
Classroom donation			
Deposit	04/05/2019	APRIL	184
Deposit	04/11/2019	APRIL	8
Total Classroom donation			192
Total 8699-Fundraising and Donations			4,596
Total 8600-8799 Other Local Revenue			4,596
Total 8000-Revenues			4,596
TOTAL			**4,596**

Sherwood Montessori
Profit & Loss - YTD COMPARISON - Cr. to Pr. Year
July 2018 through April 2019

	Jul '18 - Apr 19	Jul '17 - Apr 18	% Change
Ordinary Income/Expense			
Income			
8000-Revenues	1,190,148	1,037,984	15%
Total Income	1,190,148	1,037,984	15%
Gross Profit	1,190,148	1,037,984	15%
Expense			
1000 Certificated Salaries	343,219	357,243	-4%
2000 Classified Salaries	286,690	328,826	-13%
3000-Employee Benefits	182,759	188,259	-3%
4000-Books and Supplies	29,632	34,111	-13%
5000 Services/Other Op. Exp.	225,694	208,989	8%
Total Expense	1,067,993	1,117,428	-4%
Net Ordinary Income	122,155	-79,444	254%
Other Income/Expense			
Other Income			
8919 - Interfund Transfer In	0	0	0%
Total Other Income	0	0	0%
Net Other Income	0	0	0%
Net Income	**122,155**	**-79,444**	**254%**

Sherwood Montessori
Board of Directors - Vendor Payments Report
April 2019

Type	Date	Num	Name	Memo	Account	Amount
Check	04/01/2019	DBT	Facebook Ads	Ad	Advertising	32.79
Check	04/01/2019	DBT	Amazon.com	SUPPLIES	Instructional Supplies	17.98
Check	04/02/2019	DBT	Holiday Inn	room	5200-Travel and Con...	192.50
Check	04/02/2019	DBT	Holiday Inn	MEAL	5200-Travel and Con...	7.50
Check	04/02/2019	DBT	Amazon.com	SUPPLIES	Instructional Supplies	99.95
Check	04/02/2019	DBT	AUBURN ALEHOUSE	MEALS - PBIS	5200-Travel and Con...	129.32
Bill	04/03/2019	inv 20	Matt P. McLaughlin	18-19 INV # 19 - FEB	SELPA	1,155.00
Bill	04/03/2019	inv 20	Matt P. McLaughlin	18-19 INV # 19 - FEB	SELPA	165.00
Bill	04/03/2019	inv 20	Matt P. McLaughlin	18-19 INV # 19 - FEB	SELPA	1,650.00
Bill	04/03/2019	INV 107	JULIA. GODDARD	EXTENDED DAY BOOKKEE...	Bookkeeping Services	142.50
Bill	04/03/2019	INV 12...	Wilgus Fire Control, Inc.	FIRE EXTINGUISHER SERV...	Contracted Service	302.29
Bill	04/03/2019		ParentSquare	ONLINE DOCUMENT SIGNI...	Contracted Service	250.00
Bill	04/03/2019	ACC 5...	California Water Service...	SERVICE FEB-MAR	Water	38.06
Bill	04/03/2019	INV 60...	TIAA Commercial Finan...	INV 6067634	Copier Lease	243.63
Check	04/03/2019	6425	Eric Parish	PBIS MILEAGE	5200-Travel and Con...	54.10
Bill	04/03/2019		Third Excelsior Associat...	CIVIL WAR DAYS REENAC...	Extracurricular Servic...	30.00
Check	04/03/2019	DBT	Safeway	SUPPLIES	Instructional Supplies	33.94
Check	04/03/2019	DBT	Holiday Inn	ROOM	5200-Travel and Con...	167.53
Check	04/03/2019	DBT	Holiday Inn	MEALS	5200-Travel and Con...	14.99
Check	04/03/2019	DBT	Holiday Inn	ROOM	5200-Travel and Con...	162.39
Check	04/04/2019	DBT	Amazon.com	SUPPLIES - MARLO	Instructional Supplies	19.86
Check	04/05/2019	DBT	Costco	SUPPLIES	Extended Day	6.59
Check	04/05/2019	DBT	Costco	SUPPLIES	Custodial Supplies	32.15
Check	04/08/2019	DBT	Amazon.com	SUPPLIES - SELPA	Instructional Supplies	49.22
Check	04/08/2019	DBT	Laser Printer Checks	Checks-Marble Green (Invoi...	Office Supplies	71.02
Bill	04/08/2019	PATR...	University Box Office	Cinderella	Field Trips and Asse...	164.00
Bill	04/08/2019	PATR...	University Box Office	Big Drum Small World	Field Trips and Asse...	160.00
Bill	04/08/2019	PATR...	University Box Office	Wild Kingdom	Field Trips and Asse...	160.00
Bill	04/09/2019	72432	White Glove Cleaning S...	MARCH 2019 CLEANING	5800-Other Services	1,815.00
Bill	04/09/2019	INV3498	Achieve Charter School ...	Document tracking service	5800-Other Services	250.00
Bill	04/09/2019	22900...	Office Depot	INV 2290078652	Office Supplies	47.58
Bill	04/09/2019	22900...	Office Depot	INV 2290078652	Office Supplies	32.05
Check	04/09/2019	DBT	Costco	SUPPLIES	Extended Day	10.98
Check	04/09/2019	DBT	Costco	SUPPLIES	Office Supplies	21.44
Check	04/09/2019	DBT	Northern Star Mills	LAYER PELLETS	Instructional Supplies	13.75
Check	04/09/2019	DBT	Amazon.com	SUPPLIES	Instructional Supplies	49.22
Bill	04/10/2019	inv AR...	City of Chico	FIRE SAFETY INSPECTION	Contracted Service	122.00
Bill	04/10/2019	JAN-F...	Marcie Pope, APE	Meetings for services 2019 J...	SELPA	700.00
Bill	04/10/2019		Waste Management	SERVICE FOR 2019 MAR	Trash/Recycling	134.00
Bill	04/10/2019	PG&E ...	CUSD	PG&E refund ck 85096	8699-Other Local Inc...	2,252.69
Check	04/10/2019	6434	Jill Bailey	Stained Jenga	Food (Instructional)	55.00
Check	04/10/2019	6435	Kristina Crovella	EXT DAY SUPPLIES	Extended Day	4.68
Check	04/10/2019	6436	Kristina Crovella	EXT DAY SUPPLIES	Extended Day	26.55
Check	04/10/2019	6437	Rakel . Kieding	SUPPLIES - SHENG	Instructional Supplies	33.43
Check	04/10/2019	6438	Teresa Shippen	SUPPLIES	Instructional Supplies	199.43
Check	04/10/2019	DBT	STAPLES	SUPPLIES	Office Supplies	19.83
Check	04/11/2019	DBT	USPS	STAMPS	Postage	16.50
Check	04/16/2019	DBT	Amazon.com	SUPPLIES	Instructional Supplies	101.61
Check	04/16/2019	DBT	Amazon.com	SUPPLIES	Office Supplies	16.08
Bill	04/17/2019	AR19-...	Placer County Office of ...	SUMS Grant - PBIS Consulti...	Grant Services	5,500.00

Type	Date	Num	Name	Memo	Account	Amount
Bill	04/17/2019	INV 10...	Chico Country Day	NVCF GRANT	Contracted Service	871.40
Bill	04/17/2019	INV 98...	Verizon Wireless	MAR-APR SERVICE	Telephone, Cellular	92.23
Bill	04/17/2019	UNIT ...	AB SELF STORAGE	STORAGE UNIT F38	Other Rentals	118.00
Bill	04/17/2019	CNIN7...	Advanced Document	CNIN707975	Copier Lease	393.48
Bill	04/17/2019		Comcast	2019 APRIL	Internet Service Provi...	194.87
Check	04/17/2019	6446	Tanya,Parish	SUPPLIES	Instructional Supplies	24.38
Check	04/17/2019	6447	Teresa Shippen	SUPPLIES	Instructional Supplies	214.15
Bill	04/17/2019	22947...	Office Depot	INV 2294715985	Office Supplies	23.75
Bill	04/17/2019	FEB 2...	Heather Wright	CONTRACT S&LP INV 181...	SELPA	1,850.00
Bill	04/17/2019	FEB 2...	Jennifer Moreno	CONTRACT OCCUPATION...	SELPA	700.00
Bill	04/17/2019	APR 2...	Heather Wright	CONTRACT S&LP INV 181...	SELPA	1,850.00
Check	04/17/2019	DBT	Amazon.com	SUPPLIES	Office Supplies	11.58
Check	04/17/2019	DBT	Wufoo	APR-MAY 2019	Online List Managem...	11.31
Check	04/17/2019	DBT	Dollar Tree	supplies	Instructional Supplies	21.45
Check	04/17/2019	DBT	Amazon.com	SUPPLIES	Office Supplies	25.14
Check	04/17/2019	DBT	Amazon.com	SUPPLIES	Office Supplies	49.32
Check	04/18/2019	DBT	KAEDEN PUBLISHING	TCRWP ASSESSMENT CO...	4200-Books/referenc...	116.37
Check	04/18/2019	DBT	Amazon.com	SUPPLIES	Instructional Supplies	61.84
Check	04/18/2019	ACH	HP LEASE 7603	CHROME BOOKS LEASE	HP DIRECT LEASE	394.89
Check	04/19/2019	DBT	Amazon.com	SUPPLIES	Office Supplies	9.98
Check	04/23/2019	DBT	Costco	SUPPLIES	Extended Day	19.47
Check	04/23/2019	DBT	Costco	SUPPLIES	Office Supplies	13.99
Check	04/23/2019	DBT	Costco	SUPPLIES - VACUUM CLEA...	Instructional Supplies	182.31
Check	04/23/2019	DBT	Costco	SUPPLIES	Custodial Supplies	17.10
Check	04/23/2019	DBT	Amazon.com	SHERWOOD MUSIC FESTI...	Fundraising Expenses	157.34
Check	04/23/2019	DBT	Amazon.com	SUPPLIES	Instructional Supplies	6.99
Check	04/24/2019	DBT	Dollar Tree	supplies	Instructional Supplies	4.29
Check	04/24/2019	DBT	Amazon.com	SHERWOOD MUSICAL FES...	Fundraising Expenses	20.94
Check	04/24/2019	DBT	Mendes Supply Co.	supplies	Custodial Supplies	92.15
Bill	04/25/2019	22944...	Office Depot	294410550 SUPPLIES	Instructional Supplies	63.74
Bill	04/25/2019	22944...	Office Depot	229471598 SUPPLIES	Instructional Supplies	23.75
Check	04/25/2019	6451	M. DeLaCerda	food supplies- GARDENING	Food (Instructional)	32.06
Check	04/25/2019	6454	Michelle Yezbick	ABC LICENSE FOR FESTIV...	Fundraising Expenses	50.00
Check	04/25/2019	6454	Michelle Yezbick	mileage	5200-Travel and Con...	147.20
Check	04/25/2019	DBT	Amazon.com	SHERWOOD MUSICAL FES...	Fundraising Expenses	8.99
Check	04/25/2019	DBT	Amazon.com	EXT DAY SUPPLIES	Extended Day	14.47
Bill	04/26/2019	INV19-...	CUSD	INV19-00126 MARCH	CUSD FUA Charges	1,602.46
Check	04/26/2019	6456	Heather Fisher	MILEAGE	5200-Travel and Con...	32.48
Check	04/26/2019	6457	BCSO	BC SHERIFF - LIQUOR LIC...	Fundraising Expenses	44.00
Check	04/26/2019	DBT	Chico Area Recreation ...	End of year dance party rental	Other Rentals	75.00
Bill	04/30/2019	INV 20...	Pat Casey	APRIL SERVICES - INV 201...	Business Manager S...	2,525.00
Bill	04/30/2019	INV 108	JULIA. GODDARD	EXTENDED DAY BOOKKEE...	Bookkeeping Services	153.75
Bill	04/30/2019	INV31...	Waste Management	SERVICE FOR 2019 MAR	Trash/Recycling	147.46
Bill	04/30/2019		Jennifer Moreno	CONTRACT OCCUPATION...	SELPA	700.00
TOTAL						**30,143.21**

