



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: 1071 E. 16th St. Room 3, Chico, CA 95928 *Physical distancing requires that fewer than 9 people attend in-person. Please use Zoom meeting link if possible.*

Due to Shelter in Place orders, this meeting will be held online at: Join Zoom Meeting
<https://us02web.zoom.us/j/88168054465?pwd=WHVpUnV6U0htRmhjSFIYNIIBNXowZz09>

Meeting ID: 881 6805 4465
Password: 1tRBqL

Meeting ID

Date/Time: **Thursday, July 23, 2020 – 6:00 p.m.**

AGENDA

A. CALL TO ORDER

A.1 Roll Call Russell Shapiro, Anna Ling, Rosie Paulson

B. CONSENT AGENDA

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, June 25, 2020.

B.2 Contracts for Employment and Services Consider approval of contracts for the 2020-2021 school year.

B.3 Line of Credit Consider approval of opening a line of credit with Northern California National Bank.

C. 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.

D. NOTICED PUBLIC HEARINGS None

E. REGULAR BUSINESS

E.1 Items Removed from Consent (If any)

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E.2 Reports and Communications

This time will be for Board members to ask questions regarding the provided written materials.

E.2.1 School Director Report

E.2.2 Treasurer Report

E.3 Action Items

E.3.1 Budget 2020-2021 Consider adopting revised budget (discussion/action)

E.4 Board Governance

E.4.1 Elections for new Board Members

F. Closed Session

F.1. Discussion of School Director Review

G. FUTURE AGENDA ITEMS

The Board will be asked to adopt the Strategic Plan

H. ADJOURNMENT

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Due to Shelter in Place orders, this meeting will be held online at: Join Zoom Meeting

Meeting ID: 886 7684 4125 **Passcode:** 1uv5k4

Join Zoom Meeting

<https://us02web.zoom.us/j/88676844125?pwd=YnhicDlBdINsLzBOOG5LbHdBaG1NUT09>

One tap mobile [+16699006833](tel:+16699006833),,88676844125#,,,,,0#,,492836# US (San Jose) [+13462487799](tel:+13462487799),,88676844125#,,,,,0#,,492836# US (Houston)

Dial by your location [+1 669 900 6833](tel:+16699006833)

US (San Jose) [+1 346 248 7799](tel:+13462487799)

US (Houston) [+1 253 215 8782](tel:+12532158782)

US (Tacoma) [+1 312 626 6799](tel:+13126266799)

US (Chicago) [+1 929 205 6099](tel:+19292056099) US (New York) [+1 301 715 8592](tel:+13017158592)

US (Germantown)

Meeting ID: 886 7684 4125 Passcode: 492836

Find your local number: <https://us02web.zoom.us/j/88676844125?pwd=YnhicDlBdINsLzBOOG5LbHdBaG1NUT09>

Date/Time: **Thursday, September 24, 2020 – 6:00 p.m.**

AGENDA

A. CALL TO ORDER (6:00 p.m.)

A.1 Roll Call Russell Shapiro, Rosie Paulson

B. ACTION ITME (6:05 p.m.)

B.1 Approval of New Board Members. Consider approval of new board members as per Sherwood Montessori Bylaws: "Vacancies on the board may be filled by approval of the board, or, if the numbers 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"

B.2. Appointment of Officers.

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

C.1 Minutes Approval Consider approval of minutes from Regular Meeting, August 27, 2020

C.2. Approval of LCAP

D. 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.

E. NOTICED PUBLIC HEARINGS

None

F. REGULAR BUSINESS

E.1 Items Removed from Consent (If any)

F.2 Reports and Communications

This time will be for Board members to ask questions regarding the provided written materials.

F.2.1 School Director Report

F.2.2 Treasurer Report

F.2.3 SMPO Report

F.3 Action Items

F.3.1 Approval of Unaudited Actuals (discussion/action)

F.4 Board Governance

F.4.1 Short Term Goals

F.4.2 Long Term Goals

G. FUTURE AGENDA ITEMS

The Board will be asked to adopt the Strategic Plan

H. Move to closed session to review School Director

I. ADJOURNMENT

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MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: Election of Officers
Date: September 24, 2020

SUMMARY

The following officers are required to fulfill our charter: Chair, Vice Chair, Treasurer and Secretary.

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.



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Join Zoom Meeting

<https://us02web.zoom.us/j/88918561253?pwd=cVE4ODFMTjF1RmcvaUJSZjZLaHFwQT09> Meeting

ID: 889 1856 1253 Passcode: YGwd7P One tap mobile

+16699006833,,88918561253#,,,,,0#,,075576# US (San Jose)

+13462487799,,88918561253#,,,,,0#,,075576# US (Houston) Dial by your location +1 669 900

6833 US (San Jose) +1 346 248 7799 US (Houston) +1 253 215 8782 US (Tacoma) +1 312 626

6799 US (Chicago) +1 929 205 6099 US (New York) +1 301 715 8592 US (Germantown) Meeting

ID: 889 1856 1253 Passcode: 075576 Find your local number:

<https://us02web.zoom.us/j/88918561253?pwd=cVE4ODFMTjF1RmcvaUJSZjZLaHFwQT09>

Individuals who cannot attend online may attend in person with a face covering at 1071 E. 16th St. Room 9, Chico, CA 95928. In person attendance will be limited to 9 to achieve social distancing.

Date/Time: **Thursday, August 27, 2020 – 6:00 p.m.**

AGENDA

A. CALL TO ORDER (6:00 p.m.)

A.1 Roll Call Russell Shapiro, Anna Ling, Rosie Paulson

Meeting called to order at 6:05pm. All members present.

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

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, April 16, 2020

B.2 Employee Handbook Approval.

B.3 Removal of Anna Ling and approval of Russell Shapiro as Check Signatories on bank account.

Rosie Paulson moved to approve the consent agenda. Approved by the board.

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS

E.1 Items Removed from Consent (If any)

E.2 Reports and Communications

This time will be for Board members to ask questions regarding the provided written materials.

E.2.1 School Director Report

E.2.1.1 Presentation of distance learning plans for 2020-2021

E.2.1.2 Update on waiver process

E.2.1.3 Update on LCAP (Learning Continuity and Attendance Plan)

E.2.2 Treasurer Report (Note that Unaudited Actuals deadline moved back to October 15).

Michelle Yezbick presented the School Director report. The board reviewed the written reports and engaged in discussion.

E.3 Action Items

E.3.1 Purchase of Curriculum for the 2020/2021 School Year

Anna Ling moved to approve the purchases. Approved by the board.

E.4 Board Governance

E.4.1 Update on new Board Members

Update provided by Russell Shapiro

F. FUTURE AGENDA ITEMS

The Board will be asked to adopt the Strategic Plan

G. ADJOURNMENT of Public Meeting

Meeting adjourned at 7:41 pm.

H. CLOSED SESSION Annual review of School Director

The Chair again proposed to move the review to the next meeting, to provide more time for review. Agreed by the board and Director.

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MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: Learning Continuity and Attendance Plan (LCAP)
Date: September 24, 2020

SUMMARY

The LCAP was presented and discussed in the August Regular Meeting of the Board. It must be adopted before September 30th.

DISCUSSION

The only significant change in the LCAP as it was presented and discussed the August meeting is as follows:

Instead of purchasing Illustrative Math for the middle school, we will keep the College Preparatory Mathematics (CPM). We will plan to hire up to five days of substitute time for each teacher once we return to in person instruction. This will give teachers substantial time for assessing students in one on one, small group, and whole group settings as optimal for collecting authentic data.

ACTION REQUESTED

Adopt the LCAP

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sherwood Montessori	Michelle K. Yezbick Director	michelle@sherwoodmontessori.org (530) 345-6600

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Sherwood Montessori and it's community has been impacted in the following ways:

Some parents and other adult community members became unemployed. Individuals with health conditions that made them vulnerable or had household members with such conditions experienced anxiety. Some families struggled to find childcare as programs closed. Individuals who work in health care and other essential worker positions also experienced anxiety over being exposed.

The school closure has impacted families differently. Some families made an easier transition to a home-based learning model having an adult available to support the student in the home. Other parents found it difficult to do so as they are essential workers who are employed outside the home. Some families have struggles with limited internet connectivity and even those who had previously had adequate service have found that increased usage in the area is taxing a system not designed for the increased use. Some families needed devices to connect to the internet. In some cases, and especially with younger students, families reported needing learning activities that were not screen based.

Some students and adults in the community have reported feeling lonely, disconnected, and sad by the lack of social opportunities during the shelter in place order.

As a result, our Learning Continuity Plan has responded to meeting these needs by:

Sherwood is loaning devices to families who needed them. Families will continue to be provided with referrals to community resources for families experiencing limited income including Supplemental Nutrition Assistance Program (SNAP) applications, free lunch and breakfast meals pick up, free thermometers, and free or low cost internet.

Sherwood teachers have been hosting online class meetings through Zoom, Google Meet, and Google Hangouts since the school closure in March. During the 2020-2021 school year there are more regular opportunities for class meetings and live instruction, all of which are

recorded for access asynchronously. Teachers are also hosting social opportunities for students such as "virtual recess" and online events like talent shows and dance parties that are for fun and socialization. Social emotional learning opportunities have been included in this instruction. Paper packets have been offered as an alternative to online learning opportunities, and materials for projects were sent home as well. In the 2020-2021 school year teachers will facilitate check out of learning materials and books.

Check in phone calls were made to families by teachers and staff. Email was also used to communicate. Our tiered response to students struggling with attendance or engagement will be implemented in the 2020-2021 school year.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Beginning in early June, a survey was opened to parents to solicit feedback about how distance learning went for the family from March until the end of the school year. The survey remained open until August and respondents were given the opportunity to modify their input as the pandemic situation changed.

Teachers and staff met weekly during the period of distance learning from March until June and then again in August. Each meeting included opportunities to give feedback about how distance learning was going. At these meetings, teachers shared input they were getting from students.

Board meetings held on March 15, March 26, April 16, May 21, June 25, July 23, and August 27 included discussion of school closure, operations plans during closure, plans to open safely when allowed to do so, and plans for Learning Loss Mitigation Funds. A stakeholder meeting was held via Zoom on July 21 to share the school's plan for safety when reopening still seemed possible. Teachers, staff, and parents in attendance were able to express concerns for both in-person learning and distance learning. Stakeholders who speak Spanish as a primary language were able to access translation through staff.

[A description of the options provided for remote participation in public meetings and public hearings.]

Public meetings were held using Zoom and the option for attending in person with social distancing was also available.

[A summary of the feedback provided by specific stakeholder groups.]

Parents reported a range of experiences with distance learning from mostly positive to mostly negative. Trends that emerged included:

Parents of children with disabilities or children who had showed learning loss were most concerned with continuing with distance learning. Some parents expressed concern with not having childcare during shelter in place.

Parents, staff and teachers wanted to know how students, especially younger students, would handle wearing face masks during the school day.

Parents were interested in hearing how work to dismantle racism would be handled by the school.

Problems with internet connectivity or with sharing devices in homes.

Missing friends, classmates, and teachers.

Teachers expressed apprehension about how to translate a Montessori classroom to distance learning.

Teachers were concerned with how they would be able to manage in person instruction and distance learning simultaneously if we were able to go back to school with safety precautions, but with some students at home.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The stakeholder engagement process influenced the development of the Learning Continuity Plan in these specific ways:

1. For students with disabilities, online services will be provided to the extent possible. A safe return to school is planned for this cohort first.
2. For students learning English in school, the online platforms are available in students' primary language. They are also able to ask for translation from bilingual staff members.
3. Subscriptions to online learning platforms that address learning loss are part of the LCP.
4. The digital platform with Montessori lessons and assessments available through Guidepost Montessori will help teachers manage in person and distance learning.
5. Professional development through Public Montessori in Action and curriculum guides also supports teachers with their work.
6. Anti-racist professional development through Montessori trainers will support teachers and students. Learning loss is diminished when students are motivated, and relevance is a key to motivation.
7. Face shields will be offered for students who struggle with wearing masks, and there will be an outdoor mask break area for kids who want to take a break from wearing a mask safely.
8. Social Emotional Learning (SEL) curriculum is part of the LCP.
9. Outdoor furniture, hand washing stations, and shade tents are part of the plan to return to school safely once we are allowed to do so.
10. Tech devices for all students and for teachers with outdated devices are included in this plan.
11. Classrooms have increased budgets in this plan so teachers can order materials to send home with students.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Sherwood Montessori is prepared to offer in-person instruction when allowable under state and local health orders. The classroom based instructional schedule model will look like this:

1. Access to the digital platform offered by Higher Ground Education, a product of a partnership between Guidepost Montessori and Altitude Learning. A partnership with Guidepost Montessori will ensure each student access to a digital platform that can be easily individualized to match learners' needs. The platform can be accessed from students who are in the classroom and those learning from home.
2. The platform includes embedded formative assessment to inform teachers' decisions about which lessons and work to assign to flexible student groups.
3. The text in Guidepost can be translated into any language that Google Translate includes.
4. Moby Max accounts in math for all students in grades K-8 will also ensure individualized practice in math. Following an assessment, the students' work is assigned according to results.
5. PPE will be maintained, class sizes will remain small (24 or under), and outdoor classrooms will be set up.
6. PE and Outdoor Education teachers will support small group instruction outdoors, making social distancing achievable.
7. Daily temperature readings of students and staff will be required. Any person showing symptoms will not be admitted onto campus.
8. Gatherings/assemblies will not be conducted.
9. Non-essential visitors and volunteers will not be admitted into school buildings.
10. There will be increased cleaning and sanitizing of surfaces in classrooms and materials.
11. Handwashing protocols will be taught and followed.
12. Lessons and visual reminders of social distancing will be put in place.

In addition, we will identify students who have experienced learning loss by administering diagnostic assessments upon students' reentry into school. We will use formative assessment and summative assessments to develop an instructional model to address the needs of students. Assessments include: those found in the Guidepost platform, Moby Max for math, running records for reading levels, emotional wellness assessments, writing evaluated based on State Standards, and letter and sounds identification assessments.

This data will help us determine the best implementation of intervention strategies to accelerate learning for students at risk for experiencing learning challenges due to the impacts of COVID-19. Interventions that may be used to address challenges include: Read Live, Moby Max, counseling, Check in Check out (SEL support), guided reading, and developmentally differentiated word work and phonics instruction.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Return to school with safety measures in place: outdoor furniture, PPE, outdoor shade structures, disinfectants, hand sanitizer, outdoor hand washing stations, thermometers.	7,139	Yes
Counseling services for students who show need. Social work intern to provide family support.	10,000	Yes
Professional Development in: Prioritizing Essential Standards (Montessori and State Standards), SEL, and anti-racist instruction.	10,000	Yes
Individualized instruction and work assignment based on assessment. Access to distance learning Montessori lessons and assignments using Guidepost Montessori.	30,458	Yes
SEL Curriculum: Mind Up, SEL Toolbox	2,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Sherwood Montessori will provide continuity of instruction and learning through the following specific ways:

1. We will determine that the distance learning curriculum is of substantially similar quality by:

Giving students access to the digital platform offered by Higher Ground Education, a product of a partnership between Guidepost Montessori and Altitude Learning. The platform includes embedded formative assessment to inform teachers' decisions about which lessons and work to assign to flexible student groups. The text in Guidepost can be translated into any language that Google Translate includes.

Moby Max accounts in math for all students in grades K-8 will also ensure individualized practice in math. Following an assessment, the students' work is assigned according to results.

Math Shelf, an app for TK-1st to practice Montessori math on a tablet will be available for the youngest students.

2. We will provide access to the full curriculum (of substantially similar quality regardless of method of delivery) by:

Ensuring that each student has access to a device to access online instruction, as well as options to continue learning without internet/technology (paper packets, hands-on materials lent from the school, projects with materials sent home).

Providing daily, live interaction and instruction via Zoom meetings. Teachers will have updated devices that support this instruction.

3. We will monitor and support student access to a full curriculum of substantially similar quality regardless of delivery method by:

Providing paper/ tech free learning opportunities weekly for students who have limited access to internet connectivity or for whom online instruction is not optimal.

The following curriculum and instructional resources that have been developed and utilized to ensure instructional continuity for pupils when transition between in-person instruction and distance learning is necessary:

1. Guidepost Montessori is used in classrooms and in remote learning situations internationally with schools in the U.S., Europe, and Asia. Teachers can customize learning plans for students who are attending in-person or in distance learning.

2. The platform is designed to support students to be independent. It is also easily accessed by parents or caregivers.

We will work with staff to determine expedient instructional transitions should a school be required to change from in-person instruction to distance learning, or visa-versa, by:

1. Using the Guidepost Montessori platform, which can easily pivot between in-school and at-home use.

The transition plan will be communicated to families by:

1. Teachers will show students how to use the platform in Zoom meetings.

2. Instructions will also be sent to parents.

3. Teachers and staff will assist anyone who is having difficulty with 1:1 support.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Sherwood Montessori will ensure access to devices and connectivity for all pupils to support distance learning in the following ways:

1. First, we ascertained the needs of students by understanding access to devices and connectivity from our families and our teacher by use of surveys, phone calls, and email.
2. We provided technical support (Including training on how to use the devices and how they allow for access to the curriculum and participation in learning) to ensure access to devices and connectivity by problem-solving issues as they arose (many students and families went through this process in March, 2020 and had a smooth start in August, 2020).
3. We used a variety of methods to reach students and families who were unable to access devices and connectivity following the school closure in the 2019-2020 school year, such as: phone calls and home visits (staff did not enter homes, but used social distancing to drop off materials or speak to parents from a distance).
4. Devices were checked out by students beginning March, 2020. Returning students were invited to keep the devices over summer to continue to access learning accounts. More devices were distributed in August, 2020.
5. Sherwood is entering into a leasing agreement for an additional 35 Chromebooks to replace worn and old equipment.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Sherwood Montessori will track and monitor student progress through both live contacts and synchronous instructional minutes.

(Include how live contacts with students are to be made and tracked, and how staff will work both synchronously and asynchronously. Considerations include the following: defining what constitutes daily attendance, process to train certificated personnel to monitor and interact with pupils during distance learning, teachers make contact with all students and take attendance by a specific time.)

Teachers and staff will measure pupil participation in the following way(s):

1. Taking attendance at a daily, morning meeting via Zoom.
2. Taking attendance at lessons presented after the initial morning meeting.
3. Recording attendance of students who watch these meetings and lessons on a recording as asynchronous instruction.
4. Recording time value of work submitted as assignments are completed.
5. Recording contact made with telephone calls.

Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made and certified by a certificated employee.

Instructional time is tracked in the following ways:

1. Daily, live instruction is recorded and length of time noted.

2. Teachers set time value at time of assignment. Grade-alike colleagues will be given time to calibrate time values assigned.

We communicated these instructional times by:

1. Sherwood created and shared a Distance Learning Handbook for parents and caregivers.
2. Teachers communicated class schedules and login information through email, student email and parent email.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

In order to support our staff in the implementation of a high-quality distance learning program, Sherwood has provided the following professional development opportunities and resources, which are based upon the “Professional Learning and Relationships” section in the CDE’s Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools (<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>).

1. Weekly teacher/staff meetings have continued, but are now conducted via Zoom. 1:1 meetings with the school director are also continuing via Zoom.
2. Montessori curriculum pacing during distance learning was purchased for all grades. Teachers attended a virtual training session with grade-alike colleagues in other public Montessori schools in the country through Public Montessori in Action about delivering Montessori education via distance learning.
3. Each teacher meeting has included professional development as information changes.
4. All staff meeting at the beginning of the year included professional development regarding distance learning, supporting students' social emotional health during distance learning, safety protocols, temporary work from home protocols, and returning to in-person instruction protocols.
5. Professional development on selecting Essential Standards began in the 2019-2020 school year and will be finished in the 2020-2021 school year with final selections and development of formative assessment materials.
6. Professional development on new attendance procedures was conducted in August, 2020.
7. Professional development on using the Guidepost Montessori platform was conducted in August, 2020.
8. Professional development in anti-racist education will be conducted in 2020-2021.
9. Professional development in optimizing learning for English learners during distance learning will be conducted in 2020-2021.
10. Professional development in optimizing learning for students with disabilities will be conducted in 2020-2021.

Technological support was also given by:

1. Purchasing new devices for teachers whose devices were not optimal for distance learning.
2. Problem solving connectivity issues for teachers, staff, and students.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

As a result of COVID-19, Sherwood has had to adapt staff roles and responsibilities in the following ways:

To meet the academic needs of students, we have: given classified staff additional duties in helping students stay engaged, including reteaching/pre-teaching, offering 1:1 help, offering electives and enrichment.

To meet the social-emotional needs of students, we have: given classified staff additional duties in contacting students to check in.

The following changes to employee roles and responsibilities have been made as a result of not being feasible in a remote environment: paraprofessionals who support exceptional students to succeed in the classroom are supporting teachers during distance learning.

Sherwood will continue to monitor the impact of changed roles by: checking in on impact of changed roles Zoom meetings with classified staff, credentialed staff, and all staff.

We will also continue to support staff that is working in a new role by: having 1:1 check in meetings.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

We will assess the unique needs of all learners to determine what additional supports are needed by: monitoring attendance and engagement, checking weekly with teachers of pupils with unique needs.

Once the needs of each unique learner is determined, we will provide additional supports for each student group below in the following ways:
English learners: provide small group or 1:1 instruction in ELD, preteach and reteach concepts, utilize formative assessment to determine ELD progress, complete distance learning ELD plans.

Pupils with exceptional needs served across the full continuum of placements: Education Specialist has shared IEP goals with classroom teachers, Education Specialist is in regular contact with families of students with IEPs, Education Specialist and support staff are coordinating support during distance learning for students with IEPs. Interactions are documented. Services delivered via technology or consult are being offered to parents/guardians of students with IEPs.

Pupils in foster care will be targeted for supports with close monitoring of attendance and engagement and consult with foster parents.

Pupils who are experiencing homelessness will be targeted for supports with close monitoring of attendance and engagement and consult with parents, guardians, or case managers.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Purchase of Guidepost Montessori digital platform.	20,000	Yes
Lease of new Chromebooks	14,748	Yes
Updated computers for teachers	5,000	Yes
Math Shelf for TK-1 students	500	Yes
Moby Max for math assessment and differentiated skill building	700	Yes
SEL curriculum: Mind Up, SEL Toolbox	2,000	Yes
Professional development for distance learning platform, programs, and best practices	20,000	Yes
Read Live for reading intervention during distance learning	690	Yes
Hot spots for students with internet connectivity issues	200	Yes
Ethernet cable and adapters for teachers and students	700	Yes
Montessori materials to send home	10,000	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Sherwood Montessori will address student learning loss that resulted from COVID-19 during the 2019-2020 and 2020-2021 school years by measuring learning status once we return to in-person instruction in the following content areas: English language arts, English language development (ELD), and mathematics. Assessments will include: Letter and Sound Identification for pre and emergent readers; running records with leveled texts and protocols that measure fluency, decoding accuracy, and comprehension; ELPAC for ELD; and Moby Max for math. Teachers will be able to have up to 5 days covered by a substitute teacher to collect this assessment data.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Sherwood Montessori will address the learning loss for students and will accelerate learning progress for students by moving forward with rigorous, grade level curriculum and addressing gaps in individual's understanding and/or skills as they present in individual learners. Formative assessments in Guidepost Montessori and teacher created formative assessments will be used to identify learning loss as well as the assessments described in the section above. Specific actions and strategies for each student group is as follows:

English learners- the ELPAC and formative assessments for oral language, written language, and reading comprehension will be used to determine ELD and identify which language concepts should be targeted in instruction.

Low-income students- low-income students will be given the same assessments as students from other economic backgrounds. Free and reduced lunch and school provided snacks will be available to ensure that these students are not hungry when taking assessments or learning. Assistance for transportation, access to clothing, and access to laundering clothing will be given if needed.

Foster Youth-teachers and staff will work with education rights holders, case managers, and foster parents to see that foster youth have access to needed services, including those described above for low-income students and counseling services if needed.

Pupils with exceptional needs-students with IEPs will be assessed as needed to determine levels and services needed.

Pupils who are experiencing homelessness-teachers and staff will work with the COE to ensure that students experiencing homelessness have access to all resources available, including those services and resources available to low-income students and foster youth students.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Sherwood Montessori will measure the effectiveness of services and/or supports provided to address learning loss by evaluating each student's progress at least three times in the year, or every 6-8 weeks for targeted interventions.

We will gather the data by: collecting data at the beginning, middle and end of the year from above mentioned assessments (Letter and Sound Identification for pre and emergent readers; running records with leveled texts and protocols that measure fluency, decoding accuracy, and comprehension; ELPAC for ELD; and Moby Max for math). Students who require interventions will be grouped in small, flexible groups and given six weeks of targeted interventions. Teachers will work in grade-alike teams to identify skills for targeted instruction, develop a course of instruction and formative assessments, and analyze growth after implementing instruction. Intervention plans will include in-person lessons, but may also include use of Moby Max, Read Live, Math Shelf and Guidepost Montessori lessons.

We will analyze the data to determine effectiveness on scheduled opportunities with educators to review results of data analysis and discuss how to respond by: classroom teachers will submit data three times a year to the School Director and Education Specialist. Plans for small groups for targeted interventions will also be submitted and will include: names of students selected for intervention group, name of teacher giving intervention instruction, a schedule of when the lessons will be delivered, a space for recording outcomes at the end of the 6-8 weeks.

Forms for data collection will be uniform, will include functions to highlight need, and will be kept on the Google Drive so they can be accessed by the School Director, Classroom Teachers, and Education Specialist.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Moby Max	799	Yes
Read Live	690	Yes
Professional Development	20,000	Yes
Math Shelf	500	Yes
Substitute costs	7,000	Yes

Description	Total Funds	Contributing

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Sherwood Montessori will support the mental health and social emotional well-being of students and staff during the school year. Professional development for staff will include support for Tier 1 (Whole school safety and prevention, community and family engagement and supports, staff wellness, classroom strategies), Tier 2 (Early and targeted intervention for students/staff) and Tier 3 (intensive services provided in Individualized Education Plans) supports. Those include:

Tier 1:

Sherwood teachers and staff will promote a collaborative, supportive, respectful workplace environment.

Sherwood teachers will establish a culture of respect and Grace and Courtesy by utilizing Positive Behavior Interventions and Supports (PBIS) that were established in prior years.

Social Emotional Learning curriculum will be implemented including materials from Second Step, Mind Up, and SEL Toolbox programs.

Teachers and staff will utilize strategies learned in professional development on the topic of trauma: frequent, positive interactions with students and colleagues; for students and staff to regulate as needed; a collaborative approach to problem-solving with students and adults; giving energized, positive regard to positive choices and behaviors and responding to negative choices and behaviors without emotive charge.

Tier 2:

Check in Check out for students struggling to meet behavioral expectations or students who would benefit from emotional support

Counseling through Marriage and Family Therapist interns

Counseling through Masters of Social Work interns for students with more intense needs

Student Study Team meetings

Tier 3:

Services determined through assessment process may include Behavior Improvement Plans (BIPs), Educationally Related Mental Health Services (ERMHS), Social Work services, or Language and Speech services

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Teachers will record daily attendance through the Schoolwise school information system. Students/families will be considered present for a school day if they do any of the following:

- attend a live, synchronous instruction event via technology
- watch a recorded, asynchronous instruction event via technology
- connect with teacher or other school staff via telephone
- turn in completed work

If a student is absent 60% of the week (3 days) the following interventions take place:

Tier 1 (First time student is absent 60% of the week)

- Notification of absences by Office Manager or designee
- Confirm contact information
- Resolve issue causing absence (Tier 1 roadblocks: tech or connectivity issue, clarification of schedule, clarification of expectations)

Tier 2 (Student has been through Tier 1 interventions and has been absent 60% of another week, or 4 times in a week, or 5 times in a month)

- Outreach via phone and email contact by BSW intern
- Review strategies that were put in place at Tier 1 to resolve absences
- Determine if there are new issues causing roadblocks
- Identify resources to address roadblocks from community organizations or school-related resources
- Send follow up letter

Tier 3 (Student has been through Tier 2 and is absent 60% of another week, or is absent 5 times in a week, or is absent more than 12 times in a month)

- Outreach via phone and email contact by BSW intern
- Review strategies that were put in place at Tiers 1 & 2
- Determine if there are new issues causing roadblocks
- Identify resources to address roadblocks from community organizations or school-related resources
- If there is no contact made with phone or email, a certified letter will be sent to the student's address
- Home visit if possible (social distancing, only if safe)

- Wellness check request if student may be in a dangerous situation

This is Sheri's Google Folder for attendance. https://drive.google.com/drive/u/0/folders/1y_YqKQ60zQnWDhLGbHRvN9KgvTSUZPrI

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Sherwood Montessori is co-located with Chapman Elementary, where the Chico Unified School District lunch program distributes free or reduced-price breakfasts and lunches daily.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Pupil Learning Loss	Once we are able to safely to do, teachers will be given the opportunity to assess students in small group and one on one settings. Five days of substitute teacher time will give classroom teachers time to assess where each student is in their academic skills and in what areas learning loss may have occurred.	7,000	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.7%	127,746

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Actions Related to Technology Access for Low Income, Foster Youth, and Homeless Pupils

Actions related to increased technology access. These actions contribute to the increased and improved service requirement because it was evident that students from low income families struggled to access instruction in Distance Learning at the end of the 2019-20 school year. We have provided these students with access to digital learning devices and internet connectivity through the distribution of devices and wifi hotspots because we believe it will be effective in mitigating learning loss, allow for daily live interaction with teachers, and keep these students engaged.

Action: SEL

This action is principally directed at supporting EL, FY, and Low Income students. These students groups have experienced significant challenges in our transition to Distance Learning and reading scores demonstrate a need for social-emotional increased support. We have prioritized these needs and believe that providing a high quality curriculum and certified instructors and counselors will accelerate the learning of these students who have experienced learning loss.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Actions related to access to technology: These actions contribute to the increased and improved service requirement because it was evident that students from low income families struggled to access instruction in Distance Learning at the end of the 2019-20 school year. We have provided these students with access to digital learning devices and internet connectivity through the distribution of devices and wifi hotspots because we believe it will be effective in mitigating learning loss, allow for daily live interaction with teachers, and keep these students engaged.

Sherwood will also continue to engage in professional development in SEL and anti-racist education. Inclusive education practices increase motivation and engagement in students marginalized by dominant culture, and will increase or improve the education experience of students from low-income, English learners, and foster youth. Counseling services will support students to reduce the affective filter that decreases access to learning.



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: School Director Report
Date: September 24, 2020

Administrative

- Enrollment will be reported at the meeting.
- Kindergarten enrollment is down from last year, following a trend seen nationwide, statewide, and locally.
- Back to School Night on Zoom was not as well attended as Back to School Night in person, but teachers are getting their information out to families who could not make it.

Reopening Safely

- Butte County is still not eligible for waiver approval by the County Public Health Department. Some schools have chosen to open for small cohorts under the California Public Health Department recommendations. The approval of the local public health department is part of those recommendations, but Butte will not give approvals until we are out of “widespread” and at least down to “substantial” risk level.
- Childcare organizations are allowed to operate with limited cohorts. This is how CARD is able to have children on campuses; they are operating under a childcare license. These licenses have limited hours, and so providing care for children for an entire work day is not permitted.

Distance Learning

- Teachers participated in training for the Guidepost Montessori distance learning platform. They should be ready to use it with their classes in the next week or two.
- Taking attendance has been complicated by distance learning, and a number of questions from teachers and parents have come up as to what counts for attendance/engagement. We are answering questions on a case by case basis.

Fiscal

- Reporting requirements for Learning Loss Mitigation Funds have begun. There will be many reports to complete for accounting for these revenues.

Legislative

- The legislature did not pass the liability waiver for schools.

- Family Medical Leave requirements will be dropping down to employers of 5 or more employees.
- No guidance was given about what data will be accepted to show one year's growth for charter schools.
- A bill extending prevailing wage requirements to charter schools passed and the Governor is not likely to veto it.



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: **Treasurer Report**
Date: September 24, 2020

September Treasurer's Report

Our Business Manager, Pat Casey, will be present at the meeting to answer any questions about the attached financial reports.

Attachments: August Financial Board Reports

Sherwood Montessori
Balance Sheet - Current Month
As of August 31, 2020

Aug 31, 20

ASSETS**Current Assets****Checking/Savings****9100-Assets**

9120-NCNB Checking

522,427

Total 9100-Assets

522,427

Total Checking/Savings

522,427

Other Current Assets

Total 9290 - Due from Grantor Govts.

32,627

9340-Security Deposit

50,000

Total Other Current Assets

82,627

Total Current Assets

605,054

Fixed Assets

9410 - Land

95,000

9430- Building

183,870

9435-Accumulated Depreciation

-9,100

Total Fixed Assets

269,770

TOTAL ASSETS

874,824

LIABILITIES & EQUITY**Liabilities****Current Liabilities****Accounts Payable**

9500-Accounts Payable

3,750

Total Accounts Payable

3,750

Other Current Liabilities

Total Other Current Liabilities

92,787

Total Current Liabilities

96,537

Total Liabilities

96,537

Equity

9793 - Audit Adjustments

Restricted Assets

173,415

Unrestricted Fixed Assets

95,000

Reserve for Economic Uncertainty

220,000

Unrestricted Net Assets

357,263

Net Income

-67,391

Total Equity

778,287

TOTAL LIABILITIES & EQUITY

874,824

Sherwood Montessori
Board of Directors - Vendor Payments Report
July through August 2020

Type	Date	Num	Name	Memo	Account	Amount
Jul 20						
Bill	07/01/2020		California Water Se...	WATER SERVICE	Water	38.14
Check	07/06/2020	9018	Office Depot	SUPPLIES	Office Supplies	87.75
Bill	07/07/2020		CharterSAFE	25% DEPOSIT WC	3601-Workers C...	2,013.00
Bill	07/07/2020		CharterSAFE	25% DEPOSIT LIABILITY	5400-Liability Ins...	6,886.00
Bill	07/09/2020		TIAA Commercial F...	2020 JULY	Copier Lease	243.63
Check	07/10/2020	DBT	Amazon.com	FOREHEAD THERMO...	Instructional Sup...	154.29
Check	07/16/2020	DBT	Amazon.com	CANOPY TENTS	Instructional Sup...	986.48
Check	07/17/2020	DBT	HP LEASE 7603	CHROME BOOKS LEA...	HP DIRECT LEA...	394.89
Check	07/20/2020	DBT	Amazon.com	CANOPY TENTS	Instructional Sup...	986.48
Check	07/20/2020	DBT	Wufoo	JUL	Online List Mana...	19.00
Check	07/20/2020	9019	Advanced Document	3456600	Copier Lease	82.80
Bill	07/20/2020		PG & E	1010 CLEVELAND	Electricity	54.53
Bill	07/20/2020		Verizon Wireless	CELL PHONE SERVICE	Telephone, Cellular	98.27
Bill	07/20/2020		Comcast Business	2020 JULY	Internet Service ...	201.57
Check	07/21/2020	DBT	Home Depot	SUPPLIES	Office Supplies	32.15
Bill	07/22/2020	INV ...	SchoolWise Techn...	ONLINE STUDENT RE...	Contracted Service	2,000.00
Bill	07/22/2020	INV ...	North State Parent ...	CHARTER SCHOOL DI...	Advertising	215.00
Bill	07/22/2020		ParentSquare	ONLINE DOCUMENT S...	Contracted Service	1,000.00
Check	07/22/2020	DBT	Home Depot	SUPPLIES	Office Supplies	225.07
Check	07/27/2020	DBT	PUBLIC MONTESS...	SUPPLIES	4300-Materials a...	100.00
Check	07/29/2020	DBT	Amazon.com	CANOPY TENTS	Instructional Sup...	493.24
Bill	07/31/2020	2020...	Pat Casey	JULY 2020 CONTRAC...	Business Manag...	3,500.00
Check	07/31/2020			Service Charge	Bank Fees	27.00
Jul 20						19,839.29
Aug 20						
Bill	08/03/2020		California Water Se...	JULY SERVICE	Water	38.16
Bill	08/05/2020		ZOOM	ZOOM MEETINGS ON...	ONLINE MEETIN...	119.92
Bill	08/06/2020	inv 8...	Keillor's Pest Soluti...	SERVICE 2020 JULY	Pest Control	80.00
Bill	08/06/2020		Advanced Document	JULY SERVICE	Copier Lease	31.89
Bill	08/06/2020		TIAA Commercial F...	2020 AUGUST	Copier Lease	264.83
Check	08/06/2020	DBT	Amazon.com	PORTABLE SINKS	Instructional Sup...	728.84
Bill	08/07/2020		CatapultK12	website hosting - JUL 2...	Website, Hosting	1,188.00
Check	08/07/2020	DBT	USPS		Postage	5.00
Check	08/07/2020	9026	Lotus Educational S...		SELPA	1,912.50
Check	08/07/2020	9028	Keillor's Pest Soluti...	SPRAYING	Pest Control	80.00
Check	08/10/2020	DBT	PUBLIC MONTESS...		Extracurricular S...	700.00
Check	08/10/2020	DBT	Amazon.com	SUPPLIES	Instructional Sup...	5.26
Check	08/11/2020	DBT	USPS	MAILING	Postage	8.25
Check	08/11/2020	ACH	CharterSAFE	Premium package - INV...	5400-Liability Ins...	2,295.00
Check	08/11/2020	ACH	CharterSAFE	Worker's Compensation	3601-Workers C...	671.00
Check	08/11/2020	ACH	CharterSAFE	2019-20 ?	5400-Liability Ins...	388.34
Check	08/12/2020	DBT	Amazon.com	SUPPLIES	Instructional Sup...	16.62
Check	08/12/2020	DBT	Office Depot	SUPPLIES	Office Supplies	173.69
Check	08/12/2020	DBT	Target	SUPPLIES	Office Supplies	272.56
Check	08/12/2020	DBT	BED BATH & BEYO...	supplies	Office Supplies	21.98
Check	08/13/2020	ACH	ZOOM	ZOOM MEETINGS	5800-Other Servi...	64.99
Check	08/13/2020	DBT	Walmart	SUPPLIES	Office Supplies	249.67

Type	Date	Num	Name	Memo	Account	Amount
Check	08/13/2020	DBT	Target	SUPPLIES	Office Supplies	342.97
Bill	08/13/2020		Walmart		4300-Materials a...	249.67
Check	08/13/2020	DBT	Amazon.com	SUPPLIES	Instructional Sup...	58.20
Check	08/14/2020	DBT	PERFECT BOUND ...	YEARBOOKS	Contracted Service	1,163.20
Check	08/17/2020	DBT	Target	SUPPLIES	Office Supplies	16.54
Check	08/17/2020	DBT	Target	SUPPLIES	Office Supplies	17.16
Bill	08/18/2020		PG & E	2020 JULY-AUGUST	Electricity	54.86
Bill	08/18/2020		Verizon Wireless	2020 JUL-AUG	Telephone, Cellular	98.23
Check	08/18/2020	DBT	Amazon.com	SUPPLIES	Instructional Sup...	76.14
Check	08/18/2020	DBT	Amazon.com	SUPPLIES	Instructional Sup...	42.22
Check	08/18/2020	DBT	Wufoo	AUG	Online List Mana...	19.00
Check	08/18/2020	DBT	Amazon.com	SUPPLIES	Instructional Sup...	33.18
Check	08/19/2020	DBT	BLUE OAK MOBIL...	FELLNER LIVESCAN	LiveScan and TB...	84.00
Check	08/19/2020	DBT	STAPLES	SUPPLIES	Instructional Sup...	128.64
Bill	08/20/2020		Comcast Business	2020 AUGUST	Internet Service ...	201.58
Check	08/20/2020	9038	Marlo . Knox	SUPPLIES - PLEDGE F...	Instructional Sup...	240.25
Check	08/20/2020	9039	KIM POWERS	LIVESCAN	LiveScan and TB...	57.00
Check	08/20/2020	DBT	Amazon.com	SUPPLIES	Instructional Sup...	17.79
Check	08/20/2020	DBT	Amazon.com	SUPPLIES	Instructional Sup...	169.46
Check	08/20/2020	DBT	USPS	MAILING	Postage	8.25
Check	08/20/2020	DBT	SOFTWARE UC.C...	SODA PDF	Software Licensing	84.00
Check	08/21/2020	9040	Brenda Brown	SUPPLIES	Food (Instructional)	24.42
Check	08/21/2020	DBT	Amazon.com	SUPPLIES	Instructional Sup...	130.78
Check	08/24/2020	DBT	Mendes Supply Co.	supplies	Custodial Supplies	172.94
Check	08/24/2020	ACH	HP LEASE 7603	CHROME BOOKS LEA...	HP DIRECT LEA...	394.89
Check	08/24/2020	DBT	Amazon.com	SUPPLIES	Instructional Sup...	94.32
Check	08/25/2020	DBT	STAPLES	SUPPLIES	Instructional Sup...	156.56
Check	08/26/2020	DBT	Costco	SUPPLIES	Office Supplies	37.40
Check	08/26/2020	DBT	Costco	STAMPS	Postage	54.75
Check	08/26/2020	DBT	1 & 1 Internet Inc.		Advertising	45.00
Check	08/27/2020	DBT	Amazon.com	SUPPLIES	Instructional Sup...	48.62
Check	08/27/2020	DBT	Amazon.com	SUPPLIES	Instructional Sup...	48.63
Check	08/27/2020	DBT	PERLER.COM	SUPPLIES	Instructional Sup...	97.62
Check	08/27/2020	ACH	Northern California ...		9340-Security De...	50,000.00
Bill	08/27/2020	20/2...	Pat Casey	CONTRACT SERVICE ...	Business Manag...	3,500.00
Check	08/28/2020	DBT	Amazon.com	SUPPLIES	4100-Textbooks/...	199.95
Check	08/28/2020	DBT	USPS	MAILING	Postage	9.20
Check	08/28/2020	DBT	Scholastic		4100-Textbooks/...	129.04
Check	08/31/2020	DBT	Read Naturally	LIVE LICENSES	Contracted Service	690.00
Check	08/31/2020	DBT	Amazon.com	SUPPLIES	Instructional Sup...	57.90
Check	08/31/2020	DBT	Amazon.com	SUPPLIES	Instructional Sup...	14.98
Check	08/31/2020	DBT	Amazon.com	SUPPLIES	Instructional Sup...	81.32
Check	08/31/2020	DBT	Amazon.com	SUPPLIES	Instructional Sup...	94.32
Check	08/31/2020	DBT	Amazon.com	prime video	Instructional Sup...	9.99
Aug 20						68,571.47
TOTAL						88,410.76

To:Board of Directors

From: Marta Taylor, SMPO Public Relations Coordinator

Subject: Sherwood Montessori Parents Organization Report Date: September 17, 2020

We started the school year with distance learning, this is very difficult for all of us. SMPO is working on adapting new ways to raise money and do our monthly meetings using social distancing.

Our event coordinator and fundraiser coordinator from last school year left the leadership, that left me alone as the head of our SMPO. I've been looking for interested parents to join, so far we have Megan De la Torre (Community Event Coordinator), she is the parent of two students at Sherwood, I think Megan is going to be a great asset to the leadership.

We had our first SMPO meeting on September 8th, we had a couple parents joining us, we talked about new ways to bring our community together. Good thing about zoom is we can record and share the meeting to the parents who couldn't make it. (Next time!)

Megan and I are putting together our first virtual event, Guided Paint Night (September 30th at 6pm), this will be free of charge with a \$10 suggested donation to cover the cost of supplies. Children of all ages will be able to participate!

The Lab Bar and Grill will host our first restaurant takeover!! (October 29th 4-7pm), we're very excited to have a local restaurant helping out. We will get 25% back of the gross sales dine-in and Togo orders!

Here is a list of upcoming events;

9/30 Guided Paint Night 6pm

10/13 SMPO Meeting 3pm (Zoom)

10/29 The Lab Restaurant Takeover 4-7pm

Thank you!



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: **Unaudited Actuals**
Date: September 24, 2020

SUMMARY

Our Business Manager, Pat Casey, has prepared the Unaudited Actuals for the 2019-2020 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. Pat will be present at the meeting for questions.

ACTION REQUESTED

Accept Unaudited Actuals report.

Attachments: Unaudited Actuals for 2019-2020.

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2019 to June 30, 2020

Charter School Name: SHERWOOD MONTESSORI
 CDS #: 04614240121475
 Charter Approving Entity: CHICO UNIFIED
 County: BUTTE
 Charter #: 0121475

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)
- Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	828,391.00		828,391.00
Education Protection Account State Aid - Current Year	8012	122,809.00		122,809.00
State Aid - Prior Years	8019	364,439.00		364,439.00
Transfers to Charter Schools in Lieu of Property Taxes	8096			0.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		1,315,639.00	0.00	1,315,639.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290			0.00
Special Education - Federal	8181, 8182			0.00
Child Nutrition - Federal	8220			0.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299		55,489.00	55,489.00
Total, Federal Revenues		0.00	55,489.00	55,489.00
3. Other State Revenues				
Special Education - State	StateRevSE		74,724.00	74,724.00
All Other State Revenues	StateRevAO	24,120.00	16,082.00	40,202.00
Total, Other State Revenues		24,120.00	90,806.00	114,926.00
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	46,902.00		46,902.00
Total, Local Revenues		46,902.00	0.00	46,902.00
5. TOTAL REVENUES				
		1,386,661.00	146,295.00	1,532,956.00
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	356,377.00	83,240.00	439,617.00
Certificated Pupil Support Salaries	1200			0.00
Certificated Supervisors' and Administrators' Salaries	1300		33,889.00	33,889.00
Other Certificated Salaries	1900	2,525.00	535.00	3,060.00
Total, Certificated Salaries		358,902.00	117,664.00	476,566.00
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	111,225.00	44,536.00	155,761.00
Noncertificated Support Salaries	2200	36,589.00		36,589.00
Noncertificated Supervisors' and Administrators' Salaries	2300	77,016.00		77,016.00
Clerical, Technical and Office Salaries	2400	59,603.00		59,603.00
Other Noncertificated Salaries	2900			0.00
Total, Noncertificated Salaries		284,433.00	44,536.00	328,969.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2019 to June 30, 2020

Charter School Name: SHERWOOD MONTESSORI

CDS #: 04614240121475

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	60,785.00	20,122.00	80,907.00
PERS	3201-3202	27,402.00		27,402.00
OASDI / Medicare / Alternative	3301-3302	26,505.00	5,182.00	31,687.00
Health and Welfare Benefits	3401-3402	73,770.00	15,999.00	89,769.00
Unemployment Insurance	3501-3502	8,128.00	1,775.00	9,903.00
Workers' Compensation Insurance	3601-3602	7,985.00	22.00	8,007.00
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902	4,505.00	873.00	5,378.00
Total, Employee Benefits		209,080.00	43,973.00	253,053.00
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	2,274.00		2,274.00
Books and Other Reference Materials	4200	2,221.00		2,221.00
Materials and Supplies	4300	18,425.00	6,303.00	24,728.00
Noncapitalized Equipment	4400	1,166.00		1,166.00
Food	4700			0.00
Total, Books and Supplies		24,086.00	6,303.00	30,389.00
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	1,449.00		1,449.00
Dues and Memberships	5300	2,468.00		2,468.00
Insurance	5400	18,379.00		18,379.00
Operations and Housekeeping Services	5500	39,315.00		39,315.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	12,908.00		12,908.00
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	130,066.00	85,141.00	215,207.00
Communications	5900	8,103.00		8,103.00
Total, Services and Other Operating Expenditures		212,688.00	85,141.00	297,829.00
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900			0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		1,089,189.00	297,617.00	1,386,806.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2019 to June 30, 2020

Charter School Name: SHERWOOD MONTESSORI

CDS #: 04614240121475

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		297,472.00	(151,322.00)	146,150.00
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(151,322.00)	151,322.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(151,322.00)	151,322.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		146,150.00	0.00	146,150.00
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	777,812.00	34,827.00	812,639.00
b. Adjustments/Restatements	9793, 9795	(271,911.00)	138,588.00	(133,323.00)
c. Adjusted Beginning Fund Balance /Net Position		505,901.00	173,415.00	679,316.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		652,051.00	173,415.00	825,466.00
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719	95,000.00	173,415.00	268,415.00
b. Restricted	9740		0.00	0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789	220,000.00		220,000.00
2. Unassigned/Unappropriated Amount	9790M	337,051.00	0.00	337,051.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A			0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2019 to June 30, 2020

Charter School Name: SHERWOOD MONTESSORI

CDS #: 04614240121475

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	586,728.00		586,728.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120			0.00
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200			0.00
4. Due from Grantor Governments	9290	200,594.00		200,594.00
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330			0.00
7. Other Current Assets	9340		173,415.00	173,415.00
8. Capital Assets (accrual basis only)	9400-9489			0.00
9. TOTAL ASSETS		787,322.00	173,415.00	960,737.00
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	56,797.00		56,797.00
2. Due to Grantor Governments	9590	64,966.00		64,966.00
3. Current Loans	9640			0.00
4. Unearned Revenue	9650	13,508.00		13,508.00
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		135,271.00	0.00	135,271.00
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		652,051.00	173,415.00	825,466.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020**

Charter School Name: SHERWOOD MONTESSORI
CDS #: 04614240121475

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

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

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

2. Community Services Expenditures

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

Objects of Expenditures		Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999	0.00
b. Noncertificated Salaries	2000-2999	0.00
c. Employee Benefits	3000-3999	0.00
d. Books and Supplies	4000-4999	0.00
e. Services and Other Operating Expenditures	5000-5999	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES		0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020**

Charter School Name: SHERWOOD MONTESSORI
CDS #: 04614240121475

3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2018-19 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2021-22.

a. Total Expenditures (B8)	1,386,806.00
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	55,489.00
c. Subtotal of State & Local Expenditures [a minus b]	1,331,317.00
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	0.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 1,331,317.00



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: 1071 E. 16th St. Room 3, Chico, CA 95928 Physical distancing requires that fewer than 9 people attend in-person. Please use Zoom meeting link if possible.

Due to Shelter in Place orders, this meeting will be held online at:

Meeting ID: Join Zoom Meeting

<https://us02web.zoom.us/j/83528842617?pwd=dVN0YTBITXhRSWYveFk4SkJRelA2Zz09>

Meeting ID: 835 2884 2617

Passcode: dTwBR5

One tap mobile

+16699006833,,83528842617#,,,,,0#,,578950# US (San Jose)

+13462487799,,83528842617#,,,,,0#,,578950# US (Houston)

Dial by your location

+1 669 900 6833 US (San Jose)

+1 346 248 7799 US (Houston)

+1 253 215 8782 US (Tacoma)

+1 301 715 8592 US (Germantown)

+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

Meeting ID: 835 2884 2617

Passcode: 578950

Find your local number: <https://us02web.zoom.us/u/kb7GYUNKp2>

Date/Time: **Thursday, October 15, 2020 – 6:00 p.m.**

AGENDA

A. CALL TO ORDER (6:00 p.m.)

A.1 Roll Call Russell Shapiro, Rosie Paulson, Mariah Ross-Walcott, Brandy Thomas, Beth Hagen

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

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, September 24, 2020

B.2. Approval of Prop 39 Facilities Request Consider approval of Prop 39 Request for

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.

Facilities

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA (6:10)

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.

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS (6:20)

E.1 Items Removed from Consent (If any)

E.2 Reports and Communications

This time will be for Board members to ask questions regarding the provided written materials.

- E.2.1 Instructional Staff Report**
- E.2.2 School Director Report**
- E.2.3 Treasurer Report**
- E.2.4 SMPO Report**

E.3 Action Items (6:40)

- F.3.1 Reopening Plan** Consider approval of Sherwood Montessori Reopening Plan

E.4 Board Governance (7:00)

- F.4.1 Book in Common: *How to Be an Antiracist***
- F.4.2 Retreat Planning/Strategic Planning**
- F.4.3 Committees**

F. FUTURE AGENDA ITEMS (7:30)

The Board will hold a retreat and work on strategic planning.

G. Move to closed session to review School Director (7:35)

H. ADJOURNMENT (8:00)

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



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: 1071 E. 16th St. Room 3, Chico, CA 95928 Physical distancing requires that fewer than 9 people attend in-person. Please use Zoom meeting link if possible.

Due to Shelter in Place orders, this meeting will be held online at: Join Zoom

Meeting Meeting ID: 886 7684 4125 **Passcode:** 1uv5k4

Join Zoom Meeting

<https://us02web.zoom.us/j/88676844125?pwd=YnhicDlBdINsLzBOOG5LbHdBaG1NUT09>

One tap mobile [+16699006833](tel:+16699006833),88676844125#,,,,,0#,,492836# US
(San Jose) [+13462487799](tel:+13462487799),88676844125#,,,,,0#,,492836# US
(Houston)

Dial by your location [+1 669 900 6833](tel:+16699006833)

US (San Jose) [+1 346 248 7799](tel:+13462487799)

US (Houston) [+1 253 215 8782](tel:+12532158782)

US (Tacoma) [+1 312 626 6799](tel:+13126266799)

US (Chicago) [+1 929 205 6099](tel:+19292056099) US (New York) [+1 301 715 8592](tel:+13017158592)

US (Germantown)

Meeting ID: 886 7684 4125 Passcode: 492836

Find your local number: <https://us02web.zoom.us/j/88676844125?pwd=YnhicDlBdINsLzBOOG5LbHdBaG1NUT09>

Date/Time: **Thursday, September 24, 2020 – 6:00 p.m.**

AGENDA

A. CALL TO ORDER (6:00 p.m.)

A.1 Roll Call Russell Shapiro, Rosie Paulson

Meeting called to order by Russell Shapiro at 6:08 pm. Russell explained roles and responsibilities of a board member.

B. ACTION ITEM (6:05 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.

B.1 Approval of New Board Members. Consider approval of new board members as per Sherwood Montessori Bylaws: "Vacancies on the board may be filled by approval of the board, or, if the numbers 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"

B.2. Appointment of Officers.

*Rosie Paulson moves to approve the board members. Approved by the board.
Russell Shapiro and Rosie Paulson explain the duties and roles of the board members.
After discussion, Rosie Paulson motions to appoint the board members as follows:
Russell Shapiro will be chair, Brandy Thomas will be vice-chair, Mharia Ross-Walcott will be treasurer and Beth Hammer will be the secretary. Brandy Thomas seconds, and it is approved by the board.*

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

C.1 Minutes Approval Consider approval of minutes from Regular Meeting, August 27, 2020

C.2. Approval of LCAP

Mharia Ross-Walcoott moved to approve the consent agenda. Rosie Paulson seconded, and the board approved, with Brandy Thomas abstaining.

D. 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.

No public comment.

E. NOTICED PUBLIC HEARINGS

None

F. REGULAR BUSINESS

E.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.

F.2 Reports and Communications

This time will be for Board members to ask questions regarding the provided written materials.

F.2.1 School Director Report

F.2.2 Treasurer Report

F.2.3 SMPO Report

Michelle Yezbick presented the Director's report. Pat Casey presented the Treasurer's report.

The board reviewed the written reports and engaged in discussion.

F.3 Action Items

F.3.1 Approval of Unaudited Actuals (discussion/action)

The unaudited actuals were presented to the board by Pat Casey. Discussion followed. There was no vote required.

F.4 Board Governance

F.4.1 Short Term Goals

F.4.2 Long Term Goals

The board discussed short term goals for the school. The chair moved the discussion of long term goals to the next month.

The chair opened the floor for public comments. Heather Fisher commented about addressing the needs of the diverse population of the school, including the book of the year in the middle school, and reminding people about the strength of our gardening program. Teresa Shippen shared about her appreciation for the current board's focus.

G. FUTURE AGENDA ITEMS

The Board will be asked to adopt the Strategic Plan

H. Move to closed session to review School Director

The public session of the board ended at 8:10 pm and moved to a closed session to discuss the school director evaluation for 2019-2020 school year.

I. ADJOURNMENT *The closed session ended with no decisions made and the meeting was adjourned at 8:53 pm.*

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.



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

Via hand delivery

October 30, 2020

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

RE: Request for Proposition 39 Facilities for the 2021-22 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 2020-2021 school year is 144.16. 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 2019-20.
- “Current year” means the fiscal year in which a facilities request is made. For this request, the current year is 2020-21.
- “Request year” means the fiscal year for which facilities are being requested. For this request, the request year is 2021-22.

Table 1: Total ADA

Grade Level	Actual Total Prior Year (P-2)	Projected Total Current Year	Projected Total Request Year
Tk/K	30.79	14.16	45.98
1	15.11	25.49	14.16
2	16.2	14.16	25.49
3	13.32	15.10	14.16
4	22.31	11.33	15.10
5	10.95	17.94	11.33
6	12.9	3.78	17.94
7	9.23	6.61	3.78
8	14.51	7.55	6.61
total	145.32	116.112	154.55

Table 2: Total In-District ADA

Grade Level	Actual Total Prior Year (P-2)	Projected Total Current Year	Projected Total Request Year
TK/K	30.79	11.33	45.98
1	15.11	23.60	11.33
2	16.2	12.27	23.6
3	13.32	13.22	12.27
4	22.09	10.38	13.22
5	9.99	17.94	10.38
6	12.9	2.83	17.94
7	8.47	6.61	2.83
8	14.51	7.55	6.61
total	143.38	105.728	144.16

Table 3: Total Classroom ADA

Grade Level	Actual Total Prior Year (P-2)	Projected Total Current Year	Projected Total Request Year
Tk/K	30.79	14.16	45.98
1	15.11	25.49	14.16
2	16.2	14.16	25.49
3	13.32	15.10	14.16
4	22.31	11.33	15.10
5	10.95	17.94	11.33
6	12.9	3.78	17.94
7	9.23	6.61	3.78
8	14.51	7.55	6.61
total	145.32	116.112	154.55

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	30.79	11.33	45.98
1	15.11	23.60	11.33
2	16.2	12.27	23.6
3	13.32	13.22	12.27
4	22.09	10.38	13.22
5	9.99	17.94	10.38
6	12.9	2.83	17.94
7	8.47	6.61	2.83
8	14.51	7.55	6.61
total	143.38	105.728	144.16

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	2.832	2.832	3.776	0.944	1.888	4.72	0	0	0	16.992
Citrus	0	0.944	0	1.888	2.832	0.944	1.888	0	0	0	8.496
Emma	0	0.944	1.888	0.944	0.944	0	2.832	0	0	0	7.552
Little Chico Creek	0	0.944	4.72	1.888	1.888	2.832	0	0	0	0	12.272
Marigold	0	1.888	2.832	0	1.888	0.944	0.944	0	0	0	8.496
McManus	0	0	0.944	2.832	0.944	1.888	2.832	0	0	0	9.44
Neal Dow	0	1.888	3.776	0	0.944	0.944	1.888	0	0	0	9.44
Parkview	0	0.944	0.944	0.944	0.944	0	0	0	0	0	3.776
Rosedale	0	0	0	0	0	0	0	0	0	0	0
Shasta	0	0.944	4.72	0	1.888	0	2.832	0	0	0	10.384
Sierra View	0	0	0.944	0	0	0.944	0	0	0	0	1.888
Bidwell Jr.	0	0	0	0	0	0	0	1.888	1.888	0.944	4.72
Chico Jr.	0	0	0	0	0	0	0	0.944	1.888	0.944	3.776
Marsh	0	0	0	0	0	0	0	0	2.832	5.664	8.496

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	2.832	2.832	3.776	0.944	1.888	4.72	0	0	0	16.992
Citrus	0	0.944	0	1.888	2.832	0.944	1.888	0	0	0	8.496
Emma	0	0.944	1.888	0.944	0.944	0	2.832	0	0	0	7.552
Little Chico Creek	0	0.944	4.72	1.888	1.888	2.832	0	0	0	0	12.272
Marigold	0	1.888	2.832	0	1.888	0.944	0.944	0	0	0	8.496
McManus	0	0	0.944	2.832	0.944	1.888	2.832	0	0	0	9.44
Neal Dow	0	1.888	3.776	0	0.944	0.944	1.888	0	0	0	9.44
Parkview	0	0.944	0.944	0.944	0.944	0	0	0	0	0	3.776
Rosedale	0	0	0	0	0	0	0	0	0	0	0
Shasta	0	0.944	4.72	0	1.888	0	2.832	0	0	0	10.384
Sierra View	0	0	0.944	0	0	0.944	0	0	0	0	1.888
Bidwell Jr.	0	0	0	0	0	0	0	1.888	1.888	0.944	4.72
Chico Jr.	0	0	0	0	0	0	0	0.944	1.888	0.944	3.776
Marsh	0	0	0	0	0	0	0	0	2.832	5.664	8.496

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
2011-12	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	150.03	79%	-3.75%	39
2019-20	161	154.55	79%*	2.52%	3
2020-21	123	n/a	72%	-23.6%	0

*15 students moved out of the state due to the Camp Fire, including these students makes the # 72%

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 94.4%.

The Charter School considered the number of students that have historically been on the wait list. Although the Charter School does not currently have students on its waiting list, it had a waiting list for the ten years prior. Currently in our area, and indeed across the country, kindergarten enrollment is aberrantly low due to concerns about the COVID-19 pandemic and its impact on schools’ operations and student safety. Each year, the TK/K class waiting list has been the longest, and in the 2019-2020 school year Sherwood opened a second TK/K classroom, thus the small wait list for 2019-2020. The Charter School 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.

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 (2019-20) 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 2021-2022 school year will be Wednesday, August 11th. 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, 2020. The Charter School must respond to the District's written objections, if any, on or before January 2, 2021, 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, 2021, 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, 2019, 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, 2021. 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:
Russell Shapiro
Rosie Paulson
Mariah Ross-Walcott
Brandy Thomas
Beth Hagen

Sarah Kohlmann, Legal Counsel
Tina Keene, 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

Sherwood Montessori Monthly Attendance Report

MONTH1 - Beginning: 08/12/2019, MONTH7 - Ending: 02/21/2020

Sherwood Montessori - All Students

Days Taught: 115

Section Id	Teacher	Enrolled Last Day Prev Mon	Last Day Drops	First Day Adds	Begin Count	Add	Drop	Last Day Count	Max. Enroll.	Days Not Enroll	Days of Absence	I. S. Credit	I. S. No Credit	I. S. Pend	Actual Attend	Total For School	ADA	% of actual Attend	1st Day Next Month
Grade00K-A - Shippen		0		0	12	2	0	14	14	69	64	5	0	0	1,472	1,477	12,843	95.52	14
Grade00K-B - Pearce		0		0	11	4	0	15	15	133	77	2	0	0	1,513	1,515	13,173	95.03	15
Grade 00K		0		0	23	6	0	29	29	202	141	7	0	0	2,985	2,992	26,017	95.27	29
Grade00TK-A - Shippen		0		0	3	0	1	2	3	14	6	2	0	0	323	325	2,826	97.58	2
Grade00TK-B - Pearce		0		0	2	0	0	2	2	0	6	0	0	0	224	224	1,947	97.39	2
Grade 00TK		0		0	5	0	1	4	5	14	12	2	0	0	547	549	4,773	97.50	4
1B - Parish		0		0	9	0	0	9	9	0	52	0	0	0	983	983	8,547	94.97	9
1C - Knox		0		0	7	1	1	7	8	133	29	9	3	0	746	755	6,565	94.79	7
Grade 01		0		0	16	1	1	16	17	133	81	9	3	0	1,729	1,738	15,113	94.89	16
2B - Parish		0		0	7	1	1	7	8	97	33	7	0	0	783	790	6,869	95.13	7
2C - Knox		0		0	10	0	1	9	10	45	32	5	0	0	1,068	1,073	9,330	96.65	9
Grade 02		0		0	17	1	2	16	18	142	65	12	0	0	1,851	1,863	16,200	96.00	16
3B - Parish		0		0	7	2	1	8	9	127	33	3	0	0	872	875	7,608	96.03	8
3C - Knox		0		0	7	0	2	5	7	80	68	1	0	0	656	657	5,713	90.48	5
Grade 03		0		0	14	2	3	13	16	207	101	4	0	0	1,528	1,532	13,321	93.57	13
Sub Total GRADES 0K-3		0		0	75	10	7	78	85	698	400	34	3	0	8,640	8,674	75,426	95.18	78
Grade4-A - Vang		0		0	12	0	3	9	12	108	26	10	0	0	1,236	1,246	10,834	97.16	9
Grade4-B - Zimmerman		0		0	13	0	1	12	13	111	64	8	0	0	1,312	1,320	11,478	94.79	12
Grade 04		0		0	25	0	4	21	25	219	90	18	0	0	2,548	2,566	22,313	95.93	21

$TK \ 115 \overline{)547} = 4.76$

$K-3 \ 115 \overline{)8640} = 75.13$

$4-6 \ 115 \overline{)5282} = 45.93$

$7-8 \ 115 \overline{)2694} = 23.43$

Sherwood Montessori Monthly Attendance Report

MONTH1 - Beginning: 08/12/2019, MONTH7 - Ending: 02/21/2020

Sherwood Montessori - All Students

Days Taught: 115

Section Id	Teacher	Enrolled Last Day Prev Mon	Last Day Drops	First Day Adds	Begin Count	Add	Drop	Last Day Count	Max. Enroll.	Days Not Enroll	Days of Absence	I. S. Credit	I. S. No Credit	I. S. Pend	Actual Attend	Total For School	ADA	% of actual Attend	1st Day Next Month
Grade5-A - Vang		0		0	6	2	1	7	8	159	59	8	0	0	694	702	6:104	91.19	7
Grade5-B - Zimmermann		0		0	6	0	2	4	6	112	21	0	0	0	557	557	4:843	96.36	4
Grade 05		0		0	12	2	3	11	14	271	80	8	0	0	1,251	1,259	10:947	93.42	11
Grade6-A - Vang		0		0	9	0	1	8	9	112	14	0	0	0	909	909	7:904	98.48	8
Grade6-B - Zimmermann		0		0	7	1	3	5	8	271	75	0	0	0	574	574	4:991	88.44	5
Grade 06		0		0	16	1	4	13	17	383	89	0	0	0	1,483	1,483	12:895	94.33	13
Sub Total GRADES 4-6		0		0	53	3	11	45	56	873	259	26	0	0	5,282	5,308	46:156	94.88	45
Grade7-A - Lekakou		0		0	11	2	3	10	13	345	79	28	9	0	1,034	1,062	9:234	89.91	10
Grade 07		0		0	11	2	3	10	13	345	79	28	9	0	1,034	1,062	9:234	89.91	10
Grade8-A - Lekakou		0		0	16	2	1	17	18	265	136	9	0	0	1,660	1,669	14:513	91.96	17
Grade 08		0		0	16	2	1	17	18	265	136	9	0	0	1,660	1,669	14:513	91.96	17
Sub Total GRADES 7-8		0		0	27	4	4	27	31	610	215	37	9	0	2,694	2,731	23:747	91.16	27
School Totals:		0		0	155	17	22	150	172	2,181	874	97	12	0	16,616	16,713	145:330	94.41	150

Signature _____

Date _____

$115 \times 16,616 = 1,910,840$

To the best of my knowledge and belief this State School Register report has been kept as required by law and in accordance with the instruction of the Superintendent of Public Instruction.

Sherwood Montessori

2021-2022 School Calendar

August 2021						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
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 2021						
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 2021						
Su	M	Tu	W	Th	F	Sa
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December 2021						
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January 2022						
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February 2022						
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March 2022						
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April 2022						
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May 2022						
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29	30	31				

June 2022						
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26	27	28	29	30		

July 2022						
Su	M	Tu	W	Th	F	Sa
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24	25	26	27	28	29	30
31						

- School Closed
- Parent Teacher Conferences
- Employee Planning (no school for students)
- Report Cards
- First and Last Day of School

Aug 6, 9-10	Planning/Development Days- no school	Dec 17	Report Cards
Aug 11	First Day of School	Dec 20-31	Winter Break-no school
Sep 6	Labor Day - Closed	Feb 18-21	Presidents Day Weekend-no school
Oct 18-Oct 22	Parent/Teacher conferences Dismissal 1:35 p.m.	Mar 14-18	Spring Break - no school
Nov 11 & 12	Veterans Day- no school	Apr 18- 22	Parent/Teacher conferences Dismissal 1:35 p.m.
Nov 22-26	Thanksgiving Break- no school	May 31	Last Day of School



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: Instructional Staff Report
Date: October 15, 2020

Instructional Staff was asked to respond to the questions: How has the beginning of the year gone so far?

Transitional Kindergarten/Kindergarten -Teresa Shippen

This has been a time of great growth in our classroom community. I am thankful to have a group of students and families that have accompanied me along the path of learning and growing through these days of online/ distance learning.