Agenda Item 5.2

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2 Candidates for the Election of the Board of Directors**

Date: May 16, 2019

SUMMARY

There are four individuals willing to serve on the Sherwood Board of Directors.

DISCUSSION

Our election process for the Board of Directors requires SMPO members to first approve candidates, which will happen at the May meeting. After SMPO approval, the current members of the Board of Directors approve. When there are more candidates than open seats, an election follows.

This year, we have four candidates and four open seats. If all four are approved by both the SMPO and the current Board of Directors, then all four individuals will be candidates for an election where voters are members of the SMPO.

The candidates are: Anna Ling, Sofia Snoke, Nathan McGraw, and Rosie Paulson.

ACTION REQUESTED

Approve candidates for the Board of Directors elections.

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, June 6, 2019 – 6:00 p.m.**

AGENDA

1. **CALL TO ORDER** (6:00 p.m.)
   1.1 Roll Call Monica Woodward, Anna Ling, Melissa Struyf, Tanya King, Nathan McGraw

2. **CONSENT AGENDA** (6:05 p.m.)
   2.1 Minutes Approval Consider approval of minutes from Regular Meeting, May 16, 2019.
   2.2 Contracts for Services Consider approval of a contract for business management services.

3. **REPORTS AND COMMUNICATION** (6:10 p.m.)
   3.1Committee Reports
   3.2 Instructional Staff Report
   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 Welcome New Directors (6:40 p.m.)
   The newly elected members of Sherwood Montessori's Board of Directors will be announced and meeting dates will be set for the 2019-2020 school year.
   ACTION REQUESTED: Welcome new directors and set meeting dates for 2019-2020.

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 LCAP (Local Control Accountability Plan) Draft (6:45 p.m.)
A draft of the LCAP will be presented for adoption.
ACTION REQESTED: Adopt LCAP.

5.4 Original Budget 2019-2020 (7:00 p.m.)
The Board will be asked to adopt an original budget for the 2019-2020 school year.
ACTION REQUESTED: Adopt Original Budget for 2019-2020.

5.5 Project Proposal for Round 2 of Measure K Bond (7:15 p.m.)
The Board will be asked to consider a construction project to be funded with the second round of sales from the Measure K Bond.
ACTION REQUESTED: Approve Project Proposal.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA (7:30 p.m.)
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 meet for a planning retreat in September.

8. CLOSED SESSION Public Employee Performance Evaluation (7:35 p.m.)
With respect to every item of business to be discussed in a closed session pursuant to Government Code Section 54957. Title: School Director.

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

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

SHERWOOD MONTESSORI

MINUTES 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, May 16, 2019 – 6:00 p.m.**

MINUTES

1. **CALL TO ORDER** (6:00 p.m.)
   1.1 Roll Call Monica Woodward, Anna Ling, Melissa Struyf, Tanya King, Nathan McGraw

   Meeting called to order at 6:04 pm. All members present except Melissa Struyf.

2. **CONSENT AGENDA** (6:05 p.m.)
   2.1 Minutes Approval Consider approval of minutes from Regular Meeting, April 18, 2019.

   Board noted a correction to the minutes of the regular meeting of April 18. Monica Woodward moved to approve the minutes as corrected. Approved by the Board.

3. **REPORTS AND COMMUNICATION** (6:10 p.m.)
   3.1Committee Reports
   3.2 Sherwood Montessori Parents Organization Report
   3.3 School Director Report
   3.4 Director of MTSS Report
   3.5 Treasurer Report

   Tanya King presented for the Development Committee. Anna Ling presented for the Governance Committee. Monica Woodward presented for the Facilities Committee. Michelle Yezbick presented the School Director report. Justin Allan presented the Director of MTSS report. Pat Casey presented the Treasurer report.

   The Board reviewed the written reports and engaged in discussion.

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

4. NOTICED PUBLIC HEARINGS

None

5. REGULAR BUSINESS

5.1 Items Removed From Consent (If any)

5.2 Approval of Board of Directors Candidates (6:40 p.m.)
ACTION REQUESTED: Approve candidates for the Board of Directors election.

Michelle Yezbick noted that the memo stating the candidates for the Board of Directors should list "Denise," not "Sofia" Snoke. Monica Woodward moved to approve the slate of candidates as corrected. The Board approved the motion, with Anna Ling and Nathan McGraw abstaining.

5.3 LCAP (Local Control Accountability Plan) Draft (6:50 p.m.)
A draft of the LCAP will be presented for input from the Board and from stakeholders.
ACTION REQESTED: Discuss LCAP.

Michelle Yezbick summarized the draft LCAP report. The Board engaged in discussion.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA (7:00 p.m.)

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 2019-2020.
7.2 The Board will be asked to adopt an initial budget for the 2019-2020 school year.
7.3 The Board will be asked to conclude the review of the School Director in closed session.

Open session adjourned at 7:47 p.m.

8. CLOSED SESSION Public Employee Performance Evaluation (7:15 p.m.)

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

Meeting reconvened in closed session at 8:05 p.m. The Board discussed and approved the performance evaluation for the School Director.

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

Meeting reconvened in open session and adjourned at 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.

SHERWOOD MONTESSORI

AGREEMENT FOR BUSINESS MANAGEMENT SERVICES

This AGREEMENT is made this day of July 1, 2019 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, 2019 and will continue in effect until June 30, 2020 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 20182019 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

Committee: Governance

Meeting Date: 5/25/19

Attendance: Anna Ling, Monica Woodward

Goals:

- Discuss the process of approving new board members
- Discuss ideas emerging from the Director's performance review
- Discuss preparations for strategic planning
- Discuss the need to decide officer roles and committee assignments

Outline of Discussion:

- The last step for approving new board members is to hold elections. Michelle has asked parents to fill out ballots at the office.
- We met with Michelle on 5/23 to share a few ideas, in terms of organizational changes, that could provide more capacity to help her and the school meet future goals.
- We have drafted a summary of proposed content and process for strategic planning (*please see attached*). We need to establish a formal committee separate from Governance.
- We will decide on officers and committee membership at the August meeting. Board members should start thinking about their preferences and share openly if they wish.

Action Items *(who will do what before the next board/committee meeting)***:**

- None.

Agenda Items *(items that need to be brought to the board at a meeting)***:**

- Establish Strategic Planning committee.

Next Meeting Date: TBD

May 2019

Strategic Planning for Sherwood Montessori

Big Picture Questions

1. What are our goals?
2. What roadblocks are standing in our way?
3. How can we eliminate or mitigate our roadblocks?
4. What will we measure to track progress toward our goals?

Timeline and Process

Stage 1
- form Steering Committee
- review LCAP and Director evaluation surveys
- prepare for retreat

Stage 2
- hold planning retreat (Sept)
- create first draft of strategic plan
- get feedback from Board (Oct)
- create second draft

Stage 3
- get community feedback (Nov-Dec)
- finalize strategic plan
- get Board approval (Jan or Feb)

Draft Agenda for Retreat

1. Review stakeholder feedback (from LCAP and Director surveys)
2. Identify issues and challenges facing school over next 3-5 years
3. Develop a shared vision for the school's future
4. Affirm the mission and values of the school
5. Develop goals for the next 3-5 years (outcomes / results)
6. Develop strategies (methods to achieve goals)
7. Develop objectives (concrete measurables with one-year time frame)

* *include timeline, staffing, budget, metrics*

Sherwood Board Committees 2018-2019

Committee	Chair	Members
Executive	Monica Woodward	Anna Ling Melissa Struyf
Governance	Anna Ling	Monica Woodward
• **Elections**	Monica Woodward	SMPO Member
Strategic Planning		
Finance	Monica Woodward	Pat Casey Michelle Yezbick
• **Budget**	Monica Woodward	Justin Allan Pat Casey Michelle Yezbick
• **Audit**	Monica Woodward	Pat Casey Heather Fisher Michelle Yezbick
Development	Tanya King	Anna Ling Melissa Struyf Michelle Yezbick
School Performance	Monica Woodward	Bree Allan Anna Ling Michelle Yezbick
Facilities Planning	Monica Woodward	Nathan McGraw Michelle Yezbick

➢ Committees of the Board shall have a minimum of 2 board members and a maximum of 5 voting members, possibly including representatives from SMPO, the faculty, parents, etc. as either voting or non-voting members.

➢ The chair of a Committee must be a board member.

revised 5/28/19

Committee: School Performance

Meeting Date: 5/31/19

Attendance: Michelle Yezbick, Bree Allen, Anna Ling, Monica Woodward

Goals:

- To finalize the School Performance Scorecard

Outline of Discussion:

- To start, we discussed the possibility/necessity of adding Eric Parish to this committee. We will not adopt a final version of this scorecard without some input from him.
- We ran through the draft of the scorecard and made some changes/clarifications:
    - We added Science CAASPP to the Student Achievement section
    - We discussed how to define volunteer hours (both total hours and families meeting 50 hrs), enrollment and attrition/intake.
    - We removed staff satisfaction as an item, deciding it is too vague, and difficult to measure, along with Montessori professional development for the same reasons
    - We discussed the need for the staff to decide how to define "Classrooms fully outfitted"; it's a worthwhile goal but measuring will be hard. It may be part of the curriculum library project to ensure that items are inventoried, complete, and accessible
- We discussed some ideas for the least category, which is full of "extras" that make our school different from other schools and provide students with opportunities beyond ELA and math. Deciding how to set goals in these areas is still ongoing.