There are some wonderful things we have all learned:

- Technology- I think we can collectively say we have learned and discovered so many new things in this area. I personally am learning an incredible amount of new things every single day. I can only imagine what parents and students are learning!
- Collaboration- Teacher to Teacher, Teacher to Parents, Teacher to Student, Parent to Student and amongst the staff. It all works so much better when we work together! I appreciate the support people have shown me and towards each other during this time.
- Flexibility- I have students who are working from child care centers, students who are zooming from cell phones, students who do not have the materials readily available, and students who are struggling and angry to be learning in this way. We are able to come up with alternate lessons, ideas, and learning so that they can continue to participate in our class. Parents have had shown great flexibility in making this work for their children.
- Open Communication- I am reliant upon feedback and communication from parents, about how best to help their students learn and grow. It is through difficulties that we learn the most.
- How to experience Joy in the face of adversity- Students who are excited to see you and share their exciting news- "I lost a tooth!", "It's my sister's birthday!", "My favorite sight is my teacher!" (Every teacher needs to hear that!), Students that literally reach across zoom to make new friends. The children bring great joy to my day and to each other. In many ways, they are more ready to accept this new way of learning.
- Empathy- Learning and hearing about others challenges and struggles has reminded me that we all need to practice great empathy for each other.

There are some things that are still a challenge:

- Technology- It's always changing and therefore we are always having to learn new things.
- Trying to keep up with our learning, both for the students and myself. There doesn't seem to be enough hours in the day.
- Sitting in front of a computer for so many hours, something a Montessori K/1 Teacher is not used to.
- Finding meaningful and valid assessment for the students online.
- Uncertainty- Wondering what tomorrow will hold.

Our class is settled into a good schedule of learning. There is a good flow to our day, and students seem to know the expectations of work. I am gradually able to add new work to our day. I have parents and families doing their best to make the most of this time by setting up routines, workspaces, and coordinating schedules to make this work for their students. It is impressive! I also have some that struggle in these areas due to internet issues, facility issues, and maybe balancing one too many schedules. The school and myself have been reaching out to smooth out these differences, and offer help in any way that we can. I keep reminding myself to take "baby steps", and just inch our way towards our goal. I am reminding myself that many little successes will add up to bring good success to all!

Transitional Kindergarten/Kindergarten -Kim Powers

Hello!

I took a look at some of last year's reports, and it seems like there has been quite a bit of change in teaching staff between last year and now. I can only hope that I am filling the shoes of Ms. April sufficiently. There is a lot of newness for me this year, and I feel so grateful that Sherwood has offered me this teaching opportunity.

The community here has been inspiringly supportive. I genuinely appreciate the feedback and collaboration I get from the other staff here. The beginning of the school year has, unsurprisingly, been very different than any other I have experienced. Some of my personal challenges have been returning to teaching after a long break, working in a grade I haven't been in for even longer, figuring out how to make Montessori technological, and figuring out how to deliver a quality education from a distance.

My perspective from the beginning has been to create a daily routine that mirrors a normal school day as closely as possible. My 10-student class of kindergartners have a morning meeting and lesson time that starts at 8:45 and leads into an extended job time that ends at 11:45 daily. During job time, we scaffold students' learning by encouraging them to make choices about what jobs they would like to work on, just as we would in a normal classroom setting. My assistant, Ms. Hunter, and I will pull small groups organically during job time to work on specific skills in language arts and math. I try to incorporate science, art and P.E. experiences on a weekly basis as much as possible.

I am blessed to have such a competent teaching partner who can listen to and watch my

modeling and put it into practice with the kids while also spending countless hours on photocopying, laminating, cutting, and collating hordes of materials to send home to families. We have been working diligently on getting hands-on materials into homes to create a Montessori environment that focuses on working away from the computer but with the support of the teacher remaining a constant via Zoom. We have sent home practical life and sensorial materials (tonging and smelling bottles, for example), lots of 3-part matching, makeshift sandpaper letters and numbers, moveable alphabets, teens and tens boards, some bead material and much more.

I have been so blessed to have such supportive parents. I try my best to keep lines of communication open via email, text and phone. Occasionally we catch each other during class time over Zoom as the occasion permits. Most of my families have at least one adult available to support their young student during the school day. This is both a huge help but also a hindrance because sometimes the student is not encouraged to figure out as many problems as they would otherwise. Sometimes the amount of parental support influences the feedback I am able to get from my students that would normally guide my teaching in a much more fluid and concrete manner.

Doing distance learning has definitely affected the quality of feedback I get from my students. It's hard to judge what they are getting from a lesson or discussion. I am doing my best to pace my teaching appropriately, but sometimes it feels like full steam ahead on one day, and then put the brakes on and take a few steps back the next. It has been challenging to make personal connections between the students' interests and the daily lessons, but I have been working on doing this through birthdays and family celebrations, trying to connect to cultural traditions and continent/country/geography learning.

1st/2nd/3rd -Marlo Knox

Thank you for this opportunity to introduce myself. I was born and raised in Chico, California. I attended university in Salem, Oregon receiving a Bachelor of Arts degree with an emphasis in Sociology. Upon graduation I moved to Barcelona, Spain where I lived and taught for almost two years. I returned to the United States to pursue a teaching degree by enrolling in a one year intensive program where I was able to earn my Master of Arts in Teaching and become credentialed, kindergarten through eighth grade, in the state of Oregon. I consider my first teaching placement after receiving my teaching credential to be the beginning of my official teaching career. I have been teaching in a multitude of environments for the last 28 years including dual immersion/bilingual classrooms, a private school in Mexico, extended day programs, and Title I schools. I began to understand California public charter schools when I started my work at Sherwood Montessori in 2013. This is my eighth year at Sherwood Montessori School and I'm happy to call this school my professional, teaching, home.

As you can imagine, this year has begun unlike any year of my entire teaching career. There have been highs and lows, perhaps more lows than I'd care to recount. But on August 14, 2020 I caught sight of a card in a stationary store. On the card were printed these words, "I am

not afraid. I was born to do this.” I bought it immediately, learning that the statement was credited to Joan of Arc. I could not remember much about her, so I did some quick research. Joan was a peasant girl in medieval France who believed she would guide her people to victory over their long time enemy, England. She had no training but was able to convince those in power to allow her to lead an army. Her bold confidence ended in victory over the foes of her countrymen. Joan of Arc has become an example to me of clarity and purpose. “I am not afraid. I was born to do this.” are words I use to move forward. I teach because, like Joan of Arc, I was born to teach.

Teachers understand the unconditional value of the human. We strive to support by providing opportunities to reach one's full potential. We assist in finding the strengths and capabilities we all have. I am not afraid that I lack the right camera or cell phone, that the internet will work, that I can find a tripod, that someone will be at school to help me with technology, that I can acquire sufficient knowledge over multiple platforms simultaneously, because I stand with my students and their families. I am leading my class by their side, not above them or in front of them, not below them, but beside them. I am them and they are me. We are together in an uncomfortable, challenging space, without the resources or information necessary to succeed without strife. But it's okay, I'm not afraid, I was born for this.

1st/2nd /3rd -Eric Parish

I believe in the health and safety of our community and Montessori concepts and methods. That is my “why”. That’s why I like using the Altitude Learning platform provided by the Guidepost Montessori partnership during distance learning. When my wife Tanya first introduced me to Guidepost Montessori in the spring, I wasn’t sure if the program would work for Sherwood Montessori, it looked more like a homeschool option. During the summer I learned more about the Altitude Learning platform and partnerships with other schools like ours. I am very happy to be using this digital platform now. I am making a difference for students at home now and that makes me feel good. I have the ability to meet with my students face to face, I can guide them through recorded lessons given by me or other educators, and the students can turn in work, photos or recorded videos. With Guidepost Montessori curriculum teachers can support students learning with digital Montessori materials. It is not like being in the classroom, but it is the next best thing, and it gets them practicing with materials they will see upon return to the brick and mortar classroom. Thursdays have been a hard day for me over the last seven weeks, but now I feel better at this point of the week because I have been able to see joy on my students' faces as they share photos of their work and videos of them working.

4th /5th/6th -Sheng Vang

First of all, what a start to a school year! Upon reflecting about this school year so far, I’ve got to say that there are good days and rough days.

<p>The good:</p> <ul style="list-style-type: none">• All my students are comfortable with Google Classroom/Google Drive, the platform that I’ve used all year so far.	<p>The rough days:</p> <ul style="list-style-type: none">• Any and all tech issues (but especially connectivity)• Feeling like I’m not doing
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<ul style="list-style-type: none"> • I have a wonderful group of students who are eager to attend virtually and parents who provide a place for them to be successful. • A teaching partner who is well versed with the Montessori philosophy. • An aide (Justin) who has done so much for me (record keeping, opening 2 sessions of office hours to support students, and prepping for the following week. 	<p>enough to provide equitable access to what I'm doing for students</p> <ul style="list-style-type: none"> • Staring at the screen all day and not having personable interactions with my students.
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4th /5th /6th-April Pearce

So far the beginning of the year is going well considering the circumstances. In a lot of ways, this is like a first year of teaching. I never imagined I would be teaching remotely and using digital platforms for my class, but here we are. I am enjoying being in Upper Elementary, working with older students and collaborating with Sheng. Dellanira, my new instructional aide, has been a great support as I navigate these uncharted waters.

One great thing about my class this year is that I already knew most of my students and their parents. Out of the 17 I started with, nine had been in my Lower EI class and 2 have siblings that were in my Kindergarten class. My familiarity with more than half of the group has made establishing a class community pretty easy. This is a critical component of any Montessori classroom and I feel it is even more critical while we are all sheltering at home. Kids like going to school to be with and make friends. I have been trying hard to create virtual space for kids to spend with each other. In our morning meetings, I have split the class into breakout rooms for group work (and time to chat) and as a class, we have been playing Guess Who, where I give five clues about a person in class and others have to guess. We are loving it. Dellanira and I have also been hosting a virtual recess for students to hang out with supervision.

The academic aspect of distance learning is a challenge because students are at different places in development and ability to learn new things. Some families have adapted well during these unprecedented times and others are really struggling. This affects students' ability to learn. As a Montessori teacher, there is always a range of learning needs in the classroom and that is heightened right now. I have some students who are regulated and ready to learn, needing more challenging work. I also have students who are dysregulated, struggling to show up to lessons, and needing to review concepts from years past. This makes planning a challenge because my students are all over the place.

Hopefully, planning will become easier as I become acquainted with the Altitude learning platform. I will be able to give my grade-level lessons and then use the platform to fill-in learning gaps with lessons other Montessori teachers have recorded. This week I have been setting up the platform for my class and am not as far along as I had hoped, but I am giving myself grace. I have completed my first card and am almost done with a second. Sheng and I have also used planning time this week to coordinate lessons for UE. I am thankful to have her as a planning partner. I think, as a school, Sherwood is doing a lot better than many other schools I have read about. I am thankful to be part of this community.

7th/8th-Jessi Lusardi

Hello and thank you for the opportunity to introduce myself and tell you about how this year has been going so far. First of all, I would like to say how excited I am about teaching at Sherwood. For the last two years, I have been teaching 3rd/4th grades, and a K-8th outdoor science program in Sutter County. Although I loved what I was doing, I have always wanted to teach in a Montessori setting. The staff and colleagues at Sherwood create a supportive and caring environment, and I really feel lucky to have the opportunity to teach here.

The emotional well being of my students is first and foremost for me as a teacher, and I believe this year even more so. Making connections with my students, building trust, and listening about their daily lives is a huge part of what I do on a daily basis during distance learning. In addition, I have daily contact with parents, responding to questions over email or phone, helping them to problem solve various student concerns. I also send out a Sunday evening email to parents with announcements for our class, and a short summary of what we are learning in each subject. Supporting families to help their students be successful is a huge part of distance learning and together with my teaching partner, Michael, we have been able to respond to their needs.

I am very fortunate to have Michael as my teaching partner. It was clear to me from the beginning that he had built great relationships with students over the years he has been here, and really puts thought and effort into designing interesting lessons. I really appreciate that Sherwood utilizes teaching partners in the classroom. This kind of “team” model has helped me brainstorm ideas, delegate work when appropriate, problem solve technology issues, and have better insight into my students.

There are some challenges to distance learning, and I have been trying to address them one step at a time. At the middle school level, my goal is to both prepare students for a more traditional public high school experience, and still provide opportunities for projects, interest driven learning, and relating what we are learning in the classroom to current events. In literature we are reading the three part graphic novel “March”, by the late Congressman John Lewis. Students are learning about the history of the civil rights movement, and will also be able to relate it to contemporary issues of voting rights and protest movements. In science, we are learning about the carbon cycle and how it relates to recent fires.

Some of the lessons I have given over the last several weeks were really effective, but others I felt did not engage students at the level I had hoped. Though I have spent time learning and researching online engagement tools such as padlet, kahoot, factile and menti, and I also use several websites and youtube channels ranging from NASA to National Geographic, there really is nothing that can adequately replace a teacher’s own ability to engage with their class in person. When a lesson doesn’t quite work out as I had hoped, I let my students know that I am learning, just as they are, and they have had the grace and good humour to be accepting. Like many other teachers, I will be happy when we can safely return to the classroom.

In addition, both Michael and I have tried different strategies to help students stay motivated, turn in assignments, and show up to all classes, but for those that don't have adults at home reinforcing these things, the best way is to reach out to specific students each day through their student email or student chat. It lets them know that we truly want them to come to class, and we care about them enough to take the time to reach out.

Part of my teaching assignment is also to teach gardening and outdoor science. Although I have a schedule and plans set up to do this over zoom, I have not been able to teach any gardening quite yet. My time has been spent instead finding and working with a bilingual practicum student, who is helping to support a student in my class who needs help with both her content classes and learning English. I do hope to be able to start gardening soon. I have created a small garden with fall vegetables on my porch in order to share with students. Taking students of all ages out to the garden, giving them the opportunity to learn about plants, soil, the water cycle, amazing bugs, and the weather are all things that I am passionate about, and I can't wait to be able to share with students again.

Learning Center-Happy Yasko

Teaching is exciting. I am not sure if that has ever been more true than now. What is a typical day? What teaching strategies work best for the current issues I face today? What is tomorrow's classroom going to look like? One can either fear the unknown, or approach each day as an opportunity to try something new, something fresh, and at times out of our comfort zone.

I was asked the other day what I do for a living. I was quick to say I was an Education Specialist. When asked what does that mean, I had to stop and really think, what do I do? 2020 has given me a fresh perspective to what teaching is for me. The challenge to keep things fresh and exciting for not just my students, but for me. For students to see the emotion behind the lessons and assignments they are being asked to do. Do my students see my excitement in bringing education to their front door?

I think I am going to explain what this journey looked like in the beginning with my start at Sherwood, and how it has progressed to now. It has been a rollercoaster of emotions and planning since this all started. I spent quite a bit of time in the month before school started this year setting up my classroom. I was excited about making the Learning Center environment one that pushed my students' imagination and creativity. I was pleased with the results and was ready to kick off this new adventure. I had done all the prep work in that I had a pretty good idea of who my students were, at least according to the information listed in their IEP's. I had started laying down strategies of how I was going to approach each of them in creating a "teacher/student" trust relationship.

Then the news came that we were starting the year using "distance learning". First thought, all that work for nothing. Thank goodness it was just my first thought and not even close to being my last. I had to put this year's start into overdrive. I think I perform better when pressure is applied. I was able to draw on some of my training in IT and start creating a new version of the

Learning Environment I had worked so hard on before. A virtual classroom. It still needed to push my students' imagination and creativity.

I have found that it doesn't matter the circumstances given, teaching is a mindset that can overcome the toughest of challenges. I am only limited by my own expectations. I wasn't sure how this was going to end up looking like, but I also knew that neither did the students or parents. How could I help to bring us into what I considered the best learning experience for their kiddos? The answer has taken some time. It has not always been pretty. I have had to be more flexible than ever before. I had to brace for some tsunami waves.

If you were to ask me a week ago how it's going, I would have said as well as could be expected. I had seen some powerful victories in my kiddos. I had seen many smiles and laughter was starting to become an everyday occurrence. I saw those shy students who really had never met me in person drop their guards and start trusting me with their learning process. My students, their parents and myself had really started to come together and I would say learning was happening. The key to that was staying in constant contact with the parents. Getting them to partner with me concerning their kiddos education. "As well as could be expected".

If you ask me now that I have had my students for 4 days in a social distance learning environment and I would tell you, I am in heaven. I don't even remember how long it took to make my classroom ready to make sure all requirements were met. I only know that when they started coming through that door my heart jumped for joy. I am having a blast, that's how it's going, and more importantly, they are too.



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: School Director Report
Date: October 15, 2020

Administrative

- Enrollment will be reported at the meeting.
- A small number of students with special education services have started coming to campus for services in their IEPs. We have increased custodial services and are following safety guidelines provided by the CDC and CDPH.
- We have been provided with about two months of PPE for staff and students through our County Office of Education. More supplies will be purchased as needed with funds provided for this purpose.

Distance Learning

- Teachers in grades K-6 have all been trained on using Guidepost Montessori to facilitate distance learning. They are beginning to set up their students with assignments and teach them how to use the platform. The Guidepost platform will give teachers and students access to Montessori lessons and virtual materials currently being used in the U.S. and internationally. It also allows teachers to create and share original lessons and content.
- Our lease for Chromebooks was completed in early September, however our machines are on back order and will not arrive until early December. Until then, we are purchasing new machines for teachers and all our old Chromebooks and machines are being lent to families.

Fiscal

- Pat and I have been working on reports for funds allocated to support distance learning and to provide resources for safety measures needed for in-person learning.
- We are finding the funds provided adequate for our needs and are making plans to purchase more technology to make distance learning easier for the teachers and students and to improve our internet functionality.

Legislative

- AB 685 was passed and requires employers to notify employees if they were potentially exposed to COVID-19 at the workplace. SB1159 was also passed and describes reporting requirements for the purposes of workers' compensation. We are having employees do

“self-checks” and report their temperature and if they have any symptoms, however, this procedure is not enforceable, and compliance is voluntary.



To: Board of Directors
From: Pat Casey, Business Manager
Subject: **Agenda Item : Treasurer's Report**
Date: October 15, 2020

Bank statement reconciliation

- The Business Manager has verified that the beginning and ending cash balances on Sherwood's bank statements for the month of SEPTEMBER 2020 reconciled with, or matched, those of the school's internal reports. The bank statement ending balance = \$ 501,399.55 plus \$ 50,000 in Letter of Credit Checking Account – TOTAL = \$ 551,399.55. as of September 30, 2020.
- There were no unusual or unexpected high-cost expenses during the months of July through September.

Profit & Loss

- The P&L for July through September 2020 shows a Net Income of -\$ 108,023. This is because the September apportionment from the state of \$ 129,323 was deposited on 10-6-20 and therefore the Net Income to date is +\$ 23,300.
- The CARE Act funds were part of the September apportionment check deposited in October. A report will be made by the Business Manager on the amount received and the use of the funds.

Balance Sheet

- The Balance Sheet is attached.

Cash Flow

- The school is projected to end the year with a positive bank cash balance ***even with the February to June 2021 apportionment checks delayed until July through November 2021.***
 - The 2020-21 Cash Flow report sent in a prior email.

Sep 30, 20

ASSETS**Current Assets****Checking/Savings****9100-Assets**

9120-NCNB Checking 501,372

Total 9100-Assets 501,372

Total Checking/Savings 501,372

Other Current Assets

Total 9290 - Due from Grantor Govts. 72,066

9340-Security Deposit 50,000

Total Other Current Assets 122,066

Total Current Assets 623,438

Fixed Assets

9410 - Land 95,000

9430- Building 183,870

9435-Accumulated Depreciation -9,100

Total Fixed Assets 269,770

TOTAL ASSETS 893,208

LIABILITIES & EQUITY**Liabilities****Current Liabilities****Accounts Payable**

9500-Accounts Payable 35,992

Total Accounts Payable 35,992

Other Current Liabilities

Total Other Current Liabilities 92,787

Total Current Liabilities 128,779

Total Liabilities 96,537

Equity**9793 - Audit Adjustments**

Restricted Assets 173,415

Unrestricted Fixed Assets 95,000

Reserve for Economic Uncertainty 220,000

Unrestricted Net Assets 416,279

Net Income -108,023

Total Equity 796,671

TOTAL LIABILITIES & EQUITY 893,208

5:10 PM
10/08/20
Accrual Basis

Sherwood Montessori
Board of Directors - Vendor Payments Report
September 2020

Type	Date	Num	Name	Memo	Account	Amount
Che...	09/01/2021	DBT	The Marshall Memo	Subscription	Extracurricular Services	50.00
Che...	09/01/2021	ACH	CharterSAFE	Premium package - INV 30398	5400-Liability Insurance	2,295.00
Che...	09/01/2021	ACH	CharterSAFE	Worker's Compensation	3601-Workers Comp	2971.00
Che...	09/01/2021	ACH	Teresa Shippen	PLEDGE DRIVE	Instructional Supplies	815.09
Che...	09/01/2021	ACH	Teresa Shippen	SUPPLIES	Instructional Supplies	34.89
Che...	09/02/2021	DBT	Target	SUPPLIES	Instructional Supplies	20.32
Che...	09/02/2021	DBT	Amazon.com	15 books middle school	4100-Textbooks/Core Cur...	173.25
Che...	09/02/2021	ACH	California Water Service C...	0233228134	Water	38.16
Che...	09/02/2021	ACH	Comcast Business	SERVICE SEPT	Internet Service Provider	176.06
Che...	09/03/2021	DBT	STAPLES	SUPPLIES	Instructional Supplies	42.81
Che...	09/03/2021	DBT	Target	SUPPLIES	Instructional Supplies	11.23
Che...	09/03/2021	DBT	Amazon.com	middle school books	4100-Textbooks/Core Cur...	225.90
Che...	09/03/2021	ACH	Harry Yasko	livescan	LiveScan and TB Test Ser...	59.00
Che...	09/03/2021	ACH	Dellanira Carillo	livescan	LiveScan and TB Test Ser...	59.00
Che...	09/03/2021	ACH	Pat H. Casey	5 HP LAPTOPS	Business Manager Services	3,247.45
Che...	09/04/2021	DBT	Target	SUPPLIES	Instructional Supplies	21.44
Che...	09/04/2021	DBT	NCNB Line of Credit	credit report fee	Bank Fees	55.00
Che...	09/04/2021	DBT	NCNB Line of Credit	LOAN FEE	Bank Fees	250.00
Che...	09/08/2021	DBT	Lowe's	paint	Maintenance Supplies	23.82
Che...	09/08/2021	9029	Securly, Inc.	3 YEAR CONTRACT ENDIN...	Internet Filtering (CIPA)	2,904.00
Che...	09/09/2021	9045	SchoolWise Technologies	Online Database Hosting	Software Licensing	600.00
Che...	09/09/2021	9046	TIAA Commercial Finance, ...		Copier Lease	264.83
Che...	09/09/2021	9021	TIAA Commercial Finance, ...	LEASE	Copier Lease	243.63
Che...	09/10/2021	DBT	FoodMaxx	SUPPLIES	Instructional Supplies	33.48
Che...	09/10/2021	DBT	USPS	MAILING	Postage	8.25
Che...	09/10/2021	9044	Office Depot	FDL send home materials	Office Supplies	138.86
Che...	09/10/2021	9052	Alejandra Moreno	livescan	LiveScan and TB Test Ser...	87.00
Che...	09/10/2021	9049	Carly DeMartini	ADAPTIVE PE	SELPA	80.00
Che...	09/10/2021	9050	Wilgus Fire Control, Inc.	FIRE EXTINGUISHER CK	Contracted Service	152.00
Che...	09/10/2021	9051	TOOLBOX PROJECT	COVID FDL LESSON PLANS	Instructional Supplies	1,873.36
Che...	09/11/2021	9053	Steve Duke	maintenance - batteries	Maintenance Supplies	85.76
Che...	09/14/2021	DBT	Amazon.com		5800-Other Services	40.00
Che...	09/14/2021	DBT	Amazon.com	computer fan	Maintenance Supplies	26.27
Che...	09/14/2021	DBT	HUE	Camera	Instructional Supplies	64.94
Che...	09/14/2021	DBT	Amazon.com		Instructional Supplies	160.47
Che...	09/14/2021	DBT	Amazon.com		Instructional Supplies	225.21
Che...	09/15/2021	DBT	Montessori Outlet		Instructional Supplies	146.11
Che...	09/15/2021	ACH	Shippen, Teresa A		Instructional Supplies	93.90
Che...	09/15/2021	9057	Advanced Document	COVID send home materials	Copier Lease	335.51
Che...	09/17/2021	DBT	Amazon.com		Instructional Supplies	176.92
Che...	09/17/2021	DBT	MONTESSORI SERVICES		Instructional Supplies	146.65
Che...	09/17/2021	DBT	Amazon.com		Instructional Supplies	76.81
Che...	09/18/2021	DBT	STAPLES		Postage	27.86
Che...	09/18/2021	DBT	USPS		Postage	37.40
Che...	09/18/2021	9061	HCI Audiometrics		Instructional Supplies	95.00
Che...	09/18/2021	9062	White Glove Cleaning Servi...		Contracted Service	4,200.00
Che...	09/18/2021	9063	Chico Unified School District		5500-Operations / Housek...	1,570.50
Che...	09/18/2021	9060	Chico Country Day		Contracted Service	1,057.99
Che...	09/18/2021	ACH	Comcast	SEPTEMBER SERVICE	Internet Service Provider	258.16
Che...	09/18/2021	ACH	PG & E	1010 CLEVELAND	Electricity	33.00
Che...	09/18/2021	ACH	Verizon Wireless	SEPT	Telephone, Cellular	98.01
Che...	09/18/2021	DBT	Wufoo	SEP	Online List Management	19.00
Che...	09/21/2021	DBT	Appliance Resale	Refrigerator removal	Contracted Service	40.00
Che...	09/21/2021	DBT	Amazon.com		Instructional Supplies	70.79
Che...	09/21/2021	9054	MobyMax	ALL Student License	Software Licensing	1,278.09
Che...	09/21/2021	9056	Green Team Property Pres...	clear weeds	Other	465.00
Che...	09/21/2021	9058	SitelogiQ	PROP 39 SERVICE - FILE R...	Contracted Service	6,068.00
Che...	09/22/2021	DBT	Home Depot	SUPPLIES	Office Supplies	311.72
Che...	09/22/2021	DBT	KP Corporation		Office Supplies	70.79
Che...	09/22/2021	9064	Office Depot	53929768	Instructional Supplies	75.88
Che...	09/22/2021	9064	Office Depot	53929768	Instructional Supplies	18.81
Che...	09/22/2021	ACH	HP LEASE 7603	CHROME BOOKS LEASE	HP DIRECT LEASE	394.89
Che...	09/23/2021	DBT	Laser Printer Checks	supplies	Intuit Payroll Service	86.43
Che...	09/23/2021	9055	KIM POWERS	COVID send home materials	Instructional Supplies	253.88
Che...	09/24/2021	DBT	Amazon.com		Instructional Supplies	176.92
Che...	09/24/2021	DBT	Amazon.com		Instructional Supplies	99.73
Che...	09/25/2021	DBT	Amazon.com		Instructional Supplies	76.81
Che...	09/25/2021	DBT	Amazon.com		Custodial Supplies	16.08

Type	Date	Num	Name	Memo	Account	Amount
Bill	09/28/2020		Fundraiser Kids Events	\$10 x 33	Instructional Supplies	330.00
Che...	09/28/2020	DBT	Amazon.com		Instructional Supplies	70.79
Che...	09/29/2020	9059	Keillor's Pest Solutions	SPRAYING	Pest Control	80.00
Che...	09/29/2020	DBT	Eso Won Books		4100-Textbooks/Core Cur...	182.00
Che...	09/29/2020	DBT	Lowe's		Instructional Supplies	103.86
Che...	09/30/2020	DBT	Zoro		4300-Materials and Suppli...	308.21
Bill	09/30/2020	2020...	Pat Casey	CONTRACT SERVICE 2020 ...	Business Manager Services	3,500.00
TOTAL						<u>37,708.98</u>



MEMORANDUM

To: Board of Directors
From: Marta Taylor-Vasquez, Public Relations
Subject: SMPO Report
Date: October 15, 2020

SMPO hosted our first community event, Guided Painting Night, it was fun and an achievable experience. We got great feedback from this event, we had 33 people sign up! Our first school restaurant takeover is on October 29th (4-7pm), our host is "The Lab", they are donating 25% of the evening's proceeds. That's very generous! We are thankful for our local community helping out!

As an addition to the takeover, we are planning a costume/ literary character contest. We will encourage families to dress up and send their pictures, we will then upload them to our Facebook page, the picture with the most "likes" will win! (Still deciding on a prize)

Lastly, Megan and I are trying to get ahead of the semester planning events, we have a cooking night planned for November, with a chef well known by most! Also, we are planning a virtual Winter Performance!

Thank you, Board, for trusting us and bearing with us trying to come up with fun things to do as a community!

Here is a list of upcoming events:

10/15-10/25 Costume/ Literary Character Contest

10/29 The Lab Restaurant Takeover 4-7pm

11/10 SMPO Meeting 3pm (Zoom)

Thank you!



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Reopening Plan

Date: October 15, 2020

The Board is asked to approve a plan for reopening. The following plan includes all elements of guidance from the Center for Disease Control, the California Department of Public Health, the California Department of Education and the Butte County Department of Public Health.

Following the report is a slide presentation that was presented to stakeholders on July 21, 2020. Input from stakeholder surveys collected in the summer was considered in creating these reports, and updated input is currently being collected.

Attachments: Sherwood Montessori Reopening Plan, Reopening School Safely slide presentation.



Sherwood Montessori
COVID-19 Reopening and Safety Plan
2020-2021

Updated 9/22/2020

1010 Cleveland Ave., Chico, CA 95928

Phone: (530) 345-6600 Fax: (530) 345-6620

info@sherwoodmontessori.org

www.sherwoodmontessori.org

Reopening Safety Plan Development

This reopening school plan was developed in June, 2020 with input from staff, teachers, and parents and guidance from the California Department of Public Health, the Center for Disease Control, and the California Department of Education. In the months that followed, the plan evolved as new guidance was issued. Input from the community (parents, teachers, and staff) was collected with a survey and respondents were able to submit updated responses as the situation changed over time. This plan will be updated as new guidance and directives are received and as the situation in the local community changes.

Healthy Hygiene Practices

- Teachers and staff have been trained and will be retrained prior to opening on proper techniques for washing hands, avoiding contact with eyes, nose and mouth, and covering coughs/sneezes.
- Teachers and staff will teach students proper handwashing techniques and monitor handwashing routines upon arrival, before meals, upon returning to the classroom from outdoor play or P.E. instruction, or whenever a student has come in contact with a potentially contaminated surface.
- Extra cleaning and disinfecting supplies have been ordered and will be kept in supply for the duration of the pandemic (soap, disinfectant wipes, masks, face shields, hand sanitizer).
- Portable handwashing stations have been purchased.
- Signage posting handwashing and cleaning and disinfectant procedures will be posted in multiple and appropriate places on campus.

Protective Equipment

- Teachers and staff will teach and reinforce student use of face coverings, especially when they cannot maintain social distancing.
- All staff will be required to wear face coverings on campus.
- Students in kindergarten through 2nd grade will be encouraged to wear face coverings, but not required when they are able to maintain social distancing.
- Face coverings (masks or face shields with a loose drape) will be furnished by the school for individuals who needs them.
- Outdoor “mask break areas” that are at least six feet from walkways, entranceways, or any area where others may pass will be designated for students who wish to take a break from wearing a mask.
- Teachers and staff who wish to take a break from wearing a mask or face covering will be responsible for maintaining social distancing.

Checking Signs and Symptoms

- Confidentiality will be maintained as much as possible and staff, students, and family members of students will be treated with respect regardless of diagnoses or exposure to COVID-19.
- Staff and students who are sick or have had close contact with someone with COVID-19 will be required to stay home. Close contact is physical contact within 6 feet and for more than 15 minutes.
- Staff and students will be asked to do wellness checks at home before coming to campus, including a temperature read and checking for the following symptoms:
 - ✓ Fever or chills
 - ✓ Cough
 - ✓ Shortness of breath
 - ✓ Muscle pain or body aches
 - ✓ Headache
 - ✓ Sore throat
 - ✓ Fatigue
 - ✓ Congestion or runny nose
 - ✓ Nausea or vomiting
 - ✓ Diarrhea
 - ✓ New loss of taste or smell
- Upon arrival at campus, staff will conduct visual wellness checks and take student temperatures with no-touch thermometer.
- Teachers and staff will be asked to monitor themselves, each other, and students throughout day for illness.
- Incidents of possible exposure will be documented and local health officials will be notified, as well as staff and families, while maintaining confidentiality.

Cleaning, Disinfecting, and Ventilation

- Coordinate with Chapman Elementary school to limit use of shared playground equipment and disinfect between uses.
- Limit sharing of objects, materials, and equipment with use of disinfectant solution between uses. Learning materials will be disinfected by an adult before being returned to the shelf.
- Ensure proper ventilation with as much fresh outdoor air as possible. Keep windows and doors shut while air quality is poor and keep up air conditioning maintenance.
- Drinking fountains will be disabled. Staff and students will be encouraged to bring refillable water bottles instead.

Distancing, Arrival and Departure

- Two routes will be established for arrival and departure: the gate on the fence at 16th and the gate to CARD parking lot.
- Arrival and departure will be staggered, and markers on the ground indicate 6 feet of distance while waiting for temperature/wellness check to enter.
- School employees from the office will supervise arrival. Students' temperature will be taken with a touchless thermometer and adult dropping the student off will be asked to verify that a wellness check has been conducted.

Distancing: Classroom

- Students will remain with the same group or cohort. A group of 12 or fewer can be in a classroom with social distancing. When the air quality is healthy, another group of up to 12 can use the outdoor learning spaces we will set up with shade tents, fans, and outdoor handwashing stations.
- The science lab and library can provide additional indoor space for cohorts. These areas will be sanitized between uses.
- Surfaces and materials will be sanitized between uses of different students.
- Visual reminders with markings on the floor and the ground will help students and staff to remember to keep 6 feet apart from others.
- Visitors will not be admitted to classrooms. Observations can be made at the doorway, with the visitor remaining outside.
- Enrollment is capped to keep class sizes small. The largest class size is currently 24.

Distancing: Non-classroom Spaces

- Non-essential visitors, volunteers, and activities will not be allowed.
- Communal activities/assemblies will not occur.
- Outdoor space will be utilized for instruction.
- Congregate movement will not occur. Groups of 12 or fewer may engage in P.E. or Outdoor Education in outdoor settings, but social distancing will be used during these activities and while walking to these activities. Contact activities will not occur.
- Recess activities will be held in separate areas (groups will not mix). Equipment will be sanitized before another group uses it.

Meal Service

- Meals will be served in classrooms and in outdoor areas, not in the cafeteria.
- CUSD is our meal provider and has been safely providing breakfast and lunch to children in Chico since March.

Limit Sharing

- Children's belongings will be kept separate. Outdoor hooks with space between them will be provided, as well as cubbies with space inside. Individual spaces for storing lunchboxes, jackets, and backpacks will be labeled.
- Devices will not be shared as sanitizing tech is problematic. Students have been issued their own devices.
- Materials will be sanitized between uses and individuals will be provided their own set of materials as much as possible. For example: instead of a student gathering scissors and colored pencils from a materials shelf, the student will be provided with a set to keep at their workstation.
- Children's belongings will be sent home each day for cleaning.

When Staff, Child, or Visitor Becomes Sick

- Staff and students who are sick or who have been exposed to someone who has COVID-19 will remain at home with distance learning until their period of quarantine is over.
- Staff or students who become sick at school will wait in the designated area in the office for transportation home. A smaller, enclosed space in the office is set up to be an isolation area.
- Visual and verbal wellness checks and no touch temperature reads, described previously, will be conducted as staff and students arrive at campus.
- Staff and students will be monitored throughout the day for signs of illness.
- Incidents of possible exposure will be documented with local health officials. Staff and families will also be notified while maintaining confidentiality.

Maintain Healthy Operations

- Anyone showing symptoms of illness will be required to isolate and wear a face covering.
- The isolation area will be closed for 24 hours. After 24 hours, the area will be thoroughly cleaned and sanitized before being used again.
- The sick student or staff person may not return until they meet the CDC criteria to discontinue home isolation.
- All teachers will have emergency sub plans ready.

Instructional Models

- Special education: our Education Specialist will continue to develop plans that assist students with access/functional needs
- Teachers are focusing on Essential Standards during distance learning, and will continue this focus as we transition to in person instruction
- Teachers are using technology to assess student skills during distance learning. As we transition to in person instruction, technology will continue to be used to collect some data (English language development for English learners, math, all assessments for students who

are still learning from home). Some assessments will be done in person with safety precautions (6 foot distance, face coverings, sanitizing of surfaces and materials between uses).

- Teachers have access to the SEL Toolbox, Mind Up Curriculum, and Second Step to support students' social emotional learning. In addition, teachers have drawn from the trauma-informed practices training that followed the Camp Fire disaster of 2018.
- Sherwood teachers consider Universal Designs for Learning and inclusivity when planning instruction, and how these are modified for distance learning.
- Plans for English learners are being reviewed and modified for distance learning. Collaborative meetings between teachers, the school director, and students' parents with translation when needed are being held.
- The school director is the designated liaison responsible for responding to COVID-19 concerns.
- Staff and families are able to self-report symptoms and receive notifications of exposures and further closures via our Parent Square communication app, telephone, email, and text messages.
- All students/staff must wash or sanitize their hands as they enter campus. Each classroom and the office has access to a sink and hand sanitizer, and additional outdoor hand washing sinks have been purchased.

Professional Relationships and Learning

- Staff have been assigned Safe Schools trainings on how to follow extra precautions during the COVID-19 pandemic.
- Staff have also been assigned training on suicide prevention via Safe Schools.
- All staff training prior to school opening was conducted via Zoom and recorded for any staff who was unable to attend or who joined the staff after the training date. Training included new safety protocols outlined in the Comprehensive School Safety Plan and the Employee Handbook and trauma-informed practices.



REOPENING SCHOOL SAFELY CHANGES FOR THE 2020-2021 SCHOOL YEAR

IN PERSON INSTRUCTION

BUTTE COUNTY OFF
WATCH LIST FOR 14
DAYS

STAND

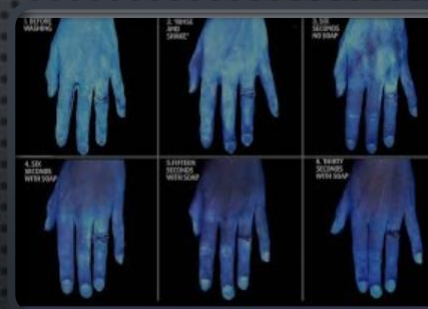
Screening
each day

Together we
can

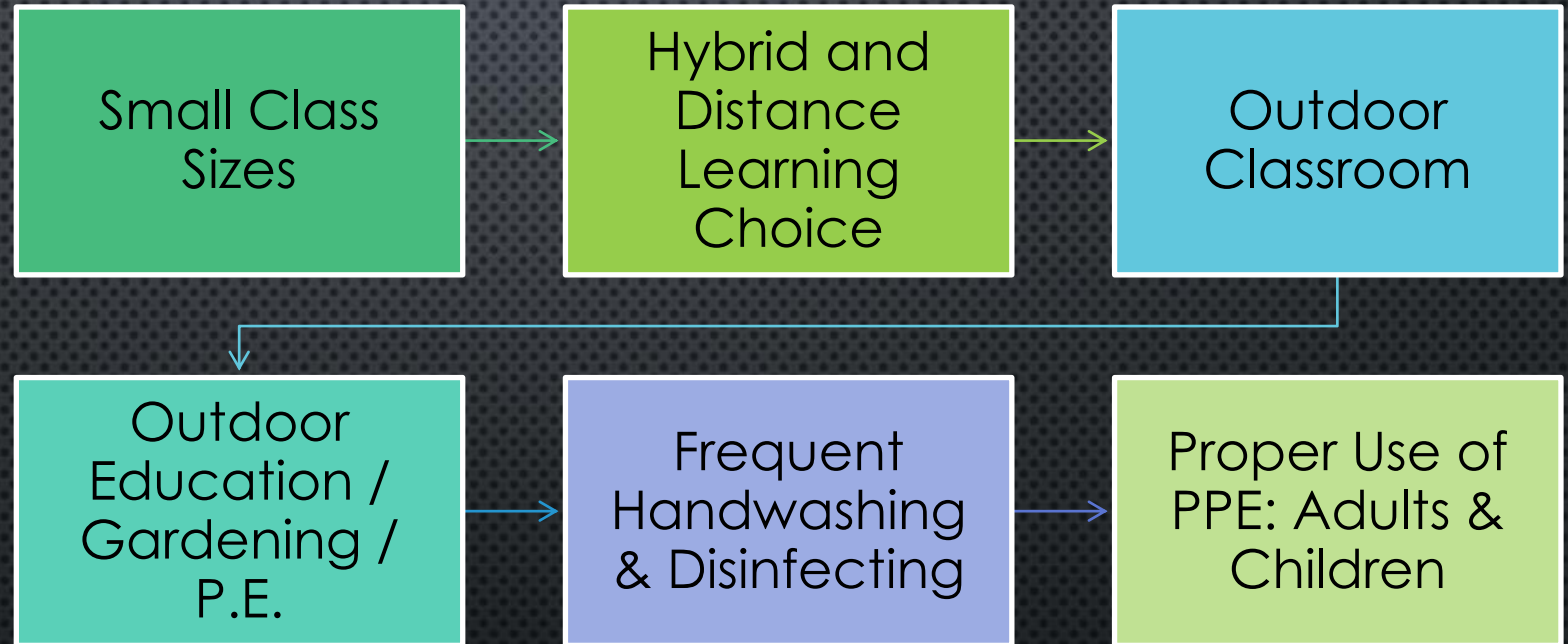
Always
have a
face
covering

Necessary
hygiene

Distancing
and
disinfecting



STAYING TOGETHER WHILE STAYING APART



DISTANCE LEARNING: MONTESSORI IN YOUR HOME



- A resource guidebook for parents
- Daily opportunities for interaction and instruction
- Office hours for students and parents
- Accountability for attendance and assignments
- Flexibility, choice, independence
- SEL: Social Emotional Learning
- Technology balanced with learning time off screens
- Developmentally appropriate-different approaches at different levels





THANK

YOU

MICHELLE@SHERWOODMONTESSORI.ORG



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: Board Governance: Committees
Date: October 15, 2020

The Board is asked to discuss the committees for the 2020-2021 school year. The Board may choose to create standing committees and/or ad hoc committees in addition to the following required committees.

Required 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.

<u>Executive Committee</u>	
Members:	Chair, Vice Chair, Secretary, Treasurer
Meeting frequency:	As needed (as of today, 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

<u>Elections Committee</u> (Required, Ad Hoc)	
Members:	Two Board members, SMPO member
Meeting Frequency:	Meets typically two to three times annually, around Board elections time in the spring.
Purpose:	<ul style="list-style-type: none"> ● 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:	<ul style="list-style-type: none"> ● Charter, Section 4.0 Governance Structure of School (<i>speaks to Elections Committee process</i>) ● BYLAWS, SECTION 2. SELECTION: The Board of Directors will be selected in the following way: <ol style="list-style-type: none"> 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:	Committee has included in the past: School Director, Teacher Representative, Administrative Assistant(audit), Business Manager as Consultant, Board member <i>Note: The Budget Committee requires only one Board member, but all members must be approved by a majority of the Board.</i>
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 1 st Interim Report, 2 nd 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 <ul style="list-style-type: none">● 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 <i>*Charter makes no direct reference to an "Audit Committee" but states that the BOD will facilitate the audit.</i> 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. <ul style="list-style-type: none">● 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)

Safety Committee	
Members:	Committee has included in the past: School Director, Staff Representative, Board Representative
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.
Goals:	<ol style="list-style-type: none"> 1. Survey teachers to identify potential safety issues that need to be addressed. (completed, ongoing with monthly inspections) 2. 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. 3. Continue to address safety issues in a timely manner as they arise.
Charter/ Bylaws:	<p>Charter: Section 6.0 Health & Safety Procedures requires a Safety Committee & Safety Plan</p> <p>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.</p> <p>6.1 Safety Plan, 6.2 Additional Health Policies, 6.3 Safe Building Policies</p>



MEETING NOTICE OF THE BOARD OF DIRECTORS
Fall Planning Retreat

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: **Zoom** Join Zoom Meeting

<https://us02web.zoom.us/j/5245217471?pwd=b2tSWDhkYURxUUVsTVlPWmZJRdVzZz09>

Meeting ID: 524 521 7471 Passcode: Jav83w

Date/Time: **Thursday, November 5, 2020 – 6:00 p.m.-8:00 p.m.**

AGENDA

1. CALL TO ORDER (6:00 p.m.)

1.1 Roll Call Russell Shapiro, Rosie Paulson, Beth Hammer, Mharia Ross-Walcott, Brandy Thomas

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 agendaized for a future meeting.

3. REGULAR BUSINESS

3.1 Prop 39 Offer

The Board will be asked to accept the Prop 39 Offer of Facilities from CUSD.

3.2 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.

3.2.1 Introductions and Autobiographies.

3.2.2 Board Governance Highlights, School Funding

3.2.3 Discussion of Dr. Kendi's "How to be an Anti-Racist" and thoughts of improving Sherwood's inequity gaps

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

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



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: 1071 E. 16th St. Room 3, Chico, CA 95928 Physical distancing requires that fewer than 9 people attend in-person. Please use Zoom meeting link if possible.

Due to Shelter in Place orders, this meeting will be held online at:

Meeting ID:

Join Zoom Meeting

<https://us02web.zoom.us/j/5245217471?pwd=b2tSWDhkYURxUUVsTVIPWmZJRdVzZz09>

Meeting ID: 524 521 7471

Passcode: Jav83w

One tap mobile

+16699006833,,5245217471#,,,,,0#,,150836# US (San Jose)

+13462487799,,5245217471#,,,,,0#,,150836# US (Houston)

Dial by your location

+1 669 900 6833 US (San Jose)

+1 346 248 7799 US (Houston)

+1 253 215 8782 US (Tacoma)

+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington D.C)

Meeting ID: 524 521 7471

Passcode: 150836

Date/Time: **Tuesday, December 8, 2020 – 6:00 p.m.**

AGENDA

A. CALL TO ORDER (6:00 p.m.)

A.1 Roll Call Russell Shapiro, Rosie Paulson, Mariah Ross-Walcott, Brandy Thomas, Beth Hagen

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

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, October 25, 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.

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA (6:10)

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.

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS (6:20)

E.1 Items Removed from Consent (If any)

E.2 Reports and Communications

This time will be for Board members to ask questions regarding the provided written materials.

E.2.1 School Director Report

E.2.2 Treasurer Report

E.2.3 SMPO Report

E.3 Action Items (6:40)

F.3.1 First Interim Budget Consider adoption of First Interim Budget

F.3.2 Reopening Plan Consider approval of Sherwood Montessori Hybrid Learning Model

E.4 Board Governance (7:20)

F.4.1 Book in Common: *How to Be an Antiracist*

F.4.2 Retreat Planning/Strategic Planning

F. FUTURE AGENDA ITEMS (7:50)

The Board will hold a retreat and work on strategic planning.

G. Move to closed session to review School Director (7:55)

H. ADJOURNMENT (8:10)

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



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: 1071 E. 16th St. Room 3, Chico, CA 95928 Physical distancing requires that fewer than 9 people attend in-person. Please use Zoom meeting link if possible.

Due to Shelter in Place orders, this meeting will be held online at:

Meeting ID: <https://us02web.zoom.us/j/83528842617?pwd=dVN0YTBITXhRSWYveFk4SkJReIA2Zz09>

Meeting ID: 835 2884 2617

Passcode: dTwBR5

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+16699006833,,83528842617#,,,,,0#,,578950# US (San Jose)

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+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

Meeting ID: 835 2884 2617

Passcode: 578950

Find your local number: <https://us02web.zoom.us/u/kb7GYUNKp2>

Date/Time: **Thursday, October 15, 2020 – 6:00 p.m.**

AGENDA

A. CALL TO ORDER (6:00 p.m.)

A.1 Roll Call Russell Shapiro, Brandy Thomas, Rosie Paulson, Mharia Ross-Walcott, Beth Hammer

Meeting called to order by Russell Shapiro at 6:01 pm. All members in attendance

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

B.1 Minutes Approval. Consider approval of minutes from Regular Meeting, September 24, 2020

B.2. Approval of Prop 39 Facilities Request. Consider approval of Prop 39 Request for facilities

Rosie Paulson moved to approve the consent agenda, Mharia Ross-Walcoott seconded, and the board unanimously approved

C. 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.

No public comment.

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS (6:10)

E.1 Items Removed from Consent (If any)

E.2 Reports and Communications

This time will be for Board members to ask questions regarding the provided written materials.

E.2.1 Instructional Staff Report

E.2.2 School Director Report

E.2.3 Treasurer Report

E.2.4 SMPO Report

Michelle Yezbick presented the Director’s report. Pat Casey presented the Treasurer’s report.

The board reviewed the written reports and engaged in discussion.

E.3 Action Items (7:00)

E.3.1 Reopening Plan: Consider Approval of Sherwood Montessori Reopening Plan

The plan was presented to the board by Michelle Yezbick. Discussion followed.

Rosie Paulson suggested creating a committee to assist Michelle Yezbick with reopening plan.

Mariah Ross-Walcott moved to approve the reopening plan, Brandy Thomas seconded, and the board approved

E.4 Board Governance

E.4.1 Book in Common: How to Be an Antiracist

E.4.2 Retreat Planning/Strategic Planning

E.4.3 Committees

The board discussed the book in common, Mariah Ross-Walcott agreed to lead future book discussions.

The chair moved the discussion of strategic planning to the retreat and/or next meeting.

The election committee will be discussed at a future meeting, Russel Shapiro will head the Safety Committee, Mariah Ross-Walcott and Rosie Paulson will head the Financial Committee.

F. FUTURE AGENDA ITEMS (8:00)

The board will hold a retreat Thursday November 5, 2020 from 6-8PM

G. MOVE TO CLOSED SESSION TO REVIEW DIRECTOR:

The chair proposed to move the review to next meeting

H. ADJOURNMENT

The meeting was adjourned at 8:15 pm.

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MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: School Director Report
Date: December 8, 2020

Administrative

- Enrollment will be reported at the meeting.
- Stress levels are high among teachers as they do their best to face an incredibly difficult school year. Area school leaders are reporting the same all over and are trying to manage stress levels by reducing meetings, striving to maintain realistic expectations and remaining flexible.
- Attending additional regional meetings, synthesizing input and writing plans for the pandemic response and taking on special education administration duties have added to my own workload.
- So far, reports of in-person learning have been positive. At this time, we have some students from each class on campus for in-person and some remaining at home for distance learning.
- I have been working with a technology committee to come up with interim and long-term solutions for better internet access for the school. David Shippen, spouse of teacher Teresa Shippen, has led our group to system that will include services through BCOE, fiber optic speed, increased bandwidth and vastly improved equipment for less than the cost we have been paying. Discounts are coming from eRate and Calnet, federal and state programs respectively.
- The CDE has announced that a shortened version of the standardized test will be developed for the grades that typically take the CAASPP test (3rd-8th and 11th).
- I attended a webinar with other school leaders across the state titled: *COVID-19 Updates and Public Schools: A Conversation with State Public Health Leaders*. The doctors explained the science behind why children are not spreading the virus as much as adults, and why schools being open can lower a community's transmission rate.

Fiscal

- Recent news from the Capitol Advisors is far more positive than first projections of the pandemic's impact on the state's economy.
- Sherwood staff has been working to spend the CARES Act money for the benefit of our school and students. Quick turnaround in getting input, researching options, purchasing, updating reports, and continuing the cycle has ensured that we are not wasteful, we are within the bounds of the restrictions on spending, and we make the most of every doll

Legislative

- State lawmakers are continuing work in committee to create a list of acceptable data for charter renewal. For the vast majority of charters to renew, the authorizer must be able to answer “yes” to one of the following questions: Is there evidence of increases in academic achievement (at least 1-year’s progress for each year the student was in school?) Are there strong postsecondary outcomes (college enrollment, persistence, and completion rates) as compared to similar peers?



P

To: Board of Directors
From: Pat Casey, Business Manager
Subject: **Agenda Item , Treasurer's Report**
Date: December 8, 2020

Bank statement reconciliation

- The Business Manager has verified that the beginning and ending cash balances on Sherwood's bank statements for the month of November 2020 reconciled with, or matched, those of the school's internal reports. The cash balance totaled \$ 730,572.46 as of November 30, 2020.
- The only high-cost expenses in November were for the laptop and chrome books to facilitate distance learning and paid for with the Federal CARES funds.

Profit & Loss

- Although the P&L statement shows a Net Ordinary Income (loss) of (\$ 4,111) for fiscal year-to-date through November 30, 2020, the school deposited a check for \$ 46,956 on December 9th, bringing net income to a net gain of \$ 42,845.

Balance Sheet,

- The audit will be complete during December and journal entries will be made to update the accounts in the Balance Sheet and that will be sent out to the board.

Cash Flow

- The school is projected to end the year with a positive cash balance.
 - The State Controller and Treasurer held a webinar on December 1, 2020 and announced that state revenues are higher than expected and the deficit will fall dramatically. They expect the Governor and Legislature to rush through a bill to eliminate the planned income deferral in SB117. This will mean cash on hand will be around \$ 500,000 by June 2021.



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: **Agenda Item F.3.1 First Interim Budget**
Date: December 8, 2020

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 with a draft of a first interim budget for the 2020-2021 fiscal year with changes in salaries and positions, and actual expenditures and revenues for the current fiscal year. Federal grant funds to be used specifically for response to COVID-19 were included in a separate column in the draft.

The other big change from the Original Budget adopted for 2020-2021 and the First Interim is that anticipated deferrals are not going to happen. Sherwood was in good shape to weather the deferrals in the event that they would happen, but with better than expected revenues for the State they are no longer an expected part of the plan.

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

2020-21		PROJ. ENROLL. 151 = EST. 141 ADA	STATE GUARANTEE 145 ADA	SPEND BY			
DRAFT				9/30/2022	6/30/2021	12/30/2020	
1ST INTERIM REVISED BUDGET		2020-21 JULY BUDGET	20-21 1ST INTERIM BUDGET	CHANGE	FED - CARE GEER	FED - CARE GF	FED - CARE CR
					TBD	RECEIVED	RECEIVED
Revenue					10,580		
8011 Local Control Funding		784,460	784,460				
8012 Education Protection Act		178,531	178,531				
8096 In Lieu Taxes		338,182	338,182				
Subtotal LCFF Revenues		1,301,173	1,301,173	-			
8590 FED- CARE GEER							
8590 FED- CARE GF			11,197	11,197		11,197	
8290 FED- CARE CR			78,394	78,394			78,394
8181 Spec. Educ.- SELPA Fed		12,000	12,000	-			
8311 Spec. Educ. - SELPA State		80,000	80,000	-			
8312 Spec. Educ. - SELPA ERMHS		12,000	12,000	-			
8550 Mandates Block Grant		2,475	2,475	-			
8560 State Lottery		15,000	15,000	-			
8710 Other Local Revenue				-			
TOTAL REVENUES		1,422,648	1,512,239	89,591		11,197	78,394
Expense					% of Total		
1000 Certificated Salaries		374,116	447,457	73,341	32%	11,197	
2000 Classified Salaries		329,336	311,646	(17,690)	22%		
3000 Employee Benefits		221,880	254,650	32,770	18%		
SUBTOTAL		925,332	1,013,753	88,421	71%		
4100 Texts and Core Curricula		3,000	3,000	-			
4200 Reference Materials		5,000	5,000	-			
4300 Materials and Supplies		27,250	39,750	12,500			6,000
4400 NonCap Equipment			30,000	30,000			30,000
4700 Food (Nutrition)				-			
SUBTOTAL		35,250	77,750	42,500	5%	11,197	36,000
5200 Travel and Conferences				-			
5300 Dues and Memberships		1,600	1,600	-			
5400 Property/Liability Insurance		27,800	27,800	-			
5500 Operations / Housekeeping		64,600	58,600	(6,000)		12,000	
5600 Rentals, Leases, and Repairs		16,200	11,800	(4,400)			
5800 Prof. & Consulting Services		176,000	184,410	8,410	13%		14,525
5900 Communications		8,300	42,969	34,669			23,600
SUBTOTAL		294,500	327,179	32,679	23%		38,125
6200 CAPITAL OUTLAY- BLDG				-			
TOTAL EXPENDITURES		1,255,082	1,418,682	163,600	100%	12,000	74,125
Excess/(Deficiency)		167,566	93,557			(803)	4,269
Net Assets - Unrestricted - Prior Year		440,000	440,000				
Project. Unrestr. Ending Fund Balance		607,566	533,557				
Designated for Economic Uncertainties		220,000	220,000	Est. 2 mos. salary/benes.			
Undesignated/Unappropriated Amount		387,566	313,557				
STATE DEFICIT - INCOME DEFERRAL		(445,000)	(445,000)	-			
NET RESERVE WITH DEFERRAL		162,566	88,557	(74,009)			



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: **Agenda Item F.3.2 Reopening Plan: Hybrid Models**
Date: December 8, 2020

SUMMARY

Parents are currently giving input about whether they will continue with distance learning or in-person learning when we return from Winter Break on January 4th. Welcoming more students back for in-person instruction will require a change in current operations to maintain social distancing guidance. As some students will remain in distance learning, we need a hybrid model of instruction that includes both at-home and in-person learning.

DISCUSSION

In early October, a cohort of students began coming to campus to receive special education services and became our first group of in-person learners since the school went to distance learning in March, 2020.

On November 9th, the two classrooms with our youngest learners in kindergarten and kindergarten/first grade combination classes opened for in-person learners from 8:45 a.m.-11:45/11:50 a.m. Teachers were able to reach distance learners simultaneously with Zoom during this time, and do planning and check in with at-home learners in the afternoons.

On November 16th, the two lower elementary classrooms welcomed their group of in-person learners and used the same schedule.

On November 19th, we asked parents to make their final choice for in-person or distance learning for the remainder of the school year.

After the Thanksgiving Break, the two upper elementary classrooms welcomed their in-person learners and at this meeting's time the middle school will have a group on campus.

In some classes, the total number of students whose parents would like them to return to in-person learning is greater than twelve. Twelve learners in a classroom is the limit when adhering to the American interpretation of social distancing. The World Health Organization recommends a minimum of 1 meter distance, down from 2 meters. Many countries have split the difference and use 1.5 meters. Six feet is 1.8 meters. Use of physical barriers offer more protection when these distances are close, for example: a table that is five feet long (1.524 meters), with learners at each end, has a plastic barrier standing in the middle of the table. If we use barriers and remove some shelves and materials, we can push this number to 13.

Teacher	# Currently In-Person/Want to Join for In-person on Jan. 4 th ***	# Currently Distance Learning	# No answer (yet) on latest survey	# Currently In-person from no answer number/variable**	Class enrollment
Kim (K)	7/1	3	4	3/1	10
Teresa (K/1)*	11/2	8	6	3/3	19
Eric (1/2/3)*	9/0	11	12	5/7	20
Marlo (1/2/3)	7/1	14	5	1/4	21
Sheng (4/5/6)*	11/2	7	4	3/1	18
April (4/5/6)*	5/0	11	8	1/7	16
Jessi & Michael (7/8)*	11/0	4	5	4/1	15

* In these classrooms, the total number of in-person learners could exceed 13 for the January 4th return to school date.

** Variables here are the differences between the No Answers and the Currently In-Person, i.e. the number that are currently in distance learning that may wish to switch to in-person learning.

***This is the number of respondents who previously said “no” or “maybe” to in-person learning, but have confirmed on the latest survey that they would like to join for in-person.

Potential Models for Hybrid Learning

AM/PM model- Each classroom’s group of learners will come to school everyday, but for a shortended period of time and in two groups. One group would come for two hours in the morning, the other in the afternoon after the lunch hour. During the lunch hour, classrooms, bathrooms, and high-touch surfaces around the campus would be cleaned and disinfected by custodian staff.

8:45-10:45 AM group

10:45-12:00 distance learners check in/campus cleaning

12:00-1:00 lunch break/campus cleaning

1:00-3:00 PM group

Pros: Everyone who wants to come back for in-person learning can return to their own classroom with their own teacher.

Cons: Very tiring for teachers, less planning time, PM group at more risk, classes will be split and grouping will be challenging (preferences, friends, siblings are all factors)

Two days on campus/Three days in distance learning- Also called the A/B model. Each class group of in-person learners will be split in two groups. One will come to campus on Mondays and Tuesdays using the schedule we are currently implementing. Wednesdays will be distance learning for everyone while the campus is cleaned and disinfected. The other group of in-person learners will come on Thursdays and Fridays.

Pros: Everyone who wants to come back for in-person learning can return to their own classroom with their own teacher.

Cons: Less in-person learning time for the kids who have been coming every day, classes will be split, and grouping will be challenging (preferences, friends, siblings are all factors).

Reconfigured classrooms-There are a few models that fall under this idea:

1. Classrooms that have more space at like grades could give space to in-person learners, but still be assigned to the original teacher. E.g.: kindergarten students from Teresa's class could have workspace in Kim's room; lower elementary students from Eric's class could have workspace in Marlo's room; upper elementary students from Sheng's class could have workspace in April's room; middle school students in Jessi's class could have workspace in the LC. *Students with workspace in the adjacent environment would join all outdoor whole class activities. For in-classroom activities, they would join for the duration of all days the classroom attendance was lower (see "Other Considerations").*
2. If the lower elementary classrooms exceed 13 learners in each room that want to return to in-person learning, one of the classrooms moves to the spaces at 1010 and can spread out in the two rooms. It is likely that the sharing of space at the other levels with the adjacent classroom on campus (described above in point 1) would work, but we may not be able to make it work in the lower elementary if six of the eleven who have not yet responded want to come back for in-person learning.

Pros: Everyone who wants to come back for in-person learning can return to their own teacher for instruction.

Cons: Classes will be split, and grouping will be challenging (preferences, friends, siblings are all factors). One lower elementary classroom may need to change environments, which is a huge

amount of work. Alternately, if there are enough spaces between the two lower elementary classrooms, the cons would be only the split (choosing who was in the workspace next door) and managing whole class announcements and instruction (Zoom from next door? Outdoors? Temporary use of barriers?)

Other Considerations

- With current health guidance, several students from each class are absent from in-person learning each day. While the virus is widespread, any symptom that could be COVID-19 must be treated as if it was, with either 10 days of quarantine or a negative result on a COVID test. That has resulted in lower than planned for numbers of in-person learners actually coming to class.
- When a known exposure occurs, whole families return to distance learning for 10 days or until they have negative COVID tests. This also results in less than planned for numbers in class.
- A Montessori-trained, California credentialed teacher who comes with stellar recommendations was included in the Interim Budget to join the teaching staff for the remainder of the school year. This teacher is needed to cover for April Pearce's in-person learners as April is experiencing a health issue that her doctor is unable to diagnose at this time but cannot rule out COVID while it is occurring. April has shared with her students and families that this is a mystery health condition that makes her physically very tired, although her mental health is intact. This new-to-Sherwood teacher can be another consideration when making our plans for the remainder of the year, as April is still doing the planning and instruction.

ACTION REQUESTED

Choose a model for hybrid instruction.



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: 1071 E. 16th St. Room 3, Chico, CA 95928 Physical distancing requires that fewer than 9 people attend in-person. Please use Zoom meeting link if possible.

Due to Shelter in Place orders, this meeting will be held online at:

Join Zoom Meeting
<https://us02web.zoom.us/j/5245217471?pwd=b2tSWDhkYURxUUUVsTVIPWmZJRdVzZz09>

Meeting ID: 524 521 7471
Passcode: Jav83w
One tap mobile
+16699006833,,5245217471#,,,,,0#,,150836# US (San Jose)
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+1 312 626 6799 US (Chicago)
+1 929 205 6099 US (New York)
+1 301 715 8592 US (Washington D.C.)
Meeting ID: 524 521 7471
Passcode: 150836

Date/Time: **Thursday, December 17, 2020 – 6:00 p.m.**

AGENDA

- A. CALL TO ORDER (6:00)**
 - A.1 Roll Call** Russell Shapiro, Rosie Paulson, Mariah Ross-Walcott, Brandy Thomas, Beth Hagen

- B. CONSENT AGENDA (6:05)**
 - B.1 Minutes Approval** Consider approval of minutes from Regular Meeting, December 8, 2020

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C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA (6:10)

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.

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS (6:20)

E.1 Items Removed from Consent (If any)

E.2 Action Items (6:25)

E.3.2 Reopening Plan Consider approval of Sherwood Montessori Hybrid Learning Model

E.3 Board Governance (7:00)

E.3.1 Book in Common: *How to Be an Antiracist*

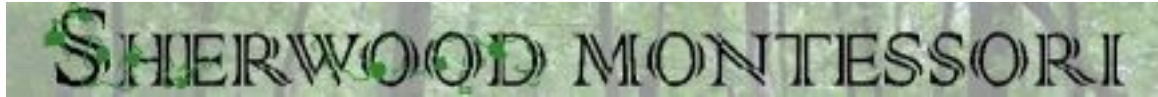
E.3.2 Retreat Planning/Strategic Planning

F. FUTURE AGENDA ITEMS (7:10)

The Board will hold a retreat and work on strategic planning.

H. ADJOURNMENT (7:15)

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REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: 1071 E. 16th St. Room 3, Chico, CA 95928 Physical distancing requires that fewer than 9 people attend in-person. Please use Zoom meeting link if possible.

Due to Shelter in Place orders, this meeting will be held online at:

Join Zoom Meeting

<https://us02web.zoom.us/j/5245217471?pwd=b2tSWDhkYURxUUVsTVIPWmZJRdVzZz09>

Meeting ID: 524 521 7471

Passcode: Jav83w

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+1 253 215 8782 US (Tacoma) +1

312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington D.C)

Meeting ID: 524 521 7471

Passcode: 150836

Date/Time: Tuesday, December 8, 2020 – 6:00 p.m.

MINUTES

A. CALL TO ORDER (6:00 p.m.)

A.1 Roll Call Russell Shapiro, Brandy Thomas, Rosie Paulson, Mharia Ross-Walcott, Beth Hammer

Meeting called to order by Russell Shapiro at 6:02 pm. All members in attendance.

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B. CONSENT AGENDA

B.1 Minutes Approval. Consider approval of minutes from Regular Meeting, October 25, 2020

Rosie Paulson moved to approve the minutes from the October 25, 2020 meeting, Russell Shapiro seconded and the board approved.

C. 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.

No public comment.

D. NOTICED PUBLIC HEARINGS None

E. REGULAR BUSINESS

E.1 Items Removed from Consent (If any)

E.2 Reports and Communications

This time will be for Board members to ask questions regarding the provided written materials.

E.2.1 School Director Report

E.2.2 Treasurer Report

E.2.3 SMPO Report

Michelle Yezbick presented the Director’s report. Pat Casey presented the Treasurer’s report, noting that Sherwood Montissouri has obtained a Costco credit card for big ticket orders that would otherwise exceed current debit card limit.

SMPO report to be presented at the following meeting.

The board reviewed the written reports and engaged in discussion.

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E.3 Action Items

E.3.1 First Interim Budget: Consider adoption of First Interim Budget

E.3.2 Reopening Plan: Consider approval of Sherwood Montessori Hybrid Learning Model

The first interim budget was presented to the board by Pat Casey. Discussion followed.

Rosie Paulson made a motion to adopt first interim budget, Mharia Ross-Walcott seconded and the board approved.

The hybrid learning model reopening plan was presented by Michelle Yezbick. Discussion followed. This item will continued to be discussed at next meeting and voted on at that time.

E.4 Board Governance E.4.1 Book in Common: How to Be an Antiracist E.4.2 Retreat Planning/Strategic Planning

The board will continue to discuss these items at a future meeting.

F. FUTURE AGENDA ITEMS (7:55)

Open meeting was closed at this time, SMPO report and reopening plan will continue to be discussed at next meeting Thursday December 17, 2020

G. MOVE TO CLOSED SESSION TO REVIEW DIRECTOR:

The board reviewed and approved director Michelle Yezbick's contract.

H. ADJOURNMENT

The meeting was adjourned at 9:00 pm.

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MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: **Agenda Item E.3.2 Reopening Plan: Hybrid Models**
Date: December 17, 2020

SUMMARY

Parents have given input about whether they will continue with distance learning or in-person learning when we return from Winter Break on January 4th. Welcoming more students back for in-person instruction may require a change in current operations to maintain social distancing guidance in two classrooms.