Action Items *(who will do what before the next board/committee meeting)*:

- Monica will make edits to scorecard as discussed in our meeting.
- Not before the next meeting, but before the fall, we should start filling in the chart with data that we already have.

Agenda Items *(items that need to be brought to the board at a meeting)*:

- None

Next Meeting Date:

School Performance Report

Priority	Indicator	Goal	Spring '17	Spring '18	Spring '19
Student Achievement	Schoolwide CAASPP participation rate	>95		95	
	Lower El—Meet grade reading level				
	Upper El—Meet grade reading level				
	Upper El—CAASPP proficiency ELA			22.77	
	Upper El—CAASPP proficiency Math			37.13	
	Upper El—CAASPP proficiency Science				
	Middle School—CAASPP proficiency ELA				
	Middle School—CAASPP proficiency Math				
	Middle School—CAASPP proficiency Science				
	Self-Assessment of learning	4			
	Physical Fitness		66.7		
School Climate/Family engagement	Attendance Rates	95			
	Chronic absenteeism	<10		14.4	
	Suspension rates			5.9	
	Attrition/ Intake				
	Enrollment	>168		161	
	Volunteer hours				
	LCAP survey participation responses				
	Racial comp. rel to district (max variance)	<10		5.5	
	Overall parent satisfaction	4		--	4.07
	Overall student satisfaction	4			
High-quality staff	Lead teachers CA certification	100%			
	Lead teachers Montessori certification	100%			
	Aides that have completed a Mont. course	100%			
	Parent satisfaction with teaching quality	4		4.55	4.49
Access to a prepared environment, a broad course of study, and the wider community	Classrooms fully outfitted with Montessori materials	100%			
	Implementation of Great Lessons	100%			
	% Students attending Cooking/Gardening				
	% Students attending Music/Arts				
	% Students studying Foreign Language				
	Community events				
	# of Electives offered				

Indicator Descriptions

Student Achievement

- Schoolwide CAASPP participation rate
  - Percentage of students taking CAASP test
- Charter sets a goal of 95%, State sets a requirement of >95%
- Lower El/Upper El—Meet grade reading level
  - Percentage of students who are reading at the Fountas and Pinnell level recommended for their grade (eg. 2nd graders reading at least at K)
  - Determined by teachers
- Upper El/Middle School—CAASPP proficiency
  - Percentage of students who score a 3 (standard met) or 4 (standard exceeded)
- Self-Assessment of learning
  - Percent of students who say they are learning a lot at school
  - Data from the student survey portion of LCAP
- Physical Fitness
  - Average of students in the Healthy Fitness Zone across all measured domains

School Climate/Family engagement

- Attendance Rates
  - Average Daily Attendance rate for the school year
  - Charter sets a goal of 95%
- Chronic absenteeism
  - Defined as missing 10% or more of a school year (~18 days)
  - Goal of <5% would be considered “low” on the dashboard
- Suspension rates
  - Defined as number of students suspended in current year divided by cumulative enrollment
  - <1% is low, <3% is medium
- Attrition/ Intake
  - Attrition is the number of students who left in a year (over the prior summer and during the current school year, excluding graduates)
  - Intake is the number of new students who joined during a year (over the prior summer and during the current school year, excluding new K/TK students)
- Enrollment
  - Number of students enrolled, measured at the end of the school year
- Volunteer hours
  - Total number of hours contributed by families/percent of families reaching 50 hrs
- LCAP survey participation responses
  - Number of survey responses
- Racial comp. rel to district (max variance)
  - Are any of our subgroups substantially different from the district as a whole
- Overall parent satisfaction
  - Average score from LCAP survey
- Overall student satisfaction
  - Average score from LCAP survey

High-Quality Staff

- Lead Teachers CA certification
  - Percent of teachers with CA State certification

- Lead Teachers Montessori Certification
    - Percent of teachers who have completed Montessori training
- Aides that have completed a Montessori course
    - Percent of classroom aides who have received training in the Montessori Method
- Parent satisfaction with teaching quality
    - Average score from LCAP survey

Access to a prepared environment, a broad course of study, and the wider community

- Classrooms fully outfitted with Montessori materials
    - Need to define what this looks like and how it will be measured
- Implementation of great lessons
    - Need to define what this looks like and how it will be measured
- % Students attending Cooking/Gardening
    - Percentage of student population that regularly (more than 80% of the school year) receives instruction in cooking/gardening
- % Students attending Music/Arts
    - Percentage of student population that regularly (more than 80% of the school year) receives instruction in Music/Art
- % Students studying foreign language
    - Percentage of student population that regularly (more than 80% of the school year) receives instruction in a foreign language
- Community Events
    - Number of community events that the whole school participates in (eg. Parade of lights, science fair, endangered species fair)
- Electives offered
    - Number of electives available/ Number of weeks of the year that students participate in them

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: May 6, 2019

Transitional Kindergarten/Kindergarten -Teresa Shippen

The kindergarten students and I recently took the opportunity to reflect on this school year. They remembered our first day together: the excitement!, the tears, the anticipation and wonder at what lay ahead. One student reflected that they felt shy. They had fun reminiscing our field trip adventures, the special things that came in for sharing, and our special friends who had moved away, mostly due to changes caused by the Camp Fire. Many listed their favorite works like Math, Language Arts, Zoology.

Their feelings took a turn then. They wished for more time. Some had goals to accomplish more, others are teetering on the edge of reading and wanted the daily practice. Most wished we could still get together to play, meet and check in with one another. They feel close to each other, have accepted each other, and do not want this to end. They approach each day with confidence, and plans, and joy.

As I reflect on these feelings, I find that I too want more time. There was so much change during the course of this year, that perhaps it brought us together in a special way. We had many aides come and go in our classroom. The first decided to go back to school, the second left for personal reasons, and this was filled with Substitutes and Substitutes for Substitutes! All of this could have taken a toll, but instead I found that each person who helped out added a new value and new learning opportunity. The students continued their work and learned to trust many helpers. Parents really stepped forth to fill in, smooth out and make this a great year for all, in spite of all the change.

I end this year feeling very grateful to all who helped us down our learning path. I am feeling the benefit of the many hands that made our work lighter. I am sending forth a class that is excited to continue their learning.

1st/2nd/3rd -Marlo Knox

Here I am, almost finished with assessments for everyone, collecting and organizing my data, solidifying my anecdotal notes, working on report cards, surrounded by crystallizing river rocks which will make beautiful paperweights for dads or anyone else my students might care to gift their rocks to. My mind drifts and wanders as I contemplate last items for the lower elementary

dance party tomorrow, Sherwoodstock on Saturday, and an end of the year celebration Wednesday afternoon (Yes, the lifeguard backed out today! And no, I am not going to solve that problem by having a swim party without one, I'm going to find one!) I'm at the end of a day without a lunch so that an important Student Study Team (S.S.T.) could be completed. The meeting lasted an entire hour so preparation for the afternoon was used too. This meeting required and needed that time, I was glad to be a part of that process. Meanwhile, I'm finding myself racking my brain over yesterday's staff meeting where we looked at areas of improvement as a teaching staff and reflected on how we are perceived by others. Where am I personally in regards to what we covered? Where is my lower elementary team in regards to what we covered? Where are we as a school? How can I take the information and use it for growth? Finally, I am noticing a sense of private grief over losing an excellent instructional assistant (yet again) and at least 6 students whom I care for, feel bonded to, and love. What could I possible write to inform our board?

I want the board to know that as you read the above tale it's just a moment, it's the season, it's the time of the year, and I am overwhelmed with gratitude, right now, in these fleeting circumstances. I am grateful for the work I have been given. Today, I might be convinced to call my job "work", but in reality it's a calling, an invitation, an opportunity. I want to be with small humans as they move along their path, through their stages, work with their families, collaborate with the community where we are all placed. Sherwood is where I do what I love. There are children growing academically, socially, and emotionally right before my eyes. Events are creating memories, rites of passages children look forward to and new experiences never before explored for others. We have teams of experts who further my understanding of how children might learn differently than what we observe in most. I am encouraged to change and grow my own teaching practices, developing shared understanding of our corporate dreams for the people we serve. And the sadness of losing excellent teachers and wonderful students only reminds me of how lucky I have been to be a part of their journey, that I have known them, and perhaps even influenced them in some positive way just as they have caused change in me. The board should know Sherwood is real, teachers are learning with their students, and no one has chosen to be here for it's ease but rather for Sherwood's promise to provide an environment full of opportunities to further ourselves in the myriad of ways that the humans can.

1st/2nd/3rd-April Pearce

This was a challenging yet enriching year for me and the students of Room One. Our entire community was challenged to cope and adapt intact both during and after the Camp Fire. Before school resumed after that tragic event, educators attended trainings where psychologists and trauma specialists told us that learning would be greatly impacted due to the effects such a disaster has on people, including us and our students. Two of my long-time friends lost their homes and pets. One of my students lost their home and pets. Several of my students' families hosted family and friends, who had lost their homes, for months until they could find new housing. I definitely feel the toll this had taken on myself and on my students.

November is the time of year when, typically, a Montessori classroom reaches normalization, a period when students are so accustomed to the Montessori environment and practices that they go about their work independently, with little adult guidance needed. Unfortunately, as we were attaining normalization, our community was shaken and we were not able to reach that milestone

this school year. Challenging behaviors were compounded, adding this new trauma to prior trauma, and students had limited capacity to tolerate disruptive behavior from peers, which strained relationships. Disruptive behaviors interrupted the majority of my lessons during 2019, which was taxing on me.

I have one more not so great thing to report before moving on to the good stuff because there were definitely things that worked out well this year too. I am in the process of earning my California teaching credential through CalState TEACH, a program I would not recommend but it is not fiscally feasible for me to choose another path at this point, as I am more than halfway there. I started the year with an advisor who was familiar with the school and loved Montessori education. About one month in they changed my advisor to a person who demonstrated a lack of understanding of Montessori and the effects of the Camp Fire on people in our community. Fortunately, Michelle and my colleagues continue to be supportive of me, which was stronger than the lack of support I have received from CalState TEACH.

The most positively exciting thing in the classroom this year was our participation in the Classroom Aquarium Education Project, where we raised Steelhead trout eggs to the fry stage and released them into the Feather River. We had a ceremony where each student read a letter offering advice to a fry before releasing it into the water. I look forward to repeating this experience in the years to come. My classroom parents were particularly supportive in helping raise the funds to pay for the equipment and joining us for the ceremony.