DISCUSSION

In early October, a cohort of students began coming to campus to receive special education services and became our first group of in-person learners since the school went to distance learning in March, 2020.

On November 9th, the two classrooms with our youngest learners in kindergarten and kindergarten/first grade combination classes opened for in-person learners from 8:45 a.m.- 11:45/11:50 a.m. Teachers were able to reach distance learners simultaneously with Zoom during this time, and do planning and check in with at-home learners in the afternoons.

On November 16th, the two lower elementary classrooms welcomed their group of in-person learners and used the same schedule.

On November 19th, we asked parents to make their final choice for in-person or distance learning for the remainder of the school year.

After the Thanksgiving Break, the two upper elementary classrooms welcomed their in-person learners and at this meeting's time the middle school will have a group on campus.

In some classes, the total number of students whose parents would like them to return to in-person learning is greater than twelve. Twelve learners in a classroom is the limit when

adhering to the American interpretation of social distancing. The World Health Organization recommends a minimum of 1 meter distance, down from 2 meters. Many countries have split the difference and use 1.5 meters. Six feet is 1.8 meters. Use of physical barriers offer more protection when these distances are close, for example: a table that is five feet long (1.524 meters), with learners at each end, has a plastic barrier standing in the middle of the table. If we use barriers and remove some shelves and materials, we can push this number to 13.

Teacher	# Currently In-Person/Additional Number Wanting to Join for In-person on Jan. 4 th	# Currently Distance Learning	Class enrollment
Kim (K)	7/1	3	10
Teresa (K/1)*	11/2	8	19
Eric (1/2/3)	9/0	11	20
Marlo (1/2/3)	7/2	14	21
Sheng (4/5/6)*	11/3	7	18
April (4/5/6)	5/3	11	16
Jessi & Michael (7/8)	11/1	4	15

*** In these classrooms, the total number of in-person learners could exceed 13 for the January 4th return to school date.**

Potential Models for Hybrid Learning

AM/PM model- Each classroom’s group of learners will come to school everyday, but for a shortended period of time and in two groups. One group would come for two hours in the morning, the other in the afternoon after the lunch hour. During the lunch hour, classrooms, bathrooms, and high-touch surfaces around the campus would be cleaned and disinfected by custodian staff.

8:45-10:45 AM group

10:45-12:00 distance learners check in/campus cleaning

12:00-1:00 lunch break/campus cleaning

1:00-3:00 PM group

Pros: Everyone who wants to come back for in-person learning can return to their own classroom with their own teacher.

Cons: Very tiring for teachers, less planning time, PM group at more risk, classes will be split and grouping will be challenging (preferences, friends, siblings are all factors)

Two days on campus/Three days in distance learning- Also called the A/B model. Each class group of in-person learners will be split in two groups. One will come to campus on Mondays and Tuesdays using the schedule we are currently implementing. Wednesdays will be distance learning for everyone while the campus is cleaned and disinfected. The other group of in-person learners will come on Thursdays and Fridays.

Pros: Everyone who wants to come back for in-person learning can return to their own classroom with their own teacher.

Cons: Less in-person learning time for the kids who have been coming every day, classes will be split, and grouping will be challenging (preferences, friends, siblings are all factors).

Reconfigured classrooms-There are a few models that fall under this idea:

1. Classrooms that have more space at like grades could give space to in-person learners, but still be assigned to the original teacher. E.g.: One kindergarten student from Teresa's class could have workspace in Kim's room and up to two upper elementary students from Sheng's class could have workspace in April's room. *Students with workspace in the adjacent environment would join all outdoor whole class activities. For in-classroom activities, they would join for the duration of all days the classroom attendance was lower (see "Other Considerations").*

Pros: Everyone who wants to come back for in-person learning can return to their own teacher for instruction.

Cons: One to two students will work in the classroom next door in two classes.

Other Considerations

- With current health guidance, several students from each class are absent from in-person learning each day. While the virus is widespread, any symptom that could be COVID-19 must be treated as if it was, with either 10 days of quarantine or a negative result on a COVID test. That has resulted in lower than planned for numbers of in-person learners actually coming to class.
- When a known exposure occurs, whole families return to distance learning for 10 days or until they have negative COVID tests. This also results in less than planned for numbers in class.
- A Montessori-trained, California credentialed teacher who comes with stellar recommendations was included in the Interim Budget to join the teaching staff for the remainder of the school year. This teacher is needed to cover for April Pearce's in-person learners as April is experiencing a health issue that her doctor is unable to

diagnose at this time but cannot rule out COVID while it is occurring. April has shared with her students and families that this is a mystery health condition that makes her physically very tired, although her mental health is intact. This new-to-Sherwood teacher can be another consideration when making our plans for the remainder of the year, as April is still doing the planning and instruction.

ACTION REQUESTED

Choose a model for hybrid instruction.



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location:

Due to Shelter in Place orders, this meeting will be held online at:

Join Zoom Meeting

<https://us02web.zoom.us/j/5245217471?pwd=b2tSWDhkYURxUUVsTVIPWmZJRdVzZz09>

Meeting ID: 524 521 7471

Passcode: Jav83w

One tap mobile

+16699006833,,5245217471#,,,,,0#,,150836# US (San Jose)

+13462487799,,5245217471#,,,,,0#,,150836# US (Houston)

Dial by your location

+1 669 900 6833 US (San Jose)

+1 346 248 7799 US (Houston)

+1 253 215 8782 US (Tacoma)

+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington D.C)

Meeting ID: 524 521 7471

Passcode: 150836

Date/Time: **Thursday, January 21, 2020 – 6:00 p.m.**

AGENDA

A. CALL TO ORDER (6:00)

A.1 Roll Call Russell Shapiro, Rosie Paulson, Mariah Ross-Walcott, Brandy Thomas, Beth Hagen

B. CONSENT AGENDA (6:05)

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, December 17, 2020

B.2 MOU ELPAC Services for HomeTech Consider approval of a Memorandum of Understanding between Sherwood Montessori and HomeTech Charter for ELPAC testing services.

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.

B.3 SARC Consider approval of the School Accountability Report Card for 2019-2020.

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA (6:10)

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.

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS (6:20)

E.1 Items Removed from Consent (If any)

E.2 Reports and Communications

This time will be for Board members to ask questions regarding the provided written materials.

- E.2.1 Instructional Staff Report**
- E.2.2 School Director Report**
- E.2.3 Treasurer Report**
- E.2.4 SMPO Report**

E.3 Action/Discussion Items (6:50)

- E.3.1 LCAP** The Director will give information about the Local Control Accountability Plan and will seek input for a community satisfaction survey.

E.4 Board Governance (7:00)

- E.4.1 Book in Common: *How to Be an Antiracist***
- E.4.2 Retreat Planning/Strategic Planning**

F. FUTURE AGENDA ITEMS (7:25)

The Board will hold a retreat and work on strategic planning.

H. ADJOURNMENT (7:30)

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REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: 1071 E. 16th St. Room 3, Chico, CA 95928 Physical distancing requires that fewer than 9 people attend in-person. Please use Zoom meeting link if possible.

Due to Shelter in Place orders, this meeting will be held online at:

Join Zoom Meeting

<https://us02web.zoom.us/j/5245217471?pwd=b2tSWDhkYURxUUVsTVIPWmZJRdVzZz09>

Meeting ID: 524 521 7471

Passcode: Jav83w

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+1 253 215 8782 US (Tacoma)

+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington D.C)

Meeting ID 524 521 7471

Passcode:Jav83w

Date/Time: Thursday, December 17, 2020 – 6:00 p.m.

Minutes

A. CALL TO ORDER (6:00 p.m.)

A.1 Roll Call Russell Shapiro, Brandy Thomas, Rosie Paulson, Mharia Ross-Walcott, Beth Hammer

Meeting called to order by Russell Shapiro at 6:01 pm. All members in attendance.

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B. CONSENT AGENDA

B.1 Minutes Approval. Consider approval of minutes from Regular Meeting, December 8, 2020

Brandy Thomas moved to approve the minutes from the December 8, 2020 meeting, Mharia Ross-Walcott seconded and the board approved.

C. 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.

No public comment.

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS

E.1 Items Removed from Consent (If any)

E.2 Action Items

E.3.1 Reopening Plan: Consider approval of Sherwood Montessori Hybrid Learning Model

The hybrid learning model reopening plan was presented by Michelle Yezbick. Discussion followed. Mharia Ross-Walcott made a motion to approve the reopening plan that allows the current schedule to continue, Beth Hammer seconded the motion. Russell Shapiro motioned to amend the current schedule closing school Campus every Wednesday to allow for a teacher inservice planning day (which would provide staff needed time to prepare for in person and distance learning curriculum). Discussion followed. Mharia Ross-Walcott seconded addendum. The plan was passed with a majority 3-2 vote. Two oppositions were noted:

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Brandy Thomas opposed as the new plan would not allow access to in-person learning 5 days a week to families that have selected this option and received 5 days a week thus far.

Rosie Paulson opposed as the current plan does not allow for all enrolled students to attend in-person learning due to current Covid spacing recommendations and campus limits.

E.3 Board Governance

E.3.1 Book in Common: How to Be an Antiracist

E.3.2 Retreat Planning/Strategic Planning

The board will continue to discuss these items at a future meeting.

F. ADJOURNMENT

The meeting was adjourned at 8:24 pm.

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MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: **MOU between HomeTech and Sherwood**
Date: January 21, 2021

SUMMARY

HomeTech needs to file a MOU with the CDE to ensure they will have an English Language Proficiency Assessments for California (ELPAC) evaluator if needed.

DISCUSSION

HomeTech Charter in Paradise, a K-12 technology-based personalized learning charter school, currently has no English learners enrolled, and has not had any English learners enrolled in many years. However, if an English learner enrolled in their small school, they would need to have the student take an initial ELPAC. The MOU for consideration ensures that Sherwood can provide these services for HomeTech as HomeTech has no staff members trained to administer the test.

Our Reading Intervention Instructor, Kelly Steinhauer, is also our ELPAC Coordinator/Examiner this year and she has indicated she would be comfortable providing these services for HomeTech if needed.

The MOU will cover costs for Sherwood without generating extra revenue and is typical of the MOUs charters in Butte County use to cooperate with sharing needed services, with the addition of safety requirements needed during the pandemic.

ACTION REQUESTED

Approve MOU.

**Memorandum of Understanding between
Sherwood Montessori and HomeTech Charter**

This memorandum of understanding (“MOU” or “Agreement”) is between Sherwood Montessori and HomeTech Charter which are referred to as the “parties”.

RECITALS:

- A. Sherwood is a charter school authorized by Chico Unified School District.
- B. HomeTech is a charter school authorized by the Paradise Unified School District.
- C. HomeTech wishes to contract with Sherwood for Sherwood’s provision of English Language Proficiency Assessment for California (ELPAC) testing services to Home Tech students, as more fully discussed in this MOU.

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

1. Purpose

The purpose of the MOU is to ensure that HomeTech students are provided with ELPAC testing services by Sherwood.

2. Services of the ELPAC testing may include:

- (a) Conducting ELPAC initial and summative assessments for students for whom English is not the primary language by a trained examiner;
- (b) Communicating results with HomeTech;
- (c) Providing preliminary test results;
- (d) Conducting assessment with safety procedures described by the *CAASPP and ELPAC: Physical Distancing Guidelines* memorandum from the California Technical Assistance Center (CalTAC).
- (e) Maintaining, protecting and managing confidential electronic and written student records.

3. Additional HomeTech Obligations

HomeTech shall:

- (a) Pay Sherwood for services identified herein, consistent with the Fiscal Agreement set forth in paragraph 5 below.
- (b) Provide Sherwood personnel with appropriate designated workspace for the delivery of services within HomeTech buildings as assigned.

- (c) Provide internet data connections in workspaces designated for Sherwood personnel at the HomeTech site.
- (d) Provide Sherwood staff and HomeTech students with PPE to maintain a safe testing environment.
- (e) Provide workspaces adequate to achieve physical distance described by the *CAASPP and ELPAC: Physical Distancing Guidelines* memorandum from the CalTAC.

4. Dispute Resolution

In the event that either party disputes the meaning of the terms of this agreement, the parties shall attempt to resolve the dispute in good faith first through a joint meeting of their representatives. If an agreement cannot be reached through the joint meeting, then the parties agree to attempt to resolve the dispute in a meeting with a moderator agreed upon by both parties.

5. Fiscal Agreement

Sherwood will bill HomeTech upon completion of services, at the rate of:

- Breakdown of costs for ELPAC examiner:
 - a. HomeTech will be billed at the employee's hourly rate, currently \$14.00, hourly benefit costs, plus a 2% administrative fee based on the hourly amounts.
 - b. Hourly benefit cost of the employee, including PERS, payroll fees and other fees associated with an employee. Currently, 35.35% of hourly rate.
- Mileage rate equal to the IRS Standard Mileage Rates, if applicable.
- 2% Administrative Fee based upon the salary and benefit rates listed above.
- Total current hourly rate: \$18.95

HomeTech has thirty (30) days from the date of billing to issue payment to Sherwood.

8. Agreement / Term

- (a) This MOU constitutes the entire understanding between parties and supersedes any prior or concurrent agreement, oral or written, between or among Sherwood and/or HomeTech concerning its subject matter. Any modification to this MOU shall be effective only if in writing and signed by all parties. If any provision or any part of this MOU is for any reason held to be invalid or unenforceable or contrary to public policy, law, or statute, and/or ordinance, the remaining provisions of this MOU shall not be affected thereby and shall remain valid and fully enforceable.

- (b) The term of this Agreement and services shall commence on July 1, 2020 and continue through June 30, 2021.
- (c) CCDS will seek advisement and input from Sherwood in regards to periodic program evaluation and evaluating delivery of nursing services. Sherwood retains the ability to perform an independent evaluation of the School Nurse services provided. CCDS retains the sole responsibility to perform staff evaluations of CCDS employees who implement services in accordance with this MOU; however, CCDS is invited to collaborate with Sherwood staff in this regard as needed.
- (d) This Agreement has been made and entered into the State of California and the laws of said State will govern the validity and interpretation of this Agreement.
- (e) The persons signing this MOU warrant that they are duly authorized to sign it on behalf of the persons and entities being bound.
- (f) This Agreement may be executed in counterparts, all of which, taken together, shall be deemed an original.

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

On Behalf of HomeTech Charter

Date: _____ By: _____
 HomeTech Charter

On Behalf of Sherwood Montessori

Date: _____
 Director, Sherwood Montessori



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: School Accountability Report Card
Date: January 21, 2021

SUMMARY

Each year, the School Director is required to complete a School Accountability Report Card (SARC) in accordance with state law for the prior year. The report follows an approved template and once finished will be posted on our website and on the CDE website.

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. Some District and State level data is not yet available and will be added if it is made available before the report is due on February 1st.

More information and links copied/pasted from the SARC template:

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).

ACTION REQUESTED

Approve report.

School Contact Information (School Year 2020-21)

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 2020-21)

District Name	Sherwood Montessori
Street	1010 Cleveland Ave.
City, State, Zip	Chico, California, 95928
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 2020-21)

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

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

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

[Opportunities for Parental Involvement \(School Year 2020-21\)](#)

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.

During the COVID-19 pandemic, the SMPO has focused on continuing Sherwood community traditions using technology and changes for safety considerations to the extent possible. Zoom and Facebook Live have been used to hold a guided painting night, a costume contest, and a winter performance, for example.

[School Safety Plan \(School Year 2020-21\)](#)

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 April, 2020 with an expanded section on responding to infectious disease and the plan was reviewed with all staff just prior to school opening. In addition to the School Safety Plan, a Reopening School Safely Plan was written with guidance from the Center for Disease Control, California Department of Education, California Department of Public Health, and the Butte County Department of Public Health. This plan includes more specific details for safely responding to the COVID-19 pandemic and continues to be revised as health guidance is updated.

[School Facility Conditions and Planned Improvements \(School Year 2020-21\)](#)

Year and month of the most recent FIT report: 1/2021

This section should be kept to 1-2 paragraphs.

The main campus of Sherwood Montessori is located on the north side of Chapman Elementary campus, with an auxiliary campus located at 1010 Cleveland Ave. The main campus includes eight classrooms and an office; 20th Street Park connects the two campuses. Through funds available from the Measure K bond, Sherwood has been able to complete a construction project to install two classrooms at the 1010 site. One classroom is used primarily for a science and art lab and the other is a school library. A future project will involve a third, larger classroom that will include a separate space for a teaching kitchen. Once this project is finished, the school can move forward on setting up additional gardening beds for its cooking and gardening program.

[School Facility Good Repair Status \(School Year 2020-21\)](#)

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Girls' restroom on main campus experiencing leaks in rainy weather. Leaks are patched but do continue to fail.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating:	Good	

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	9	9.25	10	10

Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	1	1	0	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 subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2018-19	2019-20	2020-21
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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.	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

Textbooks and Instructional Materials (School Year 2020-21)

Year and month in which the data were collected: January 2021

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Traditional Montessori materials Reading A to Z/2019 Moby Max/2019	Yes	0.0
Mathematics	Traditional Montessori materials California College Preparatory Mathematics (CPM) grades 6-8/2019 Moby Max/2019	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 TCI grades 7-8/2020	Yes	0.0
History-Social Science	Traditional Montessori Materials TCI grades 7-8/2020	Yes	0.0
Foreign Language	Spanish materials, dictionaries & Duolingo application	Yes	0.0
Health	Traditional Montessori Materials	Yes	0.0
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 \(Fiscal Year 2018-19\)](#) Please

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School Site	\$9,196.89	\$1,818.64	\$7,378.25	\$42,089
District	◆	◆	\$7,753.31	\$73,366
Percent Difference: School Site and District	◆	◆	-5.0	-54.2
State	◆	◆	\$7,750	\$84,577
Percent Difference: School Site and State	◆	◆	-4.9	-67.1

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

[Types of Services Funded \(Fiscal Year 2019-20\)](#)

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 Read Live Program, guided reading using leveled texts, and Moby Max Math intervention.

[Professional Development \(2018-19, 2019-20 and 2020-21\)](#)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	7.5	8

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 and continued its membership in 2019-2020. In 2020-2021 teachers participated in Public Montessori in Action professional development to facilitate distance learning, as well as training to use Guidepost Montessori through the Altitude Learning distance learning platform.

In addition to Montessori trainings, 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 Multi-Tiered System of Support/Response to Intervention and Instruction model, the Nurtured Heart Approach, working with students with Autism Spectrum Disorder, balanced literacy instruction in a Montessori classroom, implementing Mindfulness in the classroom, suicide prevention 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 third 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.

In 2019-2020 Sherwood began using SafeSchools online training available through Charter Safe, the school's insurance provider. This allows teachers and staff to update mandatory training on a flexible schedule. Twice monthly support staff meetings were established, giving classroom and support aides more opportunities to access professional development specific to growing their competence as Montessori aides.

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.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.9	2.8	3.2	4.2	3.5	3.5
Expulsions	0.5	0.6	0.0	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.04	3.75	
Expulsions	0	0.31	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: Instructional Staff Report
Date: January 21, 2021

The teachers were asked to share how it has been going since the return from Winter Break with the additional Wednesday planning time.

Transitional Kindergarten/Kindergarten -Kim Powers

Hello! First of all, thank you so much for your support of all of us as we continue to navigate this school year and try to bring our best to every single student. With regard to the Wednesday planning time, we have had 2 Wednesdays of student-free planning as of this writing. I find that my situation is a little bit different than other teachers since my class is made up of basically one grade level (kinder) and I have half as many students (12). The burden of creating content and planning appropriately leveled lessons is much lighter than for others. That being said, I have not yet used my Wednesdays for planning, instead choosing to format them the way I was prior to coming back to school. That is, I am holding a 3 hour school session that begins with our morning group time at 8:45, continues on together through a work period, and ends in a group time at 11:45. During our first Wednesday back in distance learning, the kids had an independent extended work time where they were able to make their own choices about work they wanted to do for school. They had worksheets sent home, or they could choose computer applications like Epic! or MobyMax. They also could have chosen from whatever they may have had at home to do. It seemed as though the kids had forgotten what to do. To me, they didn't really know how to access their work or do it (even with teachers available for support), and instead it just felt like a stay home day with the teacher on the computer. Several did not show up, and for those that did it seemed like they didn't have as much adult support as they did before coming back to school. I felt like my first Wednesday was not particularly educational.

For our second Wednesday, I decided to structure and guide the entire learning period. It still felt like I had a lot of disengaged students, but I also had more of my students engaged for more of the time than last week. We ended up doing a lot of drawing (at the students' request) and, again, the day didn't feel particularly academic or successful. As in the past, it's really difficult to gauge what is actually going on with a student having to be so far removed.

Ms. Hunter and I are brainstorming ways of structuring the class so that it is more engaging for these little guys - so that they have better focus of what it is they are supposed to be doing when they are home. A lot of technology is too advanced for them at this point – needing log in

names and passwords much of the time. Most of my students can't figure out how to open a 2nd window in order to access online content while also attending class on Zoom. The steps for doing this are different from one device to the next and is not easy to verbally explain without showing. Altitude has not been a great resource for these little guys since it involves so much reading and adult supervision. I will revisit it, however. There may be something there we could do all together.

I don't know that going back to distance learning on Wednesdays has particularly affected my students in one way or another just yet. It's still kind of early. Being both mom and teacher simultaneously, however, means that now I'm trying to teach my own students and take care of my son at the same time, and that is stressful.

Kindergarten/First Grade -Teresa Shippen

It's a new year with a new schedule!

We are now in our second week of the new schedule that allows for teachers to have a prep day. This prep day has given me (mostly) uninterrupted time to plan and prepare lessons and curriculum for the upcoming weeks and months of school. This year, I have not only been tasked with teaching students online, in person with social distancing, and both of these at the same time, but I have also been asked to switch grade levels. While I have a really good grasp on the Kindergarten curriculum, I find I need to study and research the Montessori Lower El curriculum more frequently and with care. The Lower El curriculum is geared for 6-9 year olds and is quite different in its presentation and format. This is true both in the standard Montessori curriculum and when using our new Altitude learning platform. The students in my class range from young kinder to first graders. Most are showing discrepancies between their actual needs and where the California Common Core State Standards would like them to be. In both grades, I am having to find the most meaningful way to teach some of the essential standards within a shortened day, on zoom and in person. This takes preparation and thoughtful discussions with gradelike teachers. This Wednesday time has allowed me to check in with other teachers. It has also given me a much larger chunk of time to plan out where I would like the curriculum to go in the coming months of school. What are the important skills these Kinder and First year students will need as they head into a Lower El classroom next year?

With this new schedule, there have been some new changes. Loretta and I were struggling to find time during our school day to work in some much-needed reading support and small groups for our students. The time seemed to pass so quickly with our in-person learners. Loretta has very graciously offered to read with students on Wednesday mornings. I am blessed to have an Instructional Aide with teacher training who feels confident to lead these groups. We have set up a zoom schedule to allow time for these reading groups. So, while I work on curriculum, Loretta works on reading.

Most families have adjusted to our (yet again) new schedule. But there are 3-4 families who are struggling to go back to online learning, or to follow the new reading times. These families have struggled with online learning since August, attending sporadically and participating minimally. I find I am once again, walking these families through the steps of attending classes on zoom. I

am hoping this process will smooth out with time. I am hoping to keep our current schedule through the end of this school year to ensure the consistency that our students, families and myself are truly craving.

1st/2nd/3rd -Marlo Knox

I am grateful for this opportunity to update our board of directors on the comings and goings of our classroom, room six. I currently serve seven first year students, eight second year students, and six third year students, for a grand total of 21 students. All of the children in our class are between the ages of seven and nine years of age. Eight of those students have opted to attend in person although loss of jobs, COVID exposure/illness, complications with parental work schedules have all created conflicts which keep those eight students from attending regularly. If you walked into my classroom you would most likely see five to six wonderful children learning together. The majority of our classroom community are learning at home which is a foundational consideration when I lead room six.

There are other observations I consider foundational when guiding our classroom. Montessori practice is so extraordinary that I take into consideration the experience students and families have with the Montessori method. I have three students new to Sherwood and new to Montessori practice. I have four returning students whose first exposure to a Montessori environment was last year, which was disrupted. An additional fact is that 12 of my 21 students are presenting learning differences that are hindering them from success with learning opportunities aligned with their grade level and/or developmental benchmarks. Some of the students are new to me, some are familiar and have been involved in various interventions last school year, and others have been seeking an environment to meet their unique needs as long as they have been engaged in the public education system.

Informed with this general knowledge I have done my best to uphold the Montessori approach which is based on the belief in the potential of the child, and on the belief that it is only the child who can realize this potential. Independence, increasing the child's capability, confidence, and security is key. Guidepost Montessori has provided a shared online environment for this work. A day of preparation, Wednesdays, is allowing me to become more familiar with that tool. Connecting and integrating in person learning and distance learning is my current challenge. The work is significant, humbling, and rewarding. I continue to strive to understand and support the child in blazing their own trail. I embrace the process as it unfolds.

1st/2nd /3rd -Eric Parish

I appreciate the willingness of the board to listen to teachers. The Wednesday planning and prep day is very important for student learning. Each Wednesday morning my class has a zoom meeting themed The Great Plains Wolf pup Show. This originates from the daily zoom meetings our class had during the spring closure. The focus of the show is rolling out a new tool from the SEL TOOLBOX curriculum. So far, we have learned about the breathing tool and quiet space tool. The great thing about it is that every student in our class is getting the same trauma

informed lesson at the same time and in the same way.

The remainder of the planning and prep day is spent planning the curriculum and sequence of lessons for in-person and at-home students. We check the language and math folders for in-person learners to inform us about what lessons and practice they have completed and what lessons are coming up and need to be prepared. For the at-home learners we check the Altitude Learning playlists for work that has been submitted and needs to be improved and overdue work that students may need extra support with. This time is also used to prepare cards by making videos, scanning work materials, and assigning the cards to the various grade levels.

Wednesday is a huge workday and every minute counts. Again, thank you for your understanding.

4th /5th/6th -Sheng Vang

Wednesday's prep day has allowed me to catch my breath mid-week. I was overly ambitious last Wednesday (our first Wednesday prep day) and did NOT get as much done as I thought I would. I was wondering why that was the case, I had my room to myself to plan and prep for the next few days but was only able to plan/prep for Thursday. Upon reflection, I think what really took quite a while to do was creating cards that needed a lesson/guide video. So much goes into those videos. One might ask if I need to create those videos if they are taking so long to create, and my answer is that in the long run I would not have to individually answer/guide students and families through a card if there was a video for them to follow, pause, and rewind. More time would be spent guiding each family over creating one video for families to view.

On Wednesdays, Justin, my aide, has morning office hours to support students. There are designated times for specific cards that are sent out that day, so his time with students is efficient with just one focus on a subject instead of several subjects at once.

Distance learning is hard for some of our students and it seems like using Wednesday as a prep day is a step backwards for them. However, for my mental and physical state, it has helped relieve some stress with trying to stay on top of everything, while trying to do everything. Overall, I am grateful for Wednesday prep days.

4th /5th /6th-April Pearce

I am happy to report we released 24 Chinook salmon fry into the Feather River on the first Friday back from break. Sheng, Justin, Dellanira, and I hosted an optional semi field trip after school. All students arrived separately in private vehicles and waited their turn to release a fish along the shore at Riverbend Park in Oroville. Twelve UE students and five siblings participated. There were some students who attempted to attend the release virtually but were unable to because the Internet service at the park could not handle Zoom and I had no 'plan b' for that scenario. Aside from the cellular service and a vitamin deficiency that kept six fish from

surviving, it was such a joyful occasion.

We have had two Wednesday planning days since the board made the decision to give teachers more preparation time. This has made a big difference in my quality of life. As stated before, this is like a first year of teaching. In my experience, the Altitude platform has made it easier to assign and collect work because I am not checking for assignments in multiple places.

Unfortunately, the prepared cards are mostly for LE students, which means Sheng and I have to create most of the cards we assign students. Card creation is time consuming and before we had the Wednesday prep day I was working most nights, rather unproductively, after my child went to bed. When the board first made the decision, I had grand visions of all I would be able to accomplish with a prep day every week. While I do not have the rest of the year's plans ironed out, I am working more productively, during regular work hours, and I sure appreciate it.

7th/8th-Jessi Lusardi

I wanted to briefly report on how Wednesdays were going so far. I have been using the time on Wednesday to get lesson planning and curriculum sequencing finished. I teach one class in the morning, have a quick online check-in with my students, teach an EL class in the afternoon, and then I use the remainder of the day for prep. One of the great things about having the time to lesson plan and sequence my curriculum is that it allows me to be more organized and prepared each week, and much less stressed.

In many ways, teaching online (and now with the hybrid model), has made me feel like a first-year teacher. I needed to rethink how I sequenced lessons, which lessons to get through, and what types of activities would help students to retain information. In addition, relearning how to create class discussions and a safe class environment online have been a learning curve. Having the time to really research, explore, read about, and think about best practices and strategies for the 3 subjects I teach, plus how to effectively integrate social and emotional learning has been huge for me. In short, I really appreciate the time that has been given to us on Wednesdays, and I feel that I am better prepared, less stressed, and more grounded in the classroom because of it.

Learning Center-Happy Yasko

Flexibility and patience have taken on a whole new meaning for me. I have determined that no time is wasted when your goal is how fast can you adapt to the next challenge you are being faced with. I am fortunate to have support for the many changes that have taken place. It has involved every aspect of my teaching and in some cases personal life. I remember a moment in the old show MASH. The M stood for mobile. The response was not enthusiasm, but rather despair. Just because it said mobile in the name why should they have to demonstrate it in real life. I think at times I found comfort in a well worn rut. It seemed more efficient when I could concentrate on the fewer variables that changed day to day. I am not sure I still feel that way any longer. I am not thrilled with the ups and downs and having to be ever vigilant to new ways required to continue on. It is sometimes even tougher when I don't always agree with what is being asked of us.

But I know one thing for sure. I still love my job. I love being a productive part in these amazing kids we call students. I am a better teacher now because of all that has happened. I have learned so much about change and resilience and I have learned from my students as well. Let's see what tomorrow brings. I know I am more prepared now than I was yesterday.



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: School Director Report
Date: January 21, 2021

Administrative

- Enrollment will be reported at the meeting.
- Teachers have been reporting that the Wednesday planning time has been instrumental in giving them time they needed to plan for our hybrid model. They report on its impact in their Instructional Staff Reports.
- Our staff attended a Zoom training on Antiracist Anti-Bias practices in Montessori education titled: *Meeting the needs of the liberated child: Saint, Scientist and Servant*. The presenter, Koren Clark, is a Montessori educator from the Bay Area who is cofounder of Know Thyself Inc., offering professional development and materials for Montessori educators seeking an anti-biased, antiracist methods and curriculum. The training was the first part of two.
- Educators in Butte County are getting vaccinations. Sherwood staff was given the opportunity to receive the first dose on Saturday and Sunday, January 16th and 17th.
- I have filled in as a substitute teacher a couple mornings this month so far when a substitute has not been available.
- Kelly Steinhauer has submitted a grant through the North Valley Community Foundation to fund educator wellness in the form of monthly luncheons for teachers and counseling. Kelly is also the school's ELPAC Coordinator this year, covering two of the job duties usually done by me (grant writing and ELPAC Coordinator/Evaluator).
- Our construction project has a component that will need to be approved by Chico City Council. This is related to the improvements required by the City and involves a right of way dedication for the corner of the property at Guill Street and Cleveland Avenue.
- Our SMPO has been doing a great job coming up with safe school events to keep our community connected and our spirits lifted!

Fiscal

- In December, a great deal of focus was put on maximizing the CARES Act federal grant money that needed to be spent before the year's end. Most of these funds went to purchasing technology to facilitate distance learning. The teaching faculty gave input, and the office staff worked together to research best options, order needed devices and

accessories, split payments between the debit and credit card, and track the delivery to meet deadlines.

Legislative

- Governor Newsom has proposed the *California's Safe Schools for All* with schools receiving \$337.50-\$750 per ADA. It includes a requirement that a plan be written by February 1st for which guidance was issued Thursday afternoon, January 14th. No template for the plan or details regarding what it should include have been shared. The state legislature has not taken action on the plan and is anticipated to do so in the next two weeks. It is unclear how a plan can be written without guidance by the deadline. The funding includes a requirement for testing students and staff that may cost more than what schools would receive. If the proposed plan is revised in such a way that it is feasible to apply and beneficial to our community it will be revisited.
- Currently, a majority of the California State Board of Education is in favor of applying for a waiver to the federal government to cancel standardized testing for this school year. In November, when the current administration conveyed that no schools would be released from this expectation, the CDE communicated that a shortened version of the test would be administered. California Board of Education Chair, Dr. Linda Darling-Hammond, has indicated that the Board will consider action once the new federal administration is in place.



To: Board of Directors
From: Pat Casey, Business Manager
Subject: **Agenda Item : Treasurer's Report**
Date: January 21, 2021

Bank statement reconciliation

- The Business Manager has verified that the beginning and ending cash balances on Sherwood's bank statements for the month of DECEMBER 2020 reconciled with, or matched, those of the school's internal reports. The bank statement ending balance = \$ 705,753.99 plus \$ 50,000 in Letter of Credit Checking Account – TOTAL = \$ 755,753.99 as of December 31, 2020.
- The only high-cost expenses during the month of December were for laptops, chromebooks and other items paid for by the CARES act funding for COVID19, facilitating distance learning.

Profit & Loss

- The P&L for July through December 2020 shows a Net Income of -\$ 27,587. This is because the December apportionment from the state of \$ 125,442 was deposited on 1-7-21 and therefore the Net Income to date is +\$ 97,855.

Balance Sheet

- The Balance Sheet was sent out with financial reports.

Cash Flow

- The school is projected to end the year with a positive bank cash balance ***even with the February to June 2021 apportionment checks delayed until July through November 2021. There may soon be legislation to continue cash payments without deferrals because the state's financial revenue is better than expected.***

Sherwood Montessori
Balance Sheet - Current Month
 As of December 31, 2020

Dec 31, 20

ASSETS**Current Assets****Checking/Savings**

9100-Assets 698,590

Total Checking/Savings 698,590

Other Current Assets

9340-Security Deposit 50,000

Total Other Current Assets 50,000

Total Current Assets 748,590

Total Fixed Assets 450,931

TOTAL ASSETS 1,199,521

LIABILITIES & EQUITY**Liabilities****Current Liabilities****Accounts Payable**

9500-Accounts Payable 3,618

Total Accounts Payable 3,618

Credit Cards

SHERWOOD COSTCO VISA 654

Total Credit Cards 654

Other Current Liabilities

9500-Liabilities 48,321

Total Other Current Liabilities 48,321

Total Current Liabilities 52,593

Total Liabilities 52,593

Equity

Restricted Assets 201,858

Unrestricted Fixed Assets 450,931

Unrestricted Net Assets 521,726

Net Income -27,587

Total Equity 1,146,928

TOTAL LIABILITIES & EQUITY 1,199,521

Sherwood Montessori
Profit & Loss YTD Comparison
December 2020

	<u>Dec 20</u>	<u>Dec 19</u>	<u>Jul - Dec 20</u>
Ordinary Income/Expense			
Income			
8000-Revenues	<u>101,271</u>	<u>112,502</u>	<u>611,604</u>
Total Income	<u>101,271</u>	<u>112,502</u>	<u>611,604</u>
Gross Profit	<u>101,271</u>	<u>112,502</u>	<u>611,604</u>
Expense			
1000 Certificated Salaries	<u>44,703</u>	<u>44,257</u>	<u>211,010</u>
2000 Classified Salaries	<u>22,205</u>	<u>28,134</u>	<u>133,183</u>
3000-Employee Benefits	<u>21,092</u>	<u>21,948</u>	<u>112,041</u>
4000-Books and Supplies	<u>18,617</u>	<u>2,200</u>	<u>51,800</u>
5000 Services/Other Op. E...	<u>17,530</u>	<u>33,315</u>	<u>131,157</u>
Total Expense	<u>124,148</u>	<u>129,854</u>	<u>639,191</u>
Net Ordinary Income	<u>-22,877</u>	<u>-17,353</u>	<u>-27,587</u>
Net Income	<u><u>-22,877</u></u>	<u><u>-17,353</u></u>	<u><u>-27,587</u></u>

Sherwood Montessori
Board of Directors - Vendor Payments Report
December 2020

Type	Date	Num	Name	Memo	Account	Amount
Che...	12/01/2021	DBT	Amazon.com	TABLET CHARGING VOX	Computers and Electronics	559.44
Che...	12/02/2021	9084	TIAA Commercial Finance, ...	DECEMBER	Copier Lease	243.63
Che...	12/02/2021	DBT	Amazon.com	WIRED HEADPHONES - CO...	Instructional Supplies	59.96
Che...	12/02/2021	DBT	Northern California National...	FEE FOR LETTER OF CRE...	Bank Fees	100.00
Che...	12/03/2021	9093	CUSD	FUA SEPT 2020	CUSD FUA Charges	2,622.64
Che...	12/03/2021	DBT	Amazon.com	MOBILE TV CART - COVID ...	Instructional Supplies	167.30
Che...	12/03/2021	DBT	Amazon.com	MOBILE TV CART - COVID ...	Instructional Supplies	167.30
Che...	12/04/2021	9100	Office Depot	SUPPLIES	Office Supplies	89.59
Che...	12/04/2021	9101	Green Team Property Pres...	INV 285	Other	122.50
Che...	12/04/2021	9102	Chico Country Day	NATALIE WREN - NURSE	Contracted Service	1,057.99
Che...	12/04/2021	9103	City of Chico	FIRE INSPECTION	Security System Services	173.00
Che...	12/04/2021	9104	MacKenzie Butler	LIVESCAN	LiveScan and TB Test Ser...	59.00
Che...	12/04/2021	9105	Megan Delatorres	SUPPLIES	Food (Instructional)	74.00
Che...	12/04/2021	EFT	Comcast Business	SERVICE 2020 DECEMBER	Internet Service Provider	217.80
Che...	12/04/2021	EFT	California Water Service C...	SERVICE 2020 NOVEMBER	Water	38.19
Che...	12/04/2021	DBT	Trader Joe's	SUPPLIES - COVID	Office Supplies	13.93
Cre...	12/04/2021		SQUARE TRADE WARRA...	SQUARE TRADE WARRANT...	LAPTOP/CHROME WAR...	349.95
Cre...	12/04/2021		Amazon.com	40 USB MICE	Computers and Electronics	1,071.50
Che...	12/04/2021	DBT	Amazon.com	?	Instructional Supplies	49.32
Che...	12/07/2021	DBT	Amazon.com	SMART ROKU TV - COVID ...	Computers and Electronics	858.00
Che...	12/07/2021	DBT	Amazon.com	WIRED HEADPHONES - CO...	Instructional Supplies	370.01
Che...	12/07/2021	DBT	Best Buy	SAMSUNG MONITOR	Computers and Electronics	222.65
Cre...	12/07/2021		Amazon.com	40 USB MICE	Computers and Electronics	446.40
Cre...	12/07/2021		Best Buy	APPLE MACBOOK AIR	4400-Noncapitalized Eq (...)	1,329.11
Cre...	12/07/2021		Costco	2 HP PAVILLION LAPTOPS	Computers and Electronics	1,308.39
Cre...	12/07/2021		Costco	2 ALLSTATE WARRANTIES	LAPTOP/CHROME WAR...	200.00
Cre...	12/07/2021		Costco	1 HP PAVILLION LAPTOP	Computers and Electronics	654.21
Cre...	12/07/2021		Costco	5 HP ENVY LAPTOPS	Computers and Electronics	4,100.39
Che...	12/08/2021	DBT	Amazon.com	LAPTOP STAND - COVID R...	Instructional Supplies	51.46
Che...	12/08/2021	DBT	Amazon.com	WIRED HEADPHONES - CO...	Instructional Supplies	42.89
Che...	12/08/2021	DBT	Amazon.com	WIRED HEADPHONES - CO...	Instructional Supplies	42.89
Che...	12/08/2021	DBT	Home Depot	HOSE REEL CART	Maintenance Supplies	34.30
Che...	12/08/2021	EFT	COSTCO VISA CARD	SQUARE TRADE WARRAN...	SHERWOOD COSTCO V...	349.95
Cre...	12/08/2021		SQUARE TRADE WARRA...	SQUARE TRADE WARRAN...	LAPTOP/CHROME WAR...	192.95
Che...	12/09/2021	DBT	Learning A-Z	SOFTWARE LICENSE - CO...	Software Licensing	272.95
Che...	12/09/2021	EFT	COSTCO VISA CARD	APPLE MACBOOK AIR	SHERWOOD COSTCO V...	1,329.11
Che...	12/09/2021	EFT	COSTCO VISA CARD	27 WIRED HEADSETS	SHERWOOD COSTCO V...	1,071.50
Che...	12/09/2021	EFT	COSTCO VISA CARD	COVID FDL	SHERWOOD COSTCO V...	6,961.31
Che...	12/10/2021	DBT	Amazon.com	WIRED HEADPHONES - CO...	Instructional Supplies	1,071.50
Che...	12/10/2021	DBT	Amazon.com	?	Instructional Supplies	5.38
Che...	12/11/2021	DBT	Amazon.com	WIRED HEADPHONES - CO...	Instructional Supplies	1,071.50
Cre...	12/11/2021		GORDO BURRITO	LUNCH	5200-Travel and Conferen...	26.81
Che...	12/11/2021	DBT	Amazon.com	MOBILE TV CART	Instructional Supplies	334.60
Che...	12/11/2021	ACH	CharterSAFE	Premium package - INV 33407	5400-Liability Insurance	2,295.00
Che...	12/11/2021	ACH	CharterSAFE	Worker's Compensation	3601-Workers Comp	671.00
Che...	12/14/2021	EFT	Waste Management	EFT/ACH DEBIT NCNBBP:K...	Trash/Recycling	103.03
Che...	12/16/2021	DBT	Best Buy	SMART TVS - COVID RELA...	Computers and Electronics	912.31
Che...	12/16/2021	EFT	Comcast Business	SERVICE 2020 DECEMBER	Internet Service Provider	89.11
Che...	12/16/2021	EFT	Verizon Wireless	SERVICE DEC-JAN 2021	Telephone, Cellular	98.07
Che...	12/16/2021	EFT	Jessica Lusardi	PLANTS FOR CLASS	Instructional Supplies	52.90
Che...	12/16/2021	EFT	Heather Fisher	mileage	5200-Travel and Conferen...	31.40
Che...	12/16/2021	9108	White Glove Cleaning Servi...	CLEANING - COVID RELAT...	5800-Other Services	2,052.00
Che...	12/16/2021	9107	STREAM CHARTER SCHO...	SPEECH PATHOLOGIST	SELPA	2,080.00
Che...	12/16/2021	9106	Advanced Document	3456600	Copier Lease	367.21
Che...	12/17/2021	ACH	HP LEASE 7603	ACH WITHDRAWAL HPFSE...	HP DIRECT LEASE	394.89
Che...	12/18/2021	DBT	Wufoo	Signed POS Recurring Purch...	Online List Management	19.00
Che...	12/18/2021	EFT	PG & E	SERVICE - DEC 2020	Electricity	45.92
Cre...	12/18/2021		Costco	SUPPLIES	Instructional Supplies	94.40
Che...	12/21/2021	DBT	USPS	MAILING	Postage	23.95
Cre...	12/22/2021		Best Buy		Instructional Supplies	32.16
Che...	12/22/2021	EFT	Jessica Lusardi	PLANTS FOR CLASS	Instructional Supplies	31.90
Che...	12/22/2021	EFT	Jessica Lusardi	USB ADAPTOR	Instructional Supplies	107.23
Che...	12/22/2021	EFT	Jessica Lusardi	ERASER FOR WHITE BOARD	Instructional Supplies	9.00
Che...	12/22/2021	EFT	Jessica Lusardi	STORAGE BINS	Instructional Supplies	30.00
Che...	12/22/2021	9111	Office Depot	SUPPLIES	Office Supplies	259.42
Che...	12/22/2021	9109	Megan Delatorres	SUPPLIES - RAFFLE	Fundraising Expenses	235.10
Che...	12/22/2021	9110	Marlo . Knox	SUPPLIES - COVID RELATED	Instructional Supplies	165.09
Che...	12/22/2021	EFT	Michelle Yezbick	LENOVA LAPTOPS - 2	Computers and Electronics	1,938.47

Type	Date	Num	Name	Memo	Account	Amount
Che...	12/22/2020	EFT	Michelle Yezbick	VARIOUS	Instructional Supplies	2,016.18
Che...	12/22/2020	EFT	Michelle Yezbick	WARRANTY EXTENSION O...	LAPTOP/CHROME WAR...	709.93
Cre...	12/29/2020		Best Buy	TABLET WARRANTIES	LAPTOP/CHROME WAR...	559.92
TOTAL						<u>45,009.89</u>



MEMORANDUM

To: Board of Directors
From: Marta Taylor-Vasquez, Public Relations
Subject: SMPO Report
Date: January 21, 2021

Our school raised \$250 with The Lab restaurant take over. Our costume contest in October was a success, our winner got a ticket to the drive-in movie theatre.

As an addition to the takeover and costume contest we held our beloved Winter Performance in December, it was a great success, even though I had some technical difficulties at the beginning, I showed grace in a moment of pressure and didn't give up. We made it work, and had heard nothing but great feedback from it, I think our community, especially our students, needed that! If you wish to see our video it's on the school's Facebook page.

Not only did we have our Winter Performance, but we also did a basket raffle in which parents donated items to create such baskets; the school raised nearly \$300 in ticket sales.

Lastly, SMPO has a few fundraisers booked, for example, we have a Family Movie Night at the Meriam Park Drive-In Theater, MOD pizza takeover, and Chipotle Takeover, just to name a few. Our upcoming community event is our Valentine's mailing letter, this will bring some excitement home and be a fun way for students to connect the old-fashioned way.

Thank you, Board, for trusting us and bearing with us trying to come up with fun things to do as a community!

Here is a list of upcoming events:

1/25-2/11 Valentine's Day Mailing cards

1/29 Family Movie Night (Meriam Park)

2/1 MOD Pizza takeover

2/8 SMPO meeting

Thank you!



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: **LCAP (Local Control and Accountability Plan)**
Date: January 21, 2021

SUMMARY

Each public school, public school district, county office of education, and charter school in California must adopt an updated LCAP by July 1, 2021.

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, including parents, teachers, staff, and community members. One of the ways this input is collected is with a community satisfaction survey.

ACTION REQUESTED:

Discuss LCAP and give suggestions for survey.



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: *How to Be an Antiracist* by Ibram X Kendi
Date: January 21, 2021

SUMMARY

Sherwood's Board of Directors is conducting a book study group with Chico's current Book in Common: *How to Be an Antiracist* by Ibram X Kendi.

DISCUSSION

Director and Board Treasurer, Mharia Ross-Walcott, has agreed to lead the Board in a discussion of the Chico area Book in Common: *How to Be an Antiracist* by Dr. Ibram X Kendi. Sherwood's Board is committed to inclusive and equitable education for all its students, and has chosen to conduct a book study with Dr. Kendi's text to collectively engage in critical analysis of racism as it exists in our culture and as it impacts our school and students.

Below are the "Four Agreements" from Singleton and Linton's work *Courageous Conversations about Race* to support productive and authentic dialogue. Following the agreements are the introduction and questions from Director Ross-Wolcott.

The Four Agreements of Courageous Conversations

1. Stay engaged: Staying engaged means "remaining morally, emotionally, intellectually, and socially involved in the dialogue" (p.59)
2. Experience discomfort: This norm acknowledges that discomfort is inevitable, especially, in dialogue about race, and that participants make a commitment to bring issues into the open. It is not talking about these issues that create divisiveness. The divisiveness already exists in the society and in our schools. It is through dialogue, even when uncomfortable, the healing and change begin.

3. Speak your truth: This means being open about thoughts and feelings and not just saying what you think others want to hear.

4. Expect and accept nonclosure: This agreement asks participants to “hang out in uncertainty” and not rush to quick solutions, especially in relation to racial understanding, which requires ongoing dialogue (pp.58-65).

Adapted from Glenn E. Singleton & Curtis Linton, *Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools*. 2006. pp.58-65. Thousand Oaks, CA: Corwin.

Thoughts/ Intro

At its core, racism is a powerful system that creates false hierarchies of human value; its warped logic extends beyond race, from the way we regard people of different ethnicities or skin colors to the way we treat people of different sexes, gender identities, and body types. Racism intersects with class and culture and geography and even changes the way we see and value ourselves. In *How to Be an Antiracist*, Kendi takes readers through a widening circle of antiracist ideas—from the most basic concepts to visionary possibilities—that will help readers see all forms of racism clearly, understand their poisonous consequences, and work to oppose them in our systems and in ourselves.

1. What is the difference between being “not racist” and being “antiracist”? Have you ever previously used the phrase “I’m not racist” before? How can this phrase prevent us from examining our own ideas, thoughts, and actions? What language can you use in place of saying, “I’m not racist”?

2. Why does Ibram X. Kendi assert that there is no such thing as a nonracist or race-neutral policy? Why do we tend to pay more attention to individual acts of racism rather than examining institutional racism and the policies that cause racial inequities?

ACTION REQUESTED

Participate in a discussion of Kendi’s text with guiding questions.



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location:

This meeting will be held online at:

Join Zoom Meeting

<https://us02web.zoom.us/j/5245217471?pwd=b2tSWDhkYURxUUVsTVIPWmZJRdVzZz09>

Meeting ID: 524 521 7471

Passcode: Jav83w

One tap mobile

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+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington D.C)

Meeting ID: 524 521 7471

Passcode: 150836

Date/Time: **Thursday, February 18, 2020 – 6:00 p.m.**

AGENDA

A. CALL TO ORDER (6:00)

A.1 Roll Call Russell Shapiro, Rosie Paulson, Mariah Ross-Walcott, Brandy Thomas, Beth Hagen

B. CONSENT AGENDA (6:05)

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, January 21, 2021

B.2. Comprehensive School Safety Plan 2021-2022 Consider adoption of Safety Plan for 2021-2022.

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.

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA (6:10)

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.

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS (6:20)

E.1 Items Removed from Consent (If any)

E.2 Reports and Communications

This time will be for Board members to ask questions regarding the provided written materials.

E.2.2 School Director Report

E.2.3 Treasurer Report

E.3 Action/Discussion Items (6:40)

E.3.1 Second Interim Budget

The Board will be asked to adopt the Second Interim Budget.

ACTION REQUESTED: Adopt Second Interim Budget

E.3.2 Recognizing Cultural Heritage Months and Celebrating Cultural Contributions to our Community Resolution

The Board will be asked to adopt the Recognizing Cultural Heritage Months and Celebrating Cultural Contributions to our Community Resolution

ACTION REQUESTED: Adopt resolution

E.4 Board Governance (7:00)

E.4.1 Book in Common: *How to Be an Antiracist*

E.4.2 Retreat Planning/Strategic Planning

F. FUTURE AGENDA ITEMS (7:25)

The Board will hold a retreat and work on strategic planning.

H. ADJOURNMENT (7:30)

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REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location:

Due to Shelter in Place orders, this meeting will be held online at

Join Zoom Meeting

<https://us02web.zoom.us/j/5245217471?pwd=b2tSWDhkYURxUUVsTVIPWmZJRdVzZz09>

Meeting ID: 524 521 7471

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+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington D.C)

Meeting ID: 524 521 7471

Passcode: 150836

Date/Time: **Thursday, January 21, 2020 – 6:00 p.m.**

Minutes

A. CALL TO ORDER

A.1 Roll Call Russell Shapiro, Brandy Thomas, Rosie Paulson, Mharia Ross-Walcott, Beth Hammer

Meeting called to order by Russell Shapiro at 6:05 pm. All members in attendance.

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.

B. CONSENT AGENDA

B.1 Minutes Approval. Consider approval of minutes from Regular Meeting, December 17, 2020

B.2 MOU ELPAC Services for HomeTech Consider approval of a Memorandum of Understanding between Sherwood Montessori and HomeTech Charter for ELPAC testing services.

B.3 SARC Consider approval of the School Accountability Report Card for 2019-2020.

Agenda items presented by Michelle Yezbik, discussion followed. Rosie Paulson moved to approve the items, Mharia Ross-Walcott seconded and the board unanimously approved.

C. 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.

Brandy Thomas inquired about how Sherwood acknowledges heritage months, a resolution will be presented at a future meeting.

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS

E.1 Items Removed from Consent (If any)

E.2 Reports and Communications: This time will be for Board members to ask questions regarding the provided written materials.

E.2.1 Instructional Staff Report

E.2.2 School Director Report

E.2.3 Treasurer Report

E.2.4 SMPO Report

Michelle Yezbick presented the Instructional Staff and Director’s report. Pat Casey presented the Treasurer’s report. The SMPO report was provided in written form. The reports were reviewed by the board and discussion followed.

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E.3 Action/Discussion Items

E.3.1 LCAP The Director will give information about the Local Control Accountability Plan and will seek input for a community satisfaction survey.

Michelle Yezbick provided information regarding previous LCAP surveys, discussion followed. A subcommittee will form to assist in creation of survey, which will be discussed at future meetings.

E.4 Board Governance

E.4.1 Book in Common: How to Be an Antiracist

E.4.2 Retreat Planning/Strategic Planning

Mharia Ross-Walcott provided contextual questions regarding the book in common and how it relates to the Sherwood community. Discussion followed. The board will continue to discuss these items at a future meeting.

Russell Shapiro discussed the BCOE training (January 11, 2021), during discussion it was noted that a change in directors compensation was inadvertently left out of December 8, 2020 minutes and is therefore reflected in this meetings minutes.

Addendum to December 8, 2020 minutes: Russell Shapiro motioned for an increase in Director compensation in closed session, all members approved.

F. Future Agenda Items

A resolution regarding how Sherwood acknowledges heritage months will be proposed at a future meeting, in addition to the formation of a subcommittee regarding the LCAP survey questions.

G. Adjournment

The meeting was adjourned at 8:10 pm.

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Comprehensive School Safety Plan

**2021-2022
School Year**

School: Sherwood Montessori
CDS Code: 04614240121475
District: Sherwood Montessori
Address: 1010 Cleveland Ave.
Chico

Date of Adoption:

Date of Update: February 2021

Date of Review:

- with Staff
- with Law Enforcement
- with Fire Authority

Adopted by:

Name	Title	Signature	Date
Russell Shapiro	Chair, Board of Directors		
Brandy Thomas	Vice Chair, Board of Directors		
Mharia Ross-Wolcott	Treasurer, Board of Directors		
Beth Hagen	Secretary, Board of Directors		
Rosie Paulson	Member, Board of Directors		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year

A copy of the Comprehensive School Safety Plan is available for review at 1017 E. 16th St., Room 3, Chico, CA 95928.

Safety Plan Vision

A successfully implemented safety plan will provide the students, staff and families of Sherwood Montessori with a safe and orderly learning environment.

Components of the Comprehensive School Safety Plan (EC 32281)

Assessment of School Safety

The COVID-19 pandemic closed the school for in-person instruction in March, 2020. Aside from this safety issue, there have been no issues or incidents in the past year, since the adoption of the last Safety Plan.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- A. Child abuse reporting procedures
- B. Disaster procedures
- C. Suspension and expulsion policies
- D. Procedures to notify teachers of dangerous pupils
- E. Discrimination and harassment policies
- F. School wide dress code policies
- G. Procedures for safe ingress and egress
- H. Policies enacted to maintain a safe and orderly environment
- I. Rules and procedures on school discipline
- J. Hate crime reporting procedures

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

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 Protective Services (CPS) 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 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.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Sherwood Montessori will participate in all Chapman Elementary safety drills as they are scheduled by CUSD employees and follow CUSD procedures. The following procedures should be followed unless CUSD procedures are in conflict, in which case CUSD/Chapman procedures will be followed.

Earthquake

1. Warning Signal
2. Procedures
 - a. If in the classroom, the teacher or person in authority will call "DROP." Students will get under a desk, table, or doorway and assume the duck and cover position and hold on to legs of table.
 - b. If students are on the playground, they should stay away from buildings and trees, drop, and assume the proper position.
 - c. Wait for signal to determine if and when to move students.
 - d. Evacuate to designated areas on the playground.

Tornado

1. Warning Signal
2. Procedures
 - a. If in the classroom, the teacher or person in authority will call "take cover." Students will get under a desk or table if no interior space (such as a bathroom or closet) is available. They should be as far away from windows and exterior walls as possible.
 - b. If students are on the playground, they should take cover immediately indoors.
 - c. Wait for signal to determine if and when to move students.
 - d. Evacuate to designated areas on the playground.

Detailed Earthquake Procedures

1. For earthquakes, the quake itself is the signal to drop and take cover. (Duck-Cover-Hold) Tell students not to try to run during a quake. Broken legs can occur if people run. Students should drop to the ground if they are on the playground. If in the room, they should try to cover themselves in case windows break. Try to drop under a table or desk if possible, and hold on to the leg of the table or desk. Stay down until the shaking subsides.
2. If we are able to announce an all clear signal, teachers are responsible to decide when to take students outside to the assembly area. Use your best judgment.
3. In a severe quake, students may be injured. Remember that the first step of triage is to instruct all the students to stand up and walk out with you. Those who can't move are your most serious injuries. You may have to leave a student in the room in order to make sure the rest of your group is safe. The sweep and rescue team will take care of the student left behind. This example would not occur except in the most severe kind of earthquake.
4. Always have an up-to-date list of your students in an accessible location. Teachers will need these to make sure all students are accounted for. Teachers will be responsible to take the list when exiting the classroom.

Office Staff

Office Staff will act as coordinators for communication and for the Release Center. At the first sign of an earthquake, all students and staff will drop in the "duck and cover" position until the shaking stops. An all-clear signal will be made verbally by Director through intercom or in person or by messenger. Evacuate at own discretion as necessary.

1. Status check/assess damages in own room - flashlight/batteries.
2. Office Staff set up release area near front of office, depending on damage to building.
 - a. A table and two chairs are needed.
 - b. Need phone available - cellular phone or walkie talkie.
 - c. Emergency forms
 - d. Medical lists and medications
 - e. Emergency office supply box
 - f. Sign out form/release slips
 - g. Middle School runners to take release slips to class areas.
3. Director will establish the Release Center near the front of building
 - a. Cell phone and clipboard
 - b. Tables and chairs
 - c. Send first aid release forms to first aid station (once you are outside and are able to assess injuries).
5. All support personnel report to the Director at the Release Center after their students are released.
6. The designated staff member will coordinate the Sweep Teams. Check utilities and will only shut off utilities if there are gas or water leaks. Assess damages.
 - a. Gas, water heaters, kitchen, check utilities
 - b. Electrical
 - c. Water
7. First aid team sets up first aid station located by the office.
8. Sweep Team takes injured to first aid area.
9. Extra staff take positions at front and back gates to direct parents or emergency vehicles.
10. Releasing Students
 - a. A designated adult is either recognized or shows identification to the office staff.
 - b. The office staff records release of student on form. Designated adult signs.
 - c. A release slip for each child will be given to a runner who will go to the appropriate class area and get the child. Parents will only go on the playground for injured students.
 - d. The teacher keeps the release slips.

Sweep Team

Purpose: account for all students and staff, check physical condition of school for unsafe areas.

1. Meet at the Release Center. Sweep team members—assign a runner, and two room checkers.
2. Check every room and all bathrooms, multi-purpose room, library, 1010 Cleveland, Learning Center, and the office.
3. Try to open doors, use a crow bar covered with a jacket, etc. to open/break a window if necessary.
4. If all rooms are cleared, check gas lines.

First Aid Team

Location will be near or in the office. Those staff members trained in CPR/First aid will assist those in need. After students are in their areas and accounted for, the team goes to First Aid area.

Teachers and Students

The major responsibility of teachers is for their own students. Teachers are to remain with their students and follow evacuation procedures. If a teacher is assigned to another incident response role, the classroom instructional aide will carry out the following:

1. At the first sign of an earthquake, all students and staff will drop in the "duck and cover" position until the shaking stops. If we cannot ring an "all clear" bell, classrooms will be notified and the message will be spread room to room via the buddy system. If that is not possible, classes will evacuate to evacuation area on playground at teacher discretion.
2. Status check/assess damages in own room - flashlight/batteries.
3. Follow planned escape route or determine safer route and proceed to evacuation area on the playground.
4. Take current class list and first aid kit.
5. Leave immobile students in the classroom with a desk placed over them if possible. Assure child that help is on the way.
6. All rooms will be checked for injuries or fatalities.
7. When in the evacuation area, always take status check on current roll sheet.
8. Students will remain in the designated open areas until their parents come for them, or until instructions are received from authorities in charge.
9. Release child only when release slip is presented. Keep release slips for records. Condition of the child at the time of release will be noted.

Special Teachers

Resource, Speech, Music, A.P.E., Cooking/Gardening, etc. are responsible for any students with them at the time of the emergency. Once in the evacuation area, they release students to their respective teachers. Report to Release Center or Sweep Team.

COMMUNICATIONS PLAN

1. Telephone/cell phone use will be limited to the Release Center until normalcy is restored.
2. Office personnel will use the battery-operated two-way radios.
3. Teachers are responsible for reporting to the Director.
4. Office personnel will notify Fire, Police, and Paramedics if necessary.
5. When calm is restored, and injuries and damages are stabilized, staff members may try to phone family members.

Fire

1. Warning Signal: Series of short bells continue until building is evacuated to the playground.
2. Procedures:
 - a. If the smell of smoke or gas is detected, teacher will walk class immediately to designated evacuation area. Be sure doors are closed and lights are turned off.
 - b. If there is no smell of smoke or gas, lock the classroom and stay inside as in a lockdown procedure/code red until the all clear signal is given. Please do not use the two-way radio except to respond to the office. The office will contact each classroom if a lockdown is extended and ask for an account of the children.
 - c. Children on errands or in restrooms at the sound of a fire bell should report immediately to the office.
 - d. Children with special teachers will remain with that teacher until arriving in the evacuation area. Once inside the evacuation area, special teachers will dismiss students to join the regular classroom teacher.
 - e. Children will wait quietly in evacuation area.
3. Teachers will account for all children using the class register. A green classroom number will be held up if all students are accounted for, a red classroom number will be held up if one or more students are missing. Teachers report to Director who is missing.

Lockdown Procedure/ Code Red

The lockdown initiation announcement is either:

- All Call (wireless intercom system/two-way radios): “Teachers please secure your students in your classrooms immediately. It is necessary to begin a lockdown.”
- If staff hears bullet shots or sees an individual with a weapon or with a threatening demeanor, lockdown procedures should be initiated whether or not an all call is made.

Once a lockdown is begun, staff in the office will switch the two-way radio between Sherwood and Chapman to channel 1 (it is usually kept on channel 2). Classroom two-way radios meant to communicate within Sherwood only should remain at channel 3.

Variations to the lockdown procedure:

1. Classes in progress (not during recess/lunch/PE):

Teacher Response to a Lockdown:

- Lock the classroom door(s) immediately. Your classroom door should already be locked with the lock block on. Lock your door and remain in the room with the students until you hear the code words.
- If any other command is given, DO NOT end the lockdown. An intruder may be forcing the office staff to make an announcement.
- Only the proper code should be followed.
- Keep all students sitting on the floor, away from the door and windows or, if possible, in a large closet or cabinet if possible, out of sight of the intruder.
- Portable classrooms should form a circular shield of desks/tables/furniture to stop bullets should they pierce the walls.
- Do not unlock your door after the initial sweep to bring kids in. Students should be directed to go to the office if they are locked out in a lockdown. The office is the only door that will open once a lockdown has been initiated.
- Advise students that there is some type of emergency that requires a lockdown, but that you don't know what it is.
- Collect all cell phones and turn them off. This is to prevent the noise and light that will indicate to an intruder where people are hiding. This is also to stop a flow of communication that could cause a panic among parents. If an approved message is sent from the Director or Director's designee, students may text the message verbatim under your supervision.
- Turn your own cell phone ringer off. Use email to communicate to Sherwood staff members. First communication should be who is missing from the room (Cecile is at the bathroom, Andi is in the Learning Center, etc.).
- Take attendance of your students and prepare a list of missing students and any extra students in your room. Be prepared to take this list with you in case you are directed to leave the classroom.
- Wait until the office asks for your classroom's accounting of students to report missing students.
- Teachers and instructional aides can check the Catapult system for updates, either on personal cell phones or on computers via email.
- Ignore any fire alarm activation—the school will never be evacuated using this method during a lockdown. Wait for the code to evacuate.
- Project a calm attitude to quell student fears.
- Remain in the room until advised in person by office staff or Director that it is safe to end lockdown procedures.
- When or if students are moved from the classroom, assist them in moving as quietly and quickly as possible.
- If an incident is severe in nature, two-way radios may be used to receive further information. Refrain from turning on TV or media when students are present.

- Do not open your door unless you recognize the voice and the proper code is given. We will communicate via the intercoms in your room. Students will be further instructed to enter the nearest classroom if the need to lockdown is urgent.
- Sometimes when the police lockdown an area, it takes a long time for them to clear the area. You may have to be locked down in your room for quite a while. You must stay calm and keep the children calm. Prepare to read books or otherwise keep students busy while they wait.
- Inform students that if they ever hear gunshots while they are outside, they are to lie down on the ground right where they are. The supervision duty person will announce when he or she wants the students to proceed to the nearest room.
- If students are on the way to the bathroom, or to the office, or are otherwise out of the classroom during class time, they must go into the nearest room when they hear the lockdown announcement or when they hear a gunshot. If the door is already locked, they should go to the office.

To students outside at recess/lunch/PE:

- Announce: “Students please line up immediately. Your teacher will be out to pick you up momentarily. Once again, students please stop all activity and line up.”
- To call off a lockdown, the code will be announced via the wireless intercom system.

If any other command is given, DO NOT end the lockdown. An intruder may be forcing the office staff to make an announcement. Only the proper code should be followed.

3. During Recess/Lunch/PE:

Involving an Armed or Potentially Dangerous Intruder on Campus

Principal, playground supervisors, or a designated staff member will contact office immediately with the announcement, “It is necessary to begin a lockdown”.

- Students should be instructed to drop to the playground and cover their heads.
- Students should be instructed to get up and quickly line up when shooting stops.
- The office staff should alert all teachers to lockdown using the appropriate code. A member of the office staff should quickly lock all doors leading outside the building.
- Via 9-1-1, local enforcement will be contacted immediately.
- If possible, a staff member should keep the office informed of the location of the intruder.
- Staff members should use caution when approaching a stranger/intruder on campus.
- Never approach someone with a weapon of any kind.

When approaching an intruder/stranger, staff members should:

- Be courteous and confident
- Keep a distance from the individual
- Not touch the individual
- Protect him/herself at all times
- Encourage students either verbally or with hand signals to keep away from the situation.
- Attempt to be helpful—identify him/herself as someone who can assist the person if necessary.

A staff member should inform the office of any change in status on the playground. The staff member should only use the official lockdown release code to inform the office that the danger is gone. Injuries should be reported to the office immediately.

4. If the Intruder Enters a Classroom or Office:

Procedures where students and staff hide in place are only effective if the intruder is apprehended before students and staff are found.

- In the event that an intruder is able to force his/her way into a classroom, be prepared to fight back.
- Arm students with books, staplers, or other heavy objects to throw at the intruder.
- This procedure SHOULD NOT be practiced with students as it is disturbing, however, could save lives in the event of an actual invasion.

5. If Evacuating the Campus is the Best Option:

Running away from the scene is another potential life-saving procedure that will not be practiced in a drill, but should be used if it is the best possible action to save lives.

- We have identified the tennis courts at 20th Street Park as a place to evacuate in the event that this is the safest option. There is a bathroom and visual cover from the campus.
- The office staff will bring the Crisis Folder which will have updated student contact information, updated medical conditions, and contact information for people who are authorized to pick up children.
- If we will be dismissing students from the evacuation site, parents MUST communicate with the staff assigned to the Release Center. This will be office staff. NO STUDENTS SHOULD BE RELEASED TO ANYONE, INCLUDING PARENTS, UNTIL OFFICE STAFF HAS RECORDED WHO IS BEING RELEASED TO WHOM IN THIS FOLDER.

6. Medical Emergency During a Lockdown:

Paramedics will not be able to enter a campus that is on lockdown. The procedure if there is a medical emergency is to call 911 and explain to the operator that you are calling from a campus on lockdown and have a medical emergency. The operator will relay this information to the law enforcement EMS, who will respond to the medical emergency. You will need to tell the 911 operator to ask the law enforcement EMS to use your name, from Sherwood, who called in to 911 about _____. The law enforcement EMS will repeat this information at the locked door, which you should then open to access help.