We also had two great experiences with Earthbound skills. In our last field trip, we learned how to build a debris shelter. After building the shelter, we all took turns crawling inside. When we returned to school, some students were inspired to draw the step-by-step shelter building guidelines our hosts taught us. It was a fantastic experience. We also had two fun field trips to see Laxson performances and ride the city bus. My students love riding the bus and we have had only positive interactions with members or our community on the ride.

Finally, I want to end with an almost daily practice that help me remember that my students do care about each other, not just their friends, and value their peers' work. We close the work period with student presentations. This is a time where students sign up to share their work with the class. Students share artwork, stories, and favorite book passages.

We have gone through a lot this year, with both positive and negative experiences. Assessment data shows that there was not as much academic growth as I would have liked this year, but I keep reminding myself that experts told me to expect that after the fire. Fortunately, there are fun field trips, student presentations, and forty trout released into the river that remind me that there was growth this year and that we adapted intact.

1st/2nd /3rd -Eric Parish

This time of year tends to be when I reflect on everything that has happened in the past year and start thinking of what's to come in the next year. By far this has been the most intense year ever. The Camp Fire was devastating. But our students persevered. They are so strong. They have encountered many challenges and have endured them all. I am incredibly proud of my students. What we do is no longer just education, but it is truly human development. That is why I love being part of a Montessori learning community. When we participate and observe, seek multiple solutions, when our emphasis is on process, and we are united, anything is possible.

4th /5th/6th -Sheng Vang

This school year has been one of the best school year for me. There is a combination of several key elements for that success.

- An aide that has been with me for 3 years, who is passionate about education and working with students.
- Students who had at least 1 year's worth of Montessori education. (I only received one student who did not have any Montessori education.)
- All my 6th graders had me for at least 1 year before this school year. They know the expectations and routines of our classroom. They were leaders for their lower classmates.

With that being said, we did so much this school year in comparison to my last two years here. What did we do since April:

- Completed the CAASPP test
- Completed our endangered species puppets

- Went on two field trips: Coppelia Show at PV Art Center and Shasta Caverns

4th /5th /6th-Tanya Parish

It's 9:15 on a Thursday night, four days before the end of the school year and I am writing a board report. I am completing assessments on students and report cards need finished. Tomorrow I have two small groups going on field trips for their final day of electives. One group will be going to play disc golf at Hooker Oak Park and the other will going to the music studio at Music Together Chico to experience the djembe drums and perform the four drum patterns they have been practicing for the last 5 weeks. I don't have enough drivers so I will be shuttling kids on my lunch break in order to make sure we can still have both field trips. Giving time, this is what teachers do. Two weeks ago our class finished the CAASP testing. The tests seemed reasonable and most students approached them with confidence. The surprise was the 5th grade science test that consisted of 73 questions. I had prepared them for math and language but found myself wondering about that science test. Wondering, this is what teachers do.

Students have been working nonstop to design their egg drop landers. On Monday afternoon at 1:30 we will be dropping them form the roof to see if the landers were able to protect the egg within. (you are invited to come if you would like) Students were given a materials list and dimensions for their final lander, yet little information about how to construct their landers. Solicit creativity, this is what teachers do.

We have said goodbye to more students than we have gained this year. We said goodbye to our assistant teacher Sho. We processed and talked and cried. Show emotions, this is what teachers do.

In my time at Sherwood I have completed a credential program while working full time. I have sustained positive relationships with parents, staff and students. I have given up weekends and summer days to plan and project for classroom projects and students. I have gained an enormous amount of experience in solving real world problems, long division and fractions. I have succeeded and I have failed and I have grown. Endure and persevere - this is what teachers do.

Montessori stated in 1937 When addressing the educational congress in Denmark - " The child is both a hope and a promise for mankind. If we therefore hold them as our most precious treasure, we will be working for the greatness of humanity." Hope for a better future - this is what teachers do.

Learning Center-Bree Allan

Much of the month of May was filled with CAASPP State Testing. There was a lot of one-on-one testing this year. We ended up having all 3rd-8th grade students with an IEP complete all of the state testing.

The learning center serves 27 students who receive SAI – specialized academic instruction. To meet the students' SAI, we will continue with the online learning programs Prodigy, ReadLive, ReadWorks, Book Creator, and Epic books. The learning center focuses on IEP goals including working on multi-paragraph writing and essential math facts. Over the summer we will be searching for the best moderate-to-severe educational curriculum and social-emotional curriculum, along with some more individualized math programs.

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 6, 2019

ADMINISTRATIVE ITEMS:

- Current enrollment will be reported at meeting.
- All state testing has been completed for students who were required to take them.
- Classes and programs at Sherwood will, at the time of this meeting, be wrapped up for the school year. This has been a year like no other, with teachers and students called on to persevere through a devastating tragedy for our community. While we carry on with our end of the year business, we are finding ourselves more reflective than usual, even for this time of year. We are all changed. The experts who convened to support us during and after the Camp Fire told us to expect this; my sense is that the experience has made us stronger. Our school has been a haven and a source of support. As we make our way back to normalcy, a process that takes years not days or weeks, we find ourselves fortified with the knowledge that when we were called on to give we were able to do so, in ways that were unexpectedly fulfilling and energizing. We are all looking forward to our summer rest. When we return to school, Sherwood Montessori will begin its tenth year.

FISCAL ITEMS:

- Funds raised from the Sherwood Music Festival will be reported at the meeting.
- Most current fiscal related items will be covered in regular business items. During the summer, I will be researching grant opportunities including funding for solar and other clean air projects we qualify for due to location.

SAFETY

- The demolition of the house at 1010 Cleveland Ave. will proceed with necessary abatement precautions due to hazardous building materials found in construction typical for the age of the structure.
- Summer work will include updating all handbooks, including the Comprehensive Safety

Plan, now required for all charters. Sherwood has always adopted a Comprehensive Safety Plan with yearly updates, prior to the law change.

LEGISLATIVE

- AB 1505 (O'Donnell/Bonta): Eliminates the right to appeal politically-driven decisions to the county or state and reduces the charter term to as few as two years. It also strikes student academic achievement as the most important criteria for charter renewal. Impact: This bill allows school districts to deny new and growing charters based on factors other than student needs and community demands, putting the most vulnerable students at risk.
  Status: Passed the Assembly Floor 5/22 42-19-17 (just two votes). Will be heard in Senate Education Committee, Wed. mornings from June 5 – July 10.

- AB 1506 (McCarty):This bill limits student access without regard for school quality or community demand. It was amended 5/16 from a cap on the number of charter schools statewide, to a cap on the percentage of charter enrollment by district (10%). This bill would also ban new non-classroom based schools from being approved. Impact: This bill arbitrarily limits student access to high-quality public options and undermines local decision-making.

- AB 1507 (Smith): This bill severely limits where charter schools can locate, especially non-classroom based charter school learning centers.
  Impact: This bill jeopardizes student access to innovative public school options by further restricting where teaching and learning can happen.
  Status: Passed Assembly Floor on 5/13, 54-18-8. Will be heard in Senate Education Committee, Wed. mornings from June 5 – July 10.

- SB 756 (Durazo): Amended May 21, this bill imposes a two-year ban on new charter public school choices and legislative intent to adopt policies that would limit student access to innovative programs, eliminate appeal rights, and allow districts to deny new and renewing charter schools based on district finances rather than student achievement or community needs.
  Impact: This bill would severely limit public school options and harm the most vulnerable youth.
  Status: SB 756 was moved to the inactive file May 29th.

Agenda Item 3.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Justin Allan, Director of MTSS

Subject: **Agenda Item 3.5** Director of MTSS Report

Date: June 6, 2019

We will close out the school year with 27 students receiving special education services. Our total school enrollment is currently 153 students. This brings our special education percentage to 17.6%. This is a high percentage but not caused by overidentification or over testing. For the year we started 7 initial assessments. Five of the seven students qualified. One of those students didn't qualify for special education services but did qualify for a 504 plan.
Our reading and math intervention programs have been successful helping student growth. Intervention data made it easier to narrow down and identify students with potential learning disabilities so that initial special education testing was more efficient. We had less students that tested this year who did not qualify for special education than we had in the past. If everyone that is tested qualifies it could be a sign of other problems so it's good to have some DNQs.

Our current school psychologist and ERHMS (Educationally Related Mental Health Services) counselor has taken another position. He will be able to consult on some cases next year and may still see a handful of students that he is currently working with as their ERMHS counselor. We are in the process of looking for a new school psychologist and ERMHS counselor, but we have several routes we can go. The positions may be combined or separated and it could be multiple people doing different parts.

Agenda Item 3.6

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.6 Treasurer Report**

Date: June 6, 2019

June Treasurer's Report

The May Financial Board Reports are attached here. Our Treasurer and Business Manager will offer analyses at the meeting on the 16th.

Attachments: May financial reports

Agenda Item 5.3

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.3: 2018-2019 Local Control and Accountability Plan (LCAP)**

Date: June 6, 2019

SUMMARY

Each public school, public school district, county office of education, and charter school in California must adopt an updated LCAP by July 1, 2019.

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 2019-2020 LCAP include:

ACTION REQUESTED

Adopt plan.

Attachment: Proposed LCAP updated for 2019-2020

LCAP Year (select from 2017-18, 2018-19, 2019-20)

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)

California School Dashboard: 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 2019-2020 plan will maintain this basic structure, with changes made in response to data collected for the 2018-2019 school year. Community survey results indicate that the greatest gains were made in parents and community members perceptions of the school facility, in the opportunities the school has extended to learn about the Montessori approach to education, and in providing recess and playground equipment. Greatest needs as measured by the school's Dashboard include improved student achievement in ELA and mathematics and a need for effective alternatives for suspension. From our community survey, the highest needs identified were in the support given to struggling learners and the level of academic challenge.

The theme of facilities continues to present as both a positive and a negative, as parents and community members appreciate improvements made to the school buildings and campus and the access to playground and park, while also pointing to the difficulties associated with sharing space with another school. Over the summer of the 2019, we will be adding two buildings to our campus area that is owned by the charter school, a project that was expected to be completed during the school year. The work is finally underway, and we expect to see improvement in satisfaction for the school's facility as a result.

The 2018-2019 school year saw the launch of Positive Behavior Interventions and Support (PBIS) for Sherwood Montessori. PBIS implementation began in the 2018-2019 school year and did result in a decrease our suspension rate, which has gone from very low in 2015-2016 (0%) to medium in 2016-2017 (2.9%) and rose to high (5.9%) in 2017-2018. The 2018-2019 suspension rate has dropped to 2.8%. It is clear to the faculty and staff that this decrease has come from training we were provided during and after the Camp Fire regarding supportive response to children who have been exposed to trauma or are currently experiencing trauma, as well as our implementation of

PBIS. PBIS offers positive responses to children's needs without resorting to the punitive measure of suspension.

The need to improve student achievement in a way that results in higher standardized test scores will be addressed with increased professional development in designing effective instruction using Montessori materials to address Common Core State Standards. We will continue our intervention program as data shows it is effective, and we will focus our efforts on increasing the rigor of instruction in the general education setting.

Building on the strengths, we will continue to offer high quality parent education opportunities and replenish the PE and recess equipment. Our community has expressed an increased satisfaction in these areas and we will continue to build on that momentum.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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.

Sherwood also made measurable progress for students in the Student Success Team process (SST). 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 maintained high levels of satisfaction in terms of teachers, Montessori curriculum, and classroom materials. 97.56% of respondents to the community survey reported being satisfied or very satisfied with Sherwood's teachers, 85.37% were satisfied or very satisfied with the classroom materials, and 82.93% were satisfied or very satisfied with the curriculum, in terms of Montessori authenticity.

Referring to the California School Dashboard, 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 in 2018 was 5.9% which earned an Red Performance Level on the Dashboard.
Our ELA and math assessment sreport were 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 and ELA 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 California School Dashboard, 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 subgroups large enough at our small school to be represented in the Dashboard are students who are socioeconomically disadvantaged and students who are white. These groups were not below the "all students" group in performance levels for math or English language arts achievement as measured by standardized assessment.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Sherwood Montessori was identified for CSI in 2018-2019.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Sherwood is a single-site charter school and its own LEA.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Sherwood will collect data at least three times annually to evaluate the implementation and effectiveness of the CSI plan. In the 2019-2020 school year, Sherwood will be using the Interim Assessment Blocks for students in grades 3-8 as formative assessment.

Annual Update

LCAP Year Reviewed: 2018-19

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, 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:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Personnel files/teachers' credentials **18-19** Maintain 100% highly qualified credentialed teachers. **Baseline** 100% highly qualified credentialed teachers.	Maintained 100% highly qualified credentialed teachers.

Expected	Actual
Metric/Indicator Materials inventories **18-19** Purchase a comprehensive curriculum package for ages 6-12. **Baseline** Materials were maintained or replaced/repaired.	In the course of preparing for a construction project, more materials were found in a storage area. Instead of purchasing the comprehensive curriculum package, the found materials were distributed and materials were purchased selectively to fill gaps.
Metric/Indicator Facilities Inspection Tool **18-19** Maintain facilities in good repair. Replace worn PE/ 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.	Facilities were maintained in good repair. PE and recess equipment were purchased to replace worn equipment. Recess equipment was purchased in colors assigned to each classroom, making it easier for the students to take responsibility for caring for and returning the equipment. A construction project was started in the spring of 2019 on the property that included the teaching kitchen and library. The project is scheduled to be completed before the opening of school in fall, 2019. It will include two refurbished relocatable classrooms.
Metric/Indicator Local indicator/ CCSS rubric (BCOE developed rubric is now replacing less relevant nationwide tool) **18-19** Move from stage 2 to stage 3 on new rubric: Developing awareness to full awareness. **Baseline** CCSS are implemented and the teacher evaluation system has been aligned to CCSS.	Teachers self-assessed using the BCOE CCSS Implementation Rubric and scored themselves on average between Stage 1: Initial Awareness and Stage 2: Developing Awareness.
Metric/Indicator Local indicator/ school community survey **18-19** Retain qualified SST Coordinator to work collaboratively with director, teachers, and parents. **Baseline** Retained qualified SST Coordinator to work collaboratively with director, teachers, and parents.	Retained qualified SST Coordinator who worked collaboratively with director, teachers, and parents.

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	Administrative staff reviewed personnel files and California Commission on Teacher Credentialing records of credentials: 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $1,250
		3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $250	Cost of benefits associated with above personnel/tasks: 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 with director and receive professional development on implementing CCSS with Montessori methods.	Teachers had 12 hours of professional development related to implementing CCSS with Montessori methods in math and writing curriculum. Two teachers had 6 hours of time to plan math curriculum. One teacher had 20 hours of ELA development with the school director.	1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $6,750	Cost of certificated personnel time to accomplish actions: 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $7,000
		3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $1,350	Cost of benefits associated with personnel time to accomplish actions: 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $1,400
		2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $750	Cost of classified personnel salaries associated with accomplishing actions: 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $1,695

		3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $150	Cost of classified personnel benefits associated with accomplishing actions: 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $339

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Comprehensive curriculum package will be ordered to replace missing or damaged materials.	Curriculum that had been in storage was distributed. Materials were ordered to fill in gaps.	4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds $5,000	Montessori materials purchased: 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds $2,516
		1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $1,000	Cost of certificated personnel salaries associated with task of creating materials inventories: 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $1,000
		3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $200	Cost of benefits associated with task of creating materials inventories: 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $200

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 and will pursue options to move to own facility.	The facility was kept in good repair. The Camp Fire in November hindered pursuit for real estate. A construction project funded by Measure K bond dollars was begun in spring 2019 and will result in two new classrooms on	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $1,800	Cost of classified salaries associated with attending facilities meetings, making repairs and conducting inspections: 2000-2999: Classified Personnel

	property already owned by the charter school.		Salaries General Fund/LCFF Supplemental Funds $1,500
		3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $360	Cost of benefits associated with time spent attending facilities meetings, making repairs and conducting inspections: 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $300
		4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds $5,000	Cost of supplies for repairs: 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds $3,200

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. Goal is modified by increasing spending to be closer to actual spending.	Recess equipment was purchased for each classroom in a color assigned to each classroom. Matching bins uniform colors have made it easier for students to care for and return the equipment they have used each day, and was not lost as in prior years. Equipment that has worn out (both recess & PE) will be replenished.	4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds $1,658	Cost of recess equipment and bins: 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds $1,700
		2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $500	Cost of classified staff time spent ordering recess equipment: 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $500
		3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $100	Cost of benefits of employee time spent ordering recess equipment: 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $100

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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 SST goals. Director of MTSS will be taking over duties of coordinator.	Refined SST process to have fewer unnecessary meetings. Collected data to track student growth.	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $26,000	Director of MTSS took over SST Coordinator duties; cost reflects a portion of a full-time position to accomplish tasks related to SSTs: 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $26,000
		3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $5,200	Benefits of Director of MTSS time associated with SST tasks: 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $5,200
		1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $8,800	Teacher time to attend SST meetings: 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $6,000
		3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $1,760	Benefits costs associated with teachers attending SST meetings: 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $1,200

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.

1.1 Employee files and records at the California Commission on Teacher Credentialing indicate that Sherwood has retained 100% highly qualified teachers.

1.2 Teachers had 12 hours of professional development related to implementing CCSS with Montessori methods in math and writing curriculum. Two teachers had 6 hours of time to plan math curriculum. One teacher had 20 hours of ELA development with the school director. A process of selecting essential standards to focus on at each grade level was begun.

1.3 More Montessori materials were found in storage, and the action to make a comprehensive curriculum purchased was revised to purchasing just the materials that were missing.

1.4 A construction project that will be finished over the summer break will bring two new classrooms to the 1010 Cleveland Ave. property.
PE equipment was replenished and color-coded recess equipment was purchased with matching bins.

1.5 SST process streamlined with fewer in-person meetings, data reported outside of meetings and actions taken in a more structured, systemic approach.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

1.1 Sherwood has retained 100% highly qualified teachers, so the actions and services were effective.

1.2 Teachers reported that their understanding of the depth of the standards was increasing, although they rated themselves low on the implementation rubric. Dialogue revealed that some of the wording on the rubric wasn't clear to them, and not having the standards to refer to during their self-evaluation caused them to rate themselves lower. Upon reviewing the standards after the self-evaluation they realized they rated themselves too low. CAASPP scores will measure if this had an impact on student achievement as measured by standardized tests.

1.3 The action changed when Montessori materials were found in storage. Instead of making a comprehensive curriculum purchase, just materials that were missing were purchased.

1.4 Needed repairs were effectively made and the construction project is underway. After the Camp Fire, real estate in the Chico area was impacted. School leaders are still pursuing the idea of moving to a permanent facility, but the time line has been extended to a more reasonable 4-5 years.
PE equipment was replenished and color-coded recess equipment was purchased with matching bins. The matching bins have been effective in curtailing loss as students recognize equipment on the field and playground as belonging to their classroom and retrieve it.

1.5 Data collected regarding students receiving intervention services indicate that actions taken are effective in increasing those students' achievement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: The actual cost of reviewing teacher qualifications and credentials was about the same as the estimated expenditures.
Action 2: The actual cost of professional development for Sherwood teachers learning about CCSS and planning curriculum exceeded the estimated expenditures due to teachers requesting time outside of planned activities to work on these activities. As these actions are most directly linked to increased student performance and savings in other areas of the budget were achieved, the extra spending was approved.
Action 3: The actual cost of learning materials was less than estimated as many materials were found to be in storage.
Action 4: Slightly less was spent on this action than was planned as the Measure K Committee work has become more streamlined as members are more familiar with the procedures and the constraints of the bond. Needed repairs were not as expensive as projected.
Action 5: Actual costs were higher than estimated because they did not include storage bins. The purchase of the bins will keep costs down overall as the color-coded system has resulted in a decrease of loss of recess equipment.
Action 6: Actual costs were lower as the SST system was streamlined, resulting in fewer unnecessary and costly meetings.

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.

Action 2: An increase in professional development for implementing CCSS is planned. There will be an increase in spending associated with this action. Changes can be found in the Goals, Actions, & Services section under Action 2.
Action 3: An increase in spending is planned for the goal of providing classrooms with Montessori materials. In 2019-2020 the transitional kindergarten/kindergarten classroom will go to a full day program, and another classroom will be added to this level. An increase of spending for this goal represents costs associated with outfitting another classroom as well as the continued goal to incorporate materials in storage and fill gaps that exist. Changes can be found in the Goals, Actions, & Services section under Action 3.

Annual Update

LCAP Year Reviewed: 2018-19

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.
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:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Local metric/ volunteer tracking system **18-19** Volunteer tracking system will show an increase in parent volunteering at/for the school or will maintain an increased level of parent volunteering. **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.	Approximately 25% of parents volunteered this year. 14% volunteered 10 hours or fewer; 2% volunteered 10-20 hours; 5% volunteered 20-50 hours; 5% of parent volunteers exceeded the 50 hour goal.

Expected	Actual
Metric/Indicator Local metric/ school community survey **18-19** 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.	65% of parents who responded to survey were satisfied or very satisfied with the way the school approaches parent volunteerism and parent involvement. 25% were neutral, 7.5% were dissatisfied and 2.5% were very dissatisfied.
Metric/Indicator N/A **18-19** Goal for this measure will be made after the state releases indicators in the fall, 2018. **Baseline** N/A Indicators not yet released.	14.4% of students had chronic absenteeism this year.
Metric/Indicator State metric/ suspension rate **18-19** 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.	The suspension rate was 2.8%.
	80.49% of parents indicated that they were very satisfied or satisfied with the opportunities the school has extended to learn about Montessori education. 12.2% were neutral, 7.32% were dissatisfied, and 0% were very dissatisfied.
	85.37% of parents indicated that they were very satisfied or satisfied overall with the school. 7.32% were neutral and 7.32% were dissatisfied.