Example of 911 call:

This is Michelle from Sherwood. We are located on Chapman Elementary campus and are on lockdown, but I have a student who is having a seizure. I need you to send the police EMS to room 9 and tell her or him to say: "I am here for Michelle from Sherwood who called about a student having a seizure."

Example of Law Enforcement EMS at the door:

This is Officer Richards from Chico PD EMS. I am here for Michelle from Sherwood who called about a student having a seizure. Staff would then open the door to allow the EMS to enter and administer medical assistance.

Public Agency Use of School Buildings for Emergency Shelters

The main campus is the property of Chico Unified School District, therefore the use of school buildings for emergency shelters will be determined by CUSD staff.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

PUPIL SUSPENSION AND EXPULSION/DUE PROCESS

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Sherwood Montessori. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. However, it is the mission of Sherwood Montessori to develop and nurture empathy and social concern in all students and we will strive first to resolve issues with students individually and / or in the classroom setting, where appropriate, prior to resorting to a suspension or expulsion. With the exception of a single act grave in nature, expulsion is an action the Board of Directors will take

only after prolonged violations of misconduct when other forms of discipline, including suspension, have not proven successful in assisting the student to correct their behavior or when a student's behavior is continuing to cause a danger to himself or others.

School staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Procedures will be printed and distributed as part of the Family Handbook prior to the first day of school and will clearly describe discipline expectations.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, suspension, the use of alternative educational environments, and in extreme cases, expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of physical intervention that is reasonable and necessary to protect the safety of students, staff or other persons or to prevent damage to school property.

The Board of Directors shall ensure the fair and equitable treatment by ensuring that all students will be afforded their Due Process rights under the law. The Director shall ensure all students and their parents/guardians receive the Family Handbook and are aware of the disciplinary policies.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom, Sherwood Montessori has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act (IDEA 2004) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Sherwood Montessori will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Improvement Act (IDEA 2004), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Sherwood Montessori has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such students.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at Sherwood Montessori or at any other school or a school-sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off Sherwood Montessori campus; d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

As per established state standards of conduct, students may be suspended or expelled for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to

possess the item from a certificated school employee, with the school Director or designee's concurrence.

- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Made terrorist threats against school officials and / or school property.
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

The above list is not exhaustive and, depending upon the offense, a pupil may be suspended or expelled for misconduct not specified above. Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities. The classroom setting envisioned for Sherwood Montessori requires community acceptance and support and any acts contrary to that aspect of the mission will necessitate intervention on the part of teachers and / or staff.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Informal Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Director or designee with the student and his or her parent and, whenever practicable, the teacher or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents / Guardians

At the time of the suspension, a school employee shall make a reasonable effort to contact the parent / guardian by telephone or in person. Whenever a student is suspended, the parent / guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If school officials wish to ask the parent / guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent / guardian respond to such requests without delay.

Suspension Time Limits / Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Director, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

A student may be expelled either by the Sherwood Montessori Board of Directors following a hearing before it or by the Board of Directors upon the recommendation of an ad hoc Disciplinary Panel as needed. The Panel should consist of at least three members, including one teacher from outside the student's classroom and the Director. The Disciplinary Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the pupil has committed an expellable offense.

The expulsion hearing will be presided over by the Chair of the Board of Directors or the chair of the Disciplinary Panel. In the event a Disciplinary Panel hears the case, it will make a recommendation to the Board of Directors for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent / guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil.

The notice shall include:

- The date and place of the expulsion hearing
- A statement of the specific facts, charges and offenses upon which the proposed is based
- A copy of Sherwood Montessori's disciplinary rules which relate to the alleged violation
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at Sherwood Montessori to any other school district or school to which the student seeks enrollment
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be constructed from the electronic version.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Disciplinary Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Sherwood Montessori Board of Directors, Disciplinary Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code §48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public. The decision of the Disciplinary Panel shall be in the form of a written recommendation to the Board of Directors who will make a final determination regarding the expulsion.

The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing.

Written Notice to Expel

The Director or designee following a decision of the Sherwood Montessori Board of Directors to expel shall send written notice of the decision to expel, including the Board of Directors' findings of fact, to the student or parent / guardian. This notice shall include the following:

- Notice of the specific offense committed by the student
- Notice of the student's or parent / guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Sherwood Montessori.

The Director or designee shall send written notice of the decision to expel to the student's district of residence, and the Chico Unified School District. This notice shall include the following: a) The student's name and b) The specific expellable offense committed by the student.

Disciplinary Records

Sherwood Montessori shall maintain records of all student suspensions and expulsions. Such records shall be made available to the CUSD upon request.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

Rehabilitation Plans

Students who are expelled from Sherwood Montessori shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Sherwood Montessori for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be the sole discretion of the Board of Directors following a meeting with the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the Sherwood Montessori environment. The Director shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The pupil's readmission is also contingent upon Sherwood Montessori's capacity at the time the student seeks readmission.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Any information that a student may be dangerous will be shared promptly and confidentially with teachers by the School Director or a designee. The notification will be followed up with an email documenting the content of the conversation.

(E) Sexual Harassment Policies (EC 212.6 [b])

Sherwood Montessori is committed to providing a cooperative and comfortable work environment free of sexual harassment of any kind. This policy is intended to be consistent with, and intended to be, enforced in conformance with the California Fair Employment and Housing Act as well as Title VII of the Civil Rights Act of 1964, which proscribes harassment in the workplace. The policy of Sherwood Montessori forbids discrimination against any employee, applicant for employment, or student, on the basis of sex. The school will not tolerate sexual harassment activity by any of its employees. This policy similarly applies to non-employee volunteers or any other persons who work subject to the control of school authorities.

A. Definitions

1. Conduct of a Sexual Nature - Conduct of a sexual nature may include, but is not limited to, verbal, visual or physical sexual advances, including subtle pressure for sexual activity; touching, staring, looking up and down, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; sexually-oriented "kidding," "teasing," doubleentendres, explicit or suggestive messages, cartoons, pictures and jokes, and any harassing conduct to which an employee would not be subjected by for such employee's sex.
2. Unwelcome Conduct of a Sexual Nature.
 - (a) Verbal, visual or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed employee has indicated, by his or her conduct, that it is unwelcome;
 - (b) An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome;
 - (c) Sherwood Montessori prohibits any conduct of a sexual nature directed toward students by teachers or others to whom this policy applies, and shall presume that any such conduct is unwelcome.

B. Sexual Harassment Prohibited

1. For the purposes of this policy, unwelcome sexual advances or requests for sexual favors, and other unwelcome conduct of a sexual nature constitute prohibited sexual harassment if:
 - (a) submission to the conduct is made either an explicit or implicit condition of employment (as an illustration, and not as a limitation, where a person's
 - (b) continued employment is conditioned upon or impacted by prohibited sexual-based factors);
 - (c) submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee; and (c) the conduct substantially interferes with an employee's performance, or creates an intimidating, hostile, or offensive work or school environment, regardless of whether the employee's continued employment or compensation is affected.

2. Specific Prohibitions.

School Director

- (a) It is sexual harassment for the School Director to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.
- (b) A School Director who either engages in sexual harassment or tolerates such conduct by other employees shall be subject to sanctions, as described below;

Non-managerial and Non-supervisory Employees

- (a) It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below;
- (b) Employees and Students - It is sexual harassment for an employee to subject a student to any conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.

C. Reporting, Investigation, and Sanctions

1. It is the express policy of Sherwood Montessori to encourage victims of sexual harassment to report such claims. The School understands that victims of harassment are often embarrassed and reluctant to report acts of harassment for fear of being blamed, concern about being retaliated against, or because it is difficult to discuss sexual matters openly with others. However, no employee of the School should have to endure harassing conduct, and therefore the School encourages everyone to promptly report any incidents of harassment so that corrective action can be taken. This may be done through the employee grievance resolution procedure or by reporting such matters to the onsite School Director or to the Board Chair if the grievance is with the School Director.

- (a) Employees who feel that their superiors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon agreement to unwelcome conduct of a sexual nature, are encouraged to report these conditions to the appropriate administrator. If the employee's direct administrator or supervisor is the offending person, the report shall be made to the next higher level of authority, up to and including the Board of Directors;
- (b) Employees are also urged to report any unwelcome conduct of a sexual nature by superiors or fellow employees if such conduct interferes with the individual's work performance, or creates a hostile or offensive working environment. Every reported complaint of harassment will be investigated promptly and thoroughly by School staff. Typically the investigation will include interviewing the complainant, anyone who may have knowledge of the alleged harassment, and the alleged harasser. Once the investigation is completed, the School will notify the complainant of the results of the investigation. The School will make every effort to handle the investigation in as confidential a manner as possible consistent with a thorough, fair and proper investigation. It should be understood that the School will not tolerate reprisals or retaliation against anyone as a result of the good-faith reporting of charges of sexual harassment. If you feel you have been subject to retaliation in any form, you should report it to your supervisor or the appropriate school administrator;
- (c) Students are urged to report any conduct of a sexual nature by school employees or others to whom this policy applies to the School Director or the Board Chair if the problematic conduct is initiated by the School Director.
- (d) In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred have to be investigated. Sherwood Montessori has a responsibility to investigate and resolve complaints of sexual harassment.

2. Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination, subject to applicable procedural requirements. Conduct of a sexual nature directed toward students shall be reported as child abuse for investigation by appropriate authorities.

D. Filing Complaints with State and Federal Agencies

In addition to notifying the School of harassment or retaliation, aggrieved parties may wish to file complaints with other appropriate state and federal agencies including the Department of Fair Employment and Housing (DFEH), which has authority to conduct investigations of facts. The deadline for filing complaints with the DFEH is two years from the date of the alleged unlawful conduct. If the DFEH believes that a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission or file a lawsuit in court. Both the California Fair Employment and Housing Commission (FEHC) and the courts have the authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC at the locations listed in the School's DFEH poster (in the office) or by checking the state government listings in the local telephone directory.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

It is recommended that children wear comfortable and washable clothing that will enable them to participate freely in the many activities of the day. Children in the elementary and middle school levels should wear

comfortable athletic shoes on their Physical Education class day/s, no boots or sandals. To prevent loss, jackets and sweatshirts should be labeled with the child's name. There is a Lost and Found shelf near the front office; parents are advised to check there routinely for their child's belongings. Smaller lost and found items are in the office, Room 3. Items in the Lost and Found will be sent to a charitable agency at Thanksgiving Break, Spring Break, and Summer Break. Prior to these donations, lost and found items will be displayed for parents to peruse at arrival and dismissal times.

**(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School
(EC 35294.2)**

During Hybrid Learning Due to Pandemic:

Two routes will be established for arrival and departure: the gate on the fence at 16th and the gate to CARD parking lot. Arrival and departure will be staggered, and markers on the ground indicate 6 feet of distance while waiting for temperature/wellness check to enter. School employees from the office will supervise arrival. Students' temperature will be taken with a touchless thermometer in the classroom and office staff will do a visual and verbal wellness check of students as they arrive.

- Arrival: At 8:45, the gates are opened, and we check in each student with a quick health screening.
- Dismissal: Students with last names beginning A-M will be dismissed at 11:45 and students with last names beginning N-Z will be dismissed at 11:50. Students in Rooms 1 & 2 can be picked up at the vehicle gate in front of the classrooms and students in Rooms 6 & 7 can be picked up at the pedestrian gate in front of their classroom. K-3 will be walked out by an adult, teacher or aide. The identification of new people added by parents to their child's approved pick up list is checked for safety and they must be on the list kept in the office database.

During Full Day, In-Person Learning:

Arrival

Between 8:30 a.m. and 8:45 a.m., Sherwood Montessori staff is available to monitor students as they arrive. This will be on the playground nearest Room 10, the middle school classroom, on the east side of campus. Any child on campus before 8:30 a.m. must check in to Extended Day. If a child arrives at 8:27 a.m., she or he must check in to Extended Day.

Children arriving after 8:45 a.m. are tardy; if the child arrives after attendance sheets have been collected by the office they must be signed in at the front office, Room 3.

Dismissal/ Pick Up Procedures

- 2:50 is the regular pick-up time for all students in grades TK-8 every day.
- For students in grades TK-3, we ask that parents pick kids up at the classrooms.
- Students in grades 4-8 are dismissed to walk home, ride bikes home, or walk if parents have signed a permission form. Students in grades 4-8 may walk out to their rides or wait for a pickup at the picnic tables near the garden.
- At 2:55, all students in all grades who have not been picked up will be checked in to Extended Day and supervised by after school care staff.
- Students who do not have an Extended Day contract and are on campus before or after school will be sent to the office and a call home will be made.

These procedures ensure that all students are under the supervision of an adult, either a parent or childcare staff, at all times while on Sherwood's campus.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

COMPONENT 1: Safe and Secure Learning Environment

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Objective 1: Students and staff are trained in a variety of relevant emergencies, and will respond appropriately to them. Staff will communicate to parents/guardians procedures should a disaster occur.</p>	<p>Related Activities: 1) Annually review/revise Sherwood’s Comprehensive School Safety Plan and replenish emergency supplies. 2) Practice plan changes with student drill procedures (eg. fire, tornado, earthquake)</p>	<p>Resources Needed: 1) Time to identify, develop and publicize and practice procedures. 2) Seek resources (ie. other Disaster Preparedness handbooks) that assist with the continuing development of these procedures. Inform parents/guardians, in Family Handbook, regarding procedures should a disaster occur. 3) Place emergency/disaster information on the school website</p>	<p>Persons Responsible: Director, staff, School Safety Committee</p>	<p>Timeline: Update annually by March 1.</p>
<p>Objective 2: Maintain staff CPR/First Aid training and certification.</p>	<p>Related Activities: 1) Practice CPR procedures. 2) Schedule a first aid class for the staff as needed.</p>	<p>Resources Needed: Funds for CPR/First Aid training/retraining</p>	<p>Persons Responsible: Director</p>	<p>Timeline: Review needs/budget annually.</p>

Component:

COMPONENT 2: School's Social Environment

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective 1: Maintain written procedures to inform students and parents of acceptable pick-up and drop-off times to prevent unsupervised children and unsafe behavior.	Related Activities: 1) Publicize the acceptable pick-up and drop-off procedures and through Family Handbook, school announcements, letters/emails to parents from teachers/director, and posting signs. 2) Provide kindergarten children with supervised staff pick up.	Resources Needed: Director will publish the Family Handbook annually.	Persons Responsible: Director, SMPO and Safety Committee.	Timeline: Publish procedures for parents annually in time for start of school in August.
Objective 2: Provide ongoing training for the morning and noontime aides in order to develop more effective playground supervisory practices before, during, and after school hours.	Related Activities: 1) Provide conflict resolution techniques training and effective monitoring methods. 2) Build-in student awareness of aides' authority and their roles.	Resources Needed: Funding source(s) and training time for noon duty supervision staff in conflict resolution techniques and effective monitoring techniques. Persons Needed: Director, classroom teachers, playground supervisors	Persons Responsible: Director	Timeline: Review training procedures annually.

<p>Objective 3: Publicize the school's discipline policy in August via the Family Handbook and PBIS Handbook posting on the school website and as needed (revisit in School Announcements if emphasis is needed) throughout the school year.</p>	<p>Related Activities: 1) Reinforce discipline policy at Back-to-School Night, in parent conferences as needed, and in the Family Handbook. 2) Include traditional Montessori Grace & Courtesy lessons in curriculum. 3) Positive Behavior Intervention and Support (PBIS) Handbook published for all employees and community members and reviewed with all employees.</p>	<p>Resources Needed: Time to review, update and publish "School Discipline Policy" in parent handbook.</p>	<p>Persons Responsible: Director, Staff, Safety Committee</p>	<p>Timeline: Prepare, update and publish student discipline policy in Family Handbook annually.</p>
<p>Objective 4: Maintain a school climate where each student and staff member is secure from physical and verbal abuse and is responsible for safe play at all times.</p>	<p>Related Activities: 1) Reinforce school playground rules, develop classroom discussions around bullying, breakdown "code of silence" behavior where students are passive bystanders to bullying, address same playground issues with parents and staff in appropriate setting, publicize safety expectations in Family Handbook. 2) Build-in process to empower students to take responsibility for their own behavior. 3) Train all staff on maintaining school policies to discussing student behavior issues with parents and Director.</p>	<p>Resources Needed: Resources from Second Step and Steps to Respect curricula on "Bullying" as professional development topic. PBIS Handbook and training.</p>	<p>Persons Responsible: Director, Safety Committee</p>	<p>Timeline: Evaluate all programs annually.</p>

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Sherwood Montessori Student Conduct Code

Montessori's approach to conduct is one of self-discipline. We understand that students test limits as they grow and they sometimes make mistakes. Our philosophy of discipline is based on using a collaborative problem-solving approach involving the person with the problematic behavior. This includes students, teachers and staff, parents, and any community member involved with Sherwood Montessori. This approach honors the sentiment in our mission statement: 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.

Every student at Sherwood Montessori has a right to learn and thrive in a school atmosphere that is conducive to academic achievement and social growth. Any behavior that threatens to disrupt the learning process or pose a danger to others is unacceptable.

Conduct Code Procedures

The Montessori classroom provides a variety of activities from which to choose. Once a child becomes acclimated to the classroom, her or his concentration on the absorbing tasks enable the teacher to maintain a comfortable hum of activity. A combination of group and individual attention is provided. Children are free to move about the environment provided they follow Sherwood's philosophy of mutual respect which includes respect for self, respect for others, and respect for the environment. Occasionally, a child may disrupt the normalized atmosphere; when this occurs, the teacher is responsible for redirecting the child's behavior in a positive manner. If unacceptable behavior continues, the following measures will be taken:

Observe - The teacher will make every attempt to see the situation from the child's point of view. At this point the teacher will ask the child questions to try to resolve the conflict. S/he will always involve the feelings of the child when trying to find a solution.

Discuss - Dr. Montessori believed a child to be capable of reason at an early age. The teacher will attempt to ascertain the cause of the child's acting out. On occasion, a parent may receive an Incident Report, which is intended to keep you apprised of any situations which have occurred. Certain actions, such as willful fighting, will require a parent to be called to come to the school to take the child home for the day. Usually, a conference will follow such measures.

Conference - Continued disruption will require a discussion as to the nature of the misbehavior. Communication between parents, teacher, and child is essential. The aim of these conferences is to suggest the best ways in which to deal with the behavior and gain cooperation from the child. Information shared at these conferences will help to better understand the child's perception. Referral- When parent conferences fail to successfully resolve a situation, we can recommend an appropriate professional on a private basis, or direct you to services offered by our intervention program. These professionals include, but are not limited to, the following: speech therapist, school resource specialist, and school child psychologist.

Dismissal - When all efforts previously stated prove unsuccessful, and we sincerely believe that our program is unable to meet the needs of the child, we may require that a child be dismissed from the school. Please understand that the well-being of your child, as well as his or her classmates, is our primary concern. Every effort possible will be taken to avoid this final measure. Parents have a legal right to appeal a decision to expel a student and details can be read in our Charter.

(K) Hate Crime Reporting Procedures and Policies

“Hate crime” means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim:

- (1) Disability.
- (2) Gender.
- (3) Nationality.
- (4) Race or ethnicity.
- (5) Religion.
- (6) Sexual orientation.
- (7) Association with a person or group with one or more of these actual or perceived characteristics.

Any hate crime committed on school grounds or at a school function must be reported to the Chico Police. Reports will be made for any witnessed or alleged acts that occur between students, staff, parents, or any person whether or not they are associated with the school.

(J) Procedures to Prepare for Active Shooters

Lockdown Procedure/ Code Red

The lockdown will be announced:

All Call (Wireless Intercom System): “Teachers please secure your students in your classrooms immediately. It is necessary to begin a lockdown.”

- If staff hears bullet shots or sees an individual with a weapon or with a threatening demeanor, lockdown procedures should be initiated whether or not an all call is made.
- Once a lockdown is begun, staff in the office will switch the two-way radios between Sherwood and Chapman to channel 1 (it is usually kept on channel 2).

Variations to the lockdown procedure:

1. Classes in progress (not during recess/lunch/PE):

Teacher Response to a Lockdown:

- Lock the classroom door(s) immediately. Your classroom door should already be locked with the lock block on. Lock your door and remain in the room with the students until you hear the code words.
- If any other command is given, DO NOT end the lockdown. An intruder may be forcing the office staff to make an announcement.
- Keep all students sitting on the floor, away from the door and windows or, if possible, in a large closet or cabinet if possible, out of sight of the intruder.
- Portable classrooms should form a circular shield of desks/tables/furniture to stop bullets should they pierce the walls.
- Do not unlock your door after the initial sweep to bring kids in. Students should be directed to go to the office if they are locked out in a lockdown. The office is the only door that will open once a lockdown has been initiated.
- Advise students that there is some type of emergency that requires a lockdown, but that you don’t know what it is.
- Collect all cell phones and turn them off. This is to prevent the noise and light that will indicate to an intruder where people are hiding. This is also to stop a flow of communication that could cause a panic among

parents. If an approved message is sent from the Director or Director's designee, students may text the message verbatim under your supervision.

- Turn your own cell phone ringer off. Use email to communicate to Sherwood staff members. First communication should be who is missing from the room (Cecile is at the bathroom, Andi is in the Learning Center, etc.).
- Take attendance of your students and prepare a list of missing students and any extra students in your room. Be prepared to take this list with you in case you are directed to leave the classroom.
- Wait until the office asks for your classroom's accounting of students to report missing students.
- Teachers and instructional aides can check the Catapult system for updates, either on personal cell phones or on computers via email.
- Ignore any fire alarm activation—the school will never be evacuated using this method during a lockdown. Wait for the code to evacuate.
- Project a calm attitude to quell student fears.
- Remain in the room until advised in person by office staff or Director that it is safe to end lockdown procedures.
- When or if students are moved from the classroom, assist them in moving as quietly and quickly as possible.
- If an incident is severe in nature, two-way radios may be used to receive further information. Refrain from turning on TV or media when students are present.
- To students outside at recess/lunch/PE:
 - Announce: "Students please line up immediately. Your teacher will be out to pick you up momentarily. Once again, students please stop all activity and line up."
- To call off a lockdown, the code will be announced via the wireless intercom system.
- If any other command is given, DO NOT end the lockdown. An intruder may be forcing the office staff to make an announcement. Only the proper code should be followed.

2. During Recess/Lunch/PE: Involving an Armed or Potentially Dangerous Intruder on Campus

- Principal, playground supervisors, or a designated staff member will contact office immediately with the announcement, "It is necessary to begin a lockdown".
- Students should be instructed to drop to the playground and cover their heads.
- Students should be instructed to get up and quickly line up when shooting stops.
- The office staff should alert all teachers to lockdown using the appropriate code. A member of the office staff should quickly lock all doors leading outside the building.
- Via 9-1-1, local enforcement will be contacted immediately.
- If possible, a staff member should keep the office informed of the location of the intruder.
- Staff members should use caution when approaching a stranger/intruder on campus.
- Never approach someone with a weapon of any kind.

When approaching an intruder/stranger, staff members should:

- Be courteous and confident
- Keep a distance from the individual
- Not touch the individual
- Protect him/herself at all times
- Encourage students either verbally or with hand signals to keep away from the situation.
- Attempt to be helpful—identify him/herself as someone who can assist the person if necessary.

A staff member should inform the office of any change in status on the playground. The staff member should only use the official lockdown release code to inform the office that the danger is gone. Injuries should be reported to the office immediately.

4. If the Intruder Enters a Classroom or Office:

Procedures where students and staff hide in place are only effective if the intruder is apprehended before students and staff are found.

- In the event that an intruder is able to force his/her way into a classroom, be prepared to fight back.
- Arm students with books, staplers, or other heavy objects to throw at the intruder.
- This procedure SHOULD NOT be practiced with students as it is disturbing, however, could save lives in the event of an actual invasion.

5. If Evacuating the Campus is the Best Option:

Running away from the scene is another potential life-saving procedure that will not be practiced in a drill but should be used if it is the best possible action to save lives.

- We have identified the tennis courts at 20th Street Park as a place to evacuate if this is the safest option. There is a bathroom and visual cover from the campus.
- The office staff will bring the Crisis Folder which will have updated student contact information, updated medical conditions, and contact information for people who are authorized to pick up children.
- If we will be dismissing students from the evacuation site, parents MUST communicate with the staff assigned to the Release Center. This will be office staff. NO STUDENTS SHOULD BE RELEASED TO ANYONE, INCLUDING PARENTS, UNTIL OFFICE STAFF HAS RECORDED WHO IS BEING RELEASED TO WHOM IN THIS FOLDER.

6. Medical Emergency During a Lockdown:

Paramedics will not be able to enter a campus that is on lockdown. The procedure if there is a medical emergency is to call 911 and explain to the operator that you are calling from a campus on lockdown and have a medical emergency. The operator will relay this information to the law enforcement EMS, who will respond to the medical emergency. You will need to tell the 911 operator to ask the law enforcement EMS to use your name, from Sherwood, and refer to the specific emergency. The law enforcement EMS will repeat this information at the locked door, which you should then open to access help.

Example of 911 call:

This is Michelle from Sherwood. We are located on Chapman Elementary campus and are on lockdown, but I have a student who is having a seizure. I need you to send the police EMS to room 9 and tell her or him to say: "I am here for Michelle from Sherwood who called about a student having a seizure."

Example of Law Enforcement EMS at the door:

This is Officer Richards from Chico PD EMS. I am here for Michelle from Sherwood who called about a student having a seizure. Staff would then open the door to allow the EMS to enter and administer medical assistance.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Bullying may be relational and/or physical and demonstrates an observable pattern of behaviors. Bullying will under no circumstances be tolerated by any person, adult or child, and will be dealt with decisively. Relational bullying can include:

- verbal put downs
- threats of exclusion
- tattling
- boasting and drawing disparaging comparisons
- gossiping
- internet bullying
- threats of physical violence
- threatening non-verbal behaviors such as glaring at someone
- using one's physical size to intimidate
- pushing
- pulling
- pinching
- shoving
- tripping
- any other such means of exerting power and/or intimidation.

Instances of bullying behavior will be dealt with as they happen. Education and support will be provided to all students involved in a short and empathic manner. If additional support is required, the teacher(s), Director, and parent(s)/guardian(s) will develop and implement a plan. However, by responding proactively to these situations, the goal is to prevent unhealthy and conflictual dynamics between teacher, students, and parents.

Students at Sherwood are taught to recognize and stand up to bullying. The acronym "POUR" is used to help students understand the difference between relational conflicts and bullying.

"P" stands for "purposeful". The behavior is on purpose, not impulsive or reactive, or the result of not understanding appropriate social interactions.

"O" is for "one-sided". There is one person who is targeting the other, it is not a back-and-forth in a difficult relationship.

"U" is for "unfair". There is clearly an aggressor and a victim, the bully has the power.

"R" is for repeated, actions and words are recurring.

We empower students to "Give the bully the SLIP", with "SLIP" being another acronym that can help kids remember what to do if they are being bullied.

"S" is for "Stand up, speak up" Kids are encouraged to practice standing still and strong and saying clearly: "Stop!"

"L" is for "Label it." Say something like: "That's bullying, it's name-calling, it's a threat, it's leaving someone out." Name the behavior and label it as bullying.

"I" is for "I don't like it."

"P" is for "Please stop." Politely, with power and purpose.

Sherwood students are encouraged to stand up for one another when they notice bullying and use their "bystander power" because bullies are few and bystanders are many. These are just some of the lessons that students are taught in the realm of conflict management and social-emotional learning. Our intention in sharing here in the Family Handbook is to give common language used at school that can be used at home if children report troubling behavior. Having common language will reinforce to kids that caring adults at school and at home will support them in coping with conflict and recognizing when bullying is occurring.

Safety Plan Review, Evaluation and Amendment Procedures

This Safety Plan will be reviewed, evaluated and adopted annually by March 1st. Input will be sought from staff, local law enforcement and fire authorities. Amendments will be made based on updated guidance.

Safety Plan Appendices

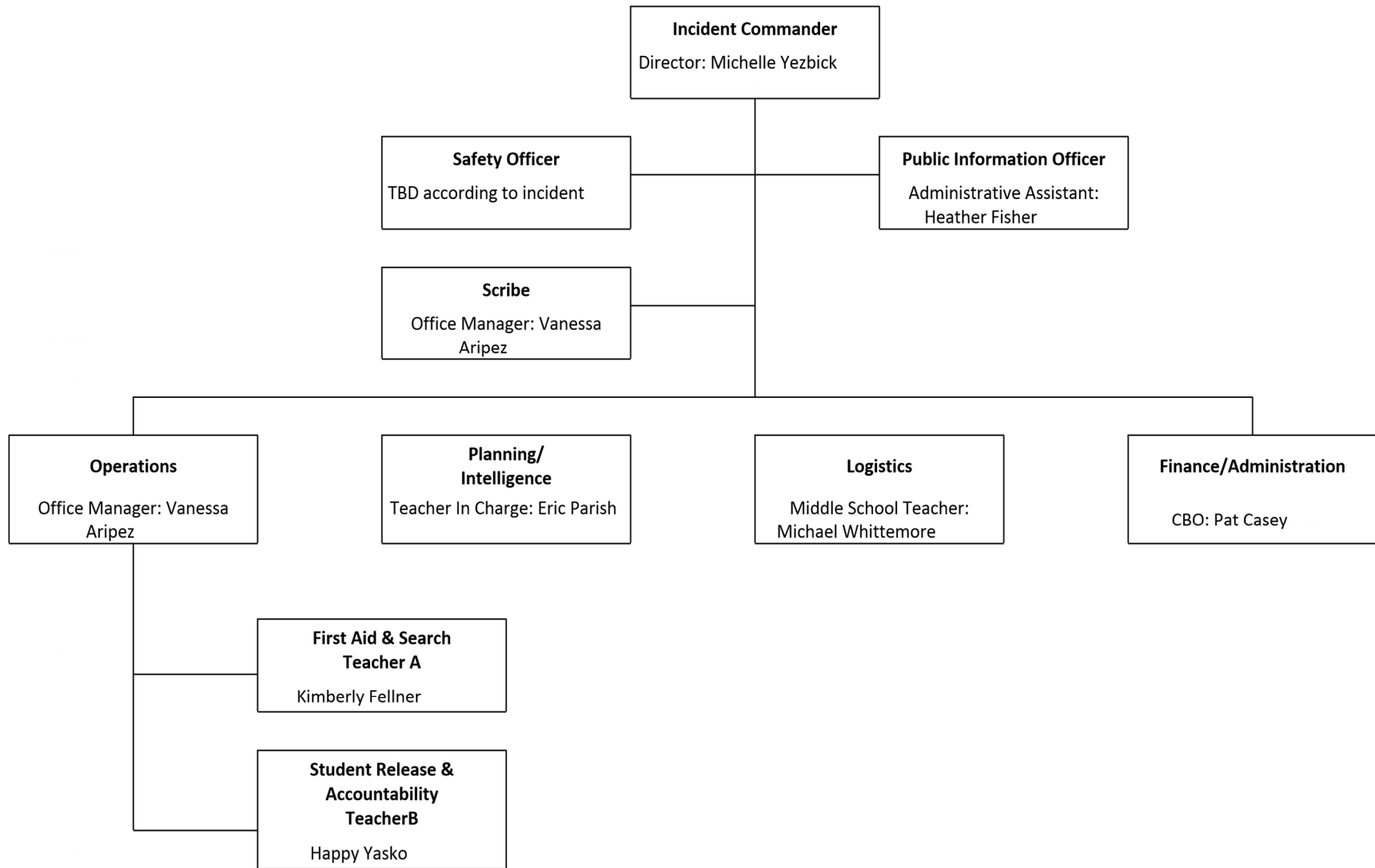
Emergency Contact Numbers
Incident Command System
Incident Command Team Responsibilities
Types of Emergencies and Specific Procedures
Emergency Evacuation Map

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Chico Police Department	530-897-4900	
Law Enforcement/Fire/Paramedic	Chico Fire Department	530-897-3400	
Law Enforcement/Fire/Paramedic	Butte County Department of Public Health	530-879-3665	
Public Utilities	Water	530-893-6300	
Public Utilities	Gas & Electric, PG&E	800-743-5000	
Local Hospitals	Enloe	530-332-7300	
City Services	Animal Control	530-897-4960	
School District	Chico Unified School District	530-891-3000	

Sherwood Montessori Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Disaster Team Roles 2021-2022

In the event of an earthquake, flood, or other disaster, we will need staff members to maintain assigned roles. School employees are considered civil servants in the event of a disaster and are legally mandated to stay with the students until the disaster is over or until all students have been transferred to their parents.

Office Staff

Heads the communication at the Release Center: Vanessa

First Aid Team

Kimberly

Happy

Natalie

Sweep Team

Justin

Steve

Loretta

Lead Teachers

Supervise students for the duration of the emergency:

Kindergarten-Teresa & Kim

Lower Elementary- Marlo & Brenda (Eric in Planning/Intelligence Role for SEMS protocol/Incident Command System

Upper Elementary-Sheng and Anne

Middle School-Jessi

Learning Center-Marta

Child Care

Students in child care will be supervised by the staff on duty. If there is a second staff member on duty, she or he will facilitate communication between the child care group and the communication at the Release Center

Types of Emergencies & Specific Procedures

Aircraft Crash

The school is not located in a flight path. If an aircraft crash occurs that could compromise the safety of the students or staff, school personnel will follow the directions of the Safety Officer heading the incident.

Animal Disturbance

If a dangerous animal is observed on campus or in an area near campus, school personnel will contact Chico Animal Control at (530) 897-4960. Students will be asked to stay in their classrooms until the animal is contained.

Armed Assault on Campus

If an armed assailant is on campus, lockdown procedures will be followed immediately.

Biological or Chemical Release

If a biological or chemical release is determined to be a risk for the staff or students of Sherwood, all students and personnel will remain indoors with windows and doors shut tightly. Staff will follow roles outlined in the Incident Command System to coordinate with first responders. When it is safe to do so, staff will begin to release students to parents while remaining in Incident Command System roles to keep order and record when and with whom students are released.

Bomb Threat/ Threat Of violence

A bomb threat will result in a building evacuation with students and staff proceeding to the far end of the playground field, lining up in fire drill order near the fence. The Chico Police Department will be called at (530) 897-4900 and school staff will follow the instructions of the officer assigned to the incident.

A threat of violence will result in a lockdown procedure and call to the Chico Police Department. Students and staff will remain in lockdown until the incident is determined to be resolved by the Chico Police.

Bus Disaster

Sherwood does not have a bus.

Disorderly Conduct

Disorderly conduct observed by a stranger outside the school will be reported to the Chico Police Department if the conduct appears to be dangerous. If the individual appears to pose a threat to students or staff on the school site, lockdown procedures may be initiated.

Earthquake

Earthquake

1. Warning Signal
2. Procedures
 - a. If in the classroom, the teacher or person in authority will call "DROP." Students will get under a desk, table, or doorway and assume the duck and cover position and hold on to legs of table.
 - b. If students are on the playground, they should stay away from buildings and trees, drop, and assume the proper position.
 - c. Wait for signal to determine if and when to move students.
 - d. Evacuate to designated areas on the playground.

See page 6 for detailed earthquake procedures.

Explosion or Risk Of Explosion

Explosion or risk of explosion on campus will result in a building evacuation with students and staff proceeding to the far end of the playground field, lining up in fire drill order near the fence. The Chico Police Department will be called at (530) 897-4900 and school staff will follow the instructions of the officer assigned to the incident.

Fire in Surrounding Area

If a fire in the surrounding area is determined to be causing poor air quality but there is no risk of the fire spreading to the school, students and staff will remain indoors with doors and windows shut tightly.

If it is determined that the fire could spread to the school, an evacuation will be conducted with coordination from emergency personnel. The school does not have a bus, so vehicular evacuation will require coordination with first responders. Sherwood's Incident Command System will be implemented to track dismissal of students and recording when and with whom students were released.

Fire on School Grounds

Fire

1. Warning Signal: Series of short bells continue until building is evacuated to the playground.
2. Procedures:
 - a. If the smell of smoke or gas is detected, teacher will walk class immediately to designated evacuation area. Be sure doors are closed and lights are turned off.
 - b. If there is no smell of smoke or gas, lock the classroom and stay inside as in a lockdown procedure/code red until the all clear signal is given: "Mr. P. C. has left campus. Lockdown is over." Please do not use the two-way radio except to respond to the office.
 - c. The office will contact each classroom if a lockdown is extended and ask for an account of the children.
 - d. Children on errands or in rest rooms at the sound of a fire bell should report immediately to the office.
 - e. Children with special teachers will remain with that teacher until arriving in the evacuation area. Once inside the evacuation area, special teachers will dismiss students to join the regular classroom teacher.
 - f. Children will wait quietly in evacuation area.
3. Teachers will account for all children using the class register. A green classroom number will be held up if all students are accounted for, a red classroom number will be held up if one or more students are missing. Teachers report to Director if all are present or who is missing.

Flooding

Sherwood Montessori is located in an area with minimal flood hazard. If school personnel is notified by emergency personnel that a flood is imminent, school staff will follow the directions of the emergency personnel.

Loss or Failure Of Utilities

If there is a loss or failure of utilities such as water or electricity, the appropriate agency will be contacted to determine the duration and area of the outage. The duration and scope of the outage will determine the action of the school. If it is determined that normal school operations can continue because the outage time will be limited, staff will adjust instruction accordingly: e.g.: teachers may lead classes in outdoor activities, portable handwashing stations may be set up and filled with transported water, battery powered light sources may be used.

A longer outage will require interagency communication and cooperation to determine if generators can be safely used on campus, for example, or if temporary bathroom facilities should be brought to campus.

Pandemic /Infectious Disease

OVERVIEW

An infectious disease is an illness caused by the presence of disease-causing agents or germs, including viruses, bacteria, fungi and parasites and other microbes. These diseases are called communicable diseases or transmissible diseases due to their potential of transmission from one person to another. A pandemic is an epidemic of an infectious disease that has spread across a large region, for instance multiple continents or worldwide, affecting a substantial number of people.

Transmission may occur by direct contact with an infected person or animal, by ingesting contaminated food or water, or by contact with infected surroundings or contaminated air. Infectious (communicable) diseases that usually require a more specialized route of infection—for example, by insects such as mosquitoes or ticks (disease vectors) —are usually not regarded as contagious. Contagious diseases acquired by blood or needle transmission or sexual contact require prophylactic strategies but not measures such as social distancing or quarantine. Strict measures as addressed in annual Blood Borne Pathogen training are a prevention strategy in place in the school system.

At-Risk Populations

Students are a high- risk population for infectious disease, and exposure to a variety of infectious diseases in a school population is inevitable. Infectious diseases are common in young children who have immature immune systems and are developmentally unable to understand and practice the concepts of good personal hygiene. However, older youth and teenagers exposed to different social situations are also prone to certain infections. In any school population, there are certain individuals who may have a higher risk of complications if exposed to specific diseases. Students and staff who are medically fragile or are immunosuppressed, pregnant, and/or have chronic disease, nutritional deficiencies or debilitating illness should be informed of the possible risks of acquiring an infection.

The responsibility of the school is to inform those individuals to consult with their licensed health care provider. The licensed health care provider will assess the risk, provide appropriate treatment and/or make recommendations so that reasonable accommodations are put in place for the individual by the school.

PURPOSE OF THE PLAN

The purpose of this plan is to provide a comprehensive guide on how an infectious disease outbreak might affect school-aged children, how to respond, and how local agencies should plan ahead.

During an infectious disease outbreak, Sherwood will utilize this Emergency Plan to achieve the following goals:

- Limit the number of illnesses and deaths
- Preserve continuity of essential school functions
- Minimize educational and social disruption
- Minimize economic and academic losses

A designated lead agency, generally the Butte County Department of Public Health, will coordinate with other local response and support agencies teams to incorporate all-hazard response activities and plans of our community, state and federal partners.

This plan does not address:

- Symptoms of specific infectious diseases, diagnosis, epidemiology, treatment, prognosis, and follow-up.
- Nuisance diseases such as lice that do not pose a significant threat to the health of the community. Such diseases, however, may cause considerable anguish and disruption to schools. Therefore, close cooperation between school administrators and local Public Health is essential for effective control of “nuisance” diseases in schools.
- Health plans, exams, medications, insurance, testing and assessment.

Planning Assumptions

1. The Butte County Public Health Department has the legal authority and primary responsibility for investigating the health and contagiousness of local students. These duties include the identification and control of human disease outbreaks and determining response capacity and capabilities.
2. Recognizing that children may be more likely shed the greatest amount of virus (they may be more contagious than adults), they are therefore likely to pose the greatest risk for transmission.
3. On average, about two secondary infections will occur as a result of transmission from someone who is ill.
4. In a severe outbreak, the school will need to plan to function with a 40%-60% work force absentee rate.
5. Whether or not schools will be closed or for how long is impossible to say in advance. However, it is well established that infectious disease outbreaks most often start in schools, so school closings may be likely. The duration of school closings can only be determined at the time of the event based on the characteristics of the outbreak, but it is unlikely that schools will be closed for less than 2 weeks (based on the incubation period of the disease and the length of time people are contagious) and could be as long as 12 weeks or longer.
6. Other planning assumptions include working closely with local health and emergency services agencies will maximize the health and safety of the school community. Understanding the roles of each agency and their responsibilities will promote coordination and communications.
 - An infectious disease outbreak may result in the rapid spread of the infection. Communities across the state and the country may be impacted simultaneously.
 - There will be a need for heightened local surveillance of disease symptoms and infection rates.
 - Antiviral medications may be in extremely short supply. Local supplies of antiviral medications may be prioritized by the local health agency for hospitalized patients, close contacts of patients, health care workers providing care for patients, or other designated groups.
 - Social distancing strategies aimed at reducing the spread of infection such as closing schools, community centers, and other public gather points and canceling public events may be implemented.
 - It will be especially important to coordinate disease control strategies throughout counties in the local area and the state due to the regional mobility of the population.
 - The general public, health care partners, response agencies, elected officials and schools will need continuous updates on the status of the outbreak, the steps local response agencies and the school are taking to address the incident, and steps the public can take to protect themselves.

Legal Issues Relating to Schools

1. Public Health Responsibilities
 - a. The Butte County Public Health officer may order schools to close. (Health & Safety §120175).
 - b. Written permission of the Public Health Officer or private physician may be required before an individually quarantined employee or student is allowed to return to school.
2. School Facilities California Education Code §32282 provides that school facilities are to be made available for mass care and welfare shelters during disasters. As part of its school safety plan, schools are required to establish a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds and equipment for emergencies involving the public health and welfare. For buildings owned by CUSD and located on a CUSD campus, Sherwood will defer to CUSD's procedures for such emergencies.
3. School Employees as Disaster Workers School employees are disaster workers pursuant to Government Code §3100 and, as such, are "subject to such disaster service activities as may be assigned to them by their superiors or by law."
4. School funding during closure/reduced Average Daily Attendance (ADA) due to infectious disease outbreak
 - a. California Education Code §46392 allows crediting for ADA in the case of an epidemic that reduces school enrollment.
 - b. California Education Code §41422 allows crediting for full apportionment if a school is prevented from operating schools for at least 175 days due to epidemic or order from government official due to emergency.
5. Students
 - a. Quarantine under direction of County Public Health officer is an excused absence. (California Education Code §48205).

Concept of Operations

The Butte County Department of Health and Human Services will be the lead agency in coordinating the local health and medical response to an epidemic or pandemic with state, federal, and local agencies and officials.

The school will maintain increased communications with Butte County Department of Health and Human Services, which will then provide information to the County Operational Area Emergency Operations Center (EOC) to implement those procedures that increase the health and safety of the school community.

The school assumes the following responsibilities:

- Develop capabilities to implement non-medical measures to decrease the spread of disease throughout the school community as guided by the epidemiology of the pandemic and the Butte County Health Department.

- Develop and implement pandemic preparedness activities and a business continuity plan aimed at maintaining the provision of educational services and limiting the spread of disease throughout the duration of the pandemic outbreak.
- Review sick leave policies and make adjustments as necessary to ensure non-punitive policies are in place.
- Review policies regarding quarantines and pay continuation and make adjustments as necessary.
- Communicate with and educate the school community and parents about approved public health practices and what each person can do to prepare or respond to minimize health risks.
- Develop and implement educational support plans for students who are isolated or quarantined and coordinate these plans with the social support plans developed by the Butte County Health Department and the California Department of Education.
- Develop a recovery plan that provides for education support and emotional support for staff and students.
- Review best practices for respiratory hygiene and universal precautions and train all school staff, volunteers and students.
- Identify and procure needed resources.
- Review procedures for sending ill individuals home and make adjustments, if necessary.
- Establish and implement surveillance process to report the number of absent staff and students due to communicable diseases. Many communicable diseases are required by California state law to be reported to the County Department of Health. Appendix B provides the Title 17, California Code of Regulations §2500, §2593, §2641.5-2643.20 and §28002812 Reportable Diseases and Conditions and a sample School Weekly Report of Communicable Diseases.
- Update staff and provide information on extent of infection at school site and potential changes that might take place at school.
- Document all actions taken.

MITIGATION AND PREVENTION

Mitigation activities are taken in advance of an infectious disease outbreak to prevent or temper its impact. Mitigation efforts will occur primarily during the early phase of the outbreak.

How Illness Spreads

Transmission of an infectious disease may occur through several pathways:

1. Direct Contact. Direct-contact involves skin-to-skin contact and physical transfer of microorganisms from an infected person to a susceptible host.

a. Person to person: The most common way for infectious disease to spread is through the physical direct transfer of bacteria, viruses or other microorganisms from one person to another. These germs can be spread when an infected individual touches, coughs on or kisses someone who is not infected, through the exchange of body fluids from sexual contact or a blood transfusion. Mononucleosis can be spread by saliva. Diseases such as Hepatitis B, Hepatitis C, and the human immunodeficiency virus (HIV) can be spread by contact with infected blood. Infected students can possibly transmit these diseases through biting if there is visible blood mixed with their saliva (i.e. from bleeding gums).

b. Animal to person: A scratch or bite from infected animal or handling animal droppings can cause disease.

2. Indirect Contact. Many microorganisms can linger on objects such as doorknobs, faucet handles, desktops and computer keypads. Indirect contact involves contact of a susceptible host with a contaminated intermediate object in the environment. Some infections can be spread indirectly by contact with contaminated clothing. Chickenpox (varicella), shingles (herpes zoster), impetigo, head lice, ringworm, and scabies are all spread this way.

3. Vector. Vector-borne diseases rely upon organisms, usually insects, for transmission of the parasitic, viral or bacterial pathogens from one host to another. Bites and stings from mosquitoes, fleas, ticks and lice carry disease-causing microorganisms on their body or in their intestinal tract which can infect humans.

4. Droplets. Disease is easily spread when droplets containing pathogenic microorganisms are generated from an infected person during sneezing, coughing or talking. Large droplets travel less than three feet before falling to the ground and do not remain suspended in the air. Transmission via large-particle droplets requires close contact between the infected host and another person. Sick students will often contaminate their hands and other objects with infectious nose and throat discharges. When other students come in contact with these objects and then touch their eyes, mouth, or nose, they can become infected. Some of the infections passed in this way are the common cold, chickenpox, influenza, meningitis (viral and bacterial), mumps, rubella, pink eye (conjunctivitis), strep throat, and whooping cough (pertussis).

5. Airborne. Airborne transmission occurs when an infected person coughs, sneezes or talks and generates very small respiratory droplets containing virus or bacteria. These small particles remain suspended in the air for long periods and can be widely dispersed by air currents. When another person inhales these small particles, they can become ill. Airborne transmission of disease can also occur through inhalation of small-particle aerosols in shared air spaces with poor circulation.

6. Foodborne. Consumption of food and liquids contaminated with pathogenic bacteria can result in illness or death.

7. Fecal. Intestinal tract infections are often spread through oral ingestion of viruses, bacteria, or parasites found in the stool of an infected person or animal. This type of transmission happens when objects contaminated with microscopic amounts of human or animal feces are placed in the mouth. In schools, the areas most frequently contaminated with feces are hands, classroom floors, faucet handles, toilet flush handles, toys and tabletops.

Prevention Strategies

CLEANING. A virus generally lives 2 to 8 hours on surfaces, but certain viruses may live up to a week or longer. Friction is a key element in cleaning by using soap (or detergent) and water to physically remove germs, dirt, and impurities from surfaces or objects. Cleaning does not necessarily kill germs, but lowers their numbers and mitigates the necessary host environment for pathogen survival, concurrently reducing the risk of spreading infection.

DISINFECTING. Disinfection is the destruction of pathogenic or other harmful microorganisms by use of chemicals on surfaces or objects. Disinfecting does not necessarily clean dirty surfaces or remove germs. Disinfecting agents specifically target infectious pathogens and can lower the risk of spreading infection by killing germs on a surface after it has been cleaned. Disinfection is generally intended for patient-care items in health care facilities. Disinfection requires contact between the disinfectant and the surface to be disinfected for at least ten minutes under moist conditions.

SANITIZING. Sanitizing reduces the number of microbial contaminants on surfaces or objects to a relatively safe level, as judged by public health standards or requirements. Sanitizing works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

a. Routine Cleaning and Disinfecting. It is important to match cleaning and disinfecting activities to the types of microorganisms to be removed.

Flu viruses are relatively fragile and can live and potentially infect a person for only 2 to 8 hours after being deposited on a surface, so standard cleaning and disinfecting practices are sufficient to remove or kill them. It is not necessary to close schools to clean or disinfect every surface in the building to slow the spread of flu.

Special cleaning and disinfecting processes, including wiping down walls and ceilings, frequently using room air deodorizers, and fumigating, are not necessary or recommended. These processes can irritate eyes, noses, throats, and skin; aggravate asthma; and cause other serious side effects.

If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

Extra attention should be paid in cleaning the following areas:

- Classrooms with young children. Clean and sanitize toys regularly.
- Common areas. Clean and periodically sanitize desks, tables, countertops and drinking fountains.
- High touch areas. Computer keyboards, doorknobs and handles, visual aids and telephones.

Do not mix cleaners and disinfectants unless the labels indicate it is safe to do so. Combining certain products (such as chlorine bleach and ammonia cleaners) can result in serious injury or death.

b. Handle waste properly. Follow standard procedures for handling waste, which may include wearing gloves. Place no-touch waste baskets where they are easy to use. Throw disposable items used to clean surfaces and items in the trash immediately after use. Avoid touching used tissues and other waste when emptying waste baskets. Wash your hands with soap and water after emptying waste baskets and touching used tissues and similar waste.

Universal Precautions

Universal precautions are a set of guidelines that assume that all blood and certain other bodily fluids are potentially infectious. Follow universal precautions when providing care to any individual, whether or not the person is known to be infectious.

The list below describes universal precautions:

a. Handwashing

Handwashing is one of the best tools for controlling the spread of infections. All students and staff should perform effective hand washing, which will reduce the amount of illness in schools. Avoid eating or touching mouth or eyes while giving any first aid.

Wash hands thoroughly with warm running water and a mild liquid soap for at least 15 seconds. Scrub between fingers, under fingernails and around the tops and palms of hands:

- Before and after physical contact with any person (even if gloves have been worn)
 - Before and after eating or handling food
 - After contact with a cleaning agent
 - After using the restroom
 - After providing first aid
- b. Personal Protective Equipment (PPE)
- Wear disposable gloves when in contact with blood and other body fluids
 - Wear protective eyewear when body fluids may come into contact with eyes (e.g., squirting blood)
 - Wear PPE as recommended by public health officials, including masks and/or face shields
- c. Clean-up
- Wipe up any blood or body spills as soon as possible
 - Double-bag the trash in plastic bags and dispose of immediately
 - Clean the area with an approved disinfectant or bleach solution (bleach: water= 1:10)
 - Send all soiled clothing home with the person in a double-bagged plastic bag

Immunizations

Childhood Immunizations

Immunizations help prevent serious illnesses. State health regulations require students attending school to be up to date on all immunizations. A waiver signed by a licensed physician is required for a valid medical exemption. Hepatitis A, influenza, and bacterial meningitis vaccines are available but not required for school attendance. Seasonal flu vaccination is strongly recommended for anyone over 6 months of age. California law requires students entering grades 7 through 12 to provide proof of Tdap immunization to enter school. Schools should have documentation of the immunization status of all students on file.

Adult Immunizations

The California Department of Public Health strongly recommends that school personnel be vaccinated against diphtheria, tetanus, mumps, measles, polio, chickenpox (varicella), and rubella (German measles). It is especially important for women of childbearing age to be immune to rubella, as this infection can cause complications for the developing fetus. Seasonal flu vaccination is strongly recommended.

Animals/Pets at School

Animals in the classroom can be beneficial in the education process. However, some animals can transmit infectious diseases to humans. For example, reptiles shed Salmonella bacteria in their feces without being sick themselves. People can contaminate their hands with feces when they handle or clean up after the animal, and disease can spread through the fecal/oral route explained above. Some animals are not appropriate for the classroom, such as: poisonous animals (e.g., poisonous spiders, snakes, and insects); wild, stray, or aggressive animals; or animals from an unknown source. To minimize the risk of students and staff acquiring an infectious disease from animals, take simple precautions:

- Keep animal cages or enclosures clean and in good repair. Students who assist in cleaning the cage(s) should be supervised and should wash their hands afterwards.

- Students and staff should always wash their hands after any contact with animals, and after visiting places with animals such as zoos or farms.
- Students should never “kiss” animals or have them in contact with their faces.

PREPAREDNESS

Effective preparedness includes establishing policies to maintain sanitation, keep records current, conduct periodic inspections and regular maintenance and training for staff.

General Activities

- Plan, exercise, evaluate and revise the Emergency Plan for Infectious Disease;
- Train and equip staff to assure competencies and capacities needed to respond to an infectious disease outbreak;
- Develop strategic partnerships with local community health care institutions and providers, and local, State and federal response agencies and their staff;
- Develop and implement surveillance and reporting procedures to monitor illness patterns in the schools;
- Educate schools and parents about infectious disease and recommend protective measures
- Inform and update schools about the potential impacts of an infectious disease outbreak on essential services and city, county, and school infrastructure;
- Stockpile necessary equipment and supplies that will be needed to respond to a disease outbreak;
- Establish ventilation (HVAC) standards to be used during response and recovery (such as filter change schedules, etc.).

Personal Protective Equipment (PPE)

- Provide PPE to staff (For example, N-95, which must be fit-tested, or surgical masks and nitrile gloves, an alternative to latex gloves).
- Address PPE issues with staff (i.e. uncomfortable, frequent changes, difficulties recognizing coworkers, communication issues, one size does not fit all).
- Ensure that you have adequate stock and an array of sizes and types available.
- Provide and use alcohol-based hand sanitizer and non-aerosol spray disinfectant for commonly touched surfaces.
- Train all staff to use PPE, including administrators, maintenance and security staff.
- Encourage staff to talk about the PPE issues and to develop a “we will get through this” mentality.

Training

- Require new staff, including substitutes and volunteers, to complete First Aid and CPR training, including child CPR;
- Provide refresher awareness training for all staff;
- Train staff to use chemicals properly to prevent accidental contamination and human exposure;
- Provide training on identifying symptoms of infectious disease;
- Educate school staff on the process and importance of routine hand hygiene and standard health precautions;
- Maintain training and attendance records on all staff (paid and volunteer) at each facility.

RESPONSE

Response is the immediate reaction to a disaster. Certain aspects of the response may take place before the event if it is anticipated. Response yields to recovery.

Detection

Schools have a role in assessing the health of students. School personnel should be trained to monitor student's behavior and note any symptoms of illness.

Common Indicators of Infectious Disease in Children

Teachers who spend several continuous hours a day with their students, are in an excellent position to detect early physical and behavioral changes in students at school. They may observe differences in the usual pattern for a particular student, and deviation from a developmental "norm" for students of a given age. The physical and behavioral "indicators" listed below are nonspecific and do not in themselves suggest the presence of an infection.

- **Appetite.** Often, a student who is ill or becoming ill with an infection will exhibit changes in eating habits. He/she may "pick at" solid foods, eat lightly, want only certain foods, and/or prefer liquids.
- **Behavior.** Irritability may be associated with illnesses, often because of the accompanying fatigue, fever, and discomfort. Play activities may diminish and the student may become lethargic (drowsy or indifferent).
- **Fever.** Fever is a symptom of illness, but it does not automatically require therapy. Repeated low-grade fever may occur as the result of physiological changes in the body and may not cause any discomfort to the student. However, students with fever over 101°F and other symptoms should/need to be sent home from school, especially if other symptoms are apparent. The student's parent/guardian should be notified.
- **Appearance.** A pasty, pale appearance may signal an illness, especially if it is a change from a student's normal skin color. A new yellow tinge to the eyes or skin, or a flushed appearance with rosy cheeks and glassy or red eyes, may also indicate an illness.
- **Rash.** The diagnosis of rashes can be very difficult and even a licensed health care provider may require lab tests to confirm whether a certain disease is present. If a referral to a licensed health care provider is made, advise the student's parent/guardian to inform their licensed health care provider's office staff of the presence of a rash illness so that appropriate medical isolation can be arranged during the visit. Itchiness of the rash is not necessarily a signal of infection. A rash can be a symptom of a serious or unserious condition.
- **Change in Bowel Habit.** Diarrhea may accompany a number of infectious diseases. Conversely, sluggishness of the bowels and constipation may occur, sometimes with abdominal cramps. Cramps can be due to the inactivity of the ill student and the dehydration that often occurs during infections.
- **Nasal Discharge and Obstruction.** Clear nasal discharge may signal a cold or it may indicate an allergic reaction, especially if accompanied by watery eyes. Yellow or green discharge indicates an infection (usually viral or possibly bacterial) or obstruction by a foreign body. Breathing may be noisy. If breathing is labored, immediate medical referral is indicated.
- **Sore Throat.** A sore throat can be a minor problem. However, it may also accompany potentially more significant infections such as streptococcal pharyngitis, infectious mononucleosis, or even serious generalized illnesses. Check for accompanying fever and notify the parent/guardian. Recommend medical evaluation if the sore throat is accompanied by fever, difficulty swallowing, and/or swollen lymph nodes (glands).

- Cough. Coughs accompany some chronic conditions, allergic conditions, and many infectious diseases. Persistent coughs (lasting 3 weeks or more), especially with other symptoms such as fever, loss of appetite, and weight loss, need medical evaluation.
- Earache and Ear Discharge. A student may complain, pull at the ear, or put a hand to the ear if there is discomfort. When there is an earache, particularly when blood or pus is seen running from the ear, the student needs to be referred for medical care.
- Pain (Back, Limbs, Neck, Stomach). Leg and back pains are not uncommon during the course of infectious diseases. Stomach pains or cramps usually do not signal serious disease in children, although appendicitis must be considered when abdominal pain is severe or persistent. Gastrointestinal disturbances such as vomiting, diarrhea, and constipation may be accompanied by abdominal pain.

Symptomatic Treatment

- Symptomatic treatment of any illness in the school setting is prohibited unless the parent/guardian has complied with school policy on the administration of oral medications for symptomatic treatment of illness or injury. Aspirin should not be administered for viral illnesses in children under age 19 because of the possible association with Reyes Syndrome.

Infection Control

The key concepts of infection prevention and control are:

- Handwashing – the single most effective way to prevent the spread of germs.
- Cover your cough – an effective way to reduce the spread of germs when coughing and sneezing.
- Proper diapering procedures – to reduce the spread of germs found in feces to hands, objects, and the environment.
- Cleaning, sanitizing, and disinfection – to reduce the presence of germs in the environment.
- Food safety – to reduce the spread of germs from improperly cooked and handled food.
- Exclusion guidelines – to reduce the opportunity for germs to spread from ill people to others.
- Immunizations– for list of resources for age appropriate immunizations and childcare and school requirements.
- Avoid sharing personal items – encourage children, students, and staff to NOT share items such as water bottles, food, utensils, beverages, straws, toothbrushes, lip gloss, lip balm, lipstick, towels, head gear, combs, brushes, etc. to prevent the spread of germs to others.
- Self care – encourage staff and children to perform their own first aid, when age appropriate.
- Social distancing-as recommended by public health officials

Barriers: Barriers may be used where there is a possibility of exposure to blood and body fluids (e.g., urine, stool, secretions from the nose and mouth, drainage from sores or eyes). One aspect of standard precautions is the use of barriers. The purpose of using barriers is to reduce the spread of germs to staff and children from

known/unknown sources of infections and prevent a person with open cuts, sores, or cracked skin (non-intact skin) and their eyes, nose, or mouth (mucous membranes) from having contact with another person's blood or body fluids.

Examples of barriers that would be used for childcare and school settings include:

- Gloves when hands are likely to be soiled with blood or body fluids. Note: an incident of an allergic response to latex or powdered gloves may occur, but the risk from not using gloves of any kind is greater.
- CPR (cardiopulmonary resuscitation) barriers – CPR mask or shield.
- Eye protection and face mask when the face is likely to be splattered with another's blood or body fluid.
- Gowns when clothing likely to be splattered with another's blood or body fluid.
- Safety needles that facilitate safe and proper disposal of used needles.
- Masks, face coverings or face shields

Exposure Response Strategies

- Direct any students affected with health issues to the school nurse, send home, or direct to appropriate medical personnel.
- Send sick employees home.
- Identify number and scope of potential and probable exposures.
- Isolate the infected students.
- Notify administrative authorities and local health department. Follow reporting protocols.
- Identify spokesperson for the incident (School Director or appointee).
- Identify key messages, protecting student confidentiality.
- Collect health-related information needed for public communications to parents and the community.
- Communicate information about the infectious disease to the school community and any other stakeholders:
 - o Possible physical symptoms; At risk groups
 - o Medical response – only health professionals should provide medical advice
 - o Actions being taken.
 - o Clean and sanitize rooms and facilities
 - o Document actions, submit data and appropriate forms.

High Risk Populations

These individuals have high risk for harm from an emergency or disaster due to significant limitations in their personal care or self-protection abilities, mobility, vision, hearing, communication or health status. Such limitations may be the result of physical, mental or sensory impairments or medical conditions.

Some of these individuals may be reliant on specialized supports such as mobility aides (wheelchairs, walkers, canes, crutches, etc.), communication systems (hearing aids, TTY's, etc.), medical devices (ventilators, dialysis, pumps, monitors, etc.), prescription medication, or personal attendants. For some individuals, loss of these supports due to emergency-related power and communication outages, or transportation and supply disruptions, may be the primary or only risk factor.

- Identify populations at high risk for the outbreak and exclude from school/workplace, as appropriate.
- Note special considerations for children and give information to parents, pediatricians, and daycare providers. Include ages affected, signs and symptoms, medical treatment, and risk reduction.

- Provide information to caregivers for children regarding limiting children's exposure to others and to the news, reminding them to only give age appropriate information to children, and encouraging hand washing.
- Inform the community of risk factors with medically compromised individuals.

Exclusion Guidelines

The decision to exclude students who have an infectious disease from school should be made in conjunction with the school nurse, the State or local public health agency, health care professionals, and/or parents/guardians. These guidelines contain exclusion recommendations for each disease or condition. Students should be allowed to return to school once the exclusion period is met or a health care provider clears the student.

Generally, if any of the following conditions apply, exclusion from school should be considered:

- If the student does not feel well enough to participate comfortably in usual activities, it may be recommended that he/she stay or return home until feeling well.
- If the student requires more care due to illness than school personnel are able to provide.
- If the student has a high fever, behavior changes, persistent crying, difficulty breathing, lack of energy, uncontrolled coughing, or other signs suggesting a severe illness.
- If the student is ill with a potentially contagious illness and exclusion is recommended by a health care provider, the State or local public health agency, or these guidelines.

In cases where unvaccinated students are exposed to a vaccine preventable disease (such as measles, mumps, rubella, and pertussis), the State or local public health agency should be consulted in order to determine if exclusion of unvaccinated students is necessary.

If school personnel become ill with an infectious disease, the affected staff member should consult with a health care provider to determine if they can work. If ill with diarrhea or vomiting, school personnel should not work until the illness is over. This is especially important for staff who work in the cafeteria or handle food in any manner. A letter from the health care provider/physician may be required to return to work.

Social Distancing

Social distancing strategies are non-medical measures intended to reduce the spread of disease from person-to-person by discouraging or preventing people from coming in close contact with each other. These strategies include closing schools and public assemblies, cancelling athletic activities and social events, closing non-essential agency functions, implementing emergency staffing plans, increasing telecommuting and flexible scheduling and other options.

Quarantine

Quarantine is the physical separation and restriction of movement of individuals, family groups and communities who, though not ill, have been exposed to a contagious disease. Quarantine may be required to prevent the spread of infectious disease that may be transmitted to other individuals before illness develops or is recognized. Quarantines may be done at home or in a restricted area, depending on the specific nature of the infectious agent.

Isolation

Isolation applies to persons who are ill with a contagious disease. Isolation is the physical separation and restriction of movement of an individual who is ill or is suspected of having an infectious illness from those who are

not ill and have not been exposed to the contagion. Isolation may be required if medically necessary and reasonable to treat, prevent, or reduce the spread of the disease. Individuals may be isolated in a health care facility, the individual's home or a non-health facility.

Communications

Communications with the public and health care providers will be one of the most critical strategies for containing the spread of the infectious disease and for managing the utilization of health care services. This plan's communications goals are to:

1. Provide accurate, consistent, and comprehensive information about the infectious disease, including case definitions, symptom management, treatment options, infection control measures, and reporting requirements.
2. Instill and maintain public confidence in the schools and the County's public health care systems and their ability to respond to and manage an emerging infectious disease environment.
3. Ensure an efficient mechanism for managing information between local County Department of Health Services, emergency response agencies, health system partners and the schools.
4. Contribute to maintaining order, minimizing public panic and fear, and facilitating public compliance by providing accurate, rapid, and complete information.
5. Address rumors, inaccuracies, and misperceptions as quickly as possible, and prevent the stigmatization of affected groups.
6. Ensure that all information release to the public is provided through the School Public Information Officer as identified in the School Emergency Operations Plan.

Reporting Requirements

Individuals treating or having knowledge of a reportable disease, whether the disease is suspected or confirmed, should report the case to the State or local public health agency. In most cases, health care providers or laboratories report diseases. In certain circumstances, school nurses and personnel should report diseases, such as when a student is suspected of having measles, chickenpox, a serious infectious disease, or when an outbreak occurs. It is important to remember that only qualified health care providers can diagnose an illness.

Regarding confidentiality, the Family Rights and Privacy Act prohibits sharing of health-related information except in certain well-defined circumstances, including, but not limited to: specified officials for audit or evaluation purposes, and appropriate officials in cases of health and safety emergencies. Notifying the State or local public health agency of a reportable disease does not breach confidentiality laws.

When a case is reported, public health agencies may conduct an investigation to confirm the diagnosis, treatment, and cause of the illness, and determine the appropriate methods of disease control. Group outbreaks resulting from any cause, including foodborne outbreaks, must be reported to the State or local public health agency within 24 hours. In an outbreak situation, the goal of the public health agency is to assist the school in preventing further spread of the illness and to try to determine the cause of the outbreak.

To report a disease or outbreak, contact the Butte County Public Health Department:

Submit completed Confidential Morbidity Report (CMR) via fax to Oroville: 530.538.5387 or Chico: 530.879.3309. For questions about reporting, or for a disease that must be reported IMMEDIATELY, during regular business hours (Monday-Friday 8:00AM-5:00PM excluding holidays) call 530. 5523929. For IMMEDIATE reports after hours, please contact our exchange at 530.332.2462. For CMR's visit <http://www.buttecounty.net/ph/Programs/Communicable-Disease/OtherDiseases/Report>. The CMR includes a reporting document as well as a list of diseases that should be reported and the timeline for reporting.

To the extent the following information is available, it should be reported when contacting the Public Health Department:

- Patient's name
- Diagnosis
- Date of birth
- Sex
- Ethnicity
- Address
- Phone number
- Name and address of the responsible health care provider
- Pertinent laboratory test results (if applicable)

RECOVERY

School recovery from the spread of an infectious disease will begin when school officials receive notice from the County Public Health Department that schools may resume normal operations. The School Director will determine if normal supplies, resources and response systems are adequate to manage ongoing school activities.

In consultation with County Department of Health and Human Services, the School Administration will recommend specific actions to be taken to return the schools to pre-event status.

The School will:

- Assess the economic and educational impact of the infectious disease on the schools.
- Evaluate the response actions taken by the school as a result of the infectious disease.
- Determine effectiveness of existing plan to respond to similar events in the future.
- Revise existing plan as necessary to address any deficiencies.

After Action Review

- Implement sanitization and disinfection procedures
- Deploy solid waste disposal plans
- Review processes and incident communication protocols
- Review impact on the school and community
- Evaluate lessons learned
- Review and revise procedures, as needed
- Retrain staff

Document Archive

Maintain all information for the current year and the three prior years:

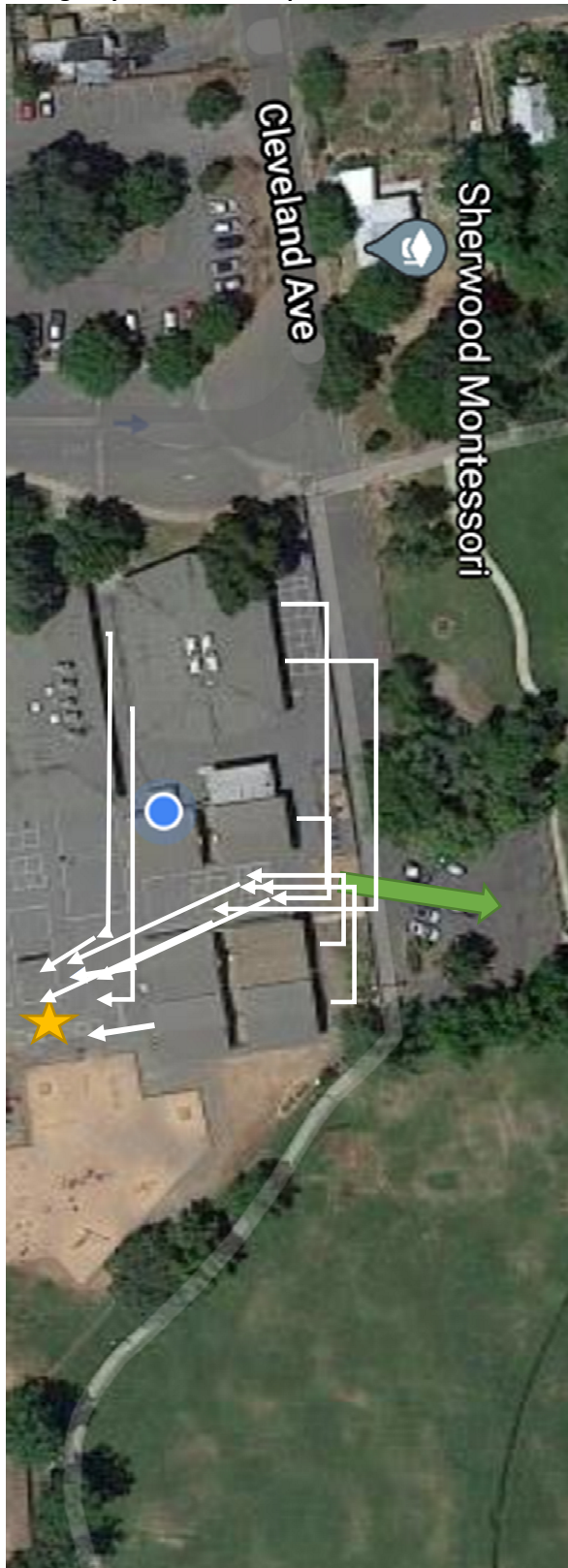
- Reports provided to the local Public Health Department or other government agencies

- Attendance rosters of affected classrooms or schools
- Reports from students and staff with symptoms of illness
- Reports showing what materials were provided to families and staff
- Actions taken by nurses, teachers, office staff and school administrators

Public Agency Use of School Buildings for Emergency Shelters

The main campus is the property of Chico Unified School District, therefore the use of school buildings for emergency shelters will be determined by CUSD staff.

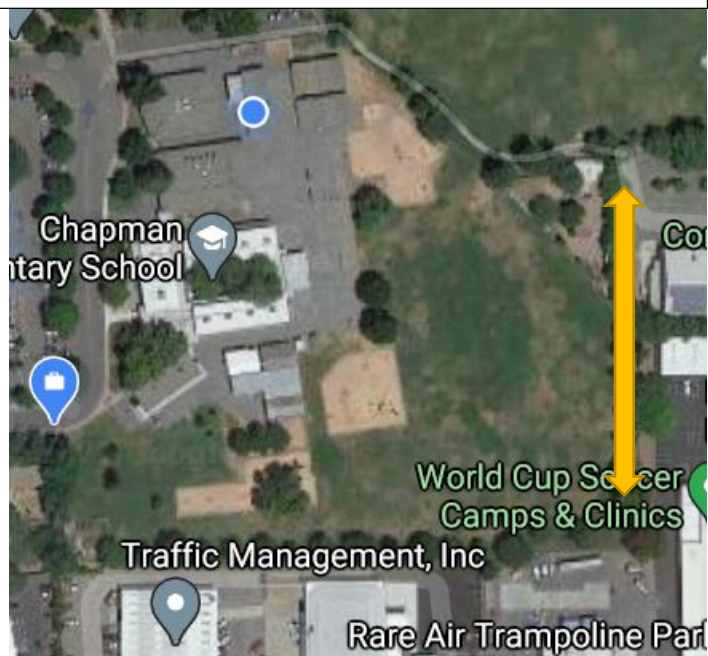
Emergency Evacuation Map



★ Classes line up here for fire drill.

↓ Classes line up here for an actual fire, bomb threat, risk of explosion, or other emergency where distance from building is needed.

Path to tennis courts at 20th St. Park
White arrows show classroom evacuation routes:





MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: School Director Report
Date: February 18, 2021

Administrative

- Enrollment will be reported at the meeting.
- Our staff will have attended the second of two Zoom trainings on Antiracist Anti-Bias practices in Montessori education by the time of this meeting. This was a continuation of the *Meeting the needs of the liberated child: Saint, Scientist and Servant* with presenter Koren Clark.
- I attended an LCAP training last week. This year the template is also different, they are referring to it as a “bridge” document between the Learning Continuity Plan that was adopted at the end of September and the typical LCAP that is adopted each year by July 1.
- At the teachers’ business meeting last week we considered the idea of a Leadership Committee and several ideas about what we’d like to see and what to avoid were discussed.

Fiscal

- SMPO raised \$423 at our MOD Pizza Restaurant Takeover on February 1st.
- The SMPO also planned a successful fundraising event at Meriam Park Drive-In on February 12th, raising \$1,000 for the school.

Legislative

- Governor Newsome was not able to get legislative approval for the entirety of his *Safe Schools for All* plan, however, school leaders were required to post a plan for safe reopening. Our existing plan was essentially reformatted into the required template and posted.
- I attended a lawyers’ presentation on AB1505, the law that changed the way charters are renewed. It was helpful to hear how charter renewals have been conducted in the past year since the law went into effect. Essentially, we will be expected to tell the story of our school and use data to show how we are providing our students, families, and community with a valuable experience.



P

To: Board of Directors
From: Pat Casey, Business Manager
Subject: **Agenda Item , Treasurer's Report**
Date: February 18, 2021 Board Meeting

Bank statement reconciliation

- The Business Manager has verified that the beginning and ending cash balances on Sherwood's bank statements for the month of January 2021 reconciled with, or matched, those of the school's internal reports. The cash balance totaled \$ 714,705.06 as of January 31, 2021.
- The only high-cost expenses in January were for the laptop and chrome books to facilitate distance learning and paid for with the Federal CARES funds.

Profit & Loss

- Although the P&L statement shows a Net Ordinary Income (gain) of \$ 5,105 for fiscal year-to-date through January 31, 2021, the school deposited a check for \$ 55,769 on February 1st, bringing net income to a net gain of \$ 60,874.

Balance Sheet,

- The audit will be completed during March 2021 and journal entries will be made to update the accounts in the Balance Sheet and that will be sent out to the board.

Cash Flow

- The school is projected to end the year with a positive cash balance.
- The Governor and Legislature have not rushed through a bill to eliminate the planned income deferral in SB117. This could eventually mean cash on hand will be around \$ 500,000 by June 2021.

Type	Date	Num	Name	Memo	Account	Amount
Check	01/04/2021	9099	TIAA Commercial Finance, Inc.	JANUARY	Copier Lease	243.63
Check	01/04/2021	DBT	Amazon.com	BOOKS - JESSI	4200-Books/reference Mater...	184.32
Check	01/04/2021	DBT	Amazon.com	PPE	PPE	147.95
Check	01/04/2021	EFT	Guidepost A LLC	EFT/ACH DEBIT NCNBBP:WB...	Extracurricular Services	3,075.00
Check	01/04/2021	EFT	T Mobile Hot Spot	EFT/ACH DEBIT NCNBBP:CB...	Wifi - Distance Learning	60.00
Check	01/04/2021	EFT	Koren Clark Know Thy Self	Payment 1 of 2	Contracted Service	1,200.00
Credit Card...	01/05/2021	CC	Costco	SUPPLIES- masks COVID	PPE	59.94
Credit Card...	01/05/2021	CC	Costco	SNACKS	Instructional Supplies	22.78
Credit Card...	01/05/2021	CC	Costco	OFFICE	Office Supplies	17.42
Credit Card...	01/05/2021	CC	Office Depot	SUPPLIES	Computers and Electronics	82.58
Credit Card...	01/05/2021	CC	ZOOM	ZOOM Meetings	ONLINE MEETING PROVI...	125.92
Check	01/06/2021	EFT	Michelle Yezbick	HP PAVILLION LAPTOPS	Computers and Electronics	1,308.41
Check	01/06/2021	EFT	Michelle Yezbick	EPSON POWERLITE PROJEC...	Computers and Electronics	1,603.96
Check	01/06/2021	EFT	Michelle Yezbick	WARRANTY EXTENSION ON ...	LAPTOP/CHROME WARR...	199.98
Check	01/06/2021	EFT	Michelle Yezbick	LENOVO IDEA PAD LAPTOP - 2	Computers and Electronics	1,532.91
Check	01/06/2021	EFT	Michelle Yezbick	JBL FLIP SPEAKERS - 2 - AM...	Instructional Supplies	192.95
Check	01/06/2021	EFT	Michelle Yezbick	JBL FLIP SPEAKERS - 2 - KO...	Instructional Supplies	193.03
Credit Card...	01/06/2021	CC	Best Buy	TAB S7 - 8	Computers and Electronics	1,747.91
Check	01/06/2021	ACH	COSTCO VISA CARD	COVID FDL	SHERWOOD COSTCO VISA	2,402.23
Check	01/06/2021	9114	CDW GOVERNMENT	WIFI EQUIP FOR LAPTOPS/C...	Computers and Electronics	6,841.50
Check	01/06/2021	ACH	CharterSAFE	P/L Insurance	5400-Liability Insurance	2,296.00
Check	01/06/2021	EFT	Pat Casey	DEC 2020 INV 6	Business Manager Services	3,500.00
Check	01/06/2021	EFT	Comcast 4454	EFT/ACH DEBIT NCNBBP:QB...	Internet Service Provider	212.15
Check	01/06/2021	EFT	California Water Service Com...	EFT/ACH DEBIT NCNBBP:CB...	Water	38.19
Check	01/06/2021	EFT	Jessica Lusardi	EFT/ACH DEBIT NCNBBP:7BF...	Instructional Supplies	36.00
Check	01/06/2021	ACH	CharterSAFE	WC	3601-Workers Comp	670.00
Credit Card...	01/07/2021	CC	Best Buy	1-3 YR PROTECTION	Computers and Electronics	52.29
Credit Card...	01/07/2021	CC	Best Buy	2 CHROMEBOOKS	Computers and Electronics	406.65
Credit Card...	01/07/2021	CC	Best Buy	2 OF 2-3 YR PROTECTION	Computers and Electronics	139.98
Credit Card...	01/07/2021	CC	Best Buy	CHROMEBOOKS	Computers and Electronics	391.92
Credit Card...	01/07/2021	CC	Best Buy	CHROMEBOOKS	Computers and Electronics	531.92
Credit Card...	01/07/2021	CC	Amazon.com	HF reimburse	Computers and Electronics	8.57
Check	01/08/2021	DBT	Growing up Chico	Signed POS One-Time Purcha...	Advertising	200.00
Check	01/08/2021	DBT	Amazon.com	EPSON WORKFORCE ES-50 ...	Instructional Supplies	128.69
Check	01/08/2021	DBT	Promevo	GOOGLE chrome management...	Contracted Service	150.00
Credit Card...	01/08/2021	CC	Best Buy	1-3yr protection	LAPTOP/CHROME WARR...	69.99
Credit Card...	01/08/2021	CC	Best Buy	COVID RELATE	Computers and Electronics	195.97
Check	01/12/2021	DBT	Tractor Supply CO	tarps for garden	Instructional Supplies	62.18
Check	01/12/2021	DBT	Creative Apple	ATM/POS PURCHASE THE C...	Instructional Supplies	8.56
Check	01/12/2021	DBT	Target	ATM/POS PURCHASE TARGE...	Office Supplies	3.84
Check	01/14/2021	9117	Junior's Tree Service	Tree trimming	Contracted Service	1,100.00
Check	01/14/2021	EFT	Comcast Business 9110	EFT/ACH DEBIT NCNBBP:GB...	Internet Service Provider	292.79
Check	01/14/2021	EFT	Teresa Shippen	EFT/ACH DEBIT NCNBBP:IBZ...	Instructional Supplies	253.52
Check	01/14/2021	EFT	Waste Management	EFT/ACH DEBIT NCNBBP:PB...	Trash/Recycling	103.03
Check	01/14/2021	EFT	Verizon Wireless	EFT/ACH DEBIT NCNBBP:KB...	Telephone, Cellular	98.18
Check	01/14/2021	EFT	Harry Yasko	EFT/ACH DEBIT NCNBBP:WB...	4200-Books/reference Mater...	94.00
Check	01/14/2021	EFT	Vanessa Aripez	EFT/ACH DEBIT NCNBBP:TB2...	5200-Travel and Conferences	52.60
Check	01/14/2021	EFT	PG & E	EFT/ACH DEBIT NCNBBP:YB9...	Electricity	47.69
Check	01/14/2021	EFT	Anne Adams	Livescan	LiveScan and TB Test Servi...	59.00
Check	01/14/2021	9116	Chico Country Day	NATALIE WREN - NURSE -Inv...	Contracted Service	1,057.99
Check	01/15/2021	DBT	Promevo	GOOGLE chrome management...	Contracted Service	180.00
Check	01/19/2021	9119	Chico Unified School District	NOV 2020 FUA	CUSD FUA Charges	1,588.42
Check	01/19/2021	EFT	Jessica Lusardi	EFT/ACH DEBIT NCNBBP:2BV...	Instructional Supplies	26.71
Check	01/19/2021	DBT	Wufoo	Signed POS Recurring Purcha...	Online List Management	19.00
Check	01/19/2021	DBT	ARCO PUMPPASS	Gas cards	SELPA	250.35
Check	01/20/2021	DBT	USPS	MAIL & STAMPS	Postage	63.25
Credit Card...	01/20/2021	CC	Best Buy	2-Chromebooks	Computers and Electronics	505.62
Credit Card...	01/20/2021	CC	Best Buy	2-Chromebooks	Computers and Electronics	505.62
Credit Card...	01/20/2021	CC	Best Buy	1-Chromebooks	Computers and Electronics	252.81
Credit Card...	01/20/2021	CC	Best Buy	2-3yr protection	Computers and Electronics	159.98
Credit Card...	01/20/2021	CC	Best Buy	2-3yr protection	Computers and Electronics	159.98
Credit Card...	01/20/2021	CC	Best Buy	1-3yr protection	LAPTOP/CHROME WARR...	79.99
Check	01/21/2021	DBT	Learning A-Z	READING ESSENTIALS - COV...	Software Licensing	345.00
Check	01/21/2021	ACH	HP LEASE 7603	ACH WITHDRAWAL HPFSE...	HP DIRECT LEASE	394.89
Check	01/22/2021	9122	White Glove Cleaning Service	Monthly cleaning	Housekeeping Services	2,185.00
Check	01/22/2021	9118	Advanced Document	3456600	Copier Lease	301.74
Check	01/22/2021	EFT	Guidepost A LLC	EFT/ACH DEBIT NCNBBP:WB...	Extracurricular Services	3,150.00
Check	01/22/2021	EFT	PG & E	0549373957-6	Electricity	47.69
Check	01/25/2021	DBT	MONTESSORI FOUNDATION	Annual Membership	5300-Dues and Membership	240.00
Check	01/25/2021	DBT	Amazon.com	SUPPLIES	Instructional Supplies	67.50
Check	01/25/2021	DBT	Pro Imprint	Print Service	Instructional Supplies	339.45
Check	01/25/2021	DBT	Amazon.com	Sheng and April books	4200-Books/reference Mater...	190.45
Check	01/25/2021	DBT	Amazon.com	Sheng and April books	4200-Books/reference Mater...	190.45
Check	01/26/2021	DBT	Target	SUPPLIES	Office Supplies	44.10
Check	01/26/2021	9120	Lotus Educational Services, I...	SELPA	SELPA	465.30

Type	Date	Num	Name	Memo	Account	Amount
Check	01/27/2021	EFT	Pat Casey	JAN 2021 INV 7	Business Manager Services	3,500.00
Check	01/28/2021	DBT	Mendes Supply Co.	Custodial supplies	Custodial Supplies	706.91
Check	01/29/2021	DBT	Royal Aire Inc.	HVAC Service - Eric's classroom	Maintenance Supplies	112.00
Check	01/29/2021	EFT	Vanessa Aripez	mileage	5200-Travel and Conferences	52.60
Check	01/31/2021	DBT	Northern California National B...	Service Charge	Bank Fees	27.00
TOTAL						<u>49,655.93</u>



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: **Second Interim Budget**
Date: February 18, 2021

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 reflects adjustments made considering spending patterns to project out for the remainder of the year. Some hourly classified staff who have shown longevity were given pay raises. We formerly gave 3% pay raises for longevity for all classified staff, but we have not yet developed a classified salary schedule or a formal system for giving pay raises.

ACTION REQUESTED

Adopt 2nd Interim Budget.

Attachment: 2nd Interim Budget

2020-21		STATE GUARANTEE 145 ADA	STATE GUARANTEE 145 ADA	SPEND BY			
DRAFT					9/30/2022	6/30/2021	12/30/2021
1ST INTERIM REVISED BUDGET		20-21 1ST INTERIM BUDGET	2020-21 2ND INTERIM BUDGET	CHANGE	FED - CARE GEER RECEIVED	FED - CARE GF RECEIVED	FED - CARE CR RECEIVED
Revenue							
8011 Local Control Funding		784,460	784,460	-			
8012 Education Protection Act		178,531	178,531	-			
8096 In Lieu Taxes		338,182	338,182	-			
Subtotal LCFF Revenues		1,301,173	1,301,173	-			
8590 FED- CARE GEER			10,580		10,580		
8590 FED- CARE GF		11,197	11,197	-		11,197	
8290 FED- CARE CR		78,394	78,394	-			78,394
8181 Spec. Educ.- SELPA Fed		12,000	12,000	-			
8311 Spec. Educ. - SELPA State		80,000	80,000	-			
8312 Spec. Educ. - SELPA ERMHS		12,000	5,000	(7,000)			
8550 Mandates Block Grant		2,475	2,475	-			
8560 State Lottery		15,000	15,000	-			
8710 Other Local Revenue				-			
TOTAL REVENUES		1,512,239	1,515,819	3,580	10,580	11,197	78,394
Expense					% of Total		
1000 Certificated Salaries		447,457	445,155	(2,303)	32%		
2000 Classified Salaries		311,646	311,513	(133)	22%		
3000 Employee Benefits		254,650	258,967	4,317	18%		
SUBTOTAL		1,013,753	1,015,634	1,881	73%		
4100 Texts and Core Curricula		3,000	3,000	-			
4200 Reference Materials		5,000	5,000	-			912
4300 Materials and Supplies		39,750	39,750	-	3%		19,123
4400 NonCap Equipment		30,000	35,000	5,000		10,580	11,197
4700 Food (Nutrition)				-			13,223
SUBTOTAL		77,750	82,750	5,000	6%	10,580	11,197
5200 Travel and Conferences				-			
5300 Dues and Memberships		1,600	1,560	(40)			
5400 Property/Liability Insurance		27,800	35,984	8,184			
5500 Operations / Housekeeping		46,533	46,533	-			
5600 Rentals, Leases, and Repairs		11,983	11,983	-			
5800 Prof. & Consulting Services		192,820	192,820	-	14%		14,525
5900 Communications		16,840	16,840	-			24,809
SUBTOTAL		297,575	305,719	8,144	21%		39,334
6200 CAPITAL OUTLAY- BLDG				-			
TOTAL EXPENDITURES		1,389,079	1,404,104	15,025	100%	10,580	11,197
Excess/(Deficiency)		123,160	111,715	(11,445)		-	-
Net Assets - Unrestricted - Prior Year		440,000	440,000	-			
Project. Unrestr. Ending Fund Balance		563,160	551,715	(11,445)			
Designated for Economic Uncertainties		220,000	220,000			Est. 2 mos. salary/benes.	
Undesignated/Unappropriated Amount		343,160	331,715				
STATE DEFICIT - INCOME DEFERRAL		(445,000)	(445,000)	-			
NET RESERVE WITH DEFERRAL		118,160	106,715	(11,445)			



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Recognizing Cultural Heritage Months and Celebrating Cultural Contributions to our Community Resolution**

Date: February 18, 2021

SUMMARY

A resolution has been drafted to address the recognition of cultural heritage months and the celebration of cultural contributions to our Sherwood Montessori community.

DISCUSSION

Director Brandy Thomas has developed a resolution with the help of Director Rosie Paulson to convey the value of recognizing cultural heritage months and celebrating the cultural contributions of our diverse community members.

ACTION REQUESTED

Adopt resolution.

Recognizing Cultural Heritage Months and Celebrating Cultural Contributions to our
Community

WHEREAS, Sherwood Montessori's mission is to serve the community by providing a rich and supportive educational environment for children based upon the philosophy of Maria Montessori which allows each child to reach their own potential academically, personally, and socially and focuses on educating the whole child intellectually, physically, and psychologically; and

WHEREAS, Sherwood Montessori joins the nation in a movement to provide an inclusive, anti-bias and anti-racist education to all students;

WHEREAS, Visibility and cultural affirmation are important parts of anti-racist work; and

WHEREAS, Cultural Heritage Months honor the traditions, history and contributions made to the United States of America and the world by culturally diverse communities;

BE IT RESOLVED, That the Sherwood Montessori Board of Directors hereby promotes the recognition of all Cultural Heritage Months; and

RESOLVED, That the Sherwood Montessori Board hereby encourages all students, teachers, administrators and parents to remember and celebrate the contributions that different cultures have made to the community, the United States, and the world during Cultural Heritage Months and beyond.



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: *How to Be an Antiracist* by Ibram X Kendi
Date: February 18, 2021

SUMMARY

Sherwood's Board of Directors is conducting a book study group with Chico's current Book in Common: *How to Be an Antiracist* by Ibram X Kendi.

DISCUSSION

Director and Vice Chair, Brandy Thomas, has agreed to lead the Board this month in a discussion of the Chico area Book in Common: *How to Be an Antiracist* by Dr. Ibram X Kendi. Sherwood's Board is committed to inclusive and equitable education for all its students, and has chosen to conduct a book study with Dr. Kendi's text to collectively engage in critical analysis of racism as it exists in our culture and as it impacts our school and students.

Below are the "Four Agreements" from Singleton and Linton's work *Courageous Conversations about Race* to support productive and authentic dialogue. Following the agreements are the questions from Director Thomas.

The Four Agreements of Courageous Conversations

1. Stay engaged: Staying engaged means "remaining morally, emotionally, intellectually, and socially involved in the dialogue" (p.59)
2. Experience discomfort: This norm acknowledges that discomfort is inevitable, especially, in dialogue about race, and that participants make a commitment to bring issues into the open. It is not talking about these issues that create divisiveness. The divisiveness already exists in the society and in our schools. It is through dialogue, even when uncomfortable, the healing and change begin.

3. Speak your truth: This means being open about thoughts and feelings and not just saying what you think others want to hear.

4. Expect and accept nonclosure: This agreement asks participants to “hang out in uncertainty” and not rush to quick solutions, especially in relation to racial understanding, which requires ongoing dialogue (pp.58-65).

Adapted from Glenn E. Singleton & Curtis Linton, *Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools*. 2006. pp.58-65. Thousand Oaks, CA: Corwin.

Questions for Discussion:

Why do people tend to focus on defining individuals as racist rather than focusing on policies that are oppressive? What steps can you take to interrogate and examine racist policies rather than focusing your attention on individual people or groups of people?

How is a space racialized? Have you ever entered a racialized space where you were not a member of the dominant racial group? If yes, how did you feel in the space? If not, why do you think you have not had this experience?

ACTION REQUESTED

Participate in a discussion of Kendi’s text with guiding questions.



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location:

This meeting will be held online at:

Join Zoom Meeting

<https://us02web.zoom.us/j/5245217471?pwd=b2tSWDhkYURxUUVsTVlPWmZJRdVzZz09>

Meeting ID: 524 521 7471

Passcode: Jav83w

One tap mobile

+16699006833,,5245217471#,,,,,0#,,150836# US (San Jose)

+13462487799,,5245217471#,,,,,0#,,150836# US (Houston)

Dial by your location

+1 669 900 6833 US (San Jose)

+1 346 248 7799 US (Houston)

+1 253 215 8782 US (Tacoma)

+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington D.C.)

Passcode: 150836

Date/Time: **Thursday, March 25, 2021 – 6:00 p.m.**

AGENDA

A. CALL TO ORDER (6:00)

A.1 Roll Call Russell Shapiro, Rosie Paulson, Mariah Ross-Walcott, Brandy Thomas, Beth Hammer

B. CONSENT AGENDA (6:05)

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, February 18, 2021

B.2. Independent Financial Audit Accept audit for 2019-2020.

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA (6:10)

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.

D. NOTICED PUBLIC HEARINGS

None

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

E. REGULAR BUSINESS (6:20)

E.1 Items Removed from Consent (If any)

E.2 Reports and Communications

This time will be for Board members to ask questions regarding the provided written materials.

- E.2.1 Instructional Staff Report**
- E.2.2 SMPO Report**
- E.2.3 School Director Report**
- E.2.4 Treasurer Report**

E.3 Action/Discussion Items (6:40)

E.3.1 LCAP Survey Questions

The Board will be asked to give input regarding Community Survey questions.

ACTION REQUESTED: Discuss Community Survey questions.

E.3.2 Classified Salary Schedule

The Board will be asked to have a discussion regarding the development of a Classified Salary Schedule.

ACTION REQUESTED: Discuss Classified Salary Schedule development.

E.3.3 Declaration of Need Approval

The Board will be asked to approve a Declaration of Need for an emergency permit for a teacher.

ACTION REQUESTED: Approve Declaration of Need.

E.3.4 Title One Application

The Board will be asked to approve the Application for Funding selections for Title One funds.

ACTION REQUESTED: Approve application.

E.3.5 E-Rate Equipment Purchase

The Board will be asked to approve a purchase of equipment through E-Rate to ensure the new fiber system will work properly.

ACTION REQUESTED: Approve purchase.

E.4 Board Governance (7:20)

- E.4.1 Book in Common: *How to Be an Antiracist***
- E.4.2 Retreat Planning/Strategic Planning**

F. FUTURE AGENDA ITEMS (7:45)

The Board will hold a retreat and work on strategic planning.

H. ADJOURNMENT (7:50)

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REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location:

This meeting will be held online at:

Join Zoom Meeting

<https://us02web.zoom.us/j/5245217471?pwd=b2tSWDhkYURxUUVsTVIPWmZJRdVzZz09>

Meeting ID: 524 521 7471

Passcode: Jav83w

One tap mobile

+16699006833,,5245217471#,,,,,0#,,150836# US (San Jose)

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+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington D.C)

Meeting ID: 524 521 7471

Passcode: 150836

Date/Time: Thursday, February 18, 2020 6:00-8:00 p.m.

Minutes

A. CALL TO ORDER

A.1 Roll Call Russell Shapiro, Brandy Thomas, Rosie Paulson, Mharia Ross-Walcott, Beth Hammer

Meeting called to order by Russell Shapiro at 6:06 pm. Russell Shapiro, Brandy Thomas, Mharia Ross-Walcott and Beth Hammer (amended from Beth Hagen noted in agenda) all present, Rosie Paulson absent.

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B. CONSENT AGENDA

B.1 Minutes Approval. Consider approval of minutes from Regular Meeting, January 21, 2021

B.2. Comprehensive School Safety Plan 2021-2022 Consider adoption of Safety Plan for 2021-2022.

Agenda items presented by Michelle Yezbik, discussion followed. Brandy Thomas moved to approve the items, Russell Shapiro seconded and the present board members unanimously approved.

C. 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.

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS

E.1 Items Removed from Consent (If any)

E.2 Reports and Communications

This time will be for Board members to ask questions regarding the provided written materials.

E.2.2 School Director Report

E.2.3 Treasurer Report

Michelle Yezbick presented the Director’s report. Pat Casey presented the Treasurer’s report. The reports were reviewed by the board and discussion followed.

E.3 Action/Discussion Items (6:40)

E.3.1 Second Interim Budget

The Board will be asked to adopt the Second Interim Budget.

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ACTION REQUESTED: Adopt Second Interim Budget

The Second Interim Budget was presented by Pat Casey. Discussion Followed. Mharia Ross-Walcott moved to approve budget, Brandy Thomas seconded motion. The present board members unanimously approved.

E.3.2 Recognizing Cultural Heritage Months and Celebrating Cultural Contributions to our Community Resolution

The Board will be asked to adopt the Recognizing Cultural Heritage Months and Celebrating Cultural Contributions to our Community Resolution

ACTION REQUESTED: Adopt resolution

The Cultural Heritage Months and Celebrating Diverse Contributions to our Community Resolution was presented by Brandy Thomas, discussion followed. Final resolution was presented to the Board, Beth Hammer motioned to approve, Mharia Ross-Walcott seconded motion and the present board members unanimously approved. Final draft of the resolution was sent to Board members for signature.

E.4 Board Governance

E.4.1 Book in Common: How to Be an Antiracist

E.4.2 Retreat Planning/Strategic Planning

The board will continue to discuss these items at a future meeting.

F. Future Agenda Items

Future agenda items include the book in common, retreat/strategic planning, as well as audit and staff salary information

G. Adjournment

The meeting was adjourned at 7:55 pm.

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MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Instructional Staff Report

Date: March 25, 2021

The teachers were asked to share how they recognize students' culture and diversity.

Transitional Kindergarten/Kindergarten -Kim Powers

Recognizing culture and diversity in my classroom starts with the family. What better place to start talking about culture than at it's root, with our heritage and upbringing in families. This year, we made family portraits and talked about special celebrations that our families partake in. This led into talking about all kinds of different cultural celebrations around the world, linking them to geographic places on the globe and continent/country maps. We talked about similarities and differences between a variety of celebrations. We have read books in class, watched books being read online, listened to music and watched short videos about a variety of different celebrations, and therefore cultures, around the world. We also charted them on the calendar and can see that many celebrations that are similar to one another happen around the same time of year.

This year I have a Navajo family represented in my class. Having to use Zoom at the beginning of the school year was a blessing because that family was able to share predominant cultural symbols, stories and language with our class as a first person resource. Similarly, I have a Peruvian family in my class, and they were able to share some important musical instruments and sounds with us that we wouldn't have been able to experience without Zoom. A Mexican family shared their artifacts that honor the dead on Day of the Dead.

With February being African American History month, we learned about a famous African American female pit crew member, read a short biography about Oprah, learned a little bit about Al Roker, and listened to a fictional story about a female kid scientist. We also took a quick look at a popular African holiday called Nc'wala and learned about where it is typically celebrated on the map.

Last week we celebrated Read Across America Day all week long and listened to a variety of NEA recommended stories that were based around Mexican American, African American, and Navajo culture.

Kindergarten/First Grade -Teresa Shippen

Celebrating our student's culture and diversity is a vital part of learning about our world in K/1 grades. We begin by taking a look at the globe and labeling our continents and oceans. We have a shelf dedicated to books that represent all types of people, flags, and celebrations from

around the world, available as resources as we expand our world and understanding of our similarities and differences. We have used music, stories, and art experiences to celebrate a variety of cultures. In the very simple task of coloring our self-portraits, we raise awareness of our similarities and differences. We talk about our skin, our hair, and our eyes. We have skin toned markers, and marvel at the many colors we can be! We recognize special holidays and traditions as they come up throughout the year.

The most important and memorable experiences usually come from the students and families that enter our school and our lives!

Birthday Circles and Sharing time, a time when each student is asked to share something special with the class, are our best resources for learning more about our families and the many different cultures they represent. Students and their families have shared and educated us in many ways. We have learned to sing a German folk song thanks to a willing grandma. We have learned to count in Greek thanks to a bilingual student. We have had innumerable culture items come in over the years, including items from India, Greece, Germany, Thailand, Canada, Mexico, Italy, Chile, Costa Rica and more. Some items of interest include foreign money, statues, books in other languages, clothing or traditional costumes, instruments, special foods and even dances! We celebrate all that is shared with us!

In the past we have attended field trips to Laxson to enjoy cultural experiences through storytelling, music and plays. We have had big buddies share books in Spanish, teach us to play dreidel, and dance. We have had special visitors share crafts and music with us. These special times have provided our most meaningful ways to understand the many cultures that enrich our lives.

Covid has really restricted our access to many of the ways the students would naturally learn. We have really relied more on books, books and more books during this challenging time. Traditionally we have used our books and story times to strengthen our social-emotional learning. This year we have added many books to our collection that have to do with culture and diversity. Loretta, the Aide in room 2, has read many books on video for students to access on Alt Learning. We have added and are continuing to add biographies and books about various cultural celebrations in an effort to continue our learning for in class and at home learners. We continue to color our self-portraits and have our Birthday and Sharing time on zoom and in person, however we can no longer have visitors. Without these special experiences, our curriculum feels a little flat. I look forward to the day when we can welcome these experiences into our classroom and our lives.

1st/2nd/3rd -Marlo Knox

How do I recognize students' culture and diversity?

The simple answer to the question above is through relationship, conversation, observation and intentionality, the tools that have been completely disrupted during our unusual year surviving a worldwide pandemic. Without the above one can only adapt.

In addition, I, as most teachers, realize the importance of acknowledging the cultures and diversity represented by the students I serve in a classroom but am equally aware of the need to acknowledge the cultures and diversity found in our American society at large, which may or may not be represented in any one classroom.

In preparation for African American History Month I gathered general information about all commemorative months from The Library of Congress and referenced what was available there with other websites including, but not limited to, www.listofnationaldays.com and <http://diversitycentral.com>. The following list became a foundation when striving to share information about culture and diversity in the United States of America: African American History Month (February), Native American Indian/Alaska Native Heritage Month (November), Asian Pacific Heritage Month (May), Irish-American Heritage Month (March), Jewish American Heritage Month (May), National Hispanic Heritage Month (September/October), and Women's History Month (March).

I have set a pattern I can follow to share national observances and commemorative months with my students. Each commemorative month is introduced by reviewing the list of commemorative months published by the Library of Congress. We state that commemorative months are observed in the United States to celebrate the contributions and accomplishments specific groups of people have made.

We use a digital library (EPIC) to access books, oral stories, and video collections focused on the traditions, history, and contributions of the people we are intending to learn about. Children answer three questions after spending 20 minutes or more with the digital library collection: What was the title of the material you read, listened to, or watched? What achievement or achievements were celebrated? Who accomplished the achievement or achievements? Students are asked to engage in this way several times throughout the month.

Guided reading books are selected to reinforce the importance of the people being commemorated during the month and are used for weekly reading instruction.

Finally, students are led through a guided writing activity where they list the main idea and supporting details of what they learned during our cultural heritage study.

As I worked through this process, I did reflect on the many other groups that will not be honored in this way. My research revealed there are many more national observances and commemorative months. There is Autism Awareness Month (April), Haitian Heritage Month (May), National Caribbean Month (June), German American Heritage Month (September), Filipino American History Month (October), Polish American Heritage Month (October), Italian-American Heritage Month (October), Lesbian, Gay, Bisexual, Transgender and Queer Pride Month (June), LGBT History Month (October), just to name a few.

In closing, I appreciate the clear direction the Board has established. I believe more discussion and practice will continue to provide opportunities for growth and deeper understanding around this important topic.

1st/2nd /3rd -Eric Parish

The best way that I have found to introduce, research, and discover cultures is through the Waseca Biome curriculum. I have been using this curriculum in our class for about six years. One section of the curriculum consists of three-part nomenclature sorting cards. One card is a picture, one card names the picture, and one card gives detailed information about the picture. The initial lessons of the curriculum investigate what biomes are and the different parts of the biome. Once students have become familiar with the specific details that make up the different biomes around the world we then look specifically at the continents and their particular biomes.

When we begin to research the particular continents and their biomes we learn about the plants, animals and how they have adapted to live in the conditions of the biomes. We also look at the people of those biomes. The people cards are broken up into six sections, the people, food, shelter, clothing, transportation, and culture. These sections connect with Dr. Montessori's lessons about the fundamental needs of people. For example, if a student was to study about the people of the wetlands of North America, they would discover the Cajuns, they wear cotton clothes, they travel by a pirogue, their shelter are houses on blocks, they eat crayfish, and they culturally have festivals with great music.

What I love about this curriculum is that our students get to travel around the world discovering other cultures and learning about our differences and similarities. Of course, there are seven continents, and it is not possible to cover all seven in one year. The beautiful thing about a Montessori classroom is that we have a three-year cycle, so if we cover two or three continents a year a student will have discovered all the cultures over all of the continents by the end of their three-year cycle. We have not had a normal year for quite a while, but we have been creating biome cards on the Altitude Learning platform. So, at-home learners and in-person learners are all currently studying biomes and the cultures that live in them.

Some of my students are just learning about their own culture. By learning how to study about other cultures they are learning how to study their own. We can find similarities and differences between cultures and come to appreciate the diversity.

4th /5th/6th -Sheng Vang

Most of our conversations about students' own culture and diversity comes organically during our Zoom meetings, reflections on read alouds and/or book units. We've talked about how people are treated differently based on their appearance and gave space for students to share their feelings and thoughts around that.

This year, I've used lessons from the Learning for Justice website: <https://www.learningforjustice.org/>. From that website, I've used identity lessons to help students bring awareness to their own identities and by sharing their identities they educate others. Along with Learning for Justice, I've used Scholastic News Magazine, which has an

abundance of articles on what is currently happening in our society today. We used an article from that magazine to educate ourselves and our students, about the Indigenous people in our country and the observance of Indigenous Day. To make that relevant to us in Butte county students researched and learned about the Mechoopda Maidu and Koyom: k'awi people.

In January, we took the time to learn about what Dr. Martin Luther King, Jr. stood for and talked about social justice and racial equality. In February, we celebrated Black History Month with a Daily Challenge. Students had a list of things to do themselves or with their families, some examples are reading a children's book with a Black main character, researching a Black inventor, making a craft that recreates the work of a Black artist, and/or ordering take-out from a local Black-owned restaurant. This month we are celebrating Women's History Month with a daily research on women who have made and are making a difference in our world. Students are given the opportunity to share who they have researched during our Morning Meetings.

4th /5th /6th-April Pearce

There are multiple ways I recognize students' culture and diversity. As a general practice, I celebrate and embrace differences when students share their experiences, or when we come across something new as a group. When we are studying a topic, I include diverse experts on the topic so that students can identify with experts and have exposure to diverse people. For example, this year students watched a presentation on pre-colonial Africa and African diaspora, that was recorded by a family member of one of my African American students.

In the beginning of every year, I invite students to share five artifacts from home in an activity called, My Bag. This activity opens a window into the student's interests and home culture. I have had five students join our class community in 2021, so we are revisiting this activity right now. Additionally, students sometimes let me know they have something at home that relates to lessons, and I always encourage them to share it with the class.

I embrace family requests for cultural events, sharing my joy their child gets to participate in Ramadan, a Navajo First Moon Cycle, or other cultural activity. I also make note of the educational value of the specific cultural events, when approving requests, because family members are often apologetic about missing schoolwork. I want to assure them that participation in cultural events is educational. Relatedly, I encourage families to speak home languages other than English because it is an invaluable educational experience to know more than one language and because it honors and respects students' home culture.

7th/8th-Jessi Lusardi

Any middle school teacher will tell you that students have a difficult time relating to curriculum unless they can see themselves in it. And they should see themselves in it. In 7th and 8th grades, I show different perspectives, and I also talk about why it is important to listen to different perspectives and learn about them. My main goal is to build awareness, but I also want students

to feel included, and see themselves in the images I use, stories we read, and history we learn about in the classroom.

One example of how I use inclusive representation in Science and Literature is to show students images of scientists and writers and thinkers that are from different backgrounds. Sometimes I will use photos from Instagram (like National Geographic, Scripps Aquarium, the Exploratorium, the 1619 Project, Cal Academy of Sciences, etc.) as an engagement activity at the beginning of a lesson. This is a low-stakes activity to get students talking about who or what is happening in the photo, what they observe, and what questions they have. My hope is that when students see people of different backgrounds in a variety of different jobs and leadership positions, it sparks some curiosity, and it also allows them to imagine themselves in the future.

Some examples of building awareness in our Literature curriculum this year include:

--Using the "March" series of graphic novels by John Lewis for our literature curriculum, I have introduced students to the civil rights movement, the reconstruction era, justifications for slavery during the 1600-1800's, Jim Crow laws, the voting rights act, what is a stereotype, and touched on ideas of media portrayals of Black and African Americans in popular culture.

--We are reading "Other Words for Home" right now, a fictional novel about a girl who is an immigrant from Syria. I have used the novel as a starting off point to introduce students (through activities and writing) to topics such as becoming a citizen, learning a new language, why people immigrate, what the difference is between an immigrant and refugee, and facts about Western Asia. We are also exploring the abstract concept of "what is home?" The last topic will be focused on climate refugees and I will tie this into the concept of climate change that we learned last semester in science. These are all topics that many of my students are able to relate to, as several have family members who are recent immigrants.

--For my next Science unit, we will focus on the basics of genetics, such as heredity, variation, and Punnett squares. We get to talk about our own family trees, share family stories, tie in ideas about 'race' from one of Henry Louis Gates' series "Finding your Roots", and also genetically engineer a perfect pet dragon.

Again, my main goal for 7/8th grade is to build awareness and spark curiosity. One of the questions that came up in our last week reading the "March" series was 'is racism better or worse than it was when these books were taking place in the 50's and 60's?'. I think it is a really impressive (and developmentally appropriate) question for a middle schooler to ask, and even more amazing were the answers that came out of that discussion. Students were able to give direct examples from their reading to back up their opinions. We are not finished with this question, however, and every few weeks I ask students what they have added to their opinions. In addition, each Friday I have been having a community circle; sometimes we gather for a social-emotional journaling activity, but we also have awareness activities such as unpacking the invisible backpack, the white supremacy triangle, and an art activity describing our different (and intersectional) identities. These are all scaffolded for the age and developmental realities of middle school.

Learning Center-Happy Yasko

Let's start this off by sharing a recent lesson in culture and diversity and the pitfalls of not recognizing or being aware of them. In this example the student was struggling with pronouncing certain sounds, particularly certain letters. We felt that we could implement additional support strategies to help with the correct pronunciations. This was not the first time that this student was receiving additional support in language and speech, and in some cases certain impediments were addressed and corrected. We scheduled a meeting with the mom to discuss our plan for this student and the coming year. We explained the need and the plan to support that need to mom. What the mom said next I was not expecting. She explained that this student has a culture where certain words and letters are pronounced differently than our English pronunciations. The letters we were highlighting were the exact letters that this student had been taught to pronounce differently, according to their culture. What an amazing opportunity to learn about culture. What we perceived as an impediment was in fact a cultural difference that was for lack of a better word beautiful. In just a few minutes of listening to both mom and grandma explaining the reason behind these, in our opinion, not perfect so perfect pronunciations, I had learned that culture does and should always be taken into consideration. A great lesson learned and a powerful way of learning it.

I have had the privilege of joining different missionary trips to some very poor countries. I have experienced cultures that have enriched my life for the better. I have found that it is far better to listen carefully to, not only what is being said, but by who is saying it. During my trips, I was often asked to tell a story or teach a concept with the help of a translator. I learned quickly that I was no longer in Kansas and needed guidance in making sure the story would somehow connect with their given culture. Certain topics that we may consider as benign, are not to others. A great lesson learned about Haitian students. What I originally perceived as students disrespecting me by pulling my hair was in fact a very sweet way for them to say thank you for my help. The pulling of the hair was the way they asked for permission to braid it. They wanted to make me 'pretty'!

I am the Resource Specialist here at Sherwood Montessori. Acknowledging that it is our differences that make us special. I am granted many opportunities to learn and share tolerances and acceptance in things that we do not understand. We get to see such a small portion of this world's cultures here. What I get most excited about is when I see the blending of cultures that becomes something new and genuine. For some of us, our culture is hard to determine because we have so many different ethnicities in our family tree. When we get the opportunity to learn about different cultures especially from a students' perspective, we are given the opportunity to look deeper into the student's identity. We must celebrate those opportunities, because they don't come around as often as they once did.



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: School Director Report
Date: March 25, 2021

Administrative

- Enrollment will be reported at the meeting.
- Our staff will have attended a training on the afternoon of March 25th titled *Trauma Informed Education* led by Montessorian Colleen Wilkinson. Colleen is a credentialed Montessori educator and a member of the American Montessori Society's Peace and Social Justice Committee.
- Chico Unified staff conducted their annual site visit as our authorizer via Zoom; they look forward for a visit in-person when it is safe to do so.
- Our project for a third relocatable classroom for 1010 Cleveland now has all necessary permits. There will be a bid walk on Tuesday, March 30th for interested contractors to assess the scope of the project and submit a bid. The bidding closes on April 20th, after which the winning contractor can begin the site work needed for the addition of our middle school classroom with teaching kitchen!
- I've scheduled Colleen Wilkinson, a Montessori educator and trainer, to deliver a professional development for Sherwood staff on Trauma Informed Education with Montessori students.
- California students will be expected to take some form of a summative assessment, perhaps CAASPP but shortened.

Fiscal

- Federal funds for Coronavirus relief will be tied to Title 1 status. Although in typical years it is not make sense to apply for Title 1 since the funding is per ADA and the reporting is onerous, we will be applying this year so we can access these additional funds.
- AB 86 was passed and describes requirements of LEAs to receiving state funding for reopening schools. Since our school has been open for in-person instruction, much of the required work has already been done (procedures for reporting COVID cases, safety plans, offering in-person instruction for grades TK-6). Sherwood will receive \$98,907 for extended learning opportunities and \$43,634 for supporting in-person instruction for a total of \$142,541.
- SMPO raised \$154.70 at the Chipotle Restaurant Takeover on March 8th.
- Federal funds are being distributed to states to assist in COVID testing for students and staff. These are separate from the ESSER (Elementary and Secondary School Emergency

Relief) funds being distributed through the Title 1 program and may not be a part of Sherwood's budget. The CDC will be working directly with state and local health departments to set up a school testing program.

Safety

- The CDC has released guidance stating that fully vaccinated people can be with one another in person and without face coverings or social distancing.
- The CDC and the CDPH have also reduced the minimum distance for social distancing requirements to three feet in communities where transmission has dropped as long as other safety measures are taken: teachers and students are wearing face coverings, there is adequate ventilation, frequent handwashing.



MEMORANDUM

To: Board of Directors
From: Pat Casey, Business Manager
Subject: **Agenda Item E.2.4, Treasurer's Report**
Date: March 25, 2021 Board Meeting

Bank statement reconciliation

- The Business Manager has verified that the beginning and ending cash balances on Sherwood's bank statements for the month of February 2021 reconciled with, or matched, those of the school's internal reports. The cash balance totaled \$ 746,132.65 as of February 29, 2021 for the checking account and \$50,000 in the special account to assure the contract work at 1010 Cleveland is completed.
- The only high-cost expenses in January were for the laptop and chrome books to facilitate distance learning and paid for with the Federal CARES funds.

Profit & Loss

- Although the P&L statement shows a Net Ordinary Income (loss) of \$ -19,867 for fiscal year-to-date through February 29, 2021, the school deposited checks for \$ 21,910 and \$ 46,632 the first week of March, bringing net income to a net gain of \$ 48,675.

Balance Sheet,

- The audit has been completed and there are no journal entries needed.

Cash Flow

- The school is projected to end the year with a positive cash balance.
- The Governor and Legislature have not acted on a bill to eliminate the planned income deferral in SB117. This could eventually mean cash on hand will be around \$ 200,000 by June 2021.

Attachments: February financial reports

Type	Date	Memo	Amount
8000-Revenues			
8600-8799 Other Local Revenue			
8699-Fundraising and Donations			
8699-Fundraising			
8673-Rebates			
Deposit	02/22/2021	AMAZON SMILE	38
Total 8673-Rebates			38
8699-Fundraising - Other			
Deposit	02/25/2021	FUNDRAISER DAY	474
Deposit	02/25/2021	FUNDRAISER DAY	1,000
Total 8699-Fundraising - Other			1,474
Total 8699-Fundraising			1,513
Total 8699-Fundraising and Donations			1,513
Total 8600-8799 Other Local Revenue			1,513
Total 8000-Revenues			1,513
TOTAL			1,513

Type	Date	Num	Name	Memo	Account	Amount
Check	02/01/2021	DBT	Amazon.com	Marlow makes books for class	Instructional Supplies	7.29
Check	02/01/2021	DBT	Amazon.com	Heavyweight construction paper	Instructional Supplies	19.97
Check	02/01/2021	DBT	Amazon.com	5 protective vinyl shields	PPE	147.95
Check	02/02/2021	9115	TIAA Commercial Finance, Inc.	FEBRUARY	Copier Lease	243.63
Check	02/02/2021	DBT	FoodMaxx	SUPPLIES	Instructional Supplies	15.52
Check	02/02/2021	DBT	Amazon.com	2 infared thermometers	PPE	53.06
Check	02/02/2021	DBT	Amazon.com	Batteries	Office Supplies	33.77
Check	02/02/2021	DBT	Amazon.com	DAKOTA ALERT WALKIE TALKIES	Office Supplies	91.15
Check	02/03/2021	DBT	Costco	Masks	PPE	40.00
Check	02/03/2021	DBT	Costco	Snacks	Instructional Supplies	22.64
Check	02/04/2021	9129	E-rate Advisors	E-rate Consult - 1 of 2	Contracted Service	750.00
Check	02/04/2021	9130	Matt P. McLaughlin	Psych Service	SELPA	110.00
Check	02/04/2021	9130	Matt P. McLaughlin	Psych Service	SELPA	27.50
Check	02/04/2021	9128	Chico Country Day	NATALIE WREN - NURSE -Inv 00044	Contracted Service	1,057.99
Check	02/04/2021	DBT	HP LEASE 7603	Prop Tax on Lease Equipment	HP DIRECT LEASE	43.40
Check	02/04/2021	ACH	1 & 1 Internet Inc.	Internet hosting	Website, Hosting	45.00
Check	02/04/2021	EFT	Comcast 4454	JANUARY SERVICE	Internet Service Provider	212.56
Check	02/04/2021	EFT	T Mobile Hot Spot	Hotspot	Wifi - Distance Learning	60.00
Check	02/04/2021	EFT	California Water Service Comp...	January Service	Water	38.19
Check	02/04/2021	EFT	Kelly Steinhauer	Giftcard	Instructional Supplies	10.00
Check	02/04/2021	9128	Chico Country Day	NATALIE WREN - NURSE -Inv 00449	Contracted Service	1,057.99
Check	02/04/2021	9128	Chico Country Day	NATALIE WREN - NURSE -Inv 00451	Contracted Service	1,057.99
Check	02/04/2021	DBT	Mendes Supply Co.	PAPER	Office Supplies	155.77
Check	02/04/2021	DBT	Montessori Outlet	KIM - MONTESSORI MATERIAL	4200-Books/reference Materi...	328.42
Check	02/05/2021	ACH	CharterSAFE	20-21 P&L PREMIUM	5400-Liability Insurance	2,296.00
Check	02/05/2021	ACH	CharterSAFE	20-21 WC PREMIUM	3601-Workers Comp	671.00
Check	02/05/2021	DBT	Costco	PE Pathfinder 4	Instructional Supplies	107.24
Cred...	02/08/2021		Microsoft	Subscription	Software Licensing	135.00
Check	02/08/2021	9131	HP DIRECT	Prop Tax on Lease Equipment	HP DIRECT LEASE	43.40
Check	02/08/2021	9132	San Joaquin County Office of ...	EDJOIN account fees 1 year	Advertising	750.00
Check	02/08/2021	EFT	Vanessa Aripez	mileage	5200-Travel and Conferences	52.60
Check	02/08/2021	9133	North State Parent Magazine	INV71162	Advertising	400.00
Check	02/08/2021	DBT	Amazon.com	Origami paper kit	Instructional Supplies	14.96
Check	02/08/2021	DBT	Wufoo	FEBRUARY SERVICE	Online List Management	19.00
Check	02/08/2021	DBT	Mendes Supply Co.	Disinfectant / PPE	PPE	142.08
Check	02/09/2021	DBT	Allison's Montessori	Montessori materials	Instructional Supplies	292.00
Check	02/11/2021	9134	Advanced Document	3456600	Copier Lease	529.51
Check	02/11/2021	EFT	Waste Management	JAN-FEB SERVICE	Trash/Recycling	103.03
Check	02/11/2021	EFT	Law Offices of Young, Minney ...	Services	Attorney	30.00
Check	02/11/2021	EFT	Pat H. Casey	Annual Fee	Intuit Payroll Service	650.00
Check	02/13/2021	EFT	COSTCO VISA CARD	ZOOM meetings	ONLINE MEETING PROVID...	125.92
Check	02/13/2021	EFT	COSTCO VISA CARD	Masks	PPE	40.00
Check	02/13/2021	EFT	COSTCO VISA CARD	Supplies	Computers and Electronics	82.58
Check	02/13/2021	EFT	COSTCO VISA CARD	Heather will reimburse	Computers and Electronics	8.57
Check	02/13/2021	EFT	COSTCO VISA CARD	2 - Chromebooks / 2 - 3 year protection	Computers and Electronics	531.92
Check	02/13/2021	EFT	COSTCO VISA CARD	2 - Chromebooks	Computers and Electronics	391.92
Check	02/13/2021	EFT	COSTCO VISA CARD	2 - 3 year protection	Computers and Electronics	139.98
Check	02/13/2021	EFT	COSTCO VISA CARD	2 - Chromebooks	Computers and Electronics	406.65
Check	02/13/2021	EFT	COSTCO VISA CARD	1 - 3 year protection	Computers and Electronics	52.29
Check	02/13/2021	EFT	COSTCO VISA CARD	1 - Chromebook	Computers and Electronics	195.97
Check	02/13/2021	EFT	COSTCO VISA CARD	1 - 3 year protection	Computers and Electronics	69.99
Check	02/13/2021	EFT	COSTCO VISA CARD	Snacks and supplies	Office Supplies	60.14
Check	02/16/2021	DBT	SHOWCLIX	Movie Tickets SMPO	Office Supplies	27.25
Check	02/17/2021	DBT	Costco	Snacks in office	Office Supplies	34.77
Check	02/17/2021	DBT	HobbyLobby	OFFICE letters	Office Supplies	16.02
Check	02/17/2021	DBT	Nasco Modesto	PE Equipment	Instructional Supplies	976.51
Check	02/18/2021	ACH	HP LEASE 7603	Lease Payment	HP DIRECT LEASE	394.89
Check	02/19/2021	DBT	Amazon.com	Double sided graph paper	Instructional Supplies	13.30
Check	02/19/2021	DBT	ARCO PUMPPASS	Gas cards	SELPA	100.35
Check	02/19/2021	DBT	ARCO PUMPPASS	Gas cards	SELPA	100.35
Check	02/22/2021	EFT	Verizon Wireless	872055494-00001	Telephone, Cellular	98.18
Check	02/22/2021	EFT	Comcast Business 9110	FEB - MARCH	Internet Service Provider	292.79
Check	02/22/2021	9136	Wilgus Fire Control, Inc.	FIRE EXTINGUISHER CK	Contracted Service	61.00
Check	02/22/2021	9135	Steve Duke	maintenance SUPPLIES	Maintenance Supplies	58.64
Check	02/22/2021	EFT	Vanessa Aripez	mileage 2/6	5200-Travel and Conferences	52.60
Check	02/22/2021	EFT	Vanessa Aripez	mileage 2/14	5200-Travel and Conferences	52.60
Check	02/22/2021	DBT	USPS	Mailing	Postage	8.55
Check	02/25/2021	EFT	Jessica Lusardi	SUPPLIES	Instructional Supplies	45.83
Check	02/25/2021	EFT	Sheng . Vang	Books	4200-Books/reference Materi...	148.99
Check	02/25/2021	9139	Lotus Educational Services, Inc.	SELPA	SELPA	270.00
Check	02/25/2021	9138	Chico Unified School District	JAN 2021 FUA	CUSD FUA Charges	1,676.17
Check	02/26/2021	EFT	Pat Casey	INV 2020/21-8	Business Manager Services	3,500.00
Check	02/27/2021	DBT	Amazon.com	PACON COLOR STRIPS	Instructional Supplies	10.38
Check	02/28/2021			Service Charge	Bank Fees	27.00

TOTAL

21,937.71



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: **LCAP Community Survey**
Date: March 25, 2021

SUMMARY

Each year, Sherwood community members are asked to fill a survey for LCAP planning purposes.

DISCUSSION

Sherwood has a core of questions it typically poses to its community for feedback. As this past year has been anything but typical, I am seeking input from the Board and any meeting attendees regarding revisions to these questions.

Here is the last Community Survey that was sent, in the spring of 2019:

Q1 Please rate your satisfaction with each of the following:

1. overall satisfaction
2. the teachers at Sherwood
3. curriculum, in terms of Montessori authenticity
4. classroom materials
5. the school facility
6. PE/recess equipment
7. support given to struggling learners
8. level of academic challenge
9. enrichment programs (art, cooking, gardening, electives)
10. school's approach to parent volunteerism and parent involvement
11. school's approach to discipline and conflict resolution
12. students' emotional and physical well-being at school
13. school climate in general
14. opportunities the school has extended to learn about the Montessori approach to education

Q2 For any "less than satisfied" responses, can you please explain why?

Q3 Please use this space to give us feedback about the Extended Day program (if you use it).

Q4 We are always open to improving our program. Do you have any suggestions for ways the school could improve?

Q5 Please use the space below to share anything else you'd like to share. Thank you for your feedback!

ACTION REQUESTED

Discuss Community Survey



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: **Classified Staff Salary Schedule**
Date: March 25, 2021

SUMMARY

It would benefit Sherwood to have a Classified Staff Salary Schedule

DISCUSSION

Sherwood has not yet developed a Classified Staff Salary Schedule. It would benefit the school to do so as it may help retain our employees and encourage interested staff to seek training and education towards becoming a Montessori classroom teacher.

Attached are some area salary schedules for classified staff.

ACTION REQUESTED

Discuss Classified Salary Schedule

Attachments: Classified Salary Schedules from Blue Oak Charter School and Forest Ranch Charter School

Forest Ranch Charter School - Hourly Payscale Guidance (effective 1/1/2021)

enter min v \$ 14.00

Years of Relevant Experience	1 to 3	4 to 6	7 to 9	10 to 12	13 to 15	16 to 18
Instructional Aide, no credential	14.00	14.75	15.50	16.25	17.00	17.75
Instructional Aide, credentialed	15.50	16.25	17.00	17.75	18.50	19.25
Substitute Aide	14.00					
Intervention Coordinator, certificated	20.00	20.75	21.50	22.25	23.00	23.75
Induction Program Supervisor, certificated position	20.00	20.75	21.50	22.25	23.00	23.75
Intervention Aide, no credential	14.00	14.75	15.50	16.25	17.00	17.75
Intervention Aide, credentialed	15.50	16.25	17.00	17.75	18.50	19.25
Substitute Intervention Aide	14.00					
After School Program Director, no credential	14.75	15.50	16.25	17.00	17.75	18.50
After School Program Director, credentialed	16.25	17.00	17.75	18.50	19.25	20.00
After School Program Substitute	14.00					
Office Assistant	15.50	16.25	17.00	17.75	18.50	19.25
Office Manager	17.25	18.00	18.75	19.50	20.25	21.00
Business Services Coordinator	17.25	18.00	18.75	19.50	20.25	21.00
Office Substitute	15.50					
Elementary Cook	15.25	16.00	16.75	17.50	18.25	19.00
Substitute Cook	15.25					
Choir Assistant	14.00	14.75	15.50	16.25	17.00	17.75
Choir Teacher	15.50	16.25	17.00	17.75	18.50	19.25
Music Teacher	26.00	26.75	27.50	28.25	29.00	29.75
Fine Arts Teacher	18.50	19.25	20.00	20.75	21.50	22.25
GATE Teacher, credentialed	18.50	19.25	20.00	20.75	21.50	22.25
GATE Teacher, no credential	15.50	16.25	17.00	17.75	18.50	19.25
Outdoor Education Teacher, credentialed	18.50	19.25	20.00	20.75	21.50	22.25
Outdoor Education Teacher, no credential	15.50	16.25	17.00	17.75	18.50	19.25
Technology Teacher	18.50	19.25	20.00	20.75	21.50	22.25
Substitute Electives Teacher	14.00					
Small Group Coordinator, credentialed	17.00	17.75	18.50	19.25	20.00	20.75
Reengagement Coordinator	18.00	18.75	19.50	20.25	21.00	21.75
Custodian	14.00	14.75	15.50	16.25	17.00	17.75
Substitute Custodian	14.00					
Transportation Manager	22.75	23.50	24.25	25.00	25.75	26.50
Bus Driver	17.75	18.50	19.25	20.00	20.75	21.50
Substitute Bus Driver	17.75					
Daily Sub, Emergency Credential	16.25					
Daily Sub, Full Credential and Long Term Sub	20.50					
Master Degree or better in a related field will be equivalent to have a teaching credential						



BLUE OAK SCHOOL
A WALDORF-INSPIRED PUBLIC CHARTER (K-8)

CLASSIFIED HOURLY RATE SCHEDULE

Effective January 1, 2020

Ranges | S | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11-12 | 13-15 | 16-19 | 20 |

2	13.00	13.33	13.66	14.00	14.35	14.71	15.08	15.45	15.84	16.64	17.06	17.48	17.92	18.37
3	13.65	13.99	14.34	14.70	15.07	15.44	15.83	16.23	16.63	17.47	17.91	18.36	18.82	19.29
4	14.33	14.69	15.06	15.43	15.82	16.22	16.62	17.04	17.46	18.35	18.81	19.28	19.76	20.25
5	15.05	15.43	15.81	16.21	16.61	17.03	17.45	17.89	18.34	19.26	19.75	20.24	20.75	21.26
6	15.80	16.20	16.60	17.02	17.44	17.88	18.32	18.78	19.25	20.23	20.73	21.25	21.78	22.33
7	16.59	17.01	17.43	17.87	18.31	18.77	19.24	19.72	20.22	21.24	21.77	22.31	22.87	23.44
8	17.42	17.86	18.30	18.76	19.23	19.71	20.20	20.71	21.23	22.30	22.86	23.43	24.02	24.62
9	18.29	18.75	19.22	19.70	20.19	20.70	21.21	21.74	22.29	23.42	24.00	24.60	25.22	25.85
10	19.21	19.69	20.18	20.68	21.20	21.73	22.27	22.83	23.40	24.59	25.20	25.83	26.48	27.14
11	20.17	20.67	21.19	21.72	22.26	22.82	23.39	23.97	24.57	25.82	26.46	27.12	27.80	28.50
12	21.18	21.71	22.25	22.80	23.37	23.96	24.56	25.17	25.80	27.11	27.78	28.48	29.19	29.92
13	22.23	22.79	23.36	23.94	24.54	25.16	25.79	26.43	27.09	28.46	29.17	29.90	30.65	31.42
14	23.35	23.93	24.53	25.14	25.77	26.41	27.07	27.75	28.44	29.89	30.63	31.40	32.18	32.99
15	24.51	25.13	25.75	26.40	27.06	27.73	28.43	29.14	29.87	31.38	32.16	32.97	33.79	34.64
16	25.74	26.38	27.04	27.72	28.41	29.12	29.85	30.60	31.36	32.95	33.77	34.62	35.48	36.37
17	27.03	27.70	28.39	29.10	29.83	30.58	31.34	32.13	32.93	34.60	35.46	36.35	37.26	38.19
18	28.38	29.09	29.81	30.56	31.32	32.11	32.91	33.73	34.58	36.33	37.23	38.16	39.12	40.10
19	43.98	45.08	46.21	47.37	48.55	49.76	51.01	52.28	53.59	56.30	57.71	59.15	60.63	62.15

*Up to three (3) years of credit on the salary schedule may be granted for previous experience .
After longevity step 20 an increase of 1.5% will be added for each ongoing year .*

RANGE	CLASSIFICATION
2	Classified Support- Yard Duty
3	Instructional Aide/Paraprofessional
3	Maintenance/Custodial
4	Health Office
6	Parent Community Liaison/Attendance Clerk
7	Registrar/Business Office Assistant
10	Behaviorist
11	Executive Assistant
12	Facilities Manager
17	Specialty Presenter
19	School Nurse/Councilor

Board Approved: _____



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: Declaration of Need
Date: March 25, 2021

SUMMARY

We need to file a Declaration of Need with the Commission on Teacher Credentialing to obtain an Emergency Crosscultural, Language and Academic Development (CLAD) Permit.

DISCUSSION

One of our teachers has a credential without the CLAD, and we need to apply for the Emergency Permit because there is an English learner enrolled in the teacher's class. To do so, the Board must approve a Declaration of Need.

ACTION REQUESTED

Approve Declaration of Need.

Attachment: Declaration of Need form cl500

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

<i>Name</i>	<i>Signature</i>	<i>Title</i>
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
<i>Mailing Address</i>		
<i>E-Mail Address</i>		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	_____
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: **Title One Application**
Date: March 25, 2021

SUMMARY

The application for Title One funding must be approved by the School Board of the LEA applying.

DISCUSSION

In order to received ESSER funds from the U.S. Department of Education, Sherwood must apply for Title One funding. The application is required to be approved by the Board of Directors.

ACTION REQUESTED

Approve Title One Application

Attachment: Title One Application

2020-21 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	
---	--

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	
Title III English Learner ESEA Sec. 3102 SACS 4203	
Title III Immigrant ESEA Sec. 3102 SACS 4201	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020-21 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	
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*****Warning*****

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SPECIAL MEETING NOTICE OF THE BOARD OF DIRECTORS

Location:

This meeting will be held online at:

Join Zoom Meeting

<https://us02web.zoom.us/j/5245217471?pwd=b2tSWDhkYURxUUVsTVlPWmZJRdVzZz09>

Meeting ID: 524 521 7471

Passcode: Jav83w

One tap mobile

+16699006833,,5245217471#,,,,,0#,,150836# US (San Jose)

+13462487799,,5245217471#,,,,,0#,,150836# US (Houston)

Dial by your location

+1 669 900 6833 US (San Jose)

+1 346 248 7799 US (Houston)

+1 253 215 8782 US (Tacoma)

+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington D.C)

Passcode: 150836

Date/Time: **Thursday, April 12, 2021 – 5:30 p.m.**

AGENDA

A. CALL TO ORDER (5:30)

A.1 Roll Call Russell Shapiro, Rosie Paulson, Mariah Ross-Walcott, Brandy Thomas, Beth Hammer

B. CONSENT AGENDA (5:35)

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, March 25, 2021.

B.2. SELPA Agreement Consider approval of the Participation Agreement with El Dorado Charter SELPA.

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA (5:40)

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

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

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS (5:50)

E.1 Items Removed from Consent (If any)

E.2 Action/Discussion Items (6:00)

E.2.1 Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

The Board will be asked to approve the LCAP Federal Addendum.

ACTION REQUESTED: Approve the LCAP Federal Addendum.

F. FUTURE AGENDA ITEMS (6:10)

The Board will hold a retreat and work on strategic planning.

The Board will adopt a Local Control and Accountability Plan (LCAP) and an Expanded Learning Opportunities Grant Plan.

The Board will adopt an Original Budget for the 2021-2022 school year.