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	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Office staff will review enrollment to ensure that each family has updated contact information. Teachers will assess parents' understanding of communication procedures at conferences. The school will implement a text to cell phone system of sending reminders and announcements.	Office staff ensured that each family had updated phone numbers and email addresses in the school's database. The school began using Parent Square to communicate via email or text according to parent preferences.	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $3,700	Office staff salary to perform action 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $3,000
		5900: Communications General Fund/LCFF Supplemental Funds $1,000	Cost of benefits associated with office staff salary 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $600
			Parent Square-prorated for first year 5900: Communications General Fund/LCFF Supplemental Funds $250

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. More frequent, less time consuming methods will be used.	Six parent education events were held throughout the year. The duration of the events was shortened, offering events 1.25 hours-2 hours rather than 3 hour events.	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $2,580	Director time to plan and present parent education events 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $3,750
		3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $516	Cost of benefits associated with Director time with above activities. 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $750
		5900: Communications General Fund/LCFF Supplemental Funds $1,000	Partial cost of updated website for communication (Parent Square cost reported in goal 1) 5900: Communications General Fund/LCFF Supplemental Funds $1,000

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. A simplified system will be put in place and incorporated with a new website.	A Google Sheets document was created for each family and shared with editing privileges. All Sheets were linked so a grand total could be viewed by school administration. The system was underused, and Parent Square was purchased for the last 2.5 months of school.	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $4,200	Time of Office Manager to create online volunteer tracking system. Time of administration team to learn how to use Parent Square. 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $3,000
		3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $840	Cost of benefits associated with above activities 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $600
		5900: Communications General Fund/LCFF Supplemental Funds $2,000	Partial cost of updated website 5900: Communications General Fund/LCFF Supplemental Funds $2,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The office staff, school director, and SST Coordinator will collaborate to hold conferences with parents of chronically 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.	Conferences were held with parents of chronically absent students and for students with suspensions. An attendance campaign that included mailings home and posted attendance rates for each classroom and each grade were implemented. Incentives for good and perfect attendance were awarded.	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $5,080	Costs associated with Directors time and office staff time to implement actions described. 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $5,000
		3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $1,016	Cost of employee benefits associated with actions 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $1,000
		1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds $4,600	Cost of teachers' time and Director of MTSS time to conduct conferences. 1000-1999: Certificated Personnel Salaries

			General Fund/LCFF Supplemental Funds $3,000
		3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $920	Cost of employee benefits associated with time spent on conferences. 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $600

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide free child care for kindergarten until the dismissal time for 1st-8th grades.	Free child care was provided for transitional kindergarten and kindergarten students until dismissal time for the rest of the school.	2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $6,031	Cost of staffing tk/k child care 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds $6,000
		3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $1,206	Cost of benefits associated with staffing costs for tk/k child care 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds $1,200
		4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds $250	Cost of supplies for tk/k child care 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds $250

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.

2.1 Office staff ensured that each family had updated phone numbers and email addresses in the school's database. The school began using Parent Square to communicate via email or text according to parent preferences.

2.2 Six parent education events were held throughout the year. The duration of the events was shortened, offering events 1.25 hours-2 hours rather than 3 hour events.

2.3 A Google Sheets document was created for each family and shared with editing privileges. All Sheets were linked so a grand total could be viewed by school administration. The system was underused, and Parent Square was purchased for the last 2.5 months of school.

2.4 Conferences were held with parents of chronically absent students and for students with suspensions. An attendance campaign that included mailings home and posted attendance rates for each classroom and each grade were implemented. Incentives for good and perfect attendance were awarded.

2.5 Free child care was provided for transitional kindergarten and kindergarten students until dismissal time for the rest of the school.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

2.1 Although the school had updated phone numbers and emails for all parents, stakeholder feedback indicated that many parents were not reading emails frequently. The new Parent Square app that was purchased gives parents the option to continue to receive email, which some do use, or receive texts compatible with smart phones and tablets that are more frequently used. Likewise, the new website is compatible with portable digital devices such as smart phones and tablets.

2.2 80.49% of parents indicated that they were very satisfied or satisfied with the opportunities the school has extended to learn about Montessori education. 12.2% were neutral, 7.32% were dissatisfied, and 0% were very dissatisfied.

2.3 65% of parents who responded to survey were satisfied or very satisfied with the way the school approaches parent volunteerism and parent involvement. 25% were neutral, 7.5% were dissatisfied and 2.5% were very dissatisfied.

2.4 14.4% of students had chronic absenteeism this year. The suspension rate was 2.8%.

2.5 Qualitative survey results included one positive mention for kindergarten extended day and one suggestion.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: Office staff was able to complete actions with less time than estimated and the Parent Square app was prorated for the end of the year, so costs were less than projected.

Action 2: Between the time that the LCAP was published and the start of the current year, more parent education opportunities were added to the calendar, creating a cost higher than anticipated.

Action 3: Office staff was able to complete actions with less time than estimated, so costs were less than projected.

Action 4: The SST program was streamlined, systemically reducing the number of meetings needed, thus costs were lower than initially anticipated.

Action 5: Costs of implementing the action of providing free tk/k care until the end of the school day was about the same as estimated.

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.

Action 1: The Parent Square app will have automatic updates with our school's database, so office staff will spend less time updating for communication. A decrease in spending is planned. This change can be found in the Budgeted Expenses section for Action 1 Goal 2 in the Planned Actions/Services of the 2019-2020 LCAP.

Action 2: To maintain a positive perspective on the opportunities the school extends to understand the Montessori method of education, an increase in the budget that matches actual spending is planned. Costs will also include refreshments and child care. This change can be found in the Budgeted Expenses section for Action 2 Goal 2 in the Planned Actions/Services of the 2019-2020 LCAP.

Action 3: To improve parents' perspective on how the school approaches parents volunteerism and parent involvement, we will increase the funding to include a full year's subscription to Parent Square. We will integrate the volunteer request and tracking system, so an increase in staffing costs to train for use of these components will also be included in this increase. This change can be found in the Budgeted Expenses section for Action 3 Goal 2 in the Planned Actions/Services of the 2019-2020 LCAP.

Action 4: We will increase spending to include more actions to reduce chronic absenteeism, including regular incentives for students who maintain good and perfect attendance. Our suspension rate decreased, so we will continue with the actions of implementing PBIS. This change can be found in the Budgeted Expenses section for Action 4 Goal 2 in the Planned Actions/Services of the 2019-2020 LCAP.

Action 5: We have decided to offer a full-day kindergarten program with an option for an early pick up for parents who would like to have the shorter day. The action of offering free child care for kindergarten students will no longer be needed, and will be eliminated.

Annual Update

LCAP Year Reviewed: 2018-19

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/CAASPP results **18-19** 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 not below the performance level of all students as measured by CAASPP and other assessments.
Metric/Indicator Local metric/Attendance rate **18-19** Students with low income will show attendance rates above 90%. **Baseline**	Students from households with low income had an average attendance rate of 95.1%

Expected	Actual
Students with low income show attendance rates above 90%.	
Metric/Indicator Local metric/school community survey **18-19** 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.	85.37% of 41 parents who responded to the survey indicated that they were satisfied or very satisfied overall with the school. 7.32% were neutral, 7.32% were dissatisfied, and 0% were very dissatisfied.

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 families that qualify due to low income.	The school provided free or reduced lunch to families that qualified due to low income.	2000-2999: Classified Personnel Salaries Supplemental $800	Office staff time to enroll students in the lunch program 2000-2999: Classified Personnel Salaries Supplemental $800
		3000-3999: Employee Benefits Supplemental $200	Cost of benefits associated with office staff's time 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.

The school provided free or reduced lunch to families that qualified due to low income.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Students from families with low income did not score at a lower level than all students on the CAASPP.

Students from households with low income had an average attendance rate of 95.1%

85.37% of 41 parents who responded to the survey indicated that they were satisfied or very satisfied overall with the school. 7.32% were neutral, 7.32% were dissatisfied, and 0% were very dissatisfied.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no difference between budgeted and 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.

The goal, expected outcomes, metrics and actions and services to achieve this goal will remain the same in the 2019-2020 plan.

Annual Update

LCAP Year Reviewed: 2018-19

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/school community survey **18-19** 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.	65% of parents who responded to the survey were satisfied or very satisfied with the way the school approaches parent volunteerism and parent involvement. 25% were neutral, 7.5% were dissatisfied and 2.5% were very dissatisfied.
Metric/Indicator Local metric/attendance rates **18-19** Students with low income will show attendance rates above 90% **Baseline** Students with low income show attendance rates above 90%.	Students from households with low income had an average attendance rate of 95.1%

Expected	Actual
Metric/Indicator Local metric/school community survey **18-19** 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.	80.49% of parents indicated that they were very satisfied or satisfied with the opportunities the school has extended to learn about Montessori education. 12.2% were neutral, 7.32% were dissatisfied, and 0% were very dissatisfied.

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.	The school provided scholarships to students from socioeconomically disadvantaged backgrounds to attend field trips.	5000-5999: Services And Other Operating Expenditures Supplemental $2,500	Cost of field trip fees paid for by school 5000-5999: Services And Other Operating Expenditures Supplemental $2,800

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 scholarships 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.

65% of parents who responded to the survey were satisfied or very satisfied with the way the school approaches parent volunteerism and parent involvement. 25% were neutral, 7.5% were dissatisfied and 2.5% were very dissatisfied.

Students from households with low income had an average attendance rate of 95.1%

80.49% of parents indicated that they were very satisfied or satisfied with the opportunities the school has extended to learn about Montessori education. 12.2% were neutral, 7.32% were dissatisfied, and 0% were very dissatisfied.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We spent a bit more on covering costs for field trips than budgeted.

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, expected outcomes, metrics, and actions will remain the same, but we will increase the budget for the action to match actual spending. This change will be in the Budgeted Expenditures section of the Planned Actions/Services for Goal 4 in the 2-19-2020 LCAP.

Stakeholder Engagement

LCAP Year: **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 January 10, January 17, and January 24, 2019. Announcements are received by all parents, staff, and board members as well as interested community members, in both electronic and hard copy formats.

Additional recruitment was done in person, on campus by the Board Chair and the School Director and Director's Assistant. 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 7, 2019 and was available through April 26, 2019. Reminders to complete the survey were included in the school announcements on March 7, March 14, March 28, April 4, April 10 and April 25. 41 Sherwood community members (parents, teachers, staff, family members, community members) responded to the survey.