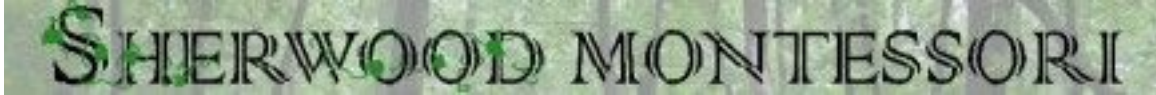
The Board will be asked to approve a Measure K Spending Proposal.

The Board will collaborate with SMPO to hold an election for future Board members.

The Board will consider the expulsion of a student.

H. ADJOURNMENT (6:15)

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



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location:

This meeting will be held online at:

Join Zoom Meeting

<https://us02web.zoom.us/j/5245217471?pwd=b2tSWDhkYURxUUVsTVIPWmZJRdVzZz09>

Meeting ID: 524 521 7471

Passcode: Jav83w

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+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington D.C)

Meeting ID: 524 521 7471

Passcode: 150836

Date/Time: Thursday, March 25, 2021 6:00-8:00 p.m.

Minutes

A. CALL TO ORDER

A.1 Roll Call Russell Shapiro, Brandy Thomas, Rosie Paulson, Mharia Ross-Walcott, Beth Hammer

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

Meeting called to order by Russell Shapiro at 6:03 pm. Russell Shapiro, Brandy Thomas, Mharia Ross-Walcott, Beth Hammer and Rosie Paulson all present.

B. CONSENT AGENDA

B.1 Minutes Approval. Consider approval of minutes from Regular Meeting, February 18, 2021

B.2. Independent Financial Audit. Acknowledge receipt of 2020-2021 audit

Agenda items presented by Michelle Yezbik, items were received, reviewed and discussion followed. Mharia Ross-Walcott moved to approve the items, Russell Shapiro seconded, and the Board unanimously approved.

C. 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.

D. NOTICED PUBLIC HEARINGSNone

E. REGULAR BUSINESS

E.1 Items Removed from Consent (If any)

E.2 Reports and Communications

This time will be for Board members to ask questions regarding the provided written materials.

E.2.1 Instructional Staff Report

E.2.2 SMPO Report

E.2.3 School Director Report

E.2.4 Treasure Report

Michelle Yezbick presented the Instructional Staff report and Director’s report. Pat Casey presented the Treasurer’s report. SMPO report was not provided as SMPO leader is ill. The reports were reviewed by the Board and discussion followed.

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.

E.3 Action/Discussion Items (6:40)

E.3.1 LCAP Survey Questions

The Board will be asked to give input regarding Community Survey questions.

ACTION REQUESTED: Discuss Community Survey questions

General LCAP topics and questions were presented by Michelle Yezbick. Discussion followed. A committee was established to develop survey questions.

E.3.2 Classified Salary Schedule.

The Board will be asked to have a discussion regarding the development of a Classified Salary Schedule.

ACTION REQUESTED: Discuss Classified Salary Schedule development

Examples of salary schedules were presented by Michelle Yezbick and Pat Casey, discussion followed. Pat Casey will develop annual Classified Salary Schedule to be voted on at a future Board meeting.

E.3.3 Declaration of Need Approval

The Board will be asked to approve a Declaration of Need for an emergency permit for a teacher.

Action Requested: Approve Declaration of Need

Declaration of need for a teaching permit was presented by Michelle Yezbick, Discussion followed. Brandy Thomas made a motion to approve, Mharia Ross-Walcott seconded, the board unanimously approved.

E.3.4 Title One Application

The Board will be asked to approve the initial portion for Title One Application.

Action Requested: Approve initial portion for Title One Application

Michelle Yezbick presented the initial portion of the Title One Application, discussion followed. Mharia Ross-Walcott moved to approve, seconded by Rosie Paulson, with unanimous Board approval.

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.

E.3.5 E-Rate Equipment Purchase

The Board will be asked to approve a purchase of equipment through E-Rate to ensure The new fiber system will work properly.

Action Requested: Approve Purchase

Michelle Yezbick presented purchase of equipment through E-Rate documentation, discussion followed. Brandy Thomas moved to approve purchase, Beth Hammer seconded motion and the Board unanimously approved.

E.4 Board Governance

E.4.1 Book in Common: How to Be an Antiracist

E.4.2 Retreat Planning/Strategic Planning

The board will continue to discuss these items at a future meeting.

F. Future Agenda Items

Future agenda items include the book in common, retreat/strategic planning, as well as a special interim meeting to approve LCAP Federal Addendum for Title One Application.

G. Adjournment

The meeting was adjourned at 8:12 pm.

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



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: El Dorado Charter SELPA Participation Agreement
Date: April 12, 2021

SUMMARY

Our SELPA is requiring its partnering LEAs to submit a board approved Participation Agreement.

Discussion

Our SELPA, the El Dorado Charter SELPA, is requiring its partnering LEAs to submit a completed 2021-22 Participation Agreement and Certification 5 (certifying board approval) for the 2020-21 Fiscal year. These documents must be uploaded by June 1, 2021 to avoid disruption in membership or funding.

ACTION REQUESTED

Approve Participation Agreement



AGREEMENT FOR PARTICIPATION

EL DORADO CHARTER SELPA

This Agreement for Participation (“Agreement”) is entered into by and between the El Dorado Charter SELPA (“SELPA”), the El Dorado County Office of Education (“EDCOE”), and _____ (“LEA”), a California public charter school, collectively referred to as the “Parties.”

RECITALS

WHEREAS, each special educational local plan area is required to administer local plans submitted pursuant to Education Code section 56205 et seq., administer the allocation of funds pursuant to Education Code section 56836 et seq., and ensure that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing certain aspects of special education;

WHEREAS, a charter school that is deemed a local educational agency for purposes of special education is required to participate in an approved local plan pursuant to Education Code section 56195.1(f);

WHEREAS, LEA is a charter school that is deemed a local educational agency for purposes of special education pursuant to Education Code section 47641 and is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and implementing regulations as they relate to local educational agencies;

WHEREAS, the SELPA as authorized by the California State Board of Education serves as the special educational local plan area for California charter schools deemed local educational agencies pursuant to Education Code section 47641 that have successfully completed the SELPA membership process and have signed this Agreement for Participation (“Agreement”);

WHEREAS, EDCOE is designated in the local plan as the “responsible local agency” for the SELPA, which means the administrative entity, the duties of which shall include, but are not limited to, receiving and distributing state and federal special education funds pursuant to the allocation plan, providing administrative support, and coordinating implementation of the plan;

WHEREAS, the actions and decisions of the parties are guided by the values of:

1. Commitment – maintaining high standards for performance in student achievement, operations, governance and finance;
2. Integrity – adherence to moral and ethical principles in all aspects of the work;
3. Fairness – impartial and just treatment of all stakeholders;
4. Partnership – collaborative decision making and accountability;
5. Knowledge – understanding of charter school law and practice; and
6. Transparency- access to the information, decisions, and actions of the organization;

WHEREAS, the purpose of this agreement is to set forth the various responsibilities of LEA, EDCOE, and SELPA to ensure that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs.



NOW, THEREFORE, IT IS HEREBY AGREED between the parties hereto as follows:

1. SHARED COMMITMENTS

- 1.1. Resource Allocation. Parties shall demonstrate commitment to the promises set forth in this Agreement by allocating appropriate resources.
- 1.2. Standard of Conduct. Parties, at all times, shall conduct themselves in such a manner as to act in the best interests of all other SELPA members. The LEA shall not engage in any activity or enterprise which would tend to injure or expose the SELPA or any of its members to any significant risk of harm or injury of any kind.
- 1.3. Compliance. All parties to this agreement shall identify and comply with applicable laws, regulations, policies, procedures and generally accepted standards. Each party will address any identified compliance gaps in a responsible and timely fashion.
- 1.4. Continual Improvement. Parties are expected to continually improve by setting performance objectives, executing plans and taking necessary corrective actions for deficiencies identified by any and all internal and/or external assessments.
- 1.5. Accuracy of Business Records. Parties shall ensure that any and all financial books and records conform to generally accepted accounting principles and state reporting requirements. Records must be accurate in all material respects. Records must be legible, transparent, and reflect actual transactions and payments and be open to inspection by the other party upon a reasonable request.
- 1.6. Accuracy of Student Records. Parties shall ensure that any and all student records conform to prescribed formats. Records must be legible, transparent, reflect actual transactions and payments, and be accurate in all material respects. Records must be open to inspection and review by other parties with legitimate educational interest upon a request.
- 1.7. Documentation. Parties shall maintain documentation necessary to demonstrate compliance with this Agreement and compliance with applicable state and federal statutes and regulations.
- 1.8. Local and Allocation Plans. Parties agree to the provisions of the Local and Allocation Plans as updated and approved by the CEO Council.
- 1.9. Provision of Free and Appropriate Public Education. The LEA is solely responsible for the provision of special education programs and services to eligible students enrolled in the LEA. The Parties understand and agree that the SELPA or EDCOE shall have no responsibility for the operation of any direct educational program or service of any kind, that the SELPA has no duty or authority to provide FAPE to individual students, and that the SELPA has no duty or authority to make decisions regarding the educational programming of students enrolled in the LEA.



2. **LEA/ORGANIZATIONAL PARTNER RESPONSIBILITIES**

- 2.1 **Programs and Services.** The LEA is solely and exclusively responsible for the following mandated activities in order to operate its special education programs and services for students enrolled in the LEA. As such, the LEA shall:
- 2.1.1. Select, employ, compensate, and determine the duties of, or establish appropriate contracts for the provision of, special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates.
 - 2.1.2. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates.
 - 2.1.3. Organize and administer the activities of the IEP teams, including the selection of the LEA staff and who will serve as members of the IEP team in conformance with Education Code Section 56341 and in compliance with the Local Plan.
 - 2.1.4. Develop and implement program objectives and the evaluation of the program's effectiveness.
 - 2.1.5. Communicate with the parents and/or legal guardians of students in conformance with laws, regulations, and the provisions of the Local Plan.
 - 2.1.6. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof.
 - 2.1.7. Provide for the continuous review of placements and the assessment procedures employed to ensure their effectiveness and applicability, and ensure the continued implementation and compliance with eligibility criteria.
 - 2.1.8. Provide for the integration of students with disabilities into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan.
 - 2.1.9. Conduct the review of individual placements requested by the parents and/or legal guardians of the student in accordance with the Local Plan.
 - 2.1.10. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation.
- 2.2. **Fiscal Responsibilities.** Receive and expend special education funding in accordance with the Charter SELPA Allocation Plan. Organizational Partners affirm that any financial claim made by the SELPA against an LEA that is part of the Organizational Partner's network of LEAs will be honored by the Organization Partner.
- 2.3. **Restricted Funds.** As a condition of membership and participation in the SELPA, LEA warrants and represents that at no time during the term of this Agreement



and LEA's membership and participation in the SELPA shall the LEA, directly or indirectly, provide special education funding for the benefit of a for-profit entity. Unless altered by law, all funding provided through the Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA from expending funds to contract with a state-certified nonpublic agency/school for the benefit of children served, in accordance with the approved master contract and individual services agreements as provided for in federal and state law.

- 2.4. Audit Report. Annually provide the SELPA with the LEA's annual, independent financial audit report, on or before December 20th each year, unless an extension has been granted by the State Controller's Office, in which case an extension will be granted to the charter as well. LEA further agrees to provide SELPA copies of any and all State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA be the subject of an investigation by any federal, state, or local agency, including but not limited to the Fiscal Crisis Management and Assistance Team ("FCMAT") arising out of or related to allegations of fiscal mismanagement, failure to meet generally accepted accounting principles, or any violation of a provision of law, the LEA shall immediately notify SELPA and provide the SELPA with a copy of any written correspondence related thereto.
- 2.5. Membership Responsibilities. Adhere to governance structure within SELPA Local Plan and Policies, including designating appropriate representatives to serve on required councils and committees; ensure appropriate LEA representatives attend and participate in SELPA governance meetings as set forth in the Local Plan, Policies and Procedures.
- 2.6. Management Decisions. Consistent with this Agreement, LEA shall have full and exclusive authority and responsibility for classifying employment positions within their LEA. The managerial prerogatives of any participating LEA member shall not be infringed upon by any other participating LEA member except upon mutual consent of an affected LEA member(s), or unless as otherwise set forth. LEA shall not undertake to independently act on behalf of the SELPA or any of its members without express written authorization of the SELPA.
- 2.7. Participation. Ensure appropriate LEA representatives attend and participate in SELPA governance meetings and committees as set forth in the Local Plan, Policies and Procedures.
- 2.8. Reporting Requirements. Submit all required federal, state and SELPA reports and data requests in the prescribed format and at the specified due date. Upon written request by the SELPA, LEA shall provide any requested information, documents, writings, or information of any sort without delay, except as otherwise prohibited by law.
- 2.9. Indemnification and Hold Harmless. To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless the SELPA and its individual other



members, EDCOE, the El Dorado County Superintendent of Schools, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arise in any manner from an actual or alleged failure by LEA to fulfill one or more of the LEA member's obligations except to the extent that such suit arises from the SELPA, EDCOE, or the El Dorado County Superintendent of Schools' negligence.

3. SELPA DUTIES AND RESPONSIBILITIES

- 3.1 Services. In order to accomplish the goals set forth in the Local Plan, SELPA shall provide the following services and activities for the LEA:
- 3.1.1. Receive, compile, and submit required enrollment reports and compute all special education apportionments; receive data from LEA to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted, and receive the special education apportionments as authorized by applicable law.
 - 3.1.2. Maintain SELPA policies and procedures for referring and placing individuals with exceptional needs who are enrolled in the LEA, including the methods and procedures for communication with the parents and/or guardians of the students according to SELPA Local Plan, Policies and Procedures.
 - 3.1.3. Coordinate the organization and maintenance of the Special Education Community Advisory Committee ("CAC") to coordinate the implementation of the Local Plan and provide for the attendance of designated members of the SELPA's staff at all regularly scheduled CAC meetings as required by law.
 - 3.1.4. Coordinate community resources with those provided by LEA and SELPA, including providing such contractual agreements as may be required.
 - 3.1.5. Coordinate state Special Education Accountability Processes.
 - 3.1.6. Provide alternative dispute resolution supports and services.
 - 3.1.7. Develop interagency referral and placement procedures.
 - 3.1.8. Provide regular personnel development training sessions for LEA staff responsible for administering or delivering special education programs and services.
 - 3.1.9. Provide the method and forms to enable the LEA to report to the SELPA on student enrollment and program expenditures. Establish and maintain a pupil information system.
 - 3.1.10. Provide reasonable and appropriate technical assistance and information to the LEA upon request from LEA administration, including but not limited to:
 1. Evidenced Based Practices;
 2. Program Development and Improvement;



3. Individual cases;
4. State complaints;
5. Requests for due process mediation and hearing; and
6. Appropriate programs and services for specific pupils.

3.1.11. Perform other services reasonable and necessary to the administration and coordination of the Local Plan.

- 3.2. Governance. Organize and maintain the governance structure of the Local Plan, including various committees and councils to monitor the operations of the SELPA and make recommendations for necessary revisions, including, but not limited to, the Local Plan, Allocation Plan and Policies.
- 3.3. Data Reporting. Establish and maintain methods, timelines and forms to submit required federal, state and SELPA reports.
- 3.4. Public Meetings. Schedule public meetings for purposes of governance activities and adopting the Annual Service Plan and Budget Plan.
- 3.5. Fiscal Responsibilities. Receive, distribute, and oversee the expenditure of special education funds in accordance with federal and state regulations and the SELPA Allocation Plan.
- 3.6. Indemnification and Hold Harmless. The SELPA shall be held harmless and indemnify EDCOE and the El Dorado County Superintendent of Schools for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from EDCOE and the El Dorado County Superintendent of Schools' negligence.

4. EDCOE DUTIES AND RESPONSIBILITIES

- 4.1. The Parties understand that EDCOE is designated in the Local Plan as the "responsible local agency" for the SELPA. EDCOE shall receive and distribute state and federal special education funds pursuant to the Allocation Plan, provide administrative support, and coordinate implementation of the Local Plan in accordance with state and federal law.
- 4.2. EDCOE shall not be responsible for any LEA or SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

5. TERMINATION OF THIS AGREEMENT AND PARTICIPATION IN SELPA

- 5.1. LEA may terminate this Agreement and participation in the SELPA in its sole discretion at the end of the fiscal year next occurring after having provided prior written notice to the SELPA, as follows:
 - 5.1.1. Prior initial written notice of intended termination to the SELPA at least twelve (12) months and one (1) day in advance of date of termination; and
 - 5.1.2. Final written notice of termination to the SELPA no more than six (6) months after the LEA's initial notice of intended termination.
- 5.2. The SELPA may initiate and complete termination of this Agreement and LEA's participation in the SELPA in its sole discretion in accordance with the process and



standards in SELPA Policies. The SELPA will provide prior written notice to the LEA at least twelve (12) months as follows:

- 5.2.1. Prior initial written notice of intended termination to the LEA at least twelve (12) months and one (1) day in advance of date of termination, and
 - 5.2.2. Final written notice of termination to the LEA no more than six (6) months after the SELPA's initial notice of intended termination.
- 5.3. Specifically the timeline and process above does not preclude the SELPA from initiating and completing the termination process in less than 12 months or by June 30 of the year immediately preceding the summary termination, if the member demonstrates:
- 5.3.1. Egregious disregard of state and federal requirements to provide services to students; and/or
 - 5.3.2. Demonstrated systemic and material issues that would cause the SELPA to make a finding of "going concern" based on leadership, programmatic and/or fiscal solvency that would cause SELPA to reasonably believe the SELPA may be harmed by the continued membership of the LEA.

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

6. DISPUTE RESOLUTION

Should a dispute arise relating to the responsibility for service provision, governance activities, the distribution of funding, if a party believes that an action taken by the CEO Council will create an undue hardship, or that the action taken exceeds the authority granted to the CEO Council within the Local Plan and/or state or federal statute, the aggrieved party may request a review of the action with the appropriate governing body or CDE as appropriate.

7. MUTUAL REPRESENTATIONS

- 7.1. Authority and Capacity. The Parties have the authority and capacity to enter into this agreement.
- 7.2. Full Disclosure. All information heretofore furnished by the Parties for purposes of or in connection with this Agreement or any transaction contemplated hereby or thereby is true and accurate in all material respects on the date as of which such information is stated.
- 7.3. No Conflicts. Neither party is under any restriction or obligation that may affect the performance of its obligations under this agreement.
- 7.4. Enforceability. This Agreement constitutes a legal, valid, and binding obligation, enforceable against the Parties according to its terms.



8. RESERVATION OF RIGHTS

The Parties hereto agree that nothing contained in this Agreement or otherwise shall be deemed to have waived or modified any of their rights or remedies under the law.

This agreement is entered into for the 2021-22 year and, absent a new agreement or termination, continues each year thereafter.

Executed on this ____ day of _____, 20_____.

In accordance with SELPA policy, _____,

[INSERT Charter LEA Name]

certifies that this agreement has been approved by the appropriate local board(s).

LEA

Date

Signature of CEO of Charter LEA

[PRINT CEO Name, Title]

EL DORADO COUNTY OFFICE OF EDUCATION

Date

Ed Manansala, Ed.D., Superintendent
El Dorado County Office of Education

Date

Ginlese Quann, Interim Executive Director
SELPA Programs
El Dorado County Office of Education

SELPA

Fiscal Year

Certification 5: Participating Local Educational Agency

The SELPA shall include a signed copy of the following local educational agency (LEA) certification for each participating agency when submitting the original, or revised local plan Governance and Administration (Section B).

LEA

The LEA certifies the SELPA local plan has been adopted by the LEA/county local governing board(s) and is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA superintendent shall administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations, which will ensure full compliance. The Superintendent certifies the LEA is participating in a:

- Single LEA SELPA
- Multi-LEA SELPA

This Governance and Administration was:

Adopted on the day of ,
Yeas Nays

The superintendent, or chief administrator of the LEA ensures the current local plan: Governance and Administration (Section B), Annual Budget Plan (Section D), and Annual Services Plan (Section E), including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA local plan, including all sections, is posted.

LEA Superintendent/Chief Administrator

Date



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: LCAP Federal Addendum
Date: April 12, 2021

SUMMARY

Sherwood needs to submit a board approved LCAP Federal Addendum to be eligible to receive Elementary and Secondary School Relief (ESSER II & III) funds through Title 1 Part A.

DISCUSSION

In prior years, Sherwood has not applied for Title 1 funds as they are based on ADA and would not have been significant enough to cover costs associated with accepting the federal funds. For example, the Title 1 award for Sherwood for the current fiscal year would have been \$25,583. However, the ESSER II funds for next fiscal year will total \$85,992 and ESSER III funds should also be significant. A board approved LCAP Federal Addendum submitted on the official template is required to be eligible to receive funds. The Consolidated Application and associated certifications for assurances are already submitted. All materials are due April 16th.

ACTION REQUESTED:

Approve LCAP Federal Addendum.

Attachment: LCAP Federal Addendum

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Sherwood Montessori

CDS code:

04614240121475

Link to the LCAP:

(optional)

<http://www.sherwoodmontessori.org/About-Us/Mission-Statement-LCAP--SARC/index.html>

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Sherwood Montessori is a TK-8 charter school in Chico, California serving approximately 129 students and their families in the 2020-2021 school year delivering a public education with the Montessori method. Sherwood's population includes students who are socioeconomically disadvantaged (58%), students experiencing homelessness (6.5%), English learners (6.5%), and foster youth (1.6%).

The major goals of Sherwood's LCAP include: 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. 2) Provide a positive school climate with authentic opportunities for parent involvement.

The actions taken to meet the goals include:

- 1) Provide highly qualified teachers for all students.
- 2) Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).
- 3) Provide a broad range of Montessori materials.
- 4) Provide a facility in good repair and maintain recess equipment.
- 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.
- 6) Ensure that parents understand the ways the school communicates with students' families.
- 7) Ensure that parents understand the nature of the Montessori method of education.

8) Improve parent involvement and volunteerism.

9) Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.

The increased or improved services for socioeconomically disadvantaged students, foster youth and English Learners are to provide access to free and reduced lunch and access to scholarships for field trips.

During distance learning, access to hot spots for internet connectivity if needed and devices for all students were also provided. Additional materials for students to use at home were also provided by the school. Once in-person learning began, students were also provided breakfast, lunch and nutritious snacks.

These goals and actions were chosen through a process of collecting a variety of data points and determining, with stakeholder input, how to use resources to address needs shown in the data. Metrics used to determine needs included: parent, family, and community surveys and dialogue in meetings, staff surveys and dialogue at meetings, student surveys, attendance data, discipline data, curriculum based formative assessments, standardized test data, facilities inspection tools, materials inventories, and review of personnel files. Data points are collected and analyzed by a focus group with members who have included the school director, teachers, parents, and board members. Drafts of the plan are brought to public meetings for the wider community to respond to before the plan is finalized.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Sherwood has been provided a Master Plan Template funding tracking document by the County Office of Education that has been most helpful in planning the alignment of funds under state and federal programs. The template provides space for recording goals and actions, and revenues from the following funding sources: Base funding, Supplemental & Concentration Grants, Titles I, II & III (Sherwood is applying exclusively for Title I), the state's Extended Learning Opportunities Grant, and ESSER I, II, and III.

Goals and actions used in the 2019-2020 LCAP (Local Control Accountability Plan) and the 2020-2021 LCAP (Learning Continuity and Attendance Plan) can be found in this plan. ESSER funds will allow us to put more resources towards these plans, giving more students access to programs that were previously designated to the most need. We are anticipating need to be more widespread in the aftermath of the pandemic, and the ESSER funds will support more students and families accessing these services and supports. The Extended Learning Opportunities Grant will also allow Sherwood to offer a summer learning opportunity and tutoring throughout the 2021-2022 school year.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sherwood is a single-site charter school with traditional Montessori multiple-age groupings. Our LCAP includes Goal1 (addressing the State Priority 1: Basic Conditions of Learning): Provide high quality, authentic Montessori instruction with curriculum aligned to Common Core State Standards, a broad range of traditional Montessori materials, *highly-qualified teachers*, and a facility in good repair.

Goal 1.1: Provide highly qualified teachers for all students includes the Action: Continue to monitor teacher credentials and assignments, with the measurable outcome: Maintain 100% highly qualified credentialed teachers. Funds are allocated to this action to cover the costs of salary and benefit of personnel assigned to audit employee files for compliance.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sherwood Montessori develops and evaluates the Title 1 Parent Engagement Policy through the Sherwood Montessori Parent Organization (SMPO). The SMPO includes all parents and teachers

and has leadership elected by its members. The SMPO meets monthly and is the planning and support organization to facilitate parent education and involvement.

From our LCAP, the relevant goal is Goal 2: Provide a positive school climate with authentic opportunities for parent involvement.

Subgoals include:

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.

Some actions that included encouraging parent volunteerism on campus were suspended during the pandemic, however, involvement and virtual events continue.

Actions to achieve these goals include:

1. 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.
2. The value of parent education opportunities will be communicated to the parent community. Childcare and refreshments will be provided when in-person events are possible again. In either case (virtual or in-person) relevant curriculum materials will be provided to parents who attend.
3. Once in-person volunteering is possible again, 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 parent communication system (Parent Square).
4. The office staff, school director, and SST (Student Success Team) Coordinator will collaborate to hold conferences with parents of chronically absent students and implement SST process as appropriate for any students with suspensions.
5. 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.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Currently, there are no Sherwood students living in institutions or attending community day school programs. However, all students will be supported by our MTSS (multi-tiered system of support) for Mental Health and Emotional Well-Being described below:

Sherwood Montessori will support the mental health and social emotional well-being of students and staff during the school year.

Professional development for staff will include support for Tier 1 (Whole school safety and prevention, community and family engagement and supports, staff wellness, classroom strategies), Tier 2 (Early and targeted intervention for students/staff) and Tier 3 (intensive services provided in Individualized Education Plans) supports. Those include:

Tier 1:

Sherwood teachers and staff will promote a collaborative, supportive, respectful workplace environment.

Sherwood teachers will establish a culture of respect and Grace and Courtesy by utilizing Positive Behavior Interventions and Supports (PBIS) that were established in prior years.

Social Emotional Learning curriculum will be implemented including materials from Second Step, Mind Up, and SEL Toolbox programs.

Teachers and staff will utilize strategies learned in professional development on the topic of trauma: frequent, positive interactions with students and colleagues; for students and staff to regulate as needed; a collaborative approach to problem-solving with students and adults; giving energized, positive regard to positive choices and behaviors and responding to negative choices and behaviors without emotive charge.

Tier 2:

Check in Check out for students struggling to meet behavioral expectations or students who would benefit from emotional support

Counseling through Marriage and Family Therapist interns

Counseling through Masters of Social Work interns for students with more intense needs

Student Study Team meetings

Tier 3:

Services determined through assessment process may include Behavior Improvement Plans (BIPs), Educationally Related Mental Health Services (ERMHS), Social Work services, or Language and Speech services

Additionally, a Pupil and Family Engagement and Outreach plan from the 2020-2021 Learning Continuity and Attendance Plan included a MTSS to reach learners who were unengaged during

distance learning (See ESSA Section 1112(b)(6) related services below for details). These actions will continue as long as the pandemic requires distance learning be offered.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sherwood follows the identification, enrollment, and continued support procedures as outlined by the McKinney-Vento Act. The School Director serves as the Homeless Liaison who provides outreach to families and coordinates services between the family and other agencies. Sherwood is committed to provide a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed, including providing referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents to immediately enroll the student, obtain necessary immunizations or immunization records and school records as soon as necessary and after enrollment. The Homeless Liaison will encourage parents to be involved in their child's education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful. Sherwood allocated funds from its Supplemental and Concentration Grant to provide internet connectivity, individual devices, scholarship for class projects and field trips, food, toiletries, tutoring services, counseling services, and child care during full day in-person learning.

To support regular attendance for students experiencing homelessness, Sherwood will use its established MTSS plan for attendance, which includes an emphasis on affirmation of students with regular attendance through the PBIS program. Instances of truancy are tracked and addressed with parent communication via phone, email, and letters. The approach is one of offering support rather than threatening with punishment, however Sherwood will report educational neglect to Child Protective Services as required by legal Mandated Reporters.

For distance learners:

Teachers will record daily attendance through the Schoolwise school information system. Students/families will be considered present for a school day if they do any of the following:

- attend a live, synchronous instruction event via technology
- watch a recorded, asynchronous instruction event via technology
- connect with teacher or other school staff via telephone
- turn in completed work

If a student is absent 60% of the week (3 days) the following interventions take place:

Tier 1 (First time student is absent 60% of the week)

- Notification of absences by Office Manager or designee
- Confirm contact information

- Resolve issue causing absence (Tier 1 roadblocks: tech or connectivity issue, clarification of schedule, clarification of expectations)

Tier 2 (Student has been through Tier 1 interventions and has been absent 60% of another week, or 4 times in a week, or 5 times in a month)

- Outreach via phone and email contact by our Attendance and Resource Coordinating Intern (ARC Intern, from the Bachelor's of Social Work intern program at California State University, Chico)
- Review strategies that were put in place at Tier 1 to resolve absences
- Determine if there are new issues causing roadblocks
- Identify resources to address roadblocks from community organizations or school-related resources
- Send follow up letter

Tier 3 (Student has been through Tier 2 and is absent 60% of another week, or is absent 5 times in a week, or is absent more than 12 times in a month)

- Outreach via phone and email contact by ARC Intern
- Review strategies that were put in place at Tiers 1 & 2
- Determine if there are new issues causing roadblocks
- Identify resources to address roadblocks from community organizations or school-related resources
- If there is no contact made with phone or email, a certified letter will be sent to the student's address
- Home visit if possible (social distancing, only if safe)
- Wellness check request if student may be in a dangerous situation

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Traditional Montessori age/grade groupings include: 3-6 year-olds in a preschool environment, 6-9 year-olds in a lower elementary environment, 9-12 year-olds in an upper elementary environment, and 12-15 year-olds in a middle school environment. At Sherwood, we keep these age ranges as

true to the original model as possible as they are based on developmental stages, foster community, and provide leadership opportunities.

In the last days of the final year in any setting, students experience “Move Up Day” where the Kindergarten students, 3rd grade students, and 6th grade students visit the environment they will be joining in their next plane in the fall. Students are given a student partner who acts as a mentor to guide them on what they can expect in their next classroom.

For middle school students, information about high schools in the area is provided by the middle school teachers. Visits and orientation events are promoted. Middle school teachers prepare their students for high school by sharing what the expectations and opportunities will be in teachable moments.

In pre-pandemic alternate years, middle school students attend the Shakespeare Festival in Ashland and stay at the Southern Oregon University dorms. They have the opportunity to see what campus life is like and imagine themselves there. Teachers are able to connect the college experience to high school achievement, and students can set goals to realize the experience for themselves. In alternate years to the Shakespeare Festival, students spend a week at Caritas Environmental Camp (secular program) which focuses on character development and mental wellness which give students tools to meet the goals they set for themselves. Sherwood will continue this cycle once it is safe to do so.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location:

This meeting will be held online at:

Join Zoom Meeting

<https://us02web.zoom.us/j/5245217471?pwd=b2tSWDhkYURxUUVsTVIPWmZJRdVzZz09>

Meeting ID: 524 521 7471

Passcode: Jav83w

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Passcode: 150836

Date/Time: **Thursday, April 15, 2021 – 6:00 p.m.**

AGENDA

A. CALL TO ORDER (5:45)

A.1 Roll Call Russell Shapiro, Rosie Paulson, Mariah Ross-Walcott, Brandy Thomas, Beth Hammer

B. CLOSED SESSION (5:50 p.m.)

B.1 The Board will consider the expulsion of a student.

C. CONSENT AGENDA (6:05)

C.1 Minutes Approval Consider approval of minutes from Special Meeting, April 12, 2021

D. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA (6:10)

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

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

E. NOTICED PUBLIC HEARINGS

None

F. REGULAR BUSINESS (6:20)

F.1 Items Removed from Consent (If any)

F.2 Reports and Communications

This time will be for Board members to ask questions regarding the provided written materials.

F.2.1 SMPO Report

F.2.2 School Director Report

F.2.3 Treasurer Report

F.3 Action/Discussion Items (6:40)

F.3.1 Measure K Project Approval

The Board will be asked to approve expenditure of Measure K funds.

ACTION REQUESTED: Approve project expenditure.

F.3.2 Elections

The Board will be asked to appoint an Elections Committee.

ACTION REQUESTED: Appoint an Elections Committee.

F.3.3 Expanded Learning Opportunities Grant Plan

The Board will be asked to approve the Expanded Learning Opportunities Grant Plan.

ACTION REQUESTED: Approve plan.

F.3.4 Educational Model for 2021-2022 School Year

The Board will be asked to discuss the school's educational model for in-person learning for the 2021-2022 school year.

ACTION REQUESTED: Discuss educational model.

F.4 Board Governance (7:20)

F.4.1 Book in Common: *How to Be an Antiracist*

F.4.2 Retreat Planning/Strategic Planning

G. FUTURE AGENDA ITEMS (7:45)

The Board will hold a retreat and work on strategic planning.

The Board will adopt a Local Control and Accountability Plan (LCAP).

The Board will adopt an Original Budget for the 2021-2022 school year.

The Board will consider an alternative calendar for the 2021-2022 school year.

H. ADJOURNMENT (7:50)

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



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location:

This meeting will be held online at:

Join Zoom Meeting

<https://us02web.zoom.us/j/5245217471?pwd=b2tSWDhkYURxUUVsTVIPWmZJRdVzZz09>

Meeting ID: 524 521 7471

Passcode: Jav83w

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Dial by your location

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+1 301 715 8592 US (Washington D.C)

Passcode: 150836

Date/Time: **Thursday, May 20, 2021 – 6:00 p.m.**

AGENDA

A. CALL TO ORDER (6:00)

A.1 Roll Call Russell Shapiro, Rosie Paulson, Mariah Ross-Walcott, Brandy Thomas, Beth Hammer

A.2 State of the School Russell Shapiro, Chair of the Board of Directors

B. CONSENT AGENDA (6:05)

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, April 15, 2021

B.2 MOU with Blue Oak Charter School Consider approval of a memorandum of understanding for school psychologist services with Blue Oak.

B.3 Contract with Saphira Education Associates LLC Consider approval of contract with Saphira Education Associates LLC.

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C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA (6:10)

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.

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS (6:20)

E.1 Items Removed from Consent (If any)

E.2 Reports and Communications

This time will be for Board members to ask questions regarding the provided written materials.

- E.2.1 Instructional Staff Report**
- E.2.2 SMPO Report**
- E.2.3 School Director Report**
- E.2.4 Treasurer Report**

E.3 Action/Discussion Items (6:40)

E.3.1 Local Measures

The Board will be asked to approve Local Measures for the Local Control Accountability Plan (LCAP)

ACTION REQUESTED: Approve report.

E.3.2 LCAP Draft (6:50)

The Board will be asked to discuss the draft of the LCAP.

ACTION REQUESTED: Discuss LCAP.

E.3.3 Election Candidates (7:10)

The Board will be asked to approve candidates for the Board of Directors.

ACTION REQUESTED: Approve candidates.

E.3.4 Calendar 2021-2022 (7:15)

The Board will be asked to approve a calendar for the 2021-2022 school year.

ACTION REQUESTED: Approve the calendar for the 2021-2022 school year.

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E.3.5 Director of MTSS (7:20)

The Board will discuss the addition of a Director of MTSS to the faculty and the hiring process for the position.

ACTION REQUESTED: Discuss position and process.

E.4 Board Governance (7:30)

E.4.1 Book in Common: *How to Be an Antiracist*

E.4.2 Retreat Planning/Strategic Planning

G. FUTURE AGENDA ITEMS (7:50)

The Board will adopt a Local Control and Accountability Plan (LCAP).
The Board will adopt an Original Budget for the 2021-2022 school year.

H. CLOSED SESSION (7:55)

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

I. ADJOURNMENT (8:20)

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



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location:

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Meeting ID: 524 521 7471

Passcode: 150836

Date/Time: Thursday, April 15, 2021 5:45p.m.

Minutes

A. CALL TO ORDER

A.1 Roll Call Russell Shapiro, Brandy Thomas, Rosie Paulson, Mharia Ross-Walcott, Beth Hammer

Closed meeting called to order by Brandy Thomas at 5:52 PM. Brandy Thomas, Rosie Paulson, Mariah Ross-Walcott and Beth Hammer present. Russell Shapiro was absent.

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B. CLOSED SESSION:

B1. The Board will consider the expulsion of a student.

Michelle Yezbick presented the case of a student recommended for expulsion. Discussion Followed. Vote for expulsion was approved by a unanimous vote of present Board Members. Closed session concluded at 6:19.

C. CONSENT AGENDA

C.1 Minutes Approval. Consider approval of minutes from Special Meeting Meeting, April 12, 2021

Open meeting was called to order at 6:20 by Brandy Thomas. Agenda item presented. Rosie Paulson moved to approve and Beth Hammer seconded. Present Board members unanimously approved.

D. 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.

E. NOTICED PUBLIC HEARINGS

None

F. REGULAR BUSINESS

F.1 Items Removed from Consent (If any)

F.2 Reports and Communications

This time will be for Board members to ask questions regarding the provided written materials.

F.2.1 SMPO Report

F.2.2 School Director Report

F.2.3 Treasure Report

Michelle Yezbick presented the SMPO report and School Director Report. Discussion Followed. Pat Casey presented the Treasure Report. Discussion followed.

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.

F.3 Action/Discussion Items

F.3.1 Measure K Project Approval

The Board will be asked to approve expenditure of Measure K funds

ACTION REQUESTED: Approve project expenditure

Michelle Yezbick presented the request for use of Measure K funds for purchase of furniture for new kitchen/classroom space being built this summer. Discussion followed. Beth Hammer motioned to approve, Rosie Paulson seconded and the present Board members unanimously approved.

F.3.2 Elections:

The Board will be asked to appoint an Elections Committee.

ACTION REQUESTED: Appoint an Elections Committee.

Rosie Paulson and Marta Taylor were invited to serve as the Election Committee and both agreed to serve. Beth Hammer motioned to approve and Mharia Ross-Walcott seconded. All present Board members unanimously approved

F.3.3 Expanded Learning Opportunities Grant Plan

The Board will be asked to approve the Expanded Learning Opportunities Grant Plan

ACTION REQUESTED: Approve Plan

Michelle Yezbick presented the Expanded Opportunities Grant Plan, discussion Followed. Rosie Paulson motioned for approval, Beth Hammer seconded, all Present Board members unanimously approved.

F.3.4 Discussion items: Discuss schedule options for 2021/2022 school year

Michelle Yezbick presented updated information from the California Department Of Public Health (CDPH- powerpoint link provided below) as well as updated responses from the community survey regarding schedule preferences from families for next school year. Discussion followed.

CDPH power point link:

https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Outlook-2021-22-School-Year.pdf?TSPD_101_R0=087ed344cfab20001dDfcf4f021e0c71157290f2c9a76ef7114322d1f0c69468175e7f3915703e40084a1cD92b1430005ddf32f339e608a98427ec3d31f85ad8c470aa1d21e509281560442d13e089960f9a129976acb859e98f3334686e719c

F.4 Board Governance

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.

F.4.1 Book in Common

F.4.2 Retreat Planning/Strategic Planning

Due to time constraints these topics will be discussed at a future Board meeting

G. Future Agenda Items

The Board will hold a retreat and work on strategic planning.

The Board will adopt a Local Control and Accountability Plan (LCAP) and an Expanded Learning Opportunities Grant Plan.

The Board will adopt an Original Budget for the 2021-2022 school year.

The Board will consider an alternative calendar for the 2021-2022 school year

H. Adjournment

The meeting was adjourned at 8:06 pm.

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

Special Education Memorandum of Understanding between Blue Oak Charter School and Sherwood Montessori

This special education memorandum of understanding (“MOU” or “Agreement”) is between Blue Oak Charter School (“BOCS”) and Sherwood Montessori (“SM”), which are referred to as the “parties”.

RECITALS:

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

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

1. Purpose

The purpose of the MOU is to ensure that BOCS students are provided with assessments in the area of school psychology services by SM when required and in conformity with their IEPs. It is agreed that BOCS shall retain all financial and legal responsibilities under the Individuals with Disabilities Education Improvement Act (“IDEA”) and related federal and California laws for BOCS students served by SM in accordance with this MOU. BOCS shall remain liable for all complaints, mediations, due process matters and/or other litigation initiated by or on behalf of BOCS students which arise under such laws. SM's sole responsibility with respect to BOCS students is to assist BOCS in conducting psychological assessments, assisting in developing IEPs for students, and providing School Psychology services described in the students’ IEPs. Thus, SM shall only be considered a service provider and not the responsible LEA for any BOCS student and shall incur no costs associated with the provision of these services, all of which shall be paid by BOCS as set forth in this MOU. Unless the parties agree otherwise in writing, SM is not required to provide anything beyond what is specifically identified in this MOU. Any and all additional assessments, program, placement and services shall be the responsibility of BOCS.

2. Evaluations/Assessments

At the request of BOCS, SM shall timely conduct initial and re-evaluation

assessments of students limited to the following areas: cognitive, psychological processing, social/emotional, behavior, academic performance, and communication. SM shall consult with BOCS staff when selecting and conducting assessments and shall assist BOCS staff in preparing the assessment plan.

3. Individualized Education Plan Development/FAPE

SM will assist BOCS in developing written individualized education plans (IEP) for students with exceptional needs through the IEP team process, by providing a School Psychologist at 0.6 FTE. A calendar outlining the expected workdays of the School Psychologist is attached in Exhibit A. BOCS shall be responsible for ensuring the IEP team shall have all legally mandated members, including but not limited to a BOCS administrator or designee. SM shall provide collaborative input to BOCS in its development of IEPs. SM shall participate in IEP meetings to report on assessments, or any other service provided under this MOU. BOCS and SM will collaboratively schedule all IEP meetings in which SM may be involved. A BOCS administrator or designee will serve as the Administrator of Record at each IEP meeting. BOCS shall be responsible to make an offer a free appropriate public education (“FAPE”) for BOCS students.

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

- (a) Track referral, assessment, and all IEP timelines.
- (b) Assist BOCS in drafting IEPs and IEP Addendums including present levels of performance, goals and objectives, accommodations and modification in the areas listed in section 2.
- (c) Assist BOCS in developing its offer of FAPE related to the area listed in Section 2.
- (d) Assist BOCS in ensuring that student's services listed in Section 2 are being implemented in accordance with the IEP.
- (e) Assist BOCS with investigating and responding to compliance complaints, special education audits, and other investigations or complaints related to services listed in Section 2.

4. Special Education Services

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

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

- (a) SM will provide only school-based consultation services to special education students in accordance with their IEPs.
- (b) In order to implement the services identified in paragraph 4(a), SM shall employ appropriately qualified personnel. SM school psychology staff and services will be provided both on and off the BOCS site, as SM and BOCS administrators determine appropriate.
- (c) The school psychology staff will follow the calendar of SM.

5. Additional BOCS Obligations

BOCS shall:

- (a) Pay SM for services identified herein, consistent with the Fiscal Agreement set forth in paragraph 9 below.
- (b) Provide SM personnel with appropriate designated workspace for the delivery of services within BOCS buildings as assigned.
- (c) Provide internet data connections in workspaces designated for SM personnel at the BOCS site.
- (d) Be responsible for funding all regional program assessments and services through the El Dorado County Charter SELPA bill-back process.
- (e) Contracting with any and all nonpublic agencies, nonpublic schools, or other providers for assessments, services, and placements of students, as necessary.
- (f) Implement all general education accommodations, modifications, and services specified in students' IEPs.
- (g) Ensure the attendance of appropriate BOCS personnel who are required to attend IEP meetings, including an BOCS administrator or designee and general education teacher(s).
- (h) Store confidential files at the BOCS site.
- (i) Provide all necessary low incidence materials and equipment in accordance with students' IEPs.

- (j) Provide psychologist with assessment results a minimum of 72 hours prior to a scheduled IEP meeting. The SM staff will communicate assessment results 24 hours prior to a scheduled IEP meeting.

6. Dispute Resolution

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

7. Due Process and/or Litigation

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

8. Indemnification

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

9. Fiscal Agreement

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

- School Psychology:
 - a. 0.6 FTE or equivalent of 117 days based on the employee's position on a contract of 195 working days. Any additional days of work required by BOCS shall be requested in writing and approved by both BOCS and SM administrators. BOCS will be billed at the employee's daily rate, daily benefit costs plus a 4% fee based on the daily amounts.
 - b. Sixty percent (60%) of the benefit cost of the employee, including STRS, payroll fees and other fees associated with an employee.
- Mileage rate equal to the IRS Standard Mileage Rates
- Actual costs of translation services as needed and requested by BOCS for any reports and assessments performed by SM staff.
- 4% Administrative Fee based upon the salary and benefit rates listed above.

BOCS has thirty (30) days from the date of billing to issue payment to SM.

10. Agreement / Term

- (a) This MOU constitutes the entire understanding between parties and supersedes any prior or concurrent agreement, oral or written, between or among SM and/or BOCS concerning its subject matter. Any modification to this MOU shall be effective only if in writing and signed by all parties. If any provision or any part of this MOU is for any reason held to be invalid or unenforceable or contrary to public policy, law, or statute, and/or ordinance, the remaining provisions of this MOU shall not be affected thereby and shall remain valid and fully enforceable.
- (b) The term of this Agreement and services shall commence on July 1, 2021 and continue through June 30, 2022.
- (c) SM will seek advisement and input from BOCS in regards to periodic program evaluation and evaluating delivery of psychological services. BOCS retains the ability to perform an independent evaluation of the School Psychologist services provided. SM retains the sole responsibility to perform staff evaluations of SM employees who implement services in accordance with this MOU; however, SM is invited to collaborate with BOCS staff in this regard as needed.
- (d) This Agreement has been made and entered into the State of California and the laws of said State will govern the validity and interpretation of this Agreement.

- (e) The persons signing this MOU warrant that they are duly authorized to sign it on behalf of the persons and entities being bound.

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

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

On Behalf of Blue Oak Charter School

Date: _____

By: _____ BOCS Director

By: _____ BOCS Board Chairperson

On Behalf of Sherwood Montessori

Date: _____

By: _____ SM Director

By: _____ SM Board Chairperson

**INDEPENDENT CONTRACTOR AGREEMENT
BETWEEN SHERWOOD MONTESSORI AND
CAROLINE E. NEUHAUS WESLEY OF SAPHIRA EDUCATION ASSOCIATES LLC**

This Agreement is made between Sherwood Montessori (“SM”, “Client”), a California charter school, with its principal place of business at 1010 Cleveland Ave., Chico, CA, 95928 and Caroline E. Neuhaus Wesley (“Independent Contractor”) of Saphira Education Associates, LLC, with her principal place of business at P.O. Box 952, (26800 Riverview Rd.), Virginia City, NV 89440.

RECITALS

1. Independent Contractor is primarily engaged in the business of writing the SM Charter Renewal Petition; revising the document as recommended by the Client and by the attorneys Young, Minney & Corr (the Business).
2. Independent Contractor has knowledge and experience in particular aspects of the Business.
3. Client desires to retain Independent Contractor to perform services detailed in Exhibit “A” on the Client’s behalf and Independent Contractor is willing to perform such services. The parties understand and agree that this Agreement is not intended to create an employment relationship between them; rather, their relationship is that of principal and Independent Contractor.

It is the desire of the Client to engage the services of Independent Contractor to serve the Client. Such services and the relationship between the Client and Independent Contractor shall be governed according to the following terms and conditions:

SECTION 1. SERVICES TO BE PERFORMED. At the request of Client, Independent Contractor shall provide consulting services in accordance with the Description of Services attached hereto as Exhibit “A”. Independent Contractor shall also provide such other advice, research or other typical consulting services to Client in furtherance or in relation to the services in Exhibit “A”. Independent Contractor agrees to perform the services detailed in Exhibit A on SM’s behalf. Said services may be amended from time-to-time at SM’s sole discretion.

SECTION 2. PAYMENT. In consideration for the services to be performed by Independent Contractor, SM agrees to pay Independent Contractor at the rate of \$120.00 per hour for the term of this Agreement not to exceed 40 hours. Notwithstanding the foregoing, Independent Contractor and SM shall discuss the scope of the project and shall be considered as pre-approval. Any deviation of more than ten percent (10%) over said estimate shall also require pre-approval to be eligible for payment. Because certain projects require prompt attention, Client or Client's designee shall provide the soonest response.

Independent Contractor shall render an invoice to SM bi-weekly as of the weeks covering hours worked on behalf of SM, including the date performed and a description of the service provided. Said invoice shall be delivered to SM within three (3) days following the period being reported on. SM shall pay Independent Contractor upon receipt of each invoice. Overdue invoice payments will incur a 1.5% per month late charge.

SECTION 3. EXPENSES. Independent Contractor shall be responsible for all expenses incurred while performing services under this Agreement. However, SM shall reimburse Independent Contractor for all reasonable and pre-approved out-of-pocket expenses necessarily incurred in connection with the performance of services under this Agreement, including but not limited to courier services, photocopying, computer research, travel expenses, mileage, parking, and other expenses. Independent Contractor shall submit a detailed invoice to Client reflecting the services performed and expenses incurred. SM shall pay Independent Contractor upon receipt of each statement. There are no anticipated expenses.

SECTION 4. MATERIALS. Independent Contractor will furnish all materials, equipment and supplies used to provide the services required by this Agreement.

SECTION 5. INTELLECTUAL PROPERTY OWNERSHIP. Independent Contractor assigns to SM all patent, copyright, and trade secret rights in anything created or developed by Independent Contractor for SM under this Agreement. This assignment is conditioned upon full payment of the compensation due Independent Contractor under this Agreement. Independent Contractor shall help prepare any documents SM considers necessary to secure any copyright, patent, or other intellectual property rights at no charge to SM. However, SM shall reimburse Independent Contractor for all reasonable actual expenses necessary to carry out the terms of this Section.

SECTION 6. TERM OF AGREEMENT. This agreement will become effective May 15, 2021 and will continue until either party terminates the Agreement, until the cap of 40 hours is met or until May 15, 2022, whichever comes first.

SECTION 7. TERMINATING THE AGREEMENT. During the term of this Agreement, either party may terminate the Agreement without cause at any time by providing ten (10) days advance written notice to the other party.

This Agreement terminates automatically on the occurrence of any of the following events: (a) the bankruptcy or insolvency of either party; (b) sale of business of either party; or (c) the death or permanent disability of either party; (d) material breach of any term or condition of this Agreement; (e) revocation or nonrenewal of the SM charter; or (f) upon the default of either party under this Agreement, the other party may terminate this Agreement by giving the defaulting party at least ten

(10) days notice of default. In giving notice under 7(f), the non-defaulting party must clearly identify the alleged default and provide the opportunity to cure the default; failure to cure the default by the last day of such notice period will result in automatic termination of this Agreement without further notice.

SECTION 8. INDEPENDENT CONTRACTOR STATUS. Independent Contractor is an Independent Contractor, not an employee of SM. Independent Contractor's employees or subcontractors are not SM's employees. Independent Contractor and SM agree to the following rights consistent with an independent contractor relationship:

- (a) Independent Contractor has the right to perform services for others during the term of this Agreement.
- (b) Independent Contractor has the sole right to control and direct the means, manner and method by which the services required by this Agreement will be performed to the extent the provision of Independent Contractor's services are consistent with the responsibilities set forth herein in Exhibit A as dictated by the Client or designee.
- (c) Independent Contractor has the right to hire assistants as subcontractors, or to use employees to provide the services required by this Agreement.
- (d) Independent Contractor or Independent Contractor's employees or subcontractors shall perform the services required by this Agreement; SM shall not hire, supervise or pay any assistants to help Independent Contractor.
- (e) Neither Independent Contractor nor Independent Contractor's employees or subcontractors shall receive any training from SM in the skills necessary to perform the services required by this Agreement.
- (f) SM shall not require Independent Contractor or Independent Contractor's employees or subcontractors to devote full time to performing the services required by this Agreement.
- (g) Neither Independent Contractor nor Independent Contractor's employees or subcontractors are eligible to participate in any employee pension, health, vacation pay, sick pay or other fringe benefit plan of SM.

SECTION 9. WORKERS' COMPENSATION. SM shall not obtain workers' compensation insurance on behalf of Independent Contractor or Independent Contractor's employees. If Independent Contractor hires employees to perform any work under this Agreement, Independent Contractor will obtain workers' compensation insurance for those employees to the extent required by law.

SECTION 10. LOCAL, STATE AND FEDERAL TAXES. Independent Contractor shall pay all income taxes and FICA (Social Security and Medicare taxes) incurred while performing services under this Agreement. SM will not:

- (a) Withhold FICA from Independent Contractor's payments or make FICA payments on Independent Contractor's behalf;
- (b) Make state or federal unemployment compensation contributions on Independent Contractor's behalf, or
- (c) Withhold state or federal income tax from Independent Contractor's payments.

If Independent Contractor is required to pay any federal, state or local sales, use, property, or value added taxes based on the services provided under this Agreement, the taxes shall be separately billed to SM. Independent Contractor shall not pay any interest or penalties incurred due to late payment or nonpayment of any taxes by SM.

SECTION 11. CONFIDENTIALITY. Independent Contractor acknowledges that during the engagement it will have access to and become acquainted with various trade secrets, inventions, innovations, processes, information, records and specifications owned or licensed by SM and/or used by SM in connection with the operation of its business including, without limitation, SM's business and product processes, methods, pupil/personnel record information, accounts and procedures.

Client hereby acknowledges that all items containing or disclosing information and data relating to the business of Independent Contractor are the exclusive property of Independent Contractor, whether developed or made by Client or by any other person. Similarly, Independent Contractor hereby acknowledges that all items containing or disclosing information and data relating to the business of Client are the exclusive property of Client, whether developed or made by Independent Contractor or by any other person. Such items, include, for example, materials, configurations, systems, proposals, methods, processes, manuals, letters, notes, notebooks, reports, sketches, formulas, memoranda, records, files, computer programs, machine designs, technical data, stockholder, employee, supplier, and client/customer lists, information related to business strategies, and financial, marketing and commercial information relating to either party, inventions, technology costs, profits, markets, sales information or the like. Independent Contractor and Client each agree that such items, copies, or reproductions thereof, shall not be delivered or disclosed by either of them to any other person, company, or organization except in the proper performance of that party's responsibilities under this Agreement. Upon request by the other party, each party agrees that it shall promptly deliver to the other all such items, copies, or reproductions thereof, together with any other property of the other party which it has in its custody or control, except such items as the other party shall, by written permission, allow it to retain. This obligation to maintain confidentiality shall survive the termination of this Agreement.

Independent Contractor agrees to comply with the Gramm-Leach-Bliley Act (GLBA) to protect the security and confidentiality of Client and Client's customers. Independent Contractor agrees not to disclose or use at any time prior to, during or following the term of this Agreement, any non-public personal information provided by Client as that term is defined in the Gramm-Leach-Bliley Act (Public Law 106-102, 15 U.S.C. § 6801 et seq.), other than to carry out the purposes for which Client disclosed such information. Independent Contractor and Client agree to maintain appropriate information security measures that meet the security and confidentiality objectives required by the Gramm-Leach-Bliley Act and regulations adopted thereunder. Independent Contractor further agrees that it will take appropriate actions to address incidents of

unauthorized access to any non-public personal information provided by Client as that term is defined by Gramm-Leach-Bliley act, including notification to the Client as soon as possible of any such incident.

SECTION 12. EXCLUSIVE AGREEMENT. This is the entire Agreement between Independent Contractor and SM. All previous agreements between the parties, if any, whether written or oral, are merged herein and superseded hereby.

SECTION 13. MODIFYING THE AGREEMENT. This Agreement may be supplemented, amended, or modified only by the mutual agreement of all parties. No modification of this Agreement shall be binding unless in writing and expressing an intent to modify the Agreement and signed by all parties.

SECTION 14. DISPUTE RESOLUTION. If a dispute arises under this Agreement, the parties agree to first try to resolve the dispute with the help of a mutually agreed-upon mediator in Butte County. Any costs and fees other than attorneys' fees associated with the mediation shall be shared equally by the parties. If it proves impossible to arrive at a mutually satisfactory solution through mediation, the parties agree to submit the dispute to a mutually agreed-upon arbitrator in Butte County. Judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction to do so. Costs of arbitration, including attorneys' fees, will be allocated by the arbitrator.

SECTION 15. LIMITED LIABILITY. This provision allocates the risks under this Agreement between Independent Contractor and SM. Independent Contractor's pricing reflects the allocation of risk and limitation of liability specified below. However, Independent Contractor shall remain liable for bodily injury or personal property damage resulting from grossly negligent or willful actions of Independent Contractor or Independent Contractor's employees or agents while on SM's premises to the extent such actions or omissions were not caused by SM. **NO PARTY TO THIS AGREEMENT SHALL BE LIABLE FOR THE OTHER'S LOST PROFITS, OR SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES, WHETHER IN AN ACTION IN CONTRACT OR TORT, EVEN IF THE PARTY HAS BEEN ADVISED BY THE OTHER PARTY OF THE POSSIBILITY OF SUCH DAMAGES.**

SECTION 16. NOTICES. All notices and other communications in connection with this Agreement shall be in writing and shall be considered given as follows:

- (a) When delivered personally to the recipient's address as stated on this Agreement;
- (b) Three days after being deposited in the United States mail, with postage prepaid to the recipient's address as stated on this Agreement, or
- (c) When sent via electronic mail at the last address of the recipient known to the person giving notice.

Notice is effective upon receipt provided that a duplicate copy of the notice is promptly given by first class mail, or the recipient delivers a written confirmation of receipt.

If to Independent Contractor:
Caroline E. Neuhaus Wesley, Ed.D.
Saphira Education Associates, LLC.
P.O. Box #952
Virginia City, NV 89440
cnwesley@saphiraeducation.com

If to Charter of SM:
Michelle Yezbick
Sherwood Montessori
1010 Cleveland Ave.
Chico, CA, 95928
michelle@sherwoodmontessori.org

SECTION 17. NO PARTNERSHIP. This Agreement does not create a partnership relationship. No party has authority to enter into contracts on the other's behalf.

SECTION 18. INTERPRETATION AND OPPORTUNITY FOR COUNSEL. In the event of a controversy or dispute between the parties concerning the provisions herein, this document shall be interpreted according to the provisions herein. The parties hereto acknowledge and agree that each has been given an opportunity to independently review this Agreement with legal counsel.

SECTION 19. APPLICABLE LAW. This Agreement will be governed by the laws of the State of California.

SECTION 20. REPRESENTATIONS AND LIMITATIONS. Independent Contractor represents that she and her subcontractors or Independent Contractor it hires have the qualifications and ability to perform the services under this Agreement in a professional manner, without the training, advice, control or supervision of the Client. Client acknowledges that Independent Contractor has not made any promise or guarantee about the outcome of any project or services to include approval, and nothing in this Agreement shall be construed as such a promise or guarantee. Independent Contractor disclaims all other representations and warranties, either express or implied, including, without limitation, warranties of merchantability and fitness for any particular purpose. Client acknowledges that it is fully responsible for submitting the scope of work meeting requirements and identified expectations. Independent Contractor does not warrant the work performed by Client or by any third-party Contractor, or that all errors or defects have been or will be eliminated from systems, or that the operation of any systems will be error-free.

SECTION 21. WAIVER, MODIFICATION OR CANCELLATION: There are no other valid agreements between the parties regarding the subject of services to be performed by Independent Contractor, and this Agreement supersedes any and all other negotiations, understandings and agreements between the parties as to the rendering of any services by Independent Contractor for Client in any capacity. Any waiver, alteration or modification of any of the provisions of this Agreement or cancellation or replacement of this Agreement shall not be valid unless in writing and signed by the parties.

SECTION 22. ENFORCEABILITY: In the event that any provision of this Agreement shall be held to be void, voidable or unenforceable, the remaining portions shall remain in full force and effect. Any party may waive or excuse the failure of the other party to perform any provision of this Agreement, provided, however, that any such waiver shall not preclude the enforcement of this Agreement upon subsequent breach, whether or not similar in character to any waived breach.

IN WITNESS WHEREOF, the parties have executed this Independent Contractor's Agreement on the date and year first above written.

SIGNATURES

ON BEHALF OF SHERWOOD MONTESSORI:

Michelle Yezbick

Title: School Director

Date: _____

**ON BEHALF OF INDEPENDENT CONTRACTOR
FOR SAPHIRA EDUCATION ASSOCIATES
LLC:**



Caroline E. Neuhaus Wesley, Ed.D.

Title: Founder/President

Date: 5/15/2021

Exhibit A

SCOPE OF SERVICES

List of services to be performed by Independent Contractor with full support of SM and the back office support provider as directed by SM:

1. Write Charter Renewal Petition for submission to the Chico Unified School District (CUSD) according to the CUSD Charter School's Division Charter Renewal Petition Guidelines at the time of submission to CUSD in October of 2021.
2. Collaborate with the SM team and to complete the Charter Renewal Petition.
3. Make any revisions to the Charter Renewal Petition as recommended by the attorneys, Young, Minney & Corr, and the Client.
4. Respond to requests as requested by Client or designee to include additional documents, support or guidance needed for the submission of the Charter Renewal Petition.



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: **Instructional Staff Report**
Date: May 20, 2021

The teachers are busy with end of year projects, assessments, and report card writing, so I asked them to give input for this report and I am reporting on their behalf.

- Anne is looking forward to being a classroom teacher next year!
- Upper elementary teachers are focused on keeping up engagement in these last weeks. They are finishing up science fair experiments and recording themselves using Flipgrid and presenting with Google Slides.
- Upper elementary classes are planning a Food Truck Project to explore entrepreneurship and a Polyhedralville Project to explore three-dimensional geometry.
- Sheng's Upper elementary and Kim's kindergarten classes explored poetry in April.
- Teachers reported feeling pressed for time this year and having to let go of things out of our control, looking forward to getting back to normal next year!
- Tired!
- Jessi is appreciative of having discretionary funds in her class budget. She also urged the Board to consider the reasons behind why people choose to leave.
- Eric's lower elementary and Kim's kindergarten class participated virtually in the Endangered Species Faire. Both classes made Papier-mâché animals with kindergarten focusing on endangered California butterflies and lower elementary focusing on endangered mammals.
- Kim's kindergarten class is anxiously awaiting the class book they made as it will be arriving any day now, it will have a hard cover and full color pages!



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: School Director Report
Date: May 20, 2021

Administrative

- Enrollment will be reported at the meeting.
The following graphs illustrate the decrease in enrollment in California schools this school year:

California K-12 enrollment fell by almost 3% in 2020-21

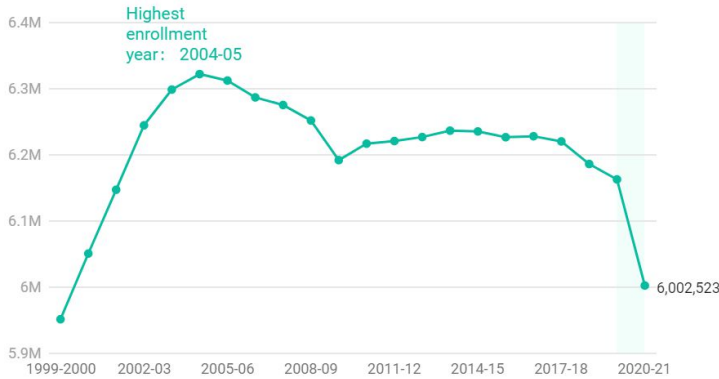


Chart: Yuxuan Xie • Source: California Department of Education • Get the data • Created with Datawrapper

Kindergarten enrollment drop triggered by pandemic in California

Since 2012-13, the state's overall kindergarten figures include children in transitional kindergarten, a bridge between preschool and kindergarten for those born between Sept. 2 and Dec. 2.

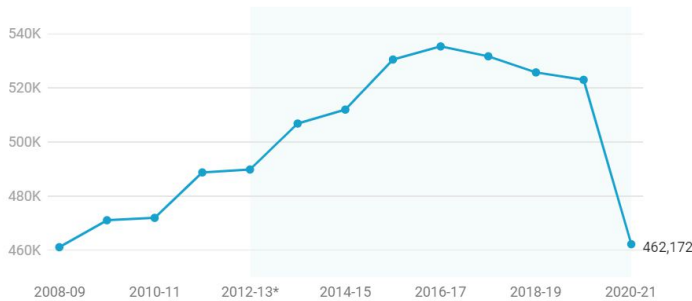


Chart: Yuxuan Xie • Source: California Department of Education • Get the data • Created with Datawrapper

Retrieved from:

https://edsources.org/2021/missing-kindergarteners-drive-largest-drop-in-20-years-in-californias-k-12-enrollment/653531 on 4.22.2021.

- We have been taking CAASPP for 3rd-8th graders, with plenty of glitches to figure out along the way. Taking the CAASPP covers the school in terms of federal requirements for assessment and state guidance for charter renewal.
- Construction has started at 1010 with Contractor R&R Horn bringing on earth-moving machinery on May 13. The Construction Manager from Chico Unified assigned to the project is confident the work will be completed quickly and we will have our building delivered in July.
- On Thursday, May 13th we had a Town Hall/Information Meeting for Sherwood parents and families. Lots of information was shared and the recording and slides were sent to the community through Parent Square.
- Summer School Enrollment is now open for students and siblings of Sherwood Montessori ages 4-14. The Summer School Program will be available Monday-Friday beginning Monday, June 7th and ending Friday, June 25th.

Fiscal

- The Budget Committee met to be ready to present the Original Budget at this meeting. Since then, we have heard from Capitol Advisors that there will be updates available in late May, after the May Revise, that will give us better information. We do not need to adopt an Original Budget for 2021-2022 until June 30, so we can do that with better information at the June meeting of the Board.

Safety

- On May 10th we were notified that an executive order determined that the CDPH guidance that states fully vaccinated people do not need to quarantine if exposed to Covid-19 supersedes the Cal OSHA November 2020 ETS regulations. This means our teachers and school employees who are fully vaccinated do not need to remain off campus after exposure.
- We are enrolling in the California School Rapid Test Program that is a result of a partnership between the California Department of Public Health and the California Department of Education. The program will provide free rapid test kits (molecular tests, e.g., PCR, CUE) with which staff and students can self-swab and have an accurate result within 15-30 minutes. This will not be mandatory testing, but a convenience for staff and students who need a negative test to be on campus after an exposure. Staff and students who have been exposed but who do not wish to participate in testing still have the option to complete 10 days of isolation before returning in-person to campus.

Legislative

- In 2019, AB 1505 and AB 1507 were passed, which restricted where charters could be located effectively reduced odds of new charter schools being opened in California.
- Another bill, AB 1316, is being considered that targets non-classroom based charters, but also has serious consequences for all charter schools.
- This report and any work done on our campus, on school time, or with school materials (office machines, paper, phones, etc.) may be used to present information only and may not be used to promote one side or the other of this or any political issue.

AB 1316 Impacts to Both In-Person and Non-Classroom Based Charters
Tripling oversight fees from 1% of revenues to 3% of revenues due to authorizers.
Eliminates multi-track calendar models.
Increases audit requirements and impacts audit procedures and schedule.
Reduces flexibility by imposing minimum daily instructional minutes.
Requires use of School Accounting Code System (SACS Accounting). Sherwood is already using SACS accounting, but charters currently have the option to use it or not.
Requires that all teachers be hired as employees, no contractual instructors would be allowed under AB 1316.
Limitations on use of vendors: schools may not use services from a vendor unless any employees of the vendor who are responsible for the direct supervision of pupils are credentialed.
Will disallow any enrichment activities implemented for students being counted for instructional minutes unless specifically addressed in the school's charter.
Requires charters follow public contracts code-i.e. bidding requirements currently applied to district public schools.

AB 1316 Impacts Non-Classroom-Based Charters (NCB, e.g.: Independent Study or Homeschool programs)
30% funding reduction-will effectively close many programs; surviving programs will be forced to make significant changes.
Requires programs to enroll only students who reside within the county in which site offices are located.
Requires programs offer a classroom-based approach.
Increases reporting requirements to authorizers.
Increased requirements for Independent Study board policy.
Increased requirements for Master Agreements, e.g.: school must provide in-person instruction to students who are not meeting agreement requirements for independent study options
Requires student/teacher contact every three schooldays.
Authorization limitation restricts where NCB charters can be located, to prevent smaller authorizers from providing oversight to larger NCBs. There is no grandfather provision for this proposal nor delayed effect to allow the transition of existing charter schools.
Increased obligations for supervising teachers.