The LCAP Focus Group met on February 19, 2019 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 March 4-March 6 to finalize the survey questions before it was made available on March 7.

Kids in all grades were given a survey with the following questions to respond to with strongly agree, agree, neutral, disagree, or strongly disagree:
For any “disagree” or “strongly disagree” responses, can you please explain why?

1. I am happy to be a student at this school.

2. I get to do interesting activities at school.

3. I am learning a lot.

4. I feel I am part of the school community.

5. The adults at school treat me with kindness and respect.

6. The students at school treat me with kindness and respect.

7. The school helps students resolve conflicts with each other.

8. I feel safe at school.

9. The school rules are fair and easy to understand.

Please share any other ideas you might have to improve Sherwood. Thanks for your feedback!

The LCAP was presented at open, public meetings of the Board of Directors of Sherwood Montessori on February 21, March 28, and May 16, 2019. 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 2019-2020 LCAP.

A draft of the LCAP was presented and adopted in an open, public meeting of the Sherwood Board of Directors on June 6, 2019.

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 2018-2019 LCAP. This information was used as the basis for suggested revisions to the LCAP.

Goals from the 2018-2019 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 increased or decreased 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 goal of providing free child care for kindergarten students until dismissal of the other grades was eliminated because full day kindergarten program will begin fall, 2019.

The Board of Directors of Sherwood Montessori voted to adopt the proposed final draft of the 2019-2020 LCAP at the June 6th, 2019 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: Provide 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.	Maintained 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.	Purchased a curriculum materials for classrooms as needed.	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.	Maintained facilities in good repair. Replaced worn PE equipment. Bought color coded recess equipment in matching bins for each classroom. Continued with facilities construction project.	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).	Moved from stage 1 to stage 2 on new rubric: Developing awareness.	Move from stage 2 to stage 3: Developing awareness to full awareness.
Local indicator/ school community survey	Retained qualified SST Coordinator to work collaboratively with director, teachers, and parents.	Retained qualified SST Coordinator to work collaboratively with director, teachers, and parents.	Retained qualified SST Coordinator to work collaboratively with director, teachers, and parents. Streamlined	Retain qualified SST Coordinator to work collaboratively with director, teachers, and parents.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			program to hold fewer meetings.	
	.			

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.	Continue to monitor teacher credentials and assignments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,250	$1,250	$1,250
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries Cost of administrative assistant's time to audit employee files
Amount	$250	$250	$250
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits Benefits associated with salary

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	Unchanged 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.	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	$7,000
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Cost of teachers' time to attend professional development
Amount	$450	$1,350	$1,400
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits Cost of teachers' benefits
Amount	$250	$750	$3,000
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries Cost of director's time to plan and attend professional development
Amount	$50	$150	$600
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits Cost of benefits for director's time

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)

[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	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.	Curriculum materials were found in a storage space as the school conducted a construction project. Materials were made available for teachers, and curriculum was selected to be purchased instead of a comprehensive package being bought.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,160	$5,000	$5,000
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies Cost of curriculum materials selectively bought
Amount	$700	$1,000	$2,000
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Cost of teachers' time to inventory materials and request needed materials
Amount	$140	$200	$400
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits Cost of teachers' benefits associated with action
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)	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	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.	The director will work with the parents' organization and contractors to ensure that the facility is in good repair, will continue with construction and development projects at current site and will pursue options for a future move to own facility.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$700	$1,800	$1,500
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries Cost of directors time associated with action

Amount	$140	$360	$300
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits Cost of benefits associated with director's time
Amount	$3,160	$5,000	$3,200
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies Cost of materials for repairing and maintaining facility

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)

[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
Modified Action	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.	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	$1,700
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies Cost of replacing worn recess equipment
Amount	$500	$500	$500
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries Time of administrative assistant to order equipment
Amount	$100	$100	$100
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits Benefits for administrative assistant

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)	**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	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. Track down individual students' growth to show movement towards identified SBIT goals.	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 SST goals. Director of MTSS will be taking over duties of coordinator.	Continued regular meetings with SST team: Director of MTSS, parents and teachers 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 SST goals. Director of MTSS will continue to execute duties of coordinator. Modified budget for increase in salary for Director of MTSS, but decrease of spending in classified personnel salaries as School Director no longer attends most meetings. Decrease in certificated personnel salaries of teachers as fewer meetings are held.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$26,000	$26,780
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries Cost of Director of MTSS's time spent with actions on SST program
Amount	$3,000	$5,200	$1,000
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits Cost of benefits associated with Director of MTSS's time spent with SST program
Amount		$8,800	$6,000
Source		General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Cost of teachers' time to attend SST meetings
Amount		$1,7600	$1,200
Source		General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits Cost of teachers' benefits associated with action

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.

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 exceeded 50 volunteer	While the school did see an increase in parent volunteering, it was not	Volunteer tracking system did not show an increase in parent	Volunteer tracking system will show an increase in parent

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	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.	tracked by the system implemented. rent volunteering at/for the school.	volunteering at/for the school.	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 showed that a majority (65%) 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.
Chronic absenteeism rate rate	The chronic absenteeism rate for 2018-2019 was 14.44%	Goal for this measure will be made after the state releases indicators in the fall, 2018.	The chronic absenteeism rate for 2018-2019 was 14.44%	The chronic absenteeism rate for 2019-2020 will be less than 14.44%
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 were suspended at a rate of 5.9%	Suspension rate was 2.8%. Suspensions were issued only for threatening or dangerous behavior.	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: (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	Unchanged 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 reviewed enrollment to ensure that each family has updated contact information. Teachers assessed parents' understanding of communication procedures at conferences. The school implemented a text to cell phone or email (according to parent preference) system of sending reminders and announcements.	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 continue to implement a text to cell phone or email (according to parent preference) system of sending reminders and announcements.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,700	$3,700	$3,000
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries Office staff salary to perform action
Amount	$300	$1,000	$600
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference		5900: Communications	3000-3999: Employee Benefits Cost of benefits associated with office staff salary
Amount			$1,000
Source			General Fund/LCFF Supplemental Funds
Budget Reference			5900: Communications Partial cost of Parent Square and Schoolwise, the Student Information System (database) that populates Parent Square with student and family information.

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)	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	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 was communicated to the parent community. More frequent, less time consuming methods were used.	The value of parent education opportunities will be communicated to the parent community. Child care and refreshments will be provided.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,925	$2,580	$4,300
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries School director's time and child care time
Amount	$385	$516	$1,090
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits Costs associated with school director's time and child care staff time

Amount		$1,000	$1,000
Source		General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference		5900: Communications	5900: Communications Partial cost of Parent Square and Schoolwise, the Student Information System (database) that populates Parent Square with student and family information
Amount			$500
Source			General Fund/LCFF Supplemental Funds
Budget Reference			4000-4999: Books And Supplies Cost of refreshments for parent education events

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)

[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	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 met with the parent group leaders to continue to refine the parent volunteer opportunities communication & tracking system. The system put in place was underused.	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 the new parent communication system.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,200	$4,200	$3,000
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries Cost of school director's time to meet with parent group leaders and work on the volunteer tracking system
Amount	$840	$840	$600
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits Costs of benefits associated with school director's time

Amount		$2,000	$1,000
Source		General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference		5900: Communications	5900: Communications Partial cost of Parent Square and Schoolwise, the Student Information System (database) that populates Parent Square with student and family information.

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	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 absent students and implemented SBIT	The office staff, school director, and SST Coordinator collaborated to hold conferences with parents of chronically absent students and implemented SST (formerly SBIT) process as appropriate for	The office staff, school director, and SST Coordinator will collaborate to hold conferences with parents of chronically absent students and implement SST (formerly SBIT) process as appropriate for

process as appropriate for any students with suspensions.	any students with suspensions. An attendance campaign was launched as a component of PBIS implementation.	any students with suspensions. The attendance campaign that was launched as a component of PBIS implementation will be enhanced with more field trip opportunities and celebrations for students who maintain positive behavior and good attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,500	$5,080	$6,000
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries Cost associated with Director of MTSS time to accomplish action
Amount	$500	$1,016	$1,200
Source	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits Cost of benefits associated with Director of MTSS time
Amount		$4,600	$6,000
Source		General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Cost of teacher time to attend SST meetings

Amount		$920	$1,200
Source		General Fund/LCFF Supplemental Funds	General Fund/LCFF Supplemental Funds
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits Cost of benefits associated with teacher time
Amount			$2,000
Source			General Fund/LCFF Supplemental Funds
Budget Reference			5000-5999: Services And Other Operating Expenditures Cost of field trips for the year to promote positive behavior and regular attendance
Amount			$1,000
Source			General Fund/LCFF Supplemental Funds
Budget Reference			4000-4999: Books And Supplies Cost of supplies for celebrations to promote positive behavior and regular attendance

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	New Action

	Provide free child care for kindergarten until the dismissal time for 1st-8th grades.	Instead of offering free child care for kindergarten, a full-day kindergarten with option for early pick up will be implemented. These costs will be in the school's regular operating budget rather than the LCAP.

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 were at the same performance level of all students.	Students with low income will be within two performance levels of all students.
Local metric/Attendance rate	Students with low income show	Students with low income showed	Students with low income showed	Students with low income will show

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	attendance rates above 90%.	attendance rates above 90%.	attendance rates of 95.1%.	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 showed that 85.37% of parents are very satisfied or satisfied with the school overall.	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)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

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)

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)

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	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 provided free or reduced lunch to families that qualified 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	$800
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries Office staff time to process applications, send in lunch orders
Amount	$100	$200	$200
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits Benefits associated with office staff time

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 showed that 65% of parents were very satisfied or 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 showed attendance rates of 95.1%	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 showed that 85.37% of parents who responded to the survey were very satisfied or satisfied overall with the school.	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)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

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)

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)

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	Modified 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 provided 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	$2,800
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$119,309	9.56%%

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 2019-20 school year, Sherwood Montessori projects an enrollment of 52 ADA and 74 of which will be low income, foster youth or English learners, resulting in an unduplicated pupil percentage of 41.01%. Using the calculator provided by FCMAT and this enrollment information we estimate the additional Supplemental and Concentration Grant funding for 2019-20 to be $119,309. Anticipated total spending is $104,070. A description of this spending is as follows:

$31,380 in salaries and benefits to Director of MTSS for work on goals 1 and 2.

$6,660 for salaries and benefits of office staff to accomplish the tasks described in goals 1, 2, and 3.

$2,800 in field trip fees to cover cost of providing scholarships for low income students.

$1,800 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 beautify the campus.

$8,200 in teachers' salaries and benefits for work in SST meetings for goal 1.