Legislative Timeline:

5/21	Last Day for Appropriations to Pass
6/4	Deadline for Bills to Pass 1 st House
7/14	Policy Committee Deadline 2 nd House
7/16-8/16	Recess
8/27	Last Day for Appropriations Committee 2 nd House
9/10	Session Ends-Last Day to Pass Bills
10/10	Last Day for Governor to Sign or Veto Bills



To: Board of Directors
From: Pat Casey, Business Manager
Subject: **Agenda Item , Treasurer's Report**
Date: May 20, 2021 Board Meetings

Bank statement reconciliation

- The Business Manager has verified that the beginning and ending cash balances on Sherwood's bank statements for the month of April 2021 reconciled with, or matched, those of the school's internal reports. The cash balance totaled \$ 685,312.10 as of April 30, 2021 for the checking account and \$50,000 in the special account to assure the contract work at 1010 Cleveland is completed.
- There were no unusual high-cost expenses in April.

Profit & Loss

- Although the P&L statement shows a Net Ordinary Income (loss) of \$ -81,381 for fiscal year-to-date through April 30, 2021, the school deposited checks for \$ 23,336 and \$ 23,323 the first week of April, bringing net income to a net loss of \$ -34,772 caused by the state deferral of LCF funds.

Balance Sheet,

- The audit has been completed and there are no journal entries needed but final adjustments will be made after a meeting with auditor.

Cash Flow

- The school is projected to end the year with a positive cash balance.
 - The Governor and Legislature have not acted on a bill to eliminate the income deferral in SB117 which began with the March apportionment. This could eventually mean cash on hand will be around \$ 200,000 by June 2021.

Type	Date	Num	Name	Memo	Account	Amount
Check	04/01/2021	9157	Chico Unified School District	NOV FUA	CUSD FUA Charges	1,366.73
Check	04/01/2021	9158	Chico Unified School District	DEC FUA	CUSD FUA Charges	751.45
Check	04/01/2021	EFT	Comcast 4454	MAR-APR SERVICE	Internet Service Provider	212.56
Check	04/01/2021	9159	KIM POWERS	Supplies class budget	Instructional Supplies	143.04
Check	04/01/2021	EFT	California Water Service Co...	MARCH SERVICE	Water	39.74
Check	04/01/2021	DBT	Cash & Carry	supplies	Office Supplies	5.04
Check	04/01/2021	DBT	USPS	mailing	Postage	59.50
Check	04/02/2021	9160	Matt P. McLaughlin	Psych Service	SELPA	797.50
Check	04/02/2021	9141	TIAA Commercial Finance, Inc.	APRIL	Copier Lease	243.63
Check	04/05/2021	EFT	T Mobile Hot Spot	Hotspot	Wifi - Distance Learning	158.00
Check	04/05/2021	DBT	Amazon.com		Instructional Supplies	11.04
Check	04/05/2021	DBT	Amazon.com		Instructional Supplies	13.80
Check	04/06/2021	DBT	HCD	Modular registration fee	Contracted Service	30.00
Check	04/06/2021	DBT	CharterSAFE	20-21 P&L PREMIUM	5400-Liability Insurance	2,296.00
Check	04/06/2021	DBT	CharterSAFE	20-21 WC PREMIUM	3601-Workers Comp	670.00
Check	04/07/2021	DBT	ARCO PUMPPASS	Gas cards	SELPA	200.35
Check	04/07/2021	DBT	Amazon.com	Supplies for endangered species	Instructional Supplies	250.64
Check	04/08/2021	9162	Advanced Document	Copier usage charge - MARCH...	Copier Lease	433.53
Check	04/08/2021	DBT	USPS		Postage	12.50
Credit Card ...	04/08/2021	CC	Best Buy	Chromebook	Computers and Electronics	252.81
Credit Card ...	04/08/2021	CC	Best Buy	3 year warrantee	LAPTOP/CHROME WARR...	79.99
Credit Card ...	04/08/2021	CC	Best Buy	Chromebook	Computers and Electronics	252.81
Credit Card ...	04/08/2021	CC	Best Buy	3 year warrantee	LAPTOP/CHROME WARR...	79.99
Credit Card ...	04/08/2021	CC	Best Buy	Chromebook	Computers and Electronics	252.81
Credit Card ...	04/08/2021	CC	Best Buy	3 year warrantee	LAPTOP/CHROME WARR...	79.99
Check	04/09/2021	DBT	USPS	Mailing	Postage	4.00
Credit Card ...	04/10/2021	CC	Best Buy	Chromebook	Computers and Electronics	262.94
Credit Card ...	04/10/2021	CC	Best Buy	3 year warrantee	LAPTOP/CHROME WARR...	77.56
Check	04/13/2021	EFT	Guidepost A LLC	APRIL SERVICE	Extracurricular Services	2,425.00
Check	04/13/2021	DBT	Costco	Snacks	Instructional Supplies	174.44
Check	04/13/2021	DBT	Amazon.com	Supplies in person instruction a...	Instructional Supplies	27.51
Check	04/13/2021	DBT	Promevo	Chrome management console	Contracted Service	114.00
Check	04/14/2021	DBT	Amazon.com	2021 desk calendar	Office Supplies	7.07
Check	04/14/2021	DBT	Amazon.com		Instructional Supplies	10.00
Check	04/14/2021	DBT	Target		Instructional Supplies	84.72
Check	04/15/2021	ACH	HP LEASE 7603	Lease Payment	HP DIRECT LEASE	394.89
Check	04/15/2021	DBT	Best Buy		Computers and Electronics	351.04
Check	04/15/2021	DBT	Best Buy		Computers and Electronics	351.04
Check	04/16/2021	9166	Growing up Chico	Signed POS One-Time Purcha...	Advertising	200.00
Check	04/16/2021	9168	Chico Country Day	NATALIE WREN - NURSE -Inv...	Contracted Service	1,057.99
Check	04/16/2021	9169	Chico Country Day	NATALIE WREN - NURSE -Inv...	Contracted Service	1,057.99
Check	04/16/2021	9165	Chico Electric	WO32797	Contracted Service	142.50
Check	04/16/2021	9164	Chico Electric	WO32782	Contracted Service	1,212.00
Check	04/16/2021	EFT	Vanessa Aripez	mileage 4/3	5200-Travel and Conferences	52.60
Check	04/16/2021	EFT	Vanessa Aripez	mileage 3/27	5200-Travel and Conferences	52.60
Check	04/16/2021	EFT	Waste Management	MARCH SERVICE	Trash/Recycling	103.03
Check	04/16/2021	EFT	Harry Yasko	Lightbulbs	Instructional Supplies	16.08
Check	04/16/2021	9167	Brenda Brown	Paint for endangered species fair	Instructional Supplies	20.90
Check	04/16/2021	9170	Brenda Brown	Replaces check 9040 dated 8/...	Food (Instructional)	20.90
Check	04/16/2021	DBT	Promevo	Chrome management console	Contracted Service	76.00
Check	04/16/2021	DBT	Amazon.com	USB Flashdrive	Instructional Supplies	18.22
Check	04/19/2021	DBT	SQUARE TRADE WARRAN...	Warrantee	LAPTOP/CHROME WARR...	50.00
Check	04/19/2021	DBT	Wufoo	APRIL SERVICE	Online List Management	19.00
Check	04/19/2021	9171	Chico Unified School District	FEB FUA INV 21-00090	CUSD FUA Charges	1,622.33
Check	04/19/2021	EFT	Comcast Business 9110	APRIL - MAY	Internet Service Provider	293.03
Check	04/19/2021	EFT	Vanessa Aripez	mileage 4/10/21	5200-Travel and Conferences	52.60
Check	04/19/2021	EFT	Teresa Shippen	Supplies	Instructional Supplies	117.22
Check	04/19/2021	EFT	Jessica Lusardi	Seeds and soil for school garden	Instructional Supplies	121.55
Check	04/19/2021	EFT	Heather Fisher	mileage	5200-Travel and Conferences	17.25
Check	04/19/2021	EFT	PG & E	MARCH - APRIL	Electricity	48.65
Check	04/21/2021	DBT	STAPLES	12 at 1.99 each	Instructional Supplies	31.61
Check	04/22/2021	DBT	Costco	Masks	PPE	29.99
Check	04/22/2021	DBT	USPS		Postage	30.00
Check	04/23/2021	DBT	SafetySign.com	Safety crossing sign	Office Supplies	341.05
Check	04/23/2021	DBT	ARCO PUMPPASS	Gas cards	SELPA	200.35
Check	04/23/2021	DBT	Amazon.com		Instructional Supplies	13.93
Check	04/24/2021	DBT	Amazon.com	10 of The Deep Well of Time	Instructional Supplies	267.60
Check	04/26/2021	EFT	Guidepost A LLC	APRIL SERVICE	Extracurricular Services	2,375.00
Check	04/26/2021	EFT	Verizon Wireless	MARCH-APRIL	Telephone, Cellular	98.23
Check	04/26/2021	EFT	Jessica Lusardi	Soil and plants for 7-8 grade g...	Instructional Supplies	88.87
Check	04/26/2021	EFT	Teresa Shippen	Montessori small friends	Instructional Supplies	203.54
Check	04/26/2021	9172	White Glove Cleaning Service	74507 4/19/21 MAR CLNG	Housekeeping Services	2,717.00
Check	04/26/2021	9173	HM&S	Final billing for financial audit J...	Auditing and CPA Services	9,650.00
Check	04/26/2021	9174	HM&S	Reconcile unaudited actuals	Auditing and CPA Services	786.25
Check	04/26/2021	9175	Richie Hirshen	SMPO event	Food (Instructional)	80.14

Type	Date	Num	Name	Memo	Account	Amount
Check	04/26/2021	DBT	Home Depot	Coil chain and padlock	Office Supplies	96.74
Check	04/27/2021	DBT	MyParkingSign.com	No dropoff sign	Office Supplies	51.37
Check	04/27/2021	DBT	Office Depot	20x23 Post-it notes - 4 pads	Office Supplies	158.69
Check	04/27/2021	DBT	Amazon.com	2-way radio battery	Office Supplies	22.51
Check	04/27/2021	DBT	Amazon.com	Thermal laminating pouches	Office Supplies	42.89
Check	04/27/2021	DBT	CARD	FEE	Contracted Service	85.00
Credit Card ...	04/28/2021	CC	Best Buy	LAPTOP	Computers and Electronics	462.15
Credit Card ...	04/28/2021	CC	Best Buy	3 year warrantee	LAPTOP/CHROME WARR...	79.95
Check	04/28/2021	EFT	Guidepost A LLC	APRIL SERVICE	Extracurricular Services	180.00
Check	04/29/2021	EFT	T Mobile Hot Spot	Hotspot	Wifi - Distance Learning	178.87
Check	04/29/2021	EFT	California Water Service Co...	0233228134	Water	39.31
Check	04/29/2021	9179	Powers, Kimberly A	Supplies	Instructional Supplies	127.13
Check	04/29/2021	EFT	Vanessa Aripez	mileage 4/24/21	5200-Travel and Conferences	52.60
Check	04/29/2021	DBT	Promevo	Chrome management console	Contracted Service	152.00
Credit Card ...	04/29/2021	CC	Best Buy	LAPTOP	Computers and Electronics	159.98
Credit Card ...	04/30/2021	CC	Best Buy	LAPTOP	Computers and Electronics	675.70
Check	04/30/2021	EFT	Pat Casey	INV 2020/21-10	Business Manager Services	3,500.00
Check	04/30/2021			Service Charge	Bank Fees	27.00
TOTAL						<u>42,355.55</u>



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: Local Indicators Data
Date: May 20, 2021

SUMMARY

Schools in California that receive the LCFF (Local Control Funding Formula) are required to have certain data reviewed by their boards of education in a public meeting by July 1, 2021 and uploaded to the CDE by November 1, 2021.

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 Local Indicators. There are 8 State Priorities, not all are relevant to Sherwood Montessori. The attached slide presentation describes each of the areas' data that 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

May 20, 2021



Big Ideas for CA Dashboard Local Indicators

- 5 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 2021 Dashboard
- **Process** is what's important; no colors
- Narrative required but evidence kept locally



Applicability to Charter Schools

- ▶ Charter schools

Indicators, including local indicators, apply to charter schools for state accountability purposes only if the underlying charter petition includes goals for each of the related state priorities that apply to the grade levels served and the nature of the charter school program.



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”
 - ▶ **3: Roof leaks in bathroom and two relocatable classrooms repaired or scheduled for repair.**



Priority 2 – Implementation of State Academic Standards

- 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 rating has progressed from “Full Awareness” to “Student Awareness” in practices for implementing the CCSS.



Priority 3 – Parent Engagement

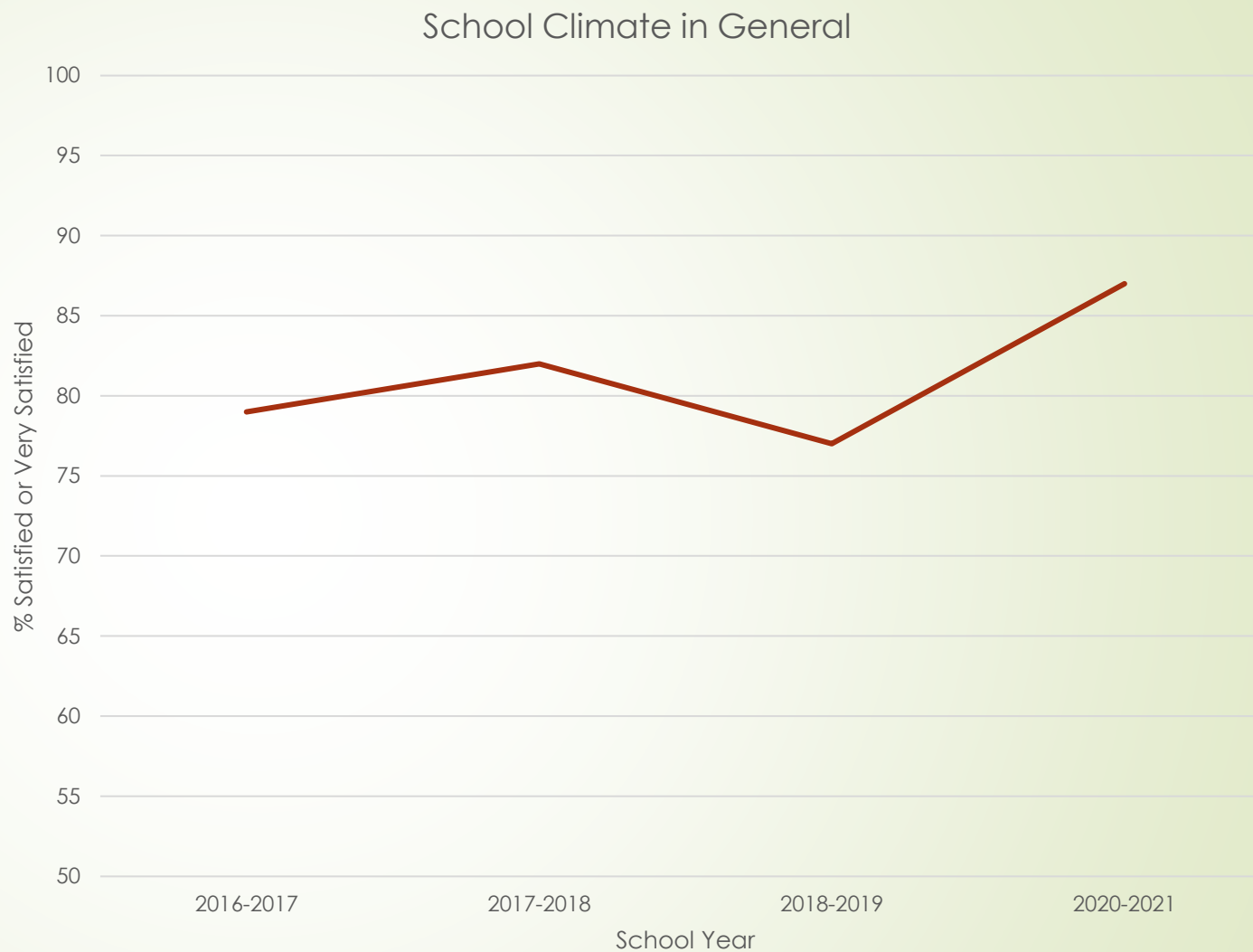
- Typically, we include in our Community Survey a question about volunteerism and a question about opportunities the school extends to learn about Montessori Education. The pandemic limited volunteer opportunities, although parents were called on to partner in their children's education through distance learning. Parent education shifted from learning about Montessori education to learning how to partner with teachers to deliver Montessori education.
- Sherwood achieved parent engagement with: Families' participation in SMPO sponsored events, Back to School Night, a School Reopening Zoom meeting, and parent/teacher conferences. We highest number of participants in the Community Survey ever.

Priority 6 – School Climate

- Satisfaction with the school climate in general remains high.

School Climate in General

Year	Satisfied or Very Satisfied
2020-2021	87%
2018-2019	77%
2017-2018	82%
2016-2017	79%





Priority 7 – Broad Course of Study

California Education Code (EC) 51210- Course of study for grades 1-6

- English
- Mathematics
- Social Sciences
- Science
- Visual and Performing Arts
- Health
- Physical Education
- Other studies that may be prescribed by the governing board

California EC 51220(a)-(i) – Course of Study for grades 7-12

- English
- Social Sciences
- Foreign Language
- Physical Education
- Science
- Mathematics
- Visual and Performing Arts
- Applied Arts
- Career Technical Education



Sherwood scored “Met” for all five
Local Indicators

➤ Questions/Comments



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: Local Control Accountability Plan (LCAP) Draft
Date: May 20, 2021

SUMMARY

The LCAP adoption process should have ample opportunities for a variety of stakeholders to give input, including: students, parents, faculty, staff and community members.

DISCUSSION

The LCAP format includes a description of the process for engaging stakeholders to gain input. A focus group has met to discuss our current LCAP and the course for developing our future adoption. Including the LCAP as an item at our public meetings is also a required part of the adoption process to give opportunity for stakeholder input. Sherwood requests input from parents and guardians, teachers, and staff via an annual Community Survey. Students give input with a Student Survey. The draft attached here was created from survey input, data from the CDE Dashboard, local data, and input from the focus group.

ACTION REQUESTED

Discuss draft of LCAP and allow stakeholder input.

Attachment: DRAFT LCAP 2021-2022

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Sherwood Montessori
CDS Code:	04614240121475
LEA Contact Information:	Name: Michelle Yezbick Position: Director Phone: (530) 345-6600
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$823,335
LCFF Supplemental & Concentration Grants	\$107,721
All Other State Funds	\$109,475
All Local Funds	\$370,117
All federal funds	\$12,000
Total Projected Revenue	\$1,314,927

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$1,418,682
Total Budgeted Expenditures in the LCAP	\$163,124
Total Budgeted Expenditures for High Needs Students in the LCAP	\$107,721
Expenditures not in the LCAP	\$1,255,558

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$104,070
Actual Expenditures for High Needs Students in LCAP	\$104,070

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$0
2020-21 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	All General Fund Budget Expenditures were included in the Learning Continuity Plan.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sherwood Montessori

CDS Code: 04614240121475

School Year: 2021-22

LEA contact information:

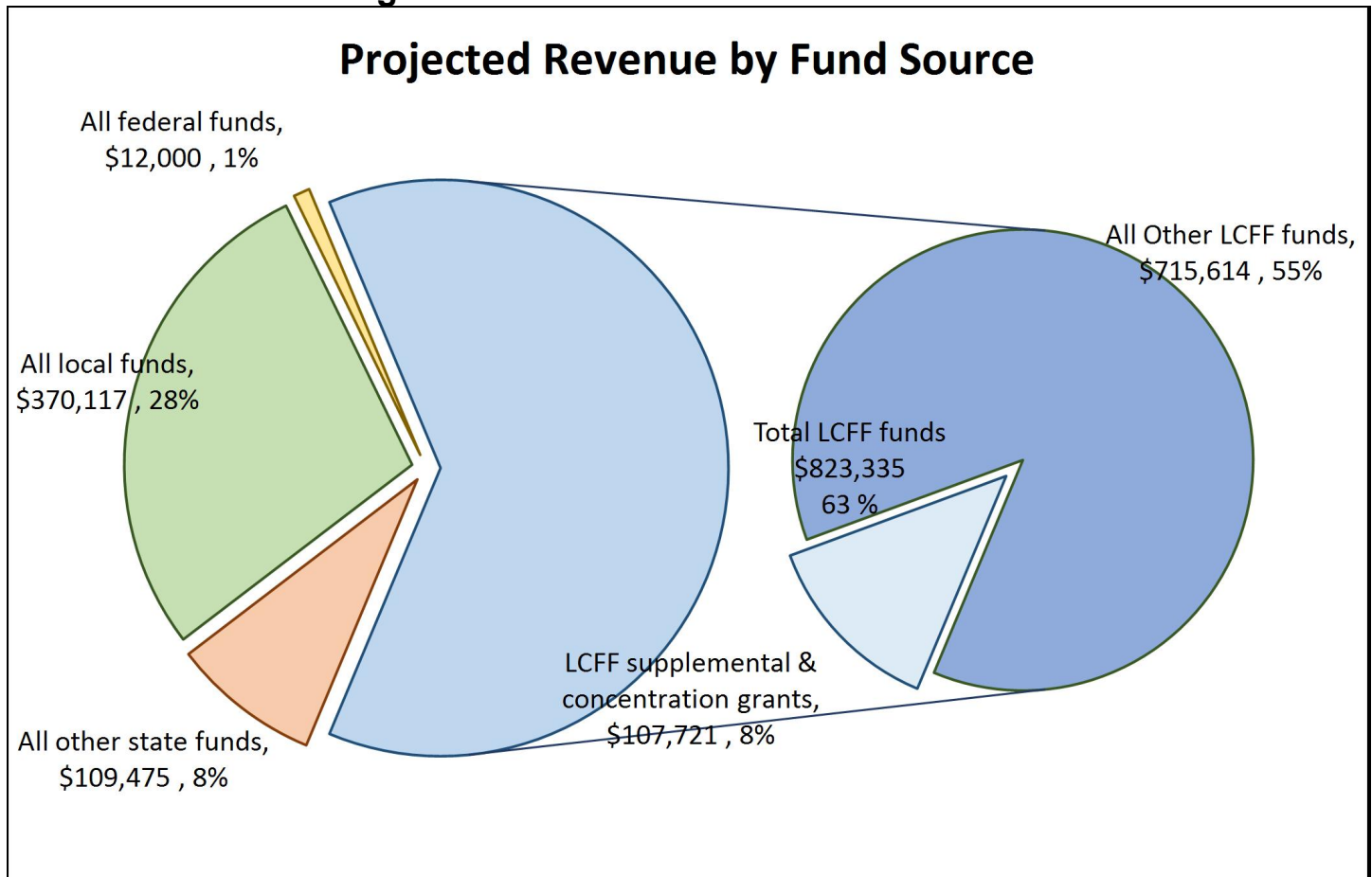
Michelle Yezbick

Director

(530) 345-6600

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

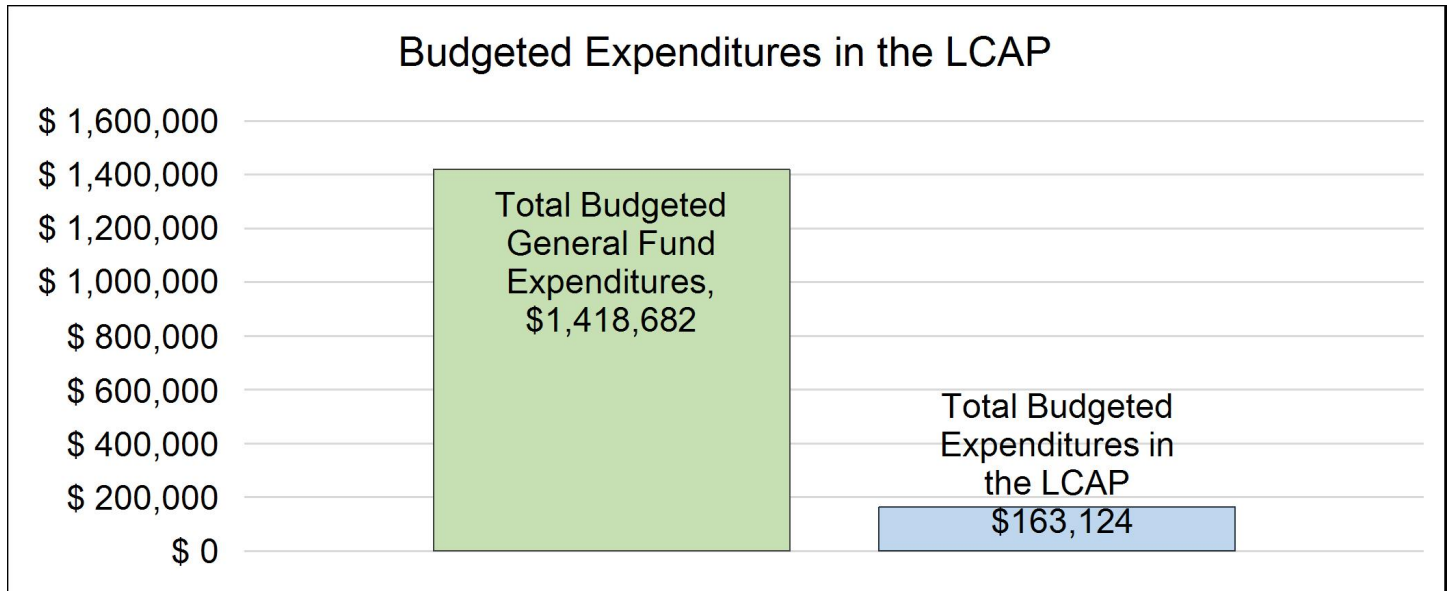


This chart shows the total general purpose revenue Sherwood Montessori expects to receive in the coming year from all sources.

The total revenue projected for Sherwood Montessori is \$1,314,927, of which \$823,335 is Local Control Funding Formula (LCFF), \$109,475 is other state funds, \$370,117 is local funds, and \$12,000 is federal funds. Of the \$823,335 in LCFF Funds, \$107,721 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Sherwood Montessori plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Sherwood Montessori plans to spend \$1,418,682 for the 2021-22 school year. Of that amount, \$163,124 is tied to actions/services in the LCAP and \$1,255,558 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

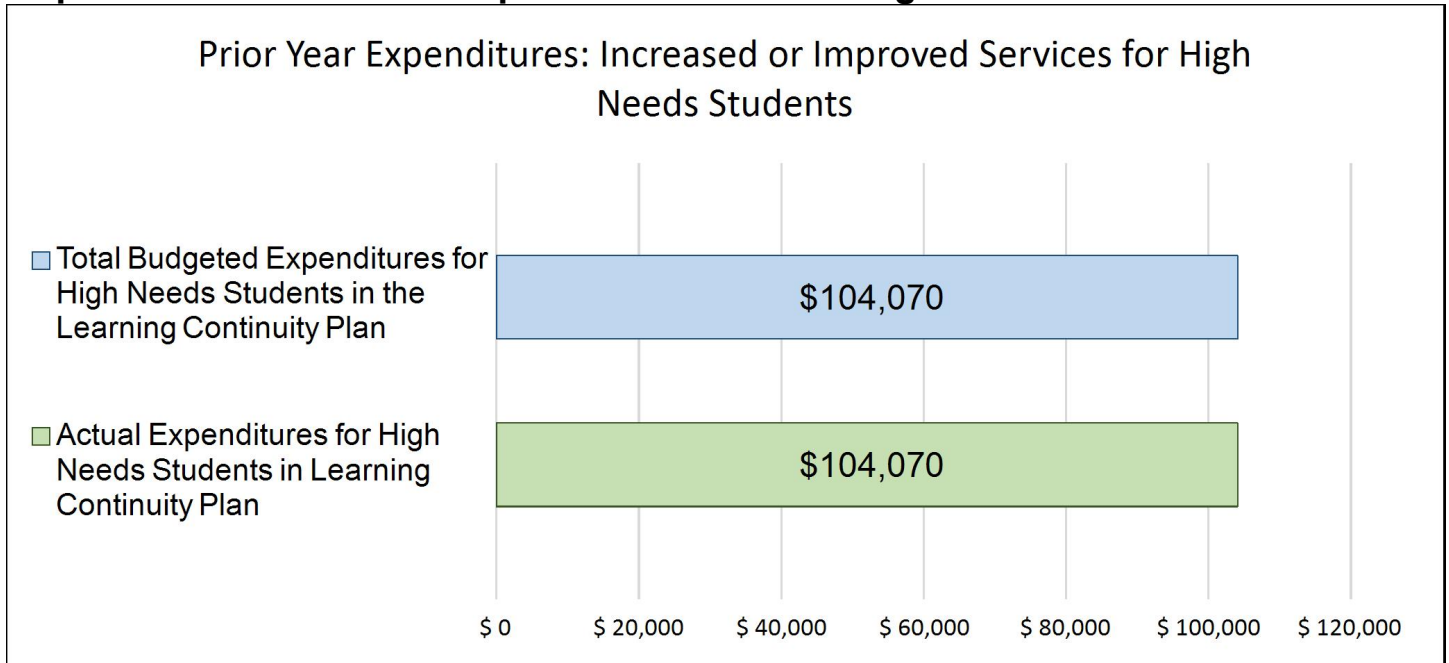
All General Fund Budget Expenditures were included in the Learning Continuity Plan.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Sherwood Montessori is projecting it will receive \$107,721 based on the enrollment of foster youth, English learner, and low-income students. Sherwood Montessori must describe how it intends to increase or improve services for high needs students in the LCAP. Sherwood Montessori plans to spend \$107,721 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Sherwood Montessori budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Sherwood Montessori estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Sherwood Montessori's Learning Continuity Plan budgeted \$104,070 for planned actions to increase or improve services for high needs students. Sherwood Montessori actually spent \$104,070 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Sherwood Montessori	Michelle Yezbick Director	michelle@sherwoodmontessori.org (530) 345-6600

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Personnel files/teachers' credentials</p> <p>19-20 Maintain 100% highly qualified credentialed teachers.</p> <p>Baseline 100% highly qualified credentialed teachers.</p>	<p>Maintained 100% highly qualified credentialed teachers.</p>
<p>Metric/Indicator Materials inventories</p> <p>19-20 Maintain materials in good repair and replace/add to materials as needed.</p>	<p>Some traditional Montessori materials were purchased, especially for the younger students' classrooms where the enrollment was greatest and there were more in-person students. Many individual and consumable versions of the traditional Montessori materials</p>

Expected	Actual
<p>Baseline Materials were maintained or replaced/repared.</p>	<p>were purchased to give students hands-on learning safely without sharing materials.</p>
<p>Metric/Indicator Facilities Inspection Tool</p> <p>19-20 Maintain facilities in good repair. Replace worn PE/ recess equipment.</p> <p>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.</p>	<p>Maintained facilities in good repair. PE/recess equipment purchase would have happened in spring, but due to school closure equipment was not purchased.</p>
<p>Metric/Indicator Local indicator/ CCSS rubric (BCOE developed rubric is now replacing less relevant nationwide tool)</p> <p>19-20 Move from stage 2 to stage 3: Developing awareness to full awareness.</p> <p>Baseline CCSS are implemented and the teacher evaluation system has been aligned to CCSS.</p>	<p>Typically, teachers would engage in analysis of CCSS implementation in a staff meeting in spring. The need to respond to the pandemic shifted all staff meeting time to learning how to provide distance learning and the teachers did not complete the assessment for this goal.</p>
<p>Metric/Indicator Local indicator/ school community survey</p> <p>19-20 Retain qualified SST Coordinator to work collaboratively with director, teachers, and parents.</p> <p>Baseline Retained qualified SST Coordinator to work collaboratively with director, teachers, and parents.</p>	<p>The typical school climate survey was not given as we needed to collect survey information from parents about needs to access to distance learning (devices, internet service, support to implement at home).</p>
<p>Baseline .</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to monitor teacher credentials and assignments.	<p>Cost of administrative assistant's time to audit employee files 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$1,250</p> <p>Benefits associated with salary 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$250</p>	<p>Cost of administrative assistant's time to audit employee files 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$1,250</p> <p>Benefits associated with salary 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$250</p>
Teachers will work with director and receive professional development on implementing CCSS with Montessori methods.	<p>Cost of teachers' time to attend professional development 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$7,000</p> <p>Cost of teachers' benefits 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$1,400</p> <p>Cost of director's time to plan and attend professional development 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$3,000</p> <p>Cost of benefits for director's time 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$600</p>	<p>Cost of teachers' time to attend professional development 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$3,320</p> <p>Cost of teachers' benefits 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$825</p> <p>Cost of director's time to plan and attend professional development 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$676</p> <p>Cost of benefits for director's time 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$400</p>
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.	<p>Cost of curriculum materials selectively bought 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$5,000</p>	<p>Cost of curriculum materials selectively bought 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$2,716</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Cost of teachers' time to inventory materials and request needed materials 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$2,000</p> <p>Cost of teachers' benefits associated with action 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$400</p>	<p>Cost of teachers' time to inventory materials and request needed materials 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$665</p> <p>Cost of teachers' benefits associated with action 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$165</p>
<p>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.</p>	<p>Cost of directors time associated with action 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$1,500</p> <p>Cost of benefits associated with director's time 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$300</p> <p>Cost of materials for repairing and maintaining facility 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$3,200</p>	<p>Cost of directors time associated with action 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$1,449</p> <p>Cost of benefits associated with director's time 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$856</p> <p>Cost of materials for repairing and maintaining facility 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$2,096</p>
<p>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.</p>	<p>Cost of replacing worn recess equipment 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$1,700</p> <p>Time of administrative assistant to order equipment 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$500</p>	<p>Cost of replacing worn recess equipment 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$0</p> <p>Time of administrative assistant to order equipment 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Benefits for administrative assistant 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$100	Benefits for administrative assistant 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$0
<p>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.</p> <p>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.</p>	<p>Cost of Director of MTSS's time spent with actions on SST program 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$26,780</p> <p>Cost of benefits associated with Director of MTSS's time spent with SST program 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$1,000</p> <p>Cost of teachers' time to attend SST meetings 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$6,000</p> <p>Cost of teachers' benefits associated with action 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$1,200</p>	<p>Cost of Director of MTSS's time spent with actions on SST program 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$24,000</p> <p>Cost of benefits associated with Director of MTSS's time spent with SST program 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$7,452</p> <p>Cost of teachers' time to attend SST meetings 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$4,000</p> <p>Cost of teachers' benefits associated with action 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$1,242</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions/Services that were not implemented because of the school closure went towards responding to the pandemic:

1. Training for staff regarding safety and updates about how the pandemic would be effecting school operations
2. Communication to the parents and community about safety measures the school was taking

3. Communication to the parents and community about school closure and the pandemic as information evolved
4. Training for staff on delivering distance learning
5. Communication to parents and guardians about technology devices available for distance learning
6. Communication to parents and guardians about connectivity
7. Communication to parents and guardians about materials pick up/drop off
8. Purchase of materials to send home during school closure
9. Purchase on online instructional materials and support programs for delivering distance learning
10. Purchase of PPE
11. Time (salaries/benefits) associated with implementing distance learning plans: planning, preparation, and delivery
12. Purchase of devices for teachers, students, and staff to delivery distance learning
13. Cost of increased custodial services

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Until March 2020, actions and services associated with the goal were delivered according to plan. It is not possible to responsibly assess the successes of these efforts with the disruption of data collection.

Besides the obvious challenges posed by the pandemic, a challenge that had been identified was the number of students in need of Tier II and Tier III interventions (Tier II being additional programs and strategies provided to students who require supports in addition to universal supports, and Tier III being services and programs provided as part of a student's Individualized Education Plan for special education). The school was addressing these challenges by:

1. Supporting teachers to implement robust universal supports at Tier I with fidelity and documentation of efforts, including collection of data pre and post-intervention.
2. Professional development for teachers as indicated by data (responding to behavior, PBIS, math instruction).
3. Streamlining SST meetings for students who were continuing in services. Initial and exit meetings continued, but 6-8 week check ins were accomplished via email or brief, in-person meetings where it was shared to team members that services would be continuing as indicated by assessment data.
4. Exploring individualized, technology-based programs that could serve a higher number of students than in-person, small group instruction, such as Moby Max and Read Live. These efforts especially were helpful after school closure.

Goal 2

Provide a positive school climate with authentic opportunities for parent involvement.

2.1 Ensure that parents understand the ways the school communicates with students' families.

2.2 Ensure that parents understand the nature of the Montessori method of education.

2.3 Improve parent involvement and volunteerism.

2.4 Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Local metric/ volunteer tracking system</p> <p>19-20 Volunteer tracking system will show an increase in parent volunteering at/for the school or will maintain an increased level of parent volunteering.</p> <p>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.</p>	<p>Data collection disrupted due to COVID-19.</p>
<p>Metric/Indicator Local metric/ school community survey</p> <p>19-20</p>	<p>Data collection disrupted due to COVID-19.</p>

Expected	Actual
<p>School survey will show that a majority of respondents are satisfied with the way the school approaches parent volunteerism and parent involvement.</p> <p>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.</p>	
<p>Metric/Indicator Chronic absenteeism rate rate</p> <p>19-20 The chronic absenteeism rate for 2019-2020 will be less than 14.44%</p> <p>Baseline The chronic absenteeism rate for 2018-2019 was 14.44%</p>	Data collection disrupted due to COVID-19.
<p>Metric/Indicator State metric/ suspension rate</p> <p>19-20 Suspension rate will be maintained at 3% or lower for students who are not an imminent danger or threat to other students.</p> <p>Baseline The suspension rate for 2016-2017 was 2.3% as of mid-May, 2017.</p>	Data collection disrupted due to COVID-19.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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</p>	<p>Office staff salary to perform action 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$3,000</p>	<p>Office staff salary to perform action 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$3,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(according to parent preference) system of sending reminders and announcements.	<p>Cost of benefits associated with office staff salary 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$600</p> <p>Partial cost of Parent Square and Schoolwise, the Student Information System (database) that populates Parent Square with student and family information. 5900: Communications General Fund/LCFF Supplemental Funds \$1,000</p>	<p>Cost of benefits associated with office staff salary 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$1,116</p> <p>Partial cost of Parent Square and Schoolwise, the Student Information System (database) that populates Parent Square with student and family information. 5900: Communications General Fund/LCFF Supplemental Funds \$1,000</p>
The value of parent education opportunities will be communicated to the parent community. Child care and refreshments will be provided.	<p>School director's time and child care time 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$4,300</p> <p>Costs associated with school director's time and child care staff time 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$1,090</p> <p>Partial cost of Parent Square and Schoolwise, the Student Information System (database) that populates Parent Square with student and family information 5900: Communications General Fund/LCFF Supplemental Funds \$1,000</p> <p>Cost of refreshments for parent education events 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$500</p>	<p>School director's time and child care time 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$1,000</p> <p>Costs associated with school director's time and child care staff time 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$445</p> <p>Partial cost of Parent Square and Schoolwise, the Student Information System (database) that populates Parent Square with student and family information 5900: Communications General Fund/LCFF Supplemental Funds \$1,000</p> <p>Cost of refreshments for parent education events 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$350</p>

<p align="center">Planned Actions/Services</p>	<p align="center">Budgeted Expenditures</p>	<p align="center">Actual Expenditures</p>
<p>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.</p>	<p>Cost of school director's time to meet with parent group leaders and work on the volunteer tracking system 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$3,000</p> <p>Costs of benefits associated with school director's time 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$600</p> <p>Partial cost of Parent Square and Schoolwise, the Student Information System (database) that populates Parent Square with student and family information. 5900: Communications General Fund/LCFF Supplemental Funds \$1,000</p>	<p>Cost of school director's time to meet with parent group leaders and work on the volunteer tracking system 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$1,450</p> <p>Costs of benefits associated with school director's time 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$860</p> <p>Partial cost of Parent Square and Schoolwise, the Student Information System (database) that populates Parent Square with student and family information. 5900: Communications General Fund/LCFF Supplemental Funds \$1,000</p>
<p>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 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.</p>	<p>Cost associated with Director of MTSS time to accomplish action 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$6,000</p> <p>Cost of benefits associated with Director of MTSS time 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$1,200</p> <p>Cost of teacher time to attend SST meetings 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$6,000</p>	<p>Cost associated with Director of MTSS time to accomplish action 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$4,440</p> <p>Cost of benefits associated with Director of MTSS time 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$1,380</p> <p>Cost of teacher time to attend SST meetings 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$5,687</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Cost of benefits associated with teacher time 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$1,200</p> <p>Cost of field trips for the year to promote positive behavior and regular attendance 5000-5999: Services And Other Operating Expenditures General Fund/LCFF Supplemental Funds \$2,000</p> <p>Cost of supplies for celebrations to promote positive behavior and regular attendance 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$1,000</p>	<p>Cost of benefits associated with teacher time 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$2,110</p> <p>Cost of field trips for the year to promote positive behavior and regular attendance 5000-5999: Services And Other Operating Expenditures General Fund/LCFF Supplemental Funds \$1,569</p> <p>Cost of supplies for celebrations to promote positive behavior and regular attendance 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$699</p>
<p>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.</p>		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions/Services that were not implemented because of the school closure went towards responding to the pandemic:

1. Training for staff regarding safety and updates about how the pandemic would be effecting school operations
2. Communication to the parents and community about safety measures the school was taking
3. Communication to the parents and community about school closure and the pandemic as information evolved
4. Training for staff on delivering distance learning
5. Communication to parents and guardians about technology devices available for distance learning
6. Communication to parents and guardians about connectivity
7. Communication to parents and guardians about materials pick up/drop off

8. Purchase of materials to send home during school closure
9. Purchase on online instructional materials and support programs for delivering distance learning
10. Purchase of PPE
11. Time (salaries/benefits) associated with implementing distance learning plans: planning, preparation, and delivery
12. Purchase of devices for teachers, students, and staff to delivery distance learning
13. Cost of increased custodial services

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Until March 2020, actions and services associated with the goal were delivered according to plan.

Successes:

1. 100% of parents/guardians were reachable through the Parent Square app.
2. Teachers reported high attendance of parents/guardians at Back to School Night and Parent/Teacher Conferences
3. Volunteer tracking system allowed SMPO to acknowledge parent/guardian volunteers publicly
4. Students with good attendance were acknowledged with certificates for a local ice cream parlor

Challenges:

1. Parent Education events had low attendance

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
<p>Metric/Indicator State metric/CAASPP results</p> <p>19-20 Students with low income will be within two performance levels of all students.</p> <p>Baseline Students with low income are within two performance levels of all students.</p>	<p>The CAASPP was not given due to COVID.</p>
<p>Metric/Indicator Local metric/Attendance rate</p> <p>19-20 Students with low income will show attendance rates above 90%.</p> <p>Baseline Students with low income show attendance rates above 90%.</p>	<p>Attendance rate effected due to COVID.</p>
<p>Metric/Indicator Local metric/school community survey</p>	<p>Community surveys related to distance learning/devices needed, school climate question was not addressed.</p>

Expected	Actual
<p>19-20 School survey will show a majority of positive responses to school climate.</p> <p>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.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The school will provide free or reduced lunch to families that qualify due to low income.</p>	<p>Office staff time to process applications, send in lunch orders 2000-2999: Classified Personnel Salaries Supplemental \$800</p> <p>Benefits associated with office staff time 3000-3999: Employee Benefits Supplemental \$200</p>	<p>Office staff time to process applications, send in lunch orders 2000-2999: Classified Personnel Salaries Supplemental \$800</p> <p>Benefits associated with office staff time 3000-3999: Employee Benefits Supplemental \$200</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions/Services that were not implemented because of the school closure went towards responding to the pandemic:

1. Training for staff regarding safety and updates about how the pandemic would be effecting school operations
2. Communication to the parents and community about safety measures the school was taking
3. Communication to the parents and community about school closure and the pandemic as information evolved
4. Training for staff on delivering distance learning
5. Communication to parents and guardians about technology devices available for distance learning
6. Communication to parents and guardians about connectivity
7. Communication to parents and guardians about materials pick up/drop off
8. Purchase of materials to send home during school closure

9. Purchase on online instructional materials and support programs for delivering distance learning
10. Purchase of PPE
11. Time (salaries/benefits) associated with implementing distance learning plans: planning, preparation, and delivery
12. Purchase of devices for teachers, students, and staff to delivery distance learning
13. Cost of increased custodial services

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All students who qualified for free or reduced lunch were provided lunch and breakfast while school was open. School nurse also connected the school to a source for healthy snacks as she observed students coming to the office during the school day hungry and with no snack provided from home.

After the school closure, all students were able to pick up free school breakfast, lunch and supper through Chico Unified School District's Nutrition Services. Sherwood communicated additional benefits available to families who qualified for free and reduced lunch through school announcements.

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
<p>Metric/Indicator Local metric/school community survey</p> <p>19-20 School survey will show a majority of parents satisfied with the way the school approaches parent volunteerism.</p> <p>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.</p>	<p>Community survey shifted to assess needs during distance learning. Question regarding parent volunteerism was not asked.</p>
<p>Metric/Indicator Local metric/attendance rates</p> <p>19-20 Students with low income will show attendance rates above 90%</p> <p>Baseline Students with low income show attendance rates above 90%.</p>	<p>Attendance rates were effected by school closure.</p>
<p>Metric/Indicator Local metric/school community survey</p> <p>19-20</p>	<p>Community surveys related to distance learning/devices needed, school climate question was not addressed.</p>

Expected	Actual
<p>School survey results will show a majority satisfied with the school climate.</p> <p>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.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The school will provide scholarships to students from socioeconomically disadvantaged backgrounds to attend field trips.</p>	<p>Scholarship for field trips 5000-5999: Services And Other Operating Expenditures Supplemental \$2,800</p>	<p>Cost of scholarship for field trips 5000-5999: Services And Other Operating Expenditures Supplemental \$1,569</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions/Services that were not implemented because of the school closure went towards responding to the pandemic:

1. Training for staff regarding safety and updates about how the pandemic would be effecting school operations
2. Communication to the parents and community about safety measures the school was taking
3. Communication to the parents and community about school closure and the pandemic as information evolved
4. Training for staff on delivering distance learning
5. Communication to parents and guardians about technology devices available for distance learning
6. Communication to parents and guardians about connectivity
7. Communication to parents and guardians about materials pick up/drop off
8. Purchase of materials to send home during school closure
9. Purchase on online instructional materials and support programs for delivering distance learning
10. Purchase of PPE
11. Time (salaries/benefits) associated with implementing distance learning plans: planning, preparation, and delivery
12. Purchase of devices for teachers, students, and staff to delivery distance learning

13. Cost of increased custodial services

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All students were given scholarship that needed fees covered to attend all field trips. However, the big field trip at the end of the year for the middle school class to the Shakespeare Festival in Ashland, Oregon was cancelled due to COVID.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Return to school with safety measures in place: outdoor furniture, PPE, outdoor shade structures, disinfectants, hand sanitizer, outdoor hand washing stations, thermometers.	7,139	5,698	Yes
Counseling services for students who show need. Social work intern to provide family support.	10,000	1,152	Yes
Professional Development in: Prioritizing Essential Standards (Montessori and State Standards), SEL, and anti-racist instruction.	10,000	9,815	Yes
Individualized instruction and work assignment based on assessment. Access to distance learning Montessori lessons and assignments using Guidepost Montessori.	30,458	30,900	Yes
SEL Curriculum: Mind Up, SEL Toolbox	2,000	2,715	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

A social work intern to provide family support did happen, but paid counseling services were not implemented this year. A counselor has been hired for 2021-2022.

The cost of SEL curriculum exceeded estimates, but was a priority for student wellness.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The biggest challenge for implementing in-person learning was the fact that many students were remaining in distance learning. Because we are a small Montessori school, it was not feasible to reassign students to different teachers based on in-person or distance learning preferences. Maintaining a hybrid model throughout the year meant that in-person learning was limited to 3 hours per day so the teachers would have time to work with distance learners in the remaining hours. This model was not sustainable as it left no time for teachers to plan or prepare. After two months of the hybrid model, teachers were experiencing extreme stress that in some cases were leading to health problems. The schedule was modified so that all students were on distance learning on Wednesdays, and this gave teachers time to plan and prepare for all students. While it was disappointing to families who had been enjoying the in-person learning five days a week to lose one of the days, the feedback from parents was that they appreciated that the school was taking care of the teachers by making this change. There were three responses in the community survey expressing disappointment in losing the in-person instruction for Wednesdays, one of those also stated they understood the school's reasons for making the decision.

In-person instruction was overwhelmingly successful otherwise. The teachers and students were appreciative of the time they had together, and are very much looking forward to an all day, in-person schedule in the fall. In the community survey responses, only 4 respondents gave input that they would like to continue with distance learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Guidepost Montessori digital platform.	20,000	30,900	Yes
Lease of new Chromebooks	14,748	0	Yes
Updated computers for teachers	5,000	12,395	Yes
Math Shelf for TK-1 students	500	0	Yes
Moby Max for math assessment and differentiated skill building	700	700	Yes
SEL curriculum: Mind Up, SEL Toolbox	2,000	2,715	Yes
Professional development for distance learning platform, programs, and best practices	20,000	13,620	Yes
Read Live for reading intervention during distance learning	690	690	Yes
Hot spots for students with internet connectivity issues	200	620	Yes
Ethernet cable and adapters for teachers and students	700	424	Yes
Montessori materials to send home	10,000	2,447	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

1. Due to high demand, Chromebooks were not available to lease without an unacceptable waiting period that would have delayed student access to distance learning. Instead, Sherwood purchased Chromebooks for students in batches of 3-5 computers at a time from various vendors to expediate getting technology to students. The school spent over \$45,000 in technology to get all students and teachers connected on adequate devices.
2. The need for hot spots was greater than anticipated; actual spending was higher than budgeted funds.

3. The Guidepost Montessori platform was a greater cost than anticipated, however, it provided virtual materials that supplanted costs of sending materials home. This was also more convenient for many families who found it difficult to pick up materials at the school on a weekly basis.

4. Teacher time was limited by the constraints of providing a hybrid program, so the cost of professional development for distance learning was less than expected. Instead of having teachers take training directly, the school director attended trainings and shared relevant, helpful information in weekly or biweekly 1:1 teacher meetings and at teacher professional development or business meetings, each of which took place monthly.

5. Math Shelf, a digital Montessori math program for young learners, was not purchased as teachers of these students found that limiting screen time for this age group was a better choice. The Guidepost Montessori platform had some digital materials, but teachers of students in grades K-2 more often sent home math materials and activities that did not involve technology.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Successes included: frequent communication between school and families via digital announcements and phone calls, staff was flexible regarding their roles and responsibilities and classroom aides helped out in outreach efforts. Flexibility for paper-based learning or digitally-based learning and the use of Guidepost Montessori's content built on the Altitude Learning platform for digital learning were successful in increasing pupil participation and progress. The school's ability to provide devices and hot spots in spite of difficulty finding a bulk source became a success.. Professional development from Montessori educators related to the pandemic and supportive materials was another success. Finally, pupils with unique needs were the first cohort to be welcomed back to in-person learning when guidance was released on how to safely do so in October.

Challenges included: not having our Chromebooks lease fulfilled caused a delay in ordering devices for all. Once it became obvious we would not have a shipment of machines arriving, we still were unable to order the quantity of devices we needed. We provided needed devices by ordering two and three machines at a time from local stores until all students had devices they could connect and work from. It was also challenging to keep some students engaged, although our Attendance Plan was helpful and the model will be continued in the future.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Moby Max	799	799	Yes
Read Live	690	690	Yes
Professional Development	20,000	13,620	Yes
Math Shelf	500	0	Yes
Substitute costs	7,000	5,592	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

1. Cost of professional development was overestimated. Time proved to be a hinderance: with teachers needing more time to plan, less time was available for more professional development. Teachers communicated a preference for time to plan and apply what had been learned over time to attend more professional development.
2. Math Shelf is a tech-based program for the youngest Montessori learners. Teachers and parents shared a strong preference for off-screen learning for this age.
3. In the second half of the year, Sherwood hired a full-time, Montessori trained teacher to fill in for a teacher who was not able to return to in-person learning for the three hours in the morning when in-person learning was happening. This teacher was able to fill in as a roving sub when needed, keeping costs down. The total cost of hiring this teacher was \$36,826.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes: implementing and refining the Attendance Plan helped to get students engaged and learning. Direct contact from teachers to parents to clarify expectations and help problem-solve glitches was often the element most helpful. Establishing routines was also important, assessment data showed the greatest gain in learning between the middle of the school year and the end. Welcoming

learners back to campus as early as October was another success. While half of California's students are still not back for in-person instruction, Sherwood had students coming to campus under the cohort model in October. Following that, youngest learners were welcomed back the week of November 9th, grades 1-3 started November 16th, grades 4-6 started on November 30th, and grades 7-8 started back on December 7th. Some students remained in distance learning for the remainder of the year.

Challenges: Keeping students engaged who remained in distance learning was the most challenging aspect of addressing learning loss. While all families did the best they could, some were unable to do all they wished they could because of work obligations or comfort level with technology.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Sherwood Montessori prioritized the mental health and social emotional well-being of students and staff during the school year. A plan described in the Learning Continuity and Attendance Plan was successful with the following:

Professional development for staff included support for Tier 1 (Whole school safety and prevention, community and family engagement and supports, staff wellness, classroom strategies), Tier 2 (Early and targeted intervention for students/staff) and Tier 3 (intensive services provided in Individualized Education Plans) supports. Those included:

Tier 1:

Sherwood teachers and staff promoted a collaborative, supportive, respectful workplace environment.

Sherwood teachers established a culture of respect and Grace and Courtesy by utilizing Positive Behavior Interventions and Supports (PBIS) that were established in prior years.

Social Emotional Learning curriculum was implemented including materials from Second Step, Mind Up, and SEL Toolbox programs. Teachers and staff utilized strategies learned in professional development on the topic of trauma: frequent, positive interactions with students and colleagues; established the expectation for students and staff to regulate as needed; took a collaborative approach to problem-solving with students and adults; gave energized, positive regard to positive choices and behaviors and responded to negative choices and behaviors without emotive charge.

Tier 2:

Check in Check out systems established for students struggling to meet behavioral expectations or students who would benefit from emotional support

Student Study Team meetings were held for students who appeared to have behavioral or emotionally needs that were disrupting their learning

Tier 3:

Services determined through assessment process included Behavior Improvement Plans (BIPs) and Educationally Related Mental Health services Services (ERMHS), and Language and Speech services

The biggest challenge of the plan was not being able to serve students in person while that was not an option. While teachers and staff did their best to keep class meetings engaging, we discovered nothing replaces face to face interactions for building relationships and resiliency. It was also not possible to utilize support from Marriage and Family Therapy Interns and Masters of Social Work Interns. These programs were not available as the school year began. We were able to utilize the support from a Bachelor of Social Work intern, who worked remotely with students and families. The intern provided SEL lessons and a virtual recess for students and contacted families when students were absent or unengaged to problem solve and offer supportive solutions (tech support or devices, clarification of expectations, alternative assignments when screen time was an issue, etc.)

In the second half of the year, Sherwood hired a full-time, Montessori trained teacher to fill in for a teacher who was not able to return to in-person learning for the three hours in the morning when in-person learning was happening. This teacher also supported lower elementary teachers (grades 1-3) support at-home learners who were proving difficult to reach. The hybrid schedule with teachers trying to manage in-person learning for three hours daily and also support students who were remaining in distance learning was extremely difficult for teachers, and in January after the winter break, Wednesdays went to distance learning for all students to support teachers' mental wellness by providing time for them to prepare for instruction for all. This also had an effect on student wellness as this was a day where all students were on the same model, and special digital events and lessons were planned with this in mind.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Challenges included: keeping students and families engaged as the pandemic continued, specifically for some of the students and families who remained in distance learning.

A success was the implementation of the Attendance Plan:

Teachers recorded daily attendance through the Schoolwise school information system. Students/families were considered present for a school day if they did any of the following:

- attended a live, synchronous instruction event via technology
- watched a recorded, asynchronous instruction event via technology
- connected with teacher or other school staff via telephone, email or text
- turned in completed work

If a student was absent 60% of the week (3 days) some or all of the following interventions took place:

Tier 1 (First time student is absent 60% of the week)

- Notification of absences by Office Manager or designee
- Confirmed contact information
- Resolved issue causing absence (Tier 1 roadblocks: tech or connectivity issue, clarification of schedule, clarification of expectations)

If a student continued to have absences, Tier 2 interventions were put in place:

Tier 2 (Student has been through Tier 1 interventions and has been absent 60% of another week, or 4 times in a week, or 5 times in a month)

- Outreach via phone and email contact by our Attendance and Resource Coordinating Intern (ARC Intern)

- Review of strategies that were put in place at Tier 1 to resolve absences
- Determination if there were new issues causing roadblocks
- Identification of resources to address roadblocks from community organizations or school-related resources
- A follow up letter was sent

If a student continued to have absences after the Tier 2 interventions were put in place, Tier 3 interventions were utilized:

Tier 3 (Student has been through Tier 2 and is absent 60% of another week, or is absent 5 times in a week, or is absent more than 12 times

in a month)

- Outreach via phone and email contact by ARC Intern (Attendance Resource Coordinator, a role filled by our BSW Intern from California State University, Chico)
- Review strategies that were put in place at Tiers 1 & 2
- Determine if there are new issues causing roadblocks
- Identify resources to address roadblocks from community organizations or school-related resources
- If there is no contact made with phone or email, a certified letter will be sent to the student's address
- Home visit if possible (social distancing, only if safe)2020-21 Learning Continuity and Attendance Plan for Sherwood Montessori
- Wellness check request if student may be in a dangerous situation

This attendance plan proved successful, and was refined over time. It will be utilized in the future.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Chico Unified School District provided breakfast and lunch meals throughout the pandemic to all Chico area children. Although the meals were limited in variety due to safety restrictions (hot meals were not served, packaged cold meals were available), nutrition was provided consistently throughout the school year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Learning Loss	Once we are able to safely to do, teachers will be given the opportunity to assess students in small group and one on one settings. Five days of substitute teacher time will give classroom teachers time to assess where each student is in their academic skills and in what areas learning loss may have occurred.	7,000	6,000	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

End of year assessments will be conducted in the final weeks of school. At this time, the total cost spent on subs comes to \$5,592. In the second half of the year, Sherwood hired a full-time, Montessori trained teacher to fill in for a teacher who was not able to return to in-person learning for the three hours in the morning when in-person learning was happening. This teacher was able to fill in as a roving sub when needed, keeping costs down. The total cost of hiring this teacher was \$36,826.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The vast majority of stakeholders are looking forward to the return to in-person instruction. Keeping distance learners and in-person learners assigned to the same teacher, the hybrid model, proved to be the greatest roadblock to being able to provide a full day of instruction for either group. Going into the 2021-2022 school year, one teacher will be provided to facilitate distance learning for the small number of students (4) whose parents indicated interest in continuing in distance learning. A contract outlining clear expectations for teachers, students and parents will be a condition of the program, and students will be offered in-person learning as an alternative if the expectations are not met.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The school will be hiring a full-time Director of Multi-Tiered System of Supports (MTSS) for the 2021-2022 school year. Small class sizes will be maintained at all grade levels, with each teacher continuing to have support from an instructional aide. Free tutoring will be offered after school for all students.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The goal of providing scholarship for low-income students to attend field trips was the biggest substantive difference between plans made and implemented for the increased or improved services requirement. The middle school trip to visit the Shakespeare Festival in Ashland, Oregon was cancelled. We look forward to offering this trip in the 2021-2022 school year, giving students a chance to not only enjoy Shakespeare and attend drama workshops, but also stay on a college campus in a dormitory and picture themselves as university scholars.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Data from the Dashboard indicates that an area of need is to improve CAASPP test results, especially in the area of mathematics and especially for students from socioeconomically disadvantaged families. In 2019, students in the socioeconomically disadvantaged cohort scored red on the Dashboard falling 124.3 points below standard. Students in the white cohort remained at orange, but their scores also fell to 75.1 points below standard.

In 2019, Sherwood's indicator for chronic absenteeism went from red to orange, however, our Hispanic subgroup was in red with 25% of 32 students being chronically absent while our White subgroup was in green with only 9.9% of 101 students chronically absent. This disparity between the two groups speaks to the need for the school to address inclusivity for all students. A program to promote the State's Seal of Biliteracy at an early age with a Sherwood Montessori Bilingual Scholars program will launch in the 2020-2021 school year.

The three-tiered attendance program developed for the 2020-2021 LCP was successful, and will continue into the future. The program included weekly meetings of office staff to identify supports needed for regular attendance.

English Language Arts (ELA) as measured by CAASPP summative assessment scores is another area reported in 2019 as orange on the state's Dashboard. In this area, students with socioeconomic disadvantage scored 63 points below standard (orange) while White students grew 3.5 points to 16.6 points below standard (yellow). Sherwood will provide free tutoring and child care for students from lower income families as well as free lunch and scholarship for field trips as additional services to directly address the disparity in academic outcomes for this subgroup.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	100,470.00	81,037.00
General Fund/LCFF Supplemental Funds	96,670.00	78,468.00
Supplemental	3,800.00	2,569.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	100,470.00	81,037.00
1000-1999: Certificated Personnel Salaries	27,000.00	14,112.00
2000-2999: Classified Personnel Salaries	44,130.00	37,625.00
3000-3999: Employee Benefits	10,140.00	17,301.00
4000-4999: Books And Supplies	11,400.00	5,861.00
5000-5999: Services And Other Operating Expenditures	4,800.00	3,138.00
5900: Communications	3,000.00	3,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	100,470.00	81,037.00
1000-1999: Certificated Personnel Salaries	General Fund/LCFF Supplemental Funds	27,000.00	14,112.00
2000-2999: Classified Personnel Salaries	General Fund/LCFF Supplemental Funds	43,330.00	36,825.00
2000-2999: Classified Personnel Salaries	Supplemental	800.00	800.00
3000-3999: Employee Benefits	General Fund/LCFF Supplemental Funds	9,940.00	17,101.00
3000-3999: Employee Benefits	Supplemental	200.00	200.00
4000-4999: Books And Supplies	General Fund/LCFF Supplemental Funds	11,400.00	5,861.00
5000-5999: Services And Other Operating Expenditures	General Fund/LCFF Supplemental Funds	2,000.00	1,569.00
5000-5999: Services And Other Operating Expenditures	Supplemental	2,800.00	1,569.00
5900: Communications	General Fund/LCFF Supplemental Funds	3,000.00	3,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	63,180.00	51,362.00
Goal 2	33,490.00	27,106.00
Goal 3	1,000.00	1,000.00
Goal 4	2,800.00	1,569.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$59,597.00	\$50,280.00
Distance Learning Program	\$74,538.00	\$64,511.00
Pupil Learning Loss	\$28,989.00	\$20,701.00
Additional Actions and Plan Requirements	\$7,000.00	\$6,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$170,124.00	\$141,492.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$59,597.00	\$50,280.00
Distance Learning Program	\$74,538.00	\$64,511.00
Pupil Learning Loss	\$28,989.00	\$20,701.00
Additional Actions and Plan Requirements	\$7,000.00	\$6,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$170,124.00	\$141,492.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sherwood Montessori	Michelle Yezbick Director	michelle@sherwoodmontessori.org (530) 345-6600

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The mission of Sherwood Montessori is to educate TK-8 students of the greater Chico area by providing Montessori education within the context of mutual respect and joy. The focus of the education is 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 serves 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 focuses on educating the whole child intellectually, physically, and psychologically. The methodology used develops a firm foundation for the students, and emphasizes ethics, initiative, persistence, and self-confidence.

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

Sherwood currently serves 128 students with multi-age groups. We have two classrooms with learners ages 4-7 (one TK/K class and one K/1st class), two classrooms with learners 6-9 years old (1st/2nd/3rd), two classrooms with learners 9-12 years old (4th/5th/6th), and one classroom with 12-14 year old learners (7th/8th). A Learning Center classroom serves students from all grades with specialized academic needs.

The main campus of Sherwood Montessori is located on the north side of Chapman Elementary campus, with an auxiliary campus located at 1010 Cleveland Ave. The main campus includes eight classrooms and an office; 20th Street Park connects the two campuses. Through funds available from the Measure K bond, Sherwood has been able to complete a construction project to install two classrooms at the 1010 site. One classroom is used primarily for a science and art lab and the other is a school library. A future project will involve a third, larger classroom that will include a separate space for a teaching kitchen. Once this project is finished, the school can move forward on setting up additional gardening beds for its cooking and gardening program.

This LCAP also serves as the school's Single Plan for Student Achievement (SPSA) with Title 1 funds herein accounted for. The process used to create this plan satisfies all requirements for creating a SPSA under Title 1.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Sherwood's LCAP has remained focused on a small number of measurable, attainable goals with clear steps toward accomplishing them. The 2021-2022 plan will maintain this basic structure, with changes made in response to data collected for the 2019-2020 and 2020-2021 school years. Community survey results indicate that the greatest gains were made in parents/guardians and community members perceptions in the school's approach to discipline and conflict resolution, up 25% from 2019 with 84% of respondents satisfied or very satisfied in 2021. The second greatest gain was regarding parents/guardians and community members perceptions of the support given to struggling learners, which increased from 63% reporting they were satisfied or very satisfied in 2019 to 77% in 2021. Finally, the school climate in general had positive gains from 77% reporting satisfied or very satisfied in 2019 to 87% of respondents reporting satisfied or very satisfied in 2021.

Analysis of the changes in Sherwood's Dashboard between the last two complete data collection years, between 2017-2018 and 2018-2019, saw success in the drop in rates for suspension. For suspension rates, the school went from red (5.9% of students suspended) in 2017-2018 to green in 2018-2019 (2.8%).

Themes from the narrative responses to the Community Survey revealed that relationships are valued by our parents, guardians and community members. Responses named teachers and staff who were helpful and who worked hard during a challenging school year to provide a Montessori education in a distance learning model. Responses that showed a yearning for school activities that were enjoyed in the past but were not available during the pandemic give indication of what has been successful and we look forward to offering in the 2021-2022 school year, including: full-day in-person learning, child care available before and after school, and a return to learning in a real classroom with minimal time spent on screens. There were also comments supporting the return of cooking, music and art classes as well as early intervention and tutoring.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Data from the Dashboard indicates that an area of need is to improve CAASPP test results, especially in the area of mathematics and especially for students from socioeconomically disadvantaged families. Sherwood's color for math on the Dashboard has remained orange from data collected in 2017, 2018, and 2019, but the scores have been decreasing rather than increasing. In 2017 the only subgroup large enough to report on was white, and the group was 8.3 points from standard with yellow for the Dashboard color. In 2018, there were enough students from socioeconomically disadvantaged families to appear as a subgroup on the Dashboard, and the score was orange with 61.3 points below standard. Since 2018, the number and proportion of socioeconomically disadvantaged students has increased. White students were also orange with 48.7 points below standard. In 2019, students in the socioeconomically disadvantaged cohort scored red on the Dashboard falling 124.3 points below standard. Students in the white cohort remained at orange, but their scores also fell to 75.1 points below standard.

In 2019, Sherwood's indicator for chronic absenteeism went from red to orange, however, our Hispanic subgroup was in red with 25% of 32 students being chronically absent while our White subgroup was in green with only 9.9% of 101 students chronically absent. This disparity between the two groups speaks to the need for the school to address inclusivity for all students. A program to promote the State's Seal of Biliteracy at an early age with a Sherwood Montessori Bilingual Scholars program will launch in the 2020-2021 school year.

English Language Arts (ELA) as measured by CAASPP summative assessment scores is another area reported in 2019 as orange on the state's Dashboard. In this area, students with socioeconomic disadvantage scored 63 points below standard (orange) while White students grew 3.5 points to 16.6 points below standard (yellow). Sherwood will provide free tutoring and child care for students from lower income families as well as free lunch and scholarship for field trips as additional services to directly address the disparity in academic outcomes for this subgroup.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

After a challenging year, our annual Community Survey results showed that the majority of stakeholders (77% or greater) reported being satisfied or very satisfied in the following areas: School Climate in General, Teachers at Sherwood, Curriculum, in Terms of Montessori Authenticity, Support Given to Struggling Learners, Level of Academic Challenge, and the School's Approach to Discipline and Conflict Resolution, Students' Emotional Well-Being at School, and School Climate in Terms of Respectfulness and Inclusivity. This year saw the greatest number of respondents to our community survey since 2014.

For responses related specifically to the pandemic, the majority of stakeholders (73% or greater) reported being satisfied or very satisfied in the following areas: Sherwood's Response to Safety During the Pandemic, Learning Materials Provided During Distance Learning, Support for Emotional Well-Being During Distance Learning, Technology Provided by the School, Online Programming Provided, Communication from the Office, and Communication from the Classroom. 87% of parents responded that they would send their child to school for full time in-person learning in the 2021-2022 school year, 81% expressed interest in a free tutoring program, and 66% expressed interest in free or affordable child care.