$15,806 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.

$7,200 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.

$1,700 in recess equipment.

$3,200 in materials to improve facilities.

$3,000 for school database and Parent Square communication system to accomplish goal 2.

$8,400 in teachers' salaries and benefits and $3,600 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.

$2,400 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 9.56% through goals 3 and 4.

For the 2019-2020 school year, Sherwood's proportionality percentage of 7.91% results in a 2019-20 school year estimated Supplemental and Concentration Grant funding amount of $95,845.

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 160 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.

$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.

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.

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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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 California School Dashboard, 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 California School Dashboard, 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 California School Dashboard, 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:
    (A) enrolled less than 31 days
    (B) enrolled at least 31 days but did not attend at least one day
    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      (i) are enrolled in a Non-Public School
      (ii) receive instruction through a home or hospital instructional setting
      (iii) are attending a community college full-time.
  (2) The number of students who meet the enrollment requirements.
  (3) Divide (1) by (2).

(b) "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).

(c) "High school graduation rate" shall be calculated as follows:
  (1) For a 4-Year Cohort Graduation Rate:
    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    (B) The total number of students in the cohort.
    (C) Divide (1) by (2).
  (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      (i) a regular high school diploma
      (ii) a High School Equivalency Certificate
      (iii) an adult education diploma
      (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    (B) The number of students in the DASS graduation cohort.
    (C) Divide (1) by (2).

(d) "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).

(e) "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, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	106,317.00	97,150.00	63,290.00	122,357.00	100,470.00	286,117.00
	0.00	0.00	0.00	200.00	0.00	200.00
General Fund/LCFF Supplemental Funds	102,817.00	93,350.00	58,690.00	118,657.00	96,670.00	274,017.00
Supplemental	3,500.00	3,800.00	4,600.00	3,500.00	3,800.00	11,900.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	106,317.00	97,150.00	63,290.00	122,357.00	100,470.00	286,117.00
	0.00	0.00	300.00	200.00	0.00	500.00
1000-1999: Certificated Personnel Salaries	21,150.00	43,000.00	3,090.00	21,150.00	27,000.00	51,240.00
2000-2999: Classified Personnel Salaries	52,691.00	26,495.00	43,725.00	52,691.00	44,130.00	140,546.00
3000-3999: Employee Benefits	14,068.00	13,939.00	5,955.00	29,908.00	10,140.00	46,003.00
4000-4999: Books And Supplies	11,908.00	7,666.00	7,720.00	11,908.00	11,400.00	31,028.00
5000-5999: Services And Other Operating Expenditures	2,500.00	2,800.00	0.00	2,500.00	4,800.00	7,300.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	2,500.00	0.00	0.00	2,500.00
5900: Communications	4,000.00	3,250.00	0.00	4,000.00	3,000.00	7,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	106,317.00	97,150.00	63,290.00	122,357.00	100,470.00	286,117.00
		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	21,150.00	43,000.00	3,090.00	21,150.00	27,000.00	51,240.00
2000-2999: Classified Personnel Salaries	General Fund/LCFF Supplemental Funds	51,891.00	25,695.00	41,725.00	51,891.00	43,330.00	136,946.00
2000-2999: Classified Personnel Salaries	Supplemental	800.00	800.00	2,000.00	800.00	800.00	3,600.00
3000-3999: Employee Benefits	General Fund/LCFF Supplemental Funds	13,868.00	13,739.00	5,855.00	29,708.00	9,940.00	45,503.00
3000-3999: Employee Benefits	Supplemental	200.00	200.00	100.00	200.00	200.00	500.00
4000-4999: Books And Supplies	General Fund/LCFF Supplemental Funds	11,908.00	7,666.00	7,720.00	11,908.00	11,400.00	31,028.00
5000-5999: Services And Other Operating Expenditures	General Fund/LCFF Supplemental Funds	0.00	0.00	0.00	0.00	2,000.00	2,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	2,500.00	2,800.00	0.00	2,500.00	2,800.00	5,300.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund/LCFF Supplemental Funds	0.00	0.00	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
5900: Communications	General Fund/LCFF Supplemental Funds	4,000.00	3,250.00	0.00	4,000.00	3,000.00	7,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	67,878.00	61,350.00	32,500.00	83,918.00	63,180.00	179,598.00
Goal 2	34,939.00	32,000.00	14,350.00	34,939.00	33,490.00	82,779.00
Goal 3	1,000.00	1,000.00	500.00	1,000.00	1,000.00	2,500.00
Goal 4	2,500.00	2,800.00	2,500.00	2,500.00	2,800.00	7,800.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6	0.00	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	0.00	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 5.4

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.4 2019-2020 Original Budget**

Date: June 6, 2019

SUMMARY

The Budget Committee met on May 31st to create the draft of the original budget for 2019-2020.

DISCUSSION

Assumptions for creating the proposed budget included:

- Personel salaries increase by 3.55%
- 11% increase in cost of health benefits
- Substitutes remain roughly 2% of teacher salaries
- Facilities costs covered with 2% of revenues under Prop 39

Budget assumes an enrollment set at 160 enrollment/152 ADA.

ACTION REQUESTED

Adopt 2019-2020 Original Budget

Agenda Item 5.5

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.5 Project Proposals for Round 2 of Measure K Bond**

Date: June 6, 2019

SUMMARY

Funding proposals for the second allocation of the bond are presented for consideration.

DISCUSSION

The Facilities Committee has met to determine necessary steps to completing a project funded with our second round allocation of Measure K bond funds. Our vision includes a triple wide relocatable classroom placed at 1010 Cleveland that could house the middle school class and a teaching kitchen. We also would like to request funds to purchase science furnishings and equipment for one of the new classrooms purchased with round 1 funds.

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 Round 2 Proposals

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

GENERAL INFORMATION:

Submission Meeting Date	June 24, 2019
Name of School	Sherwood Montessori
Address of School	1010 Cleveland Ave.
Contact Name	Michelle Yezbick
Contact Phone/Email	530-345-6600 michelle@sherwoodmontessori.org
Year Established	2010
Charter Renewal Date	January, 2017
CDS Code	04-61424-00121475
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 teaching kitchen and middle school classroom 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. **Current enrollment and ADA:** 154/146.1

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 2019.

7. **Preliminary Estimate (Cost)**

Round II Allocation	$509,695
Less Previously Allocated Funds	$0

Less Current Project Funds Requested	$40,000
Remaining Round II Allocation	$469,695

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

Documentation ***(please indicate those completed)***

All Projects

Project Narrative: general scope of work	__X___ *Included*
Enrollment Capacity: Current Facility and/or Proposed	__X___ *Included*
Preliminary Estimate (Cost)	__X___ *Included*
Project Schedule	__X___ *Included*

Building/Modernization/Renovation Projects

Feasibility Study and Site Review	___X__ *Included*	___ *Not Applicable*
Enrollment Capacity: Current Facility and/or Proposed	___X__ *Included*	___ *Not Applicable*
Pre-Schematics *(to be completed by a District approved architect and/or engineering team)*	__X___ *Included*	___ *Not Applicable*
Facility Assessment	_____ *Included*	___ *Not Applicable*
Schematic Drawing(s) *(areas of work)*	___X__ *Included*	___ *Not Applicable*
CEQA Process Determination *(pre-CEQA-form)*	_____ *Included*	___ *Not Applicable*
Design Development Drawings	_____ *Included*	___ *Not Applicable*
Design or Bid Estimate	_X____ *Included*	___ *Not Applicable*
Construction Documents	_____ *Included*	___ *Not Applicable*

For Committee Use:

All necessary documents were included: **___X__ yes _____no**
(if no: request for additional documentation)

CORE QUESTIONS:

1. Does the project fall under the bond language? yes
2. Given the life span of a bond, did the proposal explain how this project was an appropriate use of funds? yes
3. Has the school demonstrated the feasibility of project completion? yes
4. Has the local school board approved the project? Yes, June 6, 2019 Regular Meeting

MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: _____

Attestation of Committee Secretary: _____

For questions or clarifications relative to the completion of this application, please contact:
Kevin Bultema at kbultema@chicousd.org or (530) 891-3000 x. 112

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

GENERAL INFORMATION:

Submission Meeting Date	June 24, 2019
Name of School	Sherwood Montessori
Address of School	1010 Cleveland Ave.
Contact Name	Michelle Yezbick
Contact Phone/Email	530-345-6600 michelle@sherwoodmontessori.org
Year Established	2010
Charter Renewal Date	January, 2017
CDS Code	04-61424-00121475
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)

2. **Project Narrative:**

Sherwood Montessori is requesting $15,500 for furniture and equipment to outfit our new classroom:

1. Chairs/stools: 30, estimated $3,000
2. Science equipment: Purchase of microscopes, scales, beakers, and other non-consumable science equipment: estimated $10,000
3. Tables: 8 tables, estimated $2,500

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. **Current enrollment and ADA:** 154/146.1

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.

7. **Preliminary Estimate (Cost)**

Round II Allocation	$509,695
Less Previously Allocated Funds	$40,000
Less Current Project Funds Requested	$15,500
Remaining Round II Allocation	$454,195

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

Documentation ***(please indicate those completed)***

All Projects

Project Narrative: general scope of work	__X___ *Included*
Enrollment Capacity: Current Facility and/or Proposed	__X___ *Included*
Preliminary Estimate (Cost)	__X___ *Included*
Project Schedule	__X___ *Included*

Building/Modernization/Renovation Projects

Feasibility Study and Site Review	___X__ *Included*	___ *Not Applicable*
Enrollment Capacity: Current Facility and/or Proposed	___X__ *Included*	___ *Not Applicable*
Pre-Schematics *(to be completed by a District approved architect and/or engineering team)*	__X___ *Included*	___ *Not Applicable*
Facility Assessment	_____ *Included*	___ *Not Applicable*
Schematic Drawing(s) *(areas of work)*	___X__ *Included*	___ *Not Applicable*
CEQA Process Determination *(pre-CEQA-form)*	_____ *Included*	___ *Not Applicable*
Design Development Drawings	_____ *Included*	___ *Not Applicable*
Design or Bid Estimate	_X____ *Included*	___ *Not Applicable*
Construction Documents	_____ *Included*	___ *Not Applicable*

For Committee Use:

All necessary documents were included: **___X__ yes _____no**
(if no: request for additional documentation)

CORE QUESTIONS:

1. Does the project fall under the bond language? yes
2. Given the life span of a bond, did the proposal explain how this project was an appropriate use of funds? yes
3. Has the school demonstrated the feasibility of project completion? yes
4. Has the local school board approved the project? Yes, June 6, 2019 Regular Meeting

MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: _____

Attestation of Committee Secretary: _____

For questions or clarifications relative to the completion of this application, please contact:
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