Narrative responses included a theme of longing for the return of normal, in-person instruction with enrichment activities that were enjoyed by the students and community in the past: music, gardening, PE, older students working with younger students, cooking and after school programs were named. Concerns about the need for intervention services for supporting students who have fallen behind during distance learning were also expressed.

Use of technology to share surveys, to communicate with parents, and to record and share meetings that could be viewed at a later time were some of the improvements made to soliciting this feedback. Sherwood plans to build on this success and make intentional efforts to include families from linguistically, culturally, and economically diverse backgrounds. This plan describes some of the ways this work will happen in the 2021-2022 school year.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Sherwood Montessori was identified for CSI in 2018-2019.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Sherwood is a single-site charter school and its own LEA.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the 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 2021-2022 school year, Sherwood will be using an assessment program from the State's verifiable data list.

Sherwood will also participate in the state summative assessments of student achievement of Common Core State Standards as required by Title 1 regulations.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Recruitment for the LCAP Focus Group was published in the school announcements dated March 4, March 11, March 25, April 1, and April 8, 2021. Announcements are received by all parents, staff, and teachers as well as interested community members, in email or text or both according to subscriber's choice.

The teachers' meetings on March 9th, April 8th, and May 13th had items relating to the LCAP, including invitation to join the LCAP Focus Group, presentation of Student Surveys, and evaluation of implementation of State Standards. Teachers also had weekly or biweekly meetings with the School Director throughout the school year in which input could be given on a 1:1 basis.

The Sherwood Community Survey was sent out on March 29, 2021 and was available through April 25, 2021. Invitations and reminders to complete the survey were included in the school announcements on March 29, April 1, April 8, April 15 and April 22. Paper flyers were handed out to parent by the school's administrative assistant to parents at pick up time on last day of school before the survey would close on April 25. 62 Sherwood community members (parents, teachers, staff, family members, community members) responded to the survey, the largest number of responses the school has received on such a survey. Student surveys were also filled by Sherwood's students.

On May 13, a Town Hall/Information Meeting was held via Zoom to share plans for the 2021-2022 school year and solicit feedback from stakeholders. The meeting was recorded to send to all families as well as corresponding information slide presentations. Finally, the Zoom recording and slide presentations were posted on the school's homepage for potential future families to access, as well as any interested community member.

The LCAP Focus Group met on April 29, 2021 and on May 10, 2021 and looked at progress made on LCAP goals as measured by the data collected. Actions and goals were examined in light of the data and decisions regarding changes to present in the draft of the LCAP at the May meeting of the Board of Directors. At the May meeting, the draft was presented and feedback was considered for the final draft which was adopted at the Regular June meeting on June 17, 2021.

A summary of the feedback provided by specific stakeholder groups.

Students-Student Survey data showed that students appreciate their school and are happy to back in person. Although the average of responses in questions indicated high agreement for statements such as "I am happy to be a student at this school" and "The rules are fair and easy to understand" the relatively lower responses were given for "The school helps students resolve conflicts with each other" and "I get to do interesting activities at school".

Parents and guardians-Feedback from parents and guardians was solicited throughout the year well ahead of LCAP planning and writing as the pandemic required two-way communication as the situation changed over time. In late summer and approaching school opening, there was a 50/50 split in the parent community with about half wanting in-person learning and about half wanting distance learning. Some of the

parents who wanted in-person learning also expressed not wanting to be required to follow health guidelines, especially in terms of masking but also in terms of social distancing.

Community members-The wider community expressed polarized concerns and desires. On one hand were people who wanted to place safety as the top priority and felt that distance learning should continue as long as the virus was active. For this group, once in-person learning began social distancing, face coverings, and disinfecting the environment were a top concern. On the other hand were people who felt the virus posed little threat and wanted a return to full day in-person learning with little or no health guidance requirements.

Teachers and staff-A strong desire to return to full time in-person learning was a theme that emerged from input from this stakeholder group, especially in terms of supporting students' academic and social-emotional development. Teachers and staff longed for more time with the students to enjoy all that comes with a full day: the social learning that happens with lunch and recess, the engagement that comes from being able to choose freely from all areas of the curriculum, and the deeper learning that occurs when students are able to collaborate with one another. As the year's end approached and health guidance allowed for more interaction, the benefits of what had been restricted were apparent.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

In the 2021-2022 school year, Sherwood will offer full day, in-person learning five days a week. Child care will be provided before and after school for free or low cost. Free tutoring after school will be offered to all students. Feedback from parents and guardians and teachers and staff influenced these decisions.

Social emotional supports will be in place with: a counselor, a school psychologist, the Second Step and Steps to Respect programs, Nurtured Heart Approach responses to behavior as well as other positive responses to behavior, a schoolwide Positive Behavior Interventions and Supports (PBIS), SEL Toolbox curriculum, Montessori Grace & Courtesy curriculum MFT interns (if available), and Restorative Conferences/Restorative Justice programs. Student survey results that rated support for resolving conflicts as well as feedback from teachers influenced the inclusion of Restorative Conferences/Restorative Justice programs as well as the other SEL curricula.

Distance learning will be offered for families who need the program, but with clarified and raised expectations for students, parents and teachers outlined in a Parent Contract for Distance Learning. Inclusion of this aspect of the LCAP is based on teacher input.

Accelerated learning will be facilitated by having smaller class sizes with a teacher's aide in each classroom and a Director of MTSS to ensure fidelity to prescribed interventions. A teachers as trainers will ensure that all of the teaching faculty have access to learning that teachers are pursuing in professional development on using Montessori methods to address dyslexia and Montessori methods to accelerate early literacy in grades K-3. These aspects were influenced by parent and teacher input that referred to concerns about learning loss.

Goals and Actions

Goal

Goal #	Description
1	<p>Broad Goal: 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.</p> <p>Focus Goals:</p> <p>1.1: Provide highly qualified teachers for all students.</p> <p>1.2: Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).</p> <p>1.3: Provide a broad range of Montessori materials.</p> <p>1.4: Provide a facility in good repair and maintain recess equipment.</p> <p>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.</p>

An explanation of why the LEA has developed this goal.

The Broad Goal here covers the State Priority 1: Basic Conditions for Learning.

A rationale for each Focus Goal is provided below:

- 1.1 The quality of the instruction students receive directly impacts their learning experiences and academic outcomes.
- 1.2 An effective curriculum increases students' understanding about the world around them and provides them with knowledge and skills necessary for success in the 21st century.
- 1.3 All public school students must be provided with equal access to instructional materials.
- 1.4 All public school students must be provided with safe and decent school facilities. Recess equipment is an important part of the school environment, as expressed by Sherwood students in the Student Survey.
- 1.5 Instructional strategies such as effective use of targeted direct instruction, scaffolding and modeling, monitoring student learning, and two-way feedback among students and teachers are associated with improved student achievement. The SST process addresses these and results in a plan formed with communication and analysis of data.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Personnel files/teachers' credentials	100% highly qualified credentialed teachers				100% highly qualified credentialed teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Scores	33.4 Points Below Standard for ELA 90 Points Below Standard for math				20 Points Below Standard for ELA 60 Points Below Standard for math
Montessori Materials Inventories	Materials are in good repair, some classrooms need replacement materials				All classrooms have a broad range of materials for the grade levels served.
Facilities Inspection Tool	Roof leaks in restroom and 1010 Cleveland classrooms; recess & PE equipment recently replenished				Facility in good repair; PE and recess equipment maintained
Local indicator/School Community Survey	77% of results Satisfied or Very Satisfied with Support Given to Struggling Learners				80% Satisfied or Very Satisfied with Support Given to Struggling Learners

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide highly qualified teachers for all students.	Highly qualified teachers will hold the appropriate credentials for their assignments.	\$1,500.00	No
2	Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	Sherwood will implement Montessori instruction aligned with state board adopted academic content and performance standards for all students.	\$16,680.00	No

Action #	Title	Description	Total Funds	Contributing
3	Provide a broad range of Montessori materials.	All students in the school will have sufficient access to the standards-aligned instructional materials that are congruent with Sherwood's Montessori mission.	\$8,000.00	No
4	Provide a facility in good repair and maintain recess equipment.	It is a basic service for a school to provide a facility in good repair. Input from students indicate that they value playground equipment.	\$7,700.00	No
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.		\$48,200.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	<p>Provide a positive school climate with authentic opportunities for parent involvement.</p> <p>2.1 Ensure that parents understand the ways the school communicates with students' families.</p> <p>2.2 Ensure that parents understand the nature of the Montessori method of education.</p> <p>2.3 Improve parent involvement and volunteerism.</p> <p>2.4 Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.</p> <p>2.5 Launch Sherwood Montessori Bilingual Scholars program.</p>

An explanation of why the LEA has developed this goal.

Most of these goals are ongoing, maintenance goals. One exception is 2.5 Launch Sherwood Montessori Bilingual Scholars program which has been developed in response to the lower attendance rate for Hispanic students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local metric/Parent Square	100% parents contactable				100% parents contactable
Local metric/Community Survey Results	78% Satisfied or Very Satisfied with Opportunities the School has Extended to Learn about the Montessori Approach to Education				80% Satisfied or Very Satisfied with Opportunities the School has Extended to Learn about the Montessori Approach to Education
Local metric/Parent Volunteer Tracking System	20% of parents met or exceeded 50 volunteer hours per year				30% of parents meet or exceed 50 volunteer hours per year
Chronic absenteeism rate	14.44% Chronic Absenteeism Rate				10% Chronic Absenteeism Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism rate: Subgroup Hispanic	25% Hispanic Chronically Absent				10% Hispanic Chronically Absent
Decreased or maintained suspension rate	2.8% suspension rate				2.8% suspension rate or lower

Actions

Action #	Title	Description	Total Funds	Contributing
1	Ensure that parents understand the ways the school communicates with students' families.	All parents will be enrolled in Parent Square with current contact information and preferences indicated for email, text or both as well as a current phone number with which to receive robocalls from the school.	\$4,600.00	No
2	Ensure that parents understand the nature of the Montessori method of education.	Parents will have opportunities to learn about Montessori education.	\$4,650.00	No
3	Improve parent involvement and volunteerism.	The school will provide opportunities for parents to become involved in their children's education and volunteer for the school.	\$2,800.00	No
4	Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.	The school will promote regular attendance through the PBIS program and through outreach efforts to educate families on the importance of regular attendance. The school will launch the Sherwood Bilingual Scholars program to prepare students to earn the State Seal of Biliteracy.	\$15,600.00	No
5	Launch Sherwood Montessori Bilingual Scholars program.		\$6,000.00	

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Socioeconomically disadvantaged students will have access to free or reduced lunch, free after school tutoring, and free child care before and after school.

An explanation of why the LEA has developed this goal.

Actions associated with this goal are in response to metrics from the state Dashboard showing lower scores for students from lower income backgrounds in CAASPP testing.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP scores	ELA 63 points below standard Math 124.3 points below standard				ELA 40 points below standard Math 90 points below standard

Actions

Action #	Title	Description	Total Funds	Contributing
1	Socioeconomically disadvantaged students will have access to free or reduced lunch.	Students will have access to free breakfast and lunch through Chico Unified Nutrition Services.	\$1,100.00	
2	Socioeconomically disadvantaged students will have access to free after school tutoring.	Students will have access to free tutoring after school as described in our Extended Learning Plan.	\$12,240.00	No

Action #	Title	Description	Total Funds	Contributing
3	Socioeconomically disadvantaged students will have access to free child care before and after school.	Students from lower income backgrounds will have access to free child care.	\$12,240.00	

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Socioeconomically disadvantaged students will have access to scholarships to attend field trips.

An explanation of why the LEA has developed this goal.

This goal is ongoing/a maintenance goal based on feedback from the community indicating appreciation for financial support for all students to attend all field trips.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local measures/Community Survey Results & Student Surveys	The majority of students agree or strongly agree that they are happy to be students at the school. Teachers give feedback about the importance of field trips and inclusion of all students.				The majority of students will agree or strongly agree that they are happy to be students at the school. Teachers will give feedback about the importance of field trips and inclusion of all students.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Socioeconomically disadvantaged students will have access to scholarships to attend field trips.	All student fees will be covered by the school for families that can't afford to contribute, including end of year middle school overnight trips to Ashland/Shakespeare Festival or Environmental Camp.	\$4,000.00	

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.54%	\$130,648

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For the 2021-22 school year, Sherwood Montessori projects an enrollment of 135 students, 80 of which will be low income, foster youth or English learners. We will be using our 2019-2020 ADA for funding purposes, resulting in an unduplicated pupil percentage of 59.25%. Using the calculator provided by FCMAT and this enrollment information we estimate the additional Supplemental and Concentration Grant funding for 2020-21 to be \$130,648.

Anticipated total spending is \$165,435. A description of this spending is as follows:

\$38,000 in salaries and benefits to a Director of Multi-Tiered System of Support for work on goals 1 and 2.

\$13,900 for salaries and benefits of office staff to accomplish the tasks described in goals 1, 2, and 3.

\$4,000 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.

\$15,000 in teachers' salaries and benefits for work in SST meetings for goal 1 and \$48,200 in Director of MTSS salary and benefits for the same.

\$11,840 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, including bilingual scholars seeking to earn the State's Seal of Biliteracy upon high school graduation.

\$8,200 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.

\$2,000 in recess equipment.

\$3,200 in materials to improve facilities.

\$8,590 in teachers' salaries and benefits and \$8,090 in directors' salary and benefits for time to analyze data to determine the effectiveness of implementation of CCSS and for professional development in implementing CCSS.

\$3,000 in teachers' salaries and benefits towards goal to inventory the Montessori materials and identify any needs.

\$6,000 in contracted services to address goals related to communication with parents, parent education, parent volunteerism, and chronic truancy.

\$2,500 in materials to address the goals of improved attendance and parent education.

\$25,115 in salaries and benefits for child care benefits and salaries to provide free child care and tutoring as described in goal 4 and to provide child care to parents during parent education events.

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 10.54% through goals 3 and 4.

For the 2021-2022 school year, Sherwood's proportionality percentage of 10.54% results in a 2021-22 school year estimated Supplemental and Concentration Grant funding amount of \$130,648.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

All funds allocated to improving services for foster youth, English learners, and low-income students will be spent on goals described within this plan.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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 has or will support 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is 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.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$68,585.00	\$24,480.00		\$52,245.00	\$145,310.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$122,610.00	\$22,700.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	Provide highly qualified teachers for all students.	\$1,500.00				\$1,500.00
1	2	All	Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	\$12,635.00			\$4,045.00	\$16,680.00
1	3	All	Provide a broad range of Montessori materials.	\$8,000.00				\$8,000.00
1	4	All	Provide a facility in good repair and maintain recess equipment.	\$7,700.00				\$7,700.00
1	5	All Students with Disabilities	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.				\$48,200.00	\$48,200.00
2	1	All	Ensure that parents understand the ways the school communicates with students' families.	\$4,600.00				\$4,600.00
2	2	All	Ensure that parents understand the nature of the Montessori method of education.	\$4,650.00				\$4,650.00
2	3	All	Improve parent involvement and volunteerism.	\$2,800.00				\$2,800.00
2	4	All	Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.	\$15,600.00				\$15,600.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	English Learners	Launch Sherwood Montessori Bilingual Scholars program.	\$6,000.00				\$6,000.00
3	1	Low Income	Socioeconomically disadvantaged students will have access to free or reduced lunch.	\$1,100.00				\$1,100.00
3	2	All Low Income	Socioeconomically disadvantaged students will have access to free after school tutoring.		\$12,240.00			\$12,240.00
3	3	Low Income	Socioeconomically disadvantaged students will have access to free child care before and after school.		\$12,240.00			\$12,240.00
4	1	Low Income	Socioeconomically disadvantaged students will have access to scholarships to attend field trips.	\$4,000.00				\$4,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$0.00	\$0.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	5	Launch Sherwood Montessori Bilingual Scholars program.		English Learners		\$6,000.00	\$6,000.00
3	1	Socioeconomically disadvantaged students will have access to free or reduced lunch.		Low Income		\$1,100.00	\$1,100.00
3	2	Socioeconomically disadvantaged students will have access to free after school tutoring.		Low Income			\$12,240.00
3	3	Socioeconomically disadvantaged students will have access to free child care before and after school.		Low Income			\$12,240.00
4	1	Socioeconomically disadvantaged students will have access to scholarships to attend field trips.		Low Income		\$4,000.00	\$4,000.00



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: **Candidates for the Election of the Board of Directors**
Date: May 20, 2021

SUMMARY

There are two individuals who have expressed interest in serving on the Sherwood Board of Directors.

DISCUSSION

Our election process for the Board of Directors requires SMPO members to approve candidates; there were not applicants that submitted materials before 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 two potential candidates and two or three open seats. The candidates are: Patrick Nelson and Jennifer Henz.

ACTION REQUESTED

Approve candidates for the Board of Directors elections.

Attachments: Board candidates application materials

Patrick Nelson
2125 Oroville Chico Highway B
Durham, CA 95938

May 13, 2020

Sherwood Montessori
RE: Board Membership Application

To Whom It May Concern,

My name is Patrick Nelson and I am a parent of two students at Sherwood Montessori. I am also a trained educator with a Masters in Education and several years of experience in classroom settings ranging from high school ESL, to AP US History, upper elementary (general subjects), and Middle School Social Studies. I have spent time teaching in a charter school, an independent school, an international school, and faith-based schools within the U.S. I have appreciated learning from students around the world and seeing the unique perspective each one has brought to my classrooms.

My interests reflect my professional and personal journey. I love learning about geography (and Social Studies more broadly), exploring the world (often through books and online resources, sometimes through the eyes of my students and, occasionally, with my own eyes), exploring nature, photography, writing, and downhill skiing. My family and I have lived in New Hampshire, Maine, Southern California, the Kingdom of Cambodia, and now Northern California.

I am seeking to join this board so that I can better learn about, and contribute to, the school where my children are attending. I am a big believer in the concept that learning should be personalized as much as possible. No two students are alike. This is one of the reasons why my wife and I decided to send our kids to this school, with its emphasis on a Montessori-based approach. It is also why I am teaching in one setting but my children attend another. My wife and I are seeking a learning environment that best fits them.

Thank you for your time and consideration.

Warmly,
Patrick J. Nelson

Patrick J. Nelson
2125 Oroville Chico Highway, B
Durham, CA 95938

Objective

To meaningfully contribute, aid, and promote creative educational forms within the context of the Chico community with the goal of seeing each student reach their full academic, socio-emotional, and civic potential.

Qualification Summary

- 5 - 12 Social Studies Certification (current through June 2021 in New Hampshire)
- Association of Christian Schools International (ACSI) Certification
- Experience teaching ESL and Social Studies at the secondary level. Experience teaching general elementary, middle school subjects, and secondary Social Studies.

Educational Experience

- Cairn University - Dual Level; BS Bible with MS Education, Class of 2010
Langhorne, PA
- Portsmouth Christian Academy, Class of 2005
Dover, NH

Work Experience

Hope Academy - Chico, CA

Aug. 2020 - Present

Middle School General Subjects Teacher

Serving as the middle school multi-subjects teacher at Hope Academy. With small class sizes, Hope Academy seeks to personalize each student's education extensively. In practice, I am conducting a mix of whole-class instruction and personalized assignments with Math and Literacy development as major emphases.

Logos International School - Phnom Penh, Cambodia

Aug. 2018 - May 2020

Middle and High School Social Studies Teacher (2019-2020)

Grade 5 General Subjects Teacher (2018-2019)

Served as a middle and high school Social Studies teacher. Implemented units on ancient civilizations, geography, US History, and a course on government and world religions. During the 2018-2019 school year, taught all regular fifth grade subjects, including Bible. Encouraged respect and greater understanding of many cultures and histories represented by my students.

Robert Frost Public Charter School - Conway, NH

Oct. 2017 - Jun. 2018

Upper Elementary/Middle School General Subjects Teacher

Served as the upper elementary/middle school multi-subject teacher for Robert Frost Charter School grades 4 - 7. Worked with students using Montessori-based manipulatives and utilizing a developing project-based curriculum to help students reach pre-established standards at their own pace.

Portsmouth Christian Academy - Dover, NH Oct. 2011-Jun. 2012 and Mar. - Jun. 2017

Substitute Teacher

Successfully entered and managed multiple middle and high school classes, conducting assigned lessons.

Lonza Biologics - Portsmouth, NH Jan 2017 - Oct. 2017

Logistics Specialist II

Completed basic small parts warehousing functions, communicated within logistics and manufacturing departments, and served as part of a team to assemble kits of medically-related equipment.

Georgia-Pacific - Newington, NH Jul. 2015 - Dec. 2016

Distribution Center

Forklift trained as a member of the distribution team. Performed clerical duties including answering calls, preparing BOL's (Bills of Lading), processed incoming and outgoing shipments of wallboard products, coordinated the safe entry of semi-trucks and trailers into loading bays, collaborated with contracted tarping and shuttling services, and called in truck drivers for loading. Additionally, participated in team-related meetings and functions.

Measured Progress - Dover, NH Jul. 2015

Temporary Scorer

Hired through Kelly Services. Conducted temporary, occasional scoring projects for student standardized testing.

Redlands Christian Schools - Redlands, CA Jul. 2014 - Jun. 2015

Full-time ESL Instructor and AP US History Teacher

Conducted three levels of ESL classes for the international program, designed pull-out curriculum toward TOEFL and mainstreaming goals, chaperoned monthly field trips, supervised student-managed blog, and taught eleventh grade AP US History.

Maine Central Institute - Pittsfield, ME Aug. 2012 - Jul. 2014

Full-time ESL Instructor and Dorm Supervisor

Instructed ESL history, writing, literature, and humanities subject-based ESL classes, provided reading and writing techniques, engaged students to reflect on their worldviews, facilitated a safe environment of respect, maintained regular student evaluation, tutored struggling students weekly, and dorm-supervised. Provided dorm supervision, as part of a team, for Freshmen and Sophomore boys.

Additional Certificates

- ETS Recognition of Excellence for Social Studies Content Knowledge (2010)
- ETS Qualification for English to Speakers of Other Languages Assessment (2014)
- TESOL Certification (2010 Philadelphia Biblical University)



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: Calendar for the 2021-2022 School Year
Date: May 20, 2021

SUMMARY

A calendar was developed to submit with the Prop 39 facilities request back in October, 2020. A new version has been developed to consider.

DISCUSSION

In the 2020-2021 school year, a calendar that reduced the school year to ten months was used. This calendar was adopted by the Board of Directors during the 2019-2020 school year. To create a ten month calendar, two Spring Travel days in April were eliminated to fit 180 instructional days as stated in our Charter. This caused some inconvenience for staff with children in other area schools, as well as for some families who have children enrolled in Sherwood and in other area schools.

Calendar Draft A retains a ten month calendar, and Calendar Draft B has days in June and is congruent with the Chico Unified School District instructional calendar.

ACTION REQUESTED: Approve a calendar for 2021-2022

Attachments: Draft Calendars A & B

Sherwood Montessori DRAFT A

2021-2022 School Calendar

August 2021						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
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 2021						
Su	M	Tu	W	Th	F	Sa
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
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28	29	30				

December 2021						
Su	M	Tu	W	Th	F	Sa
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26	27	28	29	30	31	

January 2022						
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23	24	25	26	27	28	29
30	31					

February 2022						
Su	M	Tu	W	Th	F	Sa
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
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27	28	29	30	31		

April 2022						
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24	25	26	27	28	29	30

May 2022						
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15	16	17	18	19	20	21
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29	30	31				

June 2022						
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July 2022						
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24	25	26	27	28	29	30
31						

- School Closed
- Parent Teacher Conferences
- Employee Planning (no school for students)
- Report Cards
- First and Last Day of School

Aug 6, 9-10	Planning/Development Days- no school	Dec 17	Report Cards
Aug 11	First Day of School	Dec 20-31	Winter Break-no school
Sep 6	Labor Day - Closed	Feb 18-21	Presidents Day Weekend-no school
Oct 18-Oct 22	Parent/Teacher conferences Dismissal 1:35 p.m.	Mar 14-18	Spring Break - no school
Nov 11 & 12	Veterans Day- no school	Apr 18- 22	Parent/Teacher conferences Dismissal 1:35 p.m.
Nov 22-26	Thanksgiving Break- no school	May 31	Last Day of School

Sherwood Montessori DRAFT B

2021-2022 School Calendar

August 2021						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
Su	M	Tu	W	Th	F	Sa
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October 2021						
Su	M	Tu	W	Th	F	Sa
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17	18	19	20	21	22	23
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31						

November 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
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21	22	23	24	25	26	27
28	29	30				

December 2021						
Su	M	Tu	W	Th	F	Sa
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022						
Su	M	Tu	W	Th	F	Sa
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
Su	M	Tu	W	Th	F	Sa
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
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 2022						
Su	M	Tu	W	Th	F	Sa
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
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 2022						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2022						
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
- Parent Teacher Conferences
- Employee Planning (no school for students)
- Report Cards
- First and Last Day of School

Aug 9-13	Planning/Development Days- no school	Dec 20-31	Winter Break-no school
Aug 16	First Day of School	Feb 18-21	Presidents Day Weekend-no school
Sep 6	Labor Day - Closed	Mar 14-18	Spring Break - no school
Oct 18-Oct 22	Parent/Teacher conferences Dismissal 1:35 p.m.	Apr 15 & 18	Spring Travel Days
Nov 11 & 12	Veterans Day- no school	Apr 8- 14	Parent/Teacher conferences Dismissal 1:35 p.m.
Nov 22-26	Thanksgiving Break- no school	June 1	Last Day of School
Dec 17	Report Cards		



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location:

This meeting will be held online at:

Join Zoom Meeting

<https://us02web.zoom.us/j/5245217471?pwd=b2tSWDhkYURxUUVsTVIPWmZJRdVzZz09>

Meeting ID: 524 521 7471

Passcode: Jav83w

One tap mobile

+16699006833,,5245217471#,,,,,0#,,150836# US (San Jose)

+13462487799,,5245217471#,,,,,0#,,150836# US (Houston)

Dial by your location

+1 669 900 6833 US (San Jose)

+1 346 248 7799 US (Houston)

+1 253 215 8782 US (Tacoma)

+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington D.C)

Passcode: 150836

Date/Time: **Thursday, June 17, 2021 – 6:00 p.m.**

AGENDA

A. CALL TO ORDER (6:00)

A.1 Roll Call Russell Shapiro, Rosie Paulson, Mariah Ross-Walcott, Brandy Thomas, Beth Hammer

B. CONSENT AGENDA (6:05)

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, May 20, 2021

B.2 MOU with Chico Country Day School Consider approval of contract for nursing services for the 2021-2022 school year.

B.3 Contract for Business Management Services Consider approval of contract for business management services for the 2021-2022 school year.

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA (6:10)

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

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.

unless duly agendized for a future meeting.

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS (6:20)

E.1 Items Removed from Consent (If any)

E.2 Reports and Communications

This time will be for Board members to ask questions regarding the provided written materials.

E.2.1 School Director Report

E.2.2 Treasurer Report

E.3 Action/Discussion Items (6:40)

E.3.1 Adoption of Original Budget for 2021-2022

The Board will be asked to adopt the original budget for 2021-2022.

ACTION REQUESTED: Adopt Budget.

E.3.2 Adoption of Local Control Accountability Plan (LCAP) (6:55)

The Board will be asked adopt the LCAP.

ACTION REQUESTED: Adopt LCAP.

E.4 Board Governance (6:50)

E.4.1 Discussion of Board Duties

ACTION REQUESTED: Discuss Board Duties and Revise Election Process

G. FUTURE AGENDA ITEMS (7:10)

The Board will welcome new members.

The Board will engage in retreat planning.

H. CLOSED SESSION (7:15)

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

I. ADJOURNMENT (7:30)

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



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location:

This meeting will be held online at:

Join Zoom Meeting

<https://us02web.zoom.us/j/5245217471?pwd=b2tSWDhkYURxUUVsTVIPWmZJRdVzZz09>

Meeting ID: 524 521 7471

Passcode: Jav83w

One tap mobile

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+13462487799,,5245217471#,,,,,0#,,150836# US (Houston)

Dial by your location

+1 669 900 6833 US (San Jose)

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+1 253 215 8782 US (Tacoma)

+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington D.C)

Meeting ID: 524 521 7471

Passcode: 150836

Date/Time: Thursday, May 20, 2021 6:00 p.m.

Minutes

A. CALL TO ORDER (6:00)

A.1 Roll Call Russell Shapiro, Rosie Paulson, Mariah Ross-Walcott, Brandy Thomas, Beth Hammer

A.2 State of the School Russell Shapiro, Chair of the Board of Directors

Meeting was called to order at 6:03 by Russell Shapiro; Brandy Thomas, Beth Hammer

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.

and Mariah Ross-Walcott were in attendance, Rosie Paulson was absent. Russell Shapiro presented the State of School, discussion followed.

B. CONSENT AGENDA (6:05)

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, April 15, 2021

B.2 MOU with Blue Oak Charter School Consider approval of a memorandum of understanding for school psychologist services with Blue Oak.

B.3 Contract with Saphira Education Associates LLC Consider approval of contract with Saphira Education Associates LLC.

Michelle Yezbick presented the consent agenda, discussion followed. Brandy Thomas motioned to approve agenda, Beth Hammer seconded with a unanimous approval by present board members.

C. 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.

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS (6:20)

E.1 Items Removed from Consent (If any)

E.2 Reports and Communications

This time will be for Board members to ask questions regarding the provided written materials.

E.2.1 Instructional Staff Report

E.2.2 SMPO Report

E.2.3 School Director Report

E.2.4 Treasurer Report

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

Michelle Yezbick presented the Instructional Staff report, SMPO report and School Director's report. Pat Casey presented the Treasurer's report. The board reviewed the written reports and engaged in discussion.

E.3 Action/Discussion Items (6:40)

E.3.1 Local Measures

The Board will be asked to approve Local Measures for the Local Control Accountability Plan (LCAP)

ACTION REQUESTED: Approve report.

Michelle Yezbick presented LCAP, discussion followed. Beth Hammer moved to approve, Mharia Ross-Walcott seconded, with unanimous Board approval of present members.

E.3.2 LCAP Draft (6:50)

The Board will be asked to discuss the draft of the LCAP.

ACTION REQUESTED: Discuss LCAP.

Michelle Yezbick presented LCAP draft, discussion followed.

E.3.3 Election Candidates (7:10)

The Board will be asked to approve candidates for the Board of Directors.

ACTION REQUESTED: Approve candidates.

One candidate provided resume and letter of interest for serving on the board, material was discussed, Beth Hammer made a motion to approve, Mharia Ross-Walcott seconded, candidate was approved with majority vote (Beth Hammer, Russell Shapiro and Mharia Ross-Walcott approved, Brandy Thomas opposed as she suggested the vote wait until both candidates' information was available). The second candidate was opposed unanimously due to lack of information from the candidate, approval is pending provision of further information by the candidate.

E.3.4 Calendar 2021-2022 (7:15)

The Board will be asked to approve a calendar for the 2021-2022 school year.

ACTION REQUESTED: Approve the calendar for the 2021-2022 school year.

Michelle Yezbick provided information regarding two calendar year options, 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.

followed. Beth Hammer made a motion to approve option B (to align with Chico Unified calendar), Russel Shapiro seconded, with unanimous approval from present Board members

E.3.5 Director of MTSS

The Board will discuss the addition of a Director of MTSS to the faculty and the hiring process for the position.

ACTION REQUESTED: Discuss position and process.

Michelle Yezbick presented job description and process, discussion followed.

E.4 Board Governance E.4.1 Book in Common: *How to Be an Antiracist*

E.4.2 Retreat Planning/Strategic Planning

Due to time constraints these items will be discussed at a future Board meeting.

F. FUTURE AGENDA ITEMS

The Board will adopt a Local Control and Accountability Plan (LCAP).

The Board will adopt an Original Budget for the 2021-2022 school year.

G. CLOSED SESSION

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

Open meeting was closed at 8:06. At closed meeting, school Director's goals were reviewed and discussed. Further review will continue at the next Board meeting.

I. ADJOURNMENT

Meeting was adjourned at 8:23 pm.

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

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

This memorandum of understanding (“MOU” or “Agreement”) is between Sherwood Montessori (Inspire) and Chico Country Day School (“CCDS”), which are referred to as the “parties”.

RECITALS:

- A. Sherwood is a charter school authorized by Chico Unified School District.
- B. CCDS is a charter school authorized by the Chico Unified School District.
- C. Sherwood wishes to contract with CCDS for CCDS’s provision of School Nursing services to Sherwood students, as more fully discussed in this MOU.

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

1. Purpose

The purpose of the MOU is to ensure that Sherwood students are provided with nursing services by CCDS. It is agreed that Sherwood shall retain all financial and legal responsibilities under the Individuals with Disabilities Education Improvement Act (“IDEA”) and related federal and California laws for Sherwood students served by CCDS in accordance with this MOU. Sherwood shall remain liable for all complaints, mediations, due process matters and/or other litigation initiated by or on behalf of Sherwood students which arise under such laws. CCDS shall only be considered a service provider and not the responsible LEA for any Sherwood student and shall incur no costs associated with the provision of these services, all of which shall be paid by Sherwood as set forth in this MOU. Unless the parties agree otherwise in writing, CCDS is not required to provide anything beyond what is specifically identified in this MOU.

2. Services of the school nurse may include:

- (a) Assessing and evaluating student health and developmental status as part of the Individual Education Plan (IEP) or Section 504 Plan process;
- (b) Communicating with students, families, caregivers, and health care providers;
- (c) Interpreting assessments and medical information to school staff working with the students;
- (d) Designing and implementing an Individualized School Health Plan, Emergency Care Plan, Individual Educational Plan and/or Section 504 Plan related to health care needs or chronic illnesses;
- (e) Determining the appropriate level of care for students with specialized health care needs and training, monitoring and supervising licensed and unlicensed staff;
- (f) Providing school nursing case management services for students;

- (g) Counseling students and parents regarding health or school related issues and providing information and referral to community services;
- (h) Administering and training and supervising school staff in assisting students with routine and emergency medications;
- (i) Serving as a health consultant and providing in-service programs to staff on a variety of health topics;
- (j) Developing curriculum and assisting in delivery of comprehensive health education to students;
- (k) Promoting a healthy school environment for emotional and physical safety;
- (l) Performing federal and state mandated tasks including but not limited to emergency care; child abuse reporting; communicable disease control, prevention and follow up; and CHDP, audiometric, scoliosis and vision screening;
- (m) Providing routine direct healthcare services and referrals;
- (n) Maintaining, protecting and managing confidential electronic and written student health records.

3. Additional Sherwood Obligations

Sherwood shall:

- (a) Pay CCDS for services identified herein, consistent with the Fiscal Agreement set forth in paragraph 7 below.
- (b) Provide CCDS personnel with appropriate designated workspace for the delivery of services within Sherwood buildings as assigned.
- (c) Provide internet data connections in workspaces designated for CCDS personnel at the Sherwood site.
- (d) Store confidential health files at the Sherwood site.
- (e) Provide nurse with assessment plans upon signature so health and developmental history may be completed.

4. Dispute Resolution

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

5. Due Process and/or Litigation

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

6. Indemnification

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

7. Fiscal Agreement

CCDS will bill Sherwood in advance for school nursing services on a monthly basis, for 10 months, at the rate of:

- School Nurse:
 - a. 0.10 FTE or equivalent of 38 days based on the employee's position on the CCDS Nursing Salary Schedule. Any additional days of work required by Sherwood shall be requested in writing and approved by both Sherwood and CCDS administrators. Sherwood will be billed at the employee's daily rate, daily benefit costs plus a 2% fee based on the daily amounts.
 - b. Ten percent (10%) of the benefit cost of the employee, including PERS, payroll fees and other fees associated with an employee.
- Mileage rate equal to the IRS Standard Mileage Rates, if applicable.
- Actual costs of translation services as needed and requested by Sherwood for any reports and assessments performed by CCDS staff.
- 2% Administrative Fee based upon the salary and benefit rates listed above.

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

8. Agreement / Term

- (a) This MOU constitutes the entire understanding between parties and supersedes any prior or concurrent agreement, oral or written, between or among CCDS and/or Sherwood concerning its subject matter. Any modification to this MOU shall be effective only if in writing and signed by all parties. If any provision or any part of this MOU is for any reason held to be invalid or unenforceable or contrary to public policy, law, or statute, and/or ordinance, the remaining provisions of this MOU shall not be affected thereby and shall remain valid and fully enforceable.
- (b) The term of this Agreement and services shall commence on July 1, 2021 and continue through June 30, 2022.
- (c) CCDS will seek advisement and input from Sherwood in regards to periodic program evaluation and evaluating delivery of nursing services. Sherwood retains the ability to perform an independent evaluation of the School Nurse services provided. CCDS retains the sole responsibility to perform staff evaluations of CCDS employees who implement services in accordance with this MOU; however, CCDS is invited to collaborate with Sherwood staff in this regard as needed.
- (d) This Agreement has been made and entered into the State of California and the laws of said State will govern the validity and interpretation of this Agreement.
- (e) The persons signing this MOU warrant that they are duly authorized to sign it on behalf of the persons and entities being bound.
- (f) This Agreement may be executed in counterparts, all of which, taken together, shall be deemed an original.

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

On Behalf of Sherwood Montessori

Date: _____ By: _____
Sherwood Director

On Behalf of Chico Country Day School

Date: _____ By: _____
CCDS Director of Student Support Services



AGREEMENT FOR BUSINESS MANAGEMENT SERVICES

This AGREEMENT is made this day of July 1, 2020 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, 2021 and will continue in effect until June 30, 2022 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 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 will perform accounting services in preparation of payroll including payroll taxes, employer/employee health benefits, unemployment claims, SELPA financial reports, State and Federal Grant reports, and STRS and PERS reporting for Client. Business Manager will serve as member or alternate on committees as requested by the Board or Director.

Business Manager's Fees

3. Business Manager's fee for the services specified in Paragraph 2, above, will be \$4,000 per month, to Independent Contractor, Patrick Casey. Amounts due for Business Manager's contract will be billed to Client on a monthly basis and will be due and payable at the end of each month.

Termination on Notice

4. Either party may terminate this agreement at any time by giving 30 days written notice to the other party. In the event that this agreement is terminated, Client agrees to compensate Business Manager a prorata of days in the current contract month, 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.

Effective on July 1, 2021 in Chico, California.

Date

Chair of the Board of Directors, Sherwood Montessori

Patrick Casey

Date

Chief Business Officer, Independent Contractor



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: School Director Report
Date: June 17, 2021

Administrative

- Sherwood's Summer School Program has enrolled 55 students with four credentialed teachers and five instructional aides staffing the program.
- For the 2021-2022 school year, we have a wait list for lower elementary and upper elementary. For the TK/K classroom, we have 8 students fully enrolled and 9 more students who have started but not completed paperwork. That leaves us 3 spaces until we need to go to a wait list. For middle school, we have 11 students enrolled, which gives us 9 spaces available. Targeted marketing featuring our beautiful new classroom is planned to fill those remaining spaces.

Safety

- We have been advised that although June 15 is the date set for ending state-mandated health restrictions, schools will need to continue with safety measures (masks, social distancing, frequent handwashing, increased cleaning and disinfecting) until notified.

Legislative

- AB 1316 was moved to the Inactive File at the opening of the June 3rd session by its author, Assemblymember Patrick O'Donnell.
- The current moratorium on new, non-classroom based charter schools, which was set to expire January 2022, has been extended to January 2025 in the language of the budget trailer bill.
- The waiver that allowed for distance learning during the pandemic expires on June 30. Governor Newsom and the Chair of the Assembly Education Committee, Patrick O'Donnell, are advocating for not extending the waiver to encourage more schools and districts to open for in-person learning.
- Between the moratorium for new NCB programs and the ending of the waiver, Sherwood and other charters who do not currently have a homeschool program will not be eligible to offer one. The Legislature is working on amending Education Code Section 46300 to accommodate a parent/guardian's request for an independent study option.
- Other language in the trailer bill extends charter renewal for two years, meaning we will bring our charter for renewal in the 2023-2024 school year instead of next year.



To: Board of Directors
From: Pat Casey, Business Manager
Subject: **Agenda Item , Treasurer's Report**
Date: June 17, 2021 Board Meetings

Bank statement reconciliation

- The Business Manager has verified that the beginning and ending cash balances on Sherwood's bank statements for the month of May 2021 reconciled with, or matched, those of the school's internal reports. The cash balance totaled \$ 625,038.04 as of May 31, 2021 for the checking account and \$50,000 in the special account to assure the contract work at 1010 Cleveland is completed.
- There were no unusual high-cost expenses in May.

Profit & Loss

- Although the P&L statement shows a Net Ordinary Income (loss) of \$ -74,504 for fiscal year-to-date through May 31, 2021, the school deposited May income of \$ 15,073 and 71,271 in June, bringing net income to a net gain of \$11,840 even with the state deferral of LCF funds.

Balance Sheet,

- The audit has been completed and there are no journal entries needed but final adjustments will be made and a balance sheet prepared at year ending 6-30-21.

Cash Flow

- The school is projected to end the year with a positive cash balance.
 - The Governor and Legislature have not acted on a bill to eliminate the income deferral in SB117 which began with the March apportionment. Cash on hand will be above \$ 500,000 by June 30, 2021.

Sherwood Montessori
Profit & Loss YTD Comparison
May 2021

	<u>May 21</u>	<u>May 20</u>	<u>Jul '20 - May...</u>
Ordinary Income/Expense			
Income			
8000-Revenues	49,411	103,383	1,143,746
Total Income	<u>49,411</u>	<u>103,383</u>	<u>1,143,746</u>
Gross Profit	49,411	103,383	1,143,746
Expense			
1000 Certificated Salaries	47,927	43,640	450,086
2000 Classified Salaries	30,853	35,115	265,972
3000-Employee Benefits	22,556	22,610	227,082
4000-Books and Supplies	4,243	310	90,834
5000 Services/Other Op. E...	18,336	32,956	265,768
Total Expense	<u>123,915</u>	<u>134,631</u>	<u>1,299,741</u>
Net Ordinary Income	<u>-74,504</u>	<u>-31,248</u>	<u>-155,995</u>
Net Income	<u>-74,504</u>	<u>-31,248</u>	<u>-155,995</u>

2:24 PM
06/11/21
Accrual Basis

Sherwood Montessori
Board of Directors - Vendor Payments Report
May 2021

Type	Date	Num	Name	Memo	Account	Amount
Cre...	05/01/2021		Home Depot	DUCK TAPE FOR SIGN	Computers and ...	8.12
Cre...	05/02/2021		Best Buy	LAPTOP	Computers and ...	702.08
Che...	05/03/2021	DBT	Amazon.com	Kim's class supplies	Instructional Sup...	123.04
Che...	05/03/2021	DBT	Costco	Masks	PPE	20.97
Che...	05/03/2021	DBT	Costco	Snacks and cups	Office Supplies	41.52
Che...	05/03/2021	DBT	STAPLES	9.5 inch Lami	Office Supplies	107.24
Che...	05/03/2021	DBT	Mendes Supply Co.	Towels and copy paper	Custodial Supplies	329.47
Cre...	05/03/2021		Best Buy	LAPTOP - added char...	Computers and ...	8.09
Cre...	05/03/2021		Best Buy	chromebook	Computers and ...	182.32
Che...	05/03/2021	9161	TIAA Commercial ...	APRIL	Copier Lease	243.63
Che...	05/03/2021	EFT	HSA Bank	April	HSA - K. POWE...	100.00
Che...	05/03/2021	DBT	1 & 1 Internet Inc.	Internet hosting	Website, Hosting	65.17
Cre...	05/04/2021		Best Buy	chromebook	Computers and ...	426.77
Che...	05/04/2021		Amazon.com	Graduation supplies	Instructional Sup...	12.86
Che...	05/05/2021	DBT	WINCO FOODS	Tea, lemonade, diet co...	Food - Meetings	15.43
Che...	05/05/2021	9182	Matt P. McLaughlin	Psych Service	SELPA	797.50
Che...	05/05/2021	9181	Montessori For All	Accelerating learning	Contracted Servi...	1,500.00
Che...	05/05/2021	EFT	Kimberly Fellner	Volleyball	Instructional Sup...	13.93
Che...	05/05/2021	DBT	Promevo	Chrome management ...	Contracted Servi...	152.00
Che...	05/06/2021	DBT	Lovely Layers Cak...	Cupcakes	Food - Meetings	69.00
Che...	05/06/2021	DBT	LA COCINA	MEAL- TEACHER AP...	Food - Meetings	269.61
Che...	05/06/2021	DBT	FLAGHOUSE	PE: Flag belt, hockey ...	Instructional Sup...	84.73
Che...	05/06/2021	DBT	Amazon.com	2 ethernet adapters	Office Supplies	27.86
Che...	05/07/2021	DBT	ARCO PUMPPASS	Gas cards	SELPA	100.35
Che...	05/07/2021	DBT	ARCO PUMPPASS	Gas cards	SELPA	100.35
Che...	05/07/2021	DBT	Amazon.com	Six foot table cloth - Gr...	Instructional Sup...	12.75
Che...	05/07/2021	9183	Chico Unified Scho...	MARCH INV21-00103	CUSD FUA Char...	1,828.71
Che...	05/07/2021	DBT	Amazon.com	Kim's class - Fidget toys	Instructional Sup...	12.86
Cre...	05/08/2021		Best Buy	chromebook	Computers and ...	426.77
Che...	05/10/2021	EFT	Comcast 4454	APR-MAY SERVICE	Internet Service ...	212.80
Che...	05/10/2021	EFT	Waste Management	APRIL SERVICE	Trash/Recycling	103.03
Che...	05/10/2021	9184	Brenda Brown	Food - Teacher Appre...	Food - Meetings	42.91
Che...	05/10/2021	9185	E-rate Advisors	E-rate Cosult - 2 of 2	Contracted Servi...	750.00
Che...	05/10/2021	9186	Keillor's Pest Soluti...	April Service	Pest Control	80.00
Che...	05/10/2021	9187	Advanced Document	April Service	Copier Lease	877.73
Che...	05/11/2021	DBT	Amazon.com	Kim's class supplies	Instructional Sup...	29.98
Che...	05/11/2021	DBT	Costco	Snacks	Instructional Sup...	24.57
Che...	05/11/2021	DBT	Guitar Center	Voice amplifier - For gr...	Computers and ...	61.27
Che...	05/11/2021	DBT	Amazon.com	Graduation supplies	Instructional Sup...	12.75
Che...	05/13/2021	DBT	Guitar Center	Voice amplifier - For gr...	Computers and ...	112.48
Che...	05/13/2021	DBT	Guitar Center	Voice amplifier - For gr...	Computers and ...	287.41
Che...	05/14/2021	EFT	COSTCO VISA CA...	2 - 3 YR PROTECTION	Computers and ...	153.51
Che...	05/14/2021	EFT	COSTCO VISA CA...	1 CHROMEBOOK	Computers and ...	252.81
Che...	05/15/2021	ACH	HP LEASE 7603	Lease Payment	HP DIRECT LEA...	394.89
Che...	05/17/2021	EFT	Vanessa Aripez	mileage 5/8/21	5200-Travel and...	52.60
Che...	05/17/2021	EFT	Jessica Lusardi	Materials for graduation	Instructional Sup...	59.53
Che...	05/17/2021	EFT	Verizon Wireless	April-May service	Telephone, Cellu...	98.23
Che...	05/17/2021	EFT	Comcast Business ...	APRIL - MAY	Internet Service ...	293.03
Che...	05/18/2021	9189	Steve Duke	maintenance SUPPLIES	Maintenance Su...	136.28
Che...	05/18/2021	9188	Marlo . Knox	Education.com - Mont...	Instructional Sup...	254.01
Che...	05/18/2021	DBT	Wufoo	MAY SERVICE	Online List Mana...	19.00
Che...	05/18/2021	DBT	Costco	Snacks	Office Supplies	18.00
Che...	05/18/2021	DBT	Costco	Stamps	Postage	54.73
Che...	05/20/2021	DBT	Costco	Masks	PPE	13.98

Type	Date	Num	Name	Memo	Account	Amount
Che...	05/20/2021	DBT	Costco	Snacks - Graduation	Office Supplies	63.70
Che...	05/20/2021	DBT	Guitar Center	Voice amplifier - For gr...	Computers and ...	62.60
Che...	05/21/2021	DBT	ARCO PUMPPASS	Gas cards	SELPA	100.35
Che...	05/21/2021	DBT	Office Depot	Office supplies	Office Supplies	10.97
Che...	05/23/2021	DBT	MONTESSORI FO...	Rediscover the power ...	Contracted Servi...	375.00
Che...	05/24/2021	EFT	PG & E	APRIL-MAY SERVICE	Electricity	72.78
Che...	05/24/2021	EFT	Vanessa Aripez	mileage 5/15/21	5200-Travel and...	52.60
Che...	05/24/2021	9190	White Glove Clean...	April 2021 cleaning - 1 ...	Housekeeping S...	2,964.00
Che...	05/24/2021	9191	Green Team Prop...	INV 335	Other	745.00
Che...	05/24/2021	EFT	Jessica Lusardi	Paint for graduation an...	Instructional Sup...	71.10
Che...	05/24/2021	DBT	Dollar Tree	Graduation - Jessi's cl...	Instructional Sup...	10.73
Che...	05/24/2021	DBT	Amazon.com	Prime	Instructional Sup...	13.93
Che...	05/25/2021	DBT	Costco	Snacks - Cal Skate	Office Supplies	56.43
Che...	05/25/2021	DBT	Costco	Snacks - Popsicles for ...	Office Supplies	44.95
Che...	05/25/2021	DBT	Costco	Snacks - Graduation	Office Supplies	35.96
Che...	05/26/2021	EFT	California Water S...	MAY SERVICE	Water	38.95
Che...	05/26/2021	9194	Office Depot	Office supplies	Office Supplies	53.66
Che...	05/26/2021	EFT	Vanessa Aripez	mileage 5/22/21	5200-Travel and...	52.60
Che...	05/26/2021	9193	JOY DUGGAN	Craft supplies	Instructional Sup...	62.10
Che...	05/28/2021	EFT	Jessica Lusardi	Supplies for graduatio...	Instructional Sup...	117.38
Che...	05/28/2021	EFT	Pat Casey	May 2021 contract ser...	Business Manag...	3,500.00
Che...	05/28/2021	9195	HM&S	2019 Federal and Calif...	Auditing and CP...	1,500.00
TOTAL						<u>22,183.45</u>



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: **2021-2022 Original Budget**
Date: June 17, 2021

SUMMARY

The Budget Committee met on April 30th to create the draft of the original budget for 2020-2021.

DISCUSSION

Assumptions for creating the proposed budget included:
Governor's Proposal assumed to be accepted by Legislature
-COLA and revenue limit rates increased by 5.07% compounded.
-Funding based on 145 ADA.
-Updated Certificated and Classified Salary schedule amounts used in Position Control Cost.
-PERS and STRS rates as proposed without any offset from the State.
-\$13,000 increase in CharterSafe Property, Liability and WC insurance premiums

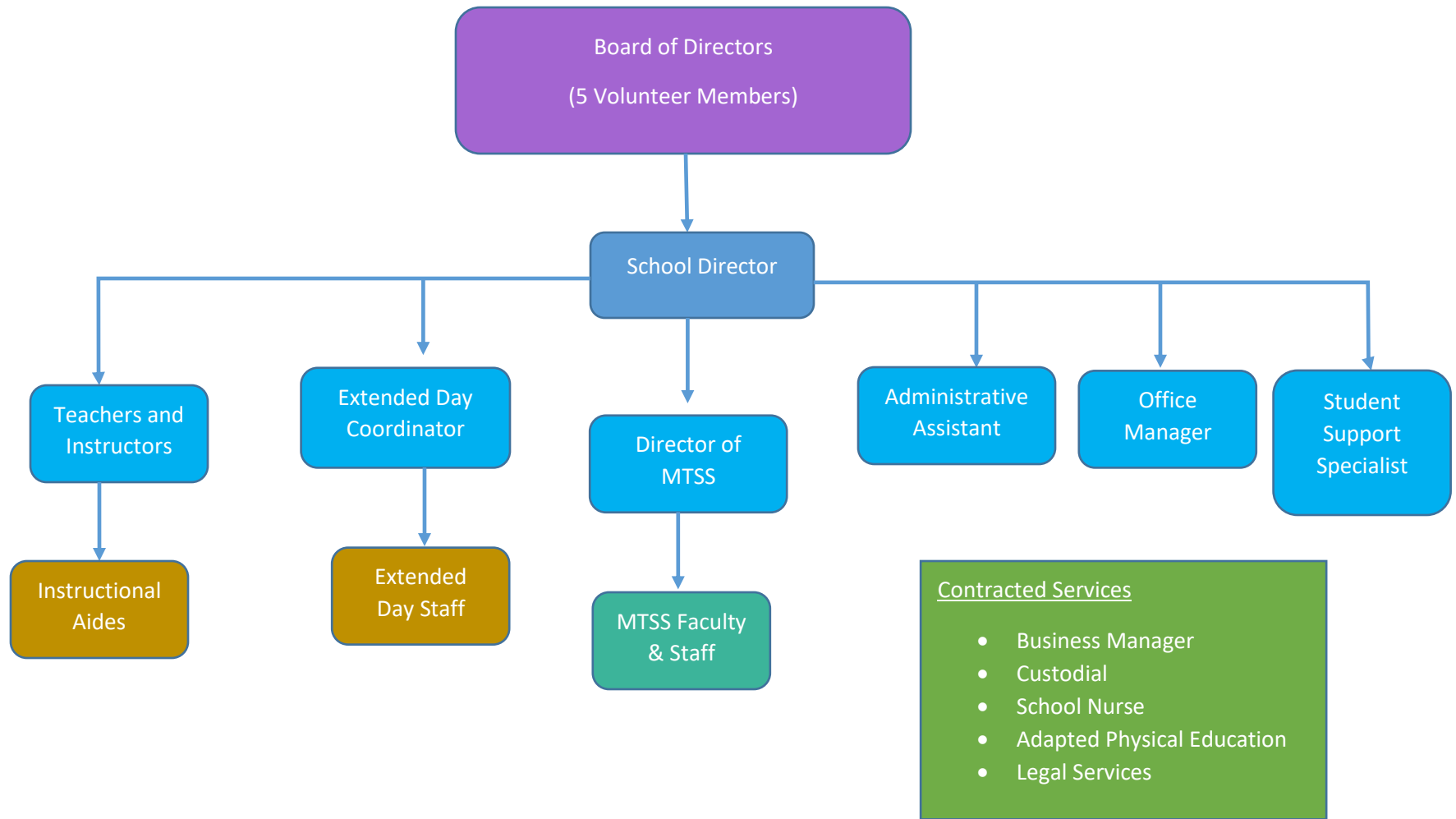
ACTION REQUESTED

Adopt 2021-2022 Original Budget

Attachments: Draft of 2021-2022 Original Budget, Organizational Chart

2021-22		FUNDING AT 145 ADA	FUNDING AT 145 ADA		
2021-22 ORIGINAL BUDGET		2020-21 2ND INTERIM BUDGET	2021-22 ORIGINAL BUDGET	CHANGE	
Revenue					
8011 Local Control Funding		648,980	754,372		
8012 Education Protection Act		174,219	283,407		
8096 In Lieu Taxes		350,810	358,445		
Subtotal LCFF Revenues		1,174,009	1,396,224	222,215	
80XX - ELO			25,000	25,000	
80XX - IPI			20,000	20,000	
80XX - ESSER			85,989	85,989	
8181 Spec. Educ.- SELPA Fed		12,000	18,125	6,125	
8311 Spec. Educ. - SELPA State		80,000	94,250	14,250	
8312 Spec. Educ. - SELPA ERMHS		12,000	11,400	(600)	
8550 Mandates Block Grant		2,475	2,475	-	
8560 State Lottery		30,000	30,000	-	
8699 Fundraising / Donations				-	
8710 Other Local Revenue				-	
TOTAL REVENUES		1,310,484	1,683,463	372,979	
Expense					
1000 Certificated Salaries		435,498	633,982	198,484	38%
2000 Classified Salaries		329,336	433,898	104,562	26%
3000 Employee Benefits		263,738	305,518	41,780	18%
SUBTOTAL		1,028,572	1,373,397	344,825	82%
4100 Texts and Core Curricula		3,000	3,000	-	
4200 Reference Materials		5,000	3,000	(2,000)	
4300 Materials and Supplies		27,250	24,250	(3,000)	
4400 NonCap Equipment		6,000	2,000	(4,000)	
4700 Food (Nutrition)		250	500	250	
SUBTOTAL		41,500	32,750	(8,750)	2%
5200 Travel and Conferences		2,000	5,000	3,000	
5300 Dues and Memberships		2,500	3,100	600	
5400 Property/Liability Insurance		18,387	31,000	12,613	
5500 Operations / Housekeeping		68,620	67,000	(1,620)	
5600 Rentals, Leases, and Repairs		12,600	12,600	-	
5800 Prof. & Consulting Services		211,800	145,300	(66,500)	4%
5900 Communications		9,650	7,750	(1,900)	
SUBTOTAL		325,557	271,750	(53,807)	16%
6200 CAPITAL OUTLAY- BLDG				-	
TOTAL EXPENDITURES		1,395,629	1,677,897	282,269	100%
Excess/(Deficiency)		(85,145)	5,566	ADA Equiv.	1
Net Assets - Unrestricted - Prior Year		440,000	354,855		
Project. Unrestr. Ending Fund Balance		354,855	360,421		
Designated for Economic Uncertainties		220,000	220,000	Est. 2 mos. salary/benes.	
Undesignated/Unappropriated Amount		134,855	140,421	ADA Equiv.	15
STATE DEFICIT - INCOME DEFERRAL		(140,000)			
NET CASH WITH DEFERRAL		214,855	360,421		

Sherwood Montessori Organization Chart





MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: Local Control Accountability Plan (LCAP) Draft
Date: June 17, 2021

SUMMARY

The LCAP adoption process should have ample opportunities for a variety of stakeholders to give input, including: students, parents, faculty, staff and community members.

DISCUSSION

The LCAP format includes a description of the process for engaging stakeholders to gain input. A focus group has met to discuss our current LCAP and the course for developing our future adoption. Including the LCAP as an item at our public meetings is also a required part of the adoption process to give opportunity for stakeholder input. Sherwood requests input from parents and guardians, teachers, and staff via an annual Community Survey. Students give input with a Student Survey. The draft attached here was created from survey input, data from the CDE Dashboard, local data, input from the focus group, and input given at the Regular Meeting of the Board of Directors on May 20, 2021.

ACTION REQUESTED

Adopt LCAP.

Attachment: DRAFT LCAP 2021-2022

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sherwood Montessori

CDS Code: 04614240121475

School Year: 2021-22

LEA contact information:

Michelle Yezbick

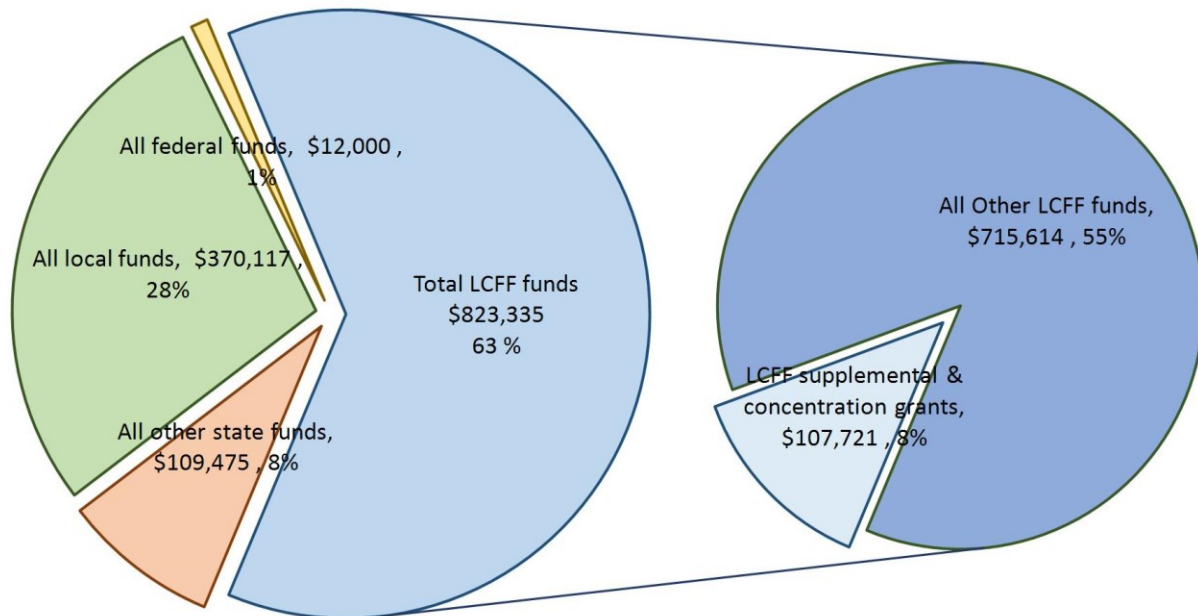
Director

(530) 345-6600

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

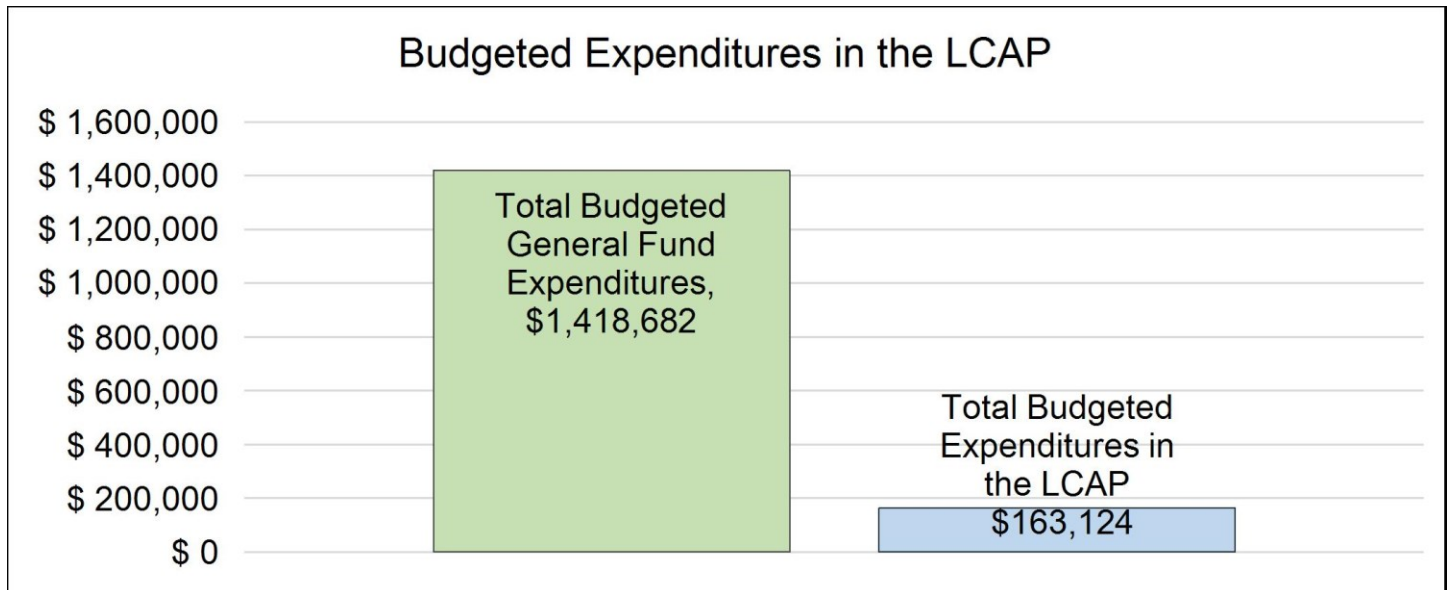


This chart shows the total general purpose revenue Sherwood Montessori expects to receive in the coming year from all sources.

The total revenue projected for Sherwood Montessori is \$1,314,927, of which \$823,335 is Local Control Funding Formula (LCFF), \$109,475 is other state funds, \$370,117 is local funds, and \$12,000 is federal funds. Of the \$823,335 in LCFF Funds, \$107,721 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Sherwood Montessori plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

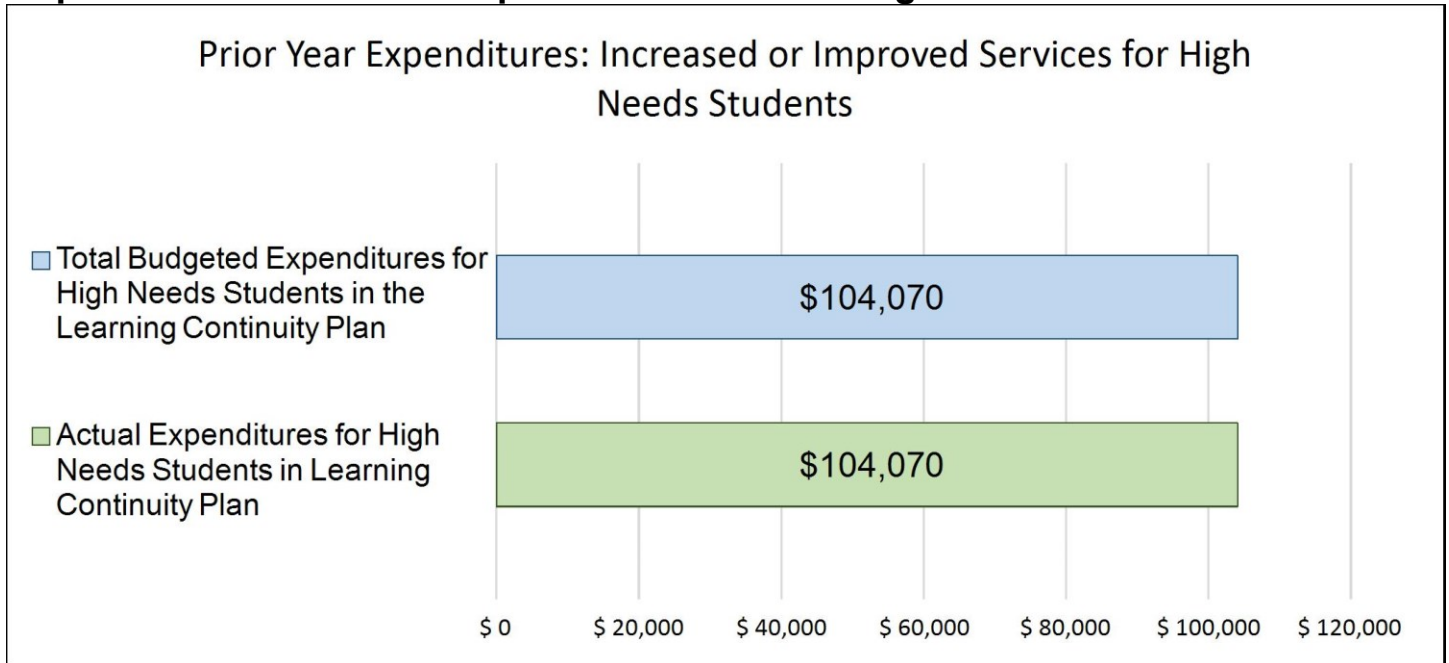
Sherwood Montessori plans to spend \$1,418,682 for the 2021-22 school year. Of that amount, \$163,124 is tied to actions/services in the LCAP and \$1,255,558 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Sherwood Montessori is projecting it will receive \$107,721 based on the enrollment of foster youth, English learner, and low-income students. Sherwood Montessori must describe how it intends to increase or improve services for high needs students in the LCAP. Sherwood Montessori plans to spend \$107,721 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Sherwood Montessori budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Sherwood Montessori estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Sherwood Montessori's Learning Continuity Plan budgeted \$104,070 for planned actions to increase or improve services for high needs students. Sherwood Montessori actually spent \$104,070 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Sherwood Montessori	Michelle Yezbick Director	michelle@sherwoodmontessori.org (530) 345-6600

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Personnel files/teachers' credentials</p> <p>19-20 Maintain 100% highly qualified credentialed teachers.</p> <p>Baseline 100% highly qualified credentialed teachers.</p>	<p>Maintained 100% highly qualified credentialed teachers.</p>
<p>Metric/Indicator Materials inventories</p> <p>19-20 Maintain materials in good repair and replace/add to materials as needed.</p>	<p>Some traditional Montessori materials were purchased, especially for the younger students' classrooms where the enrollment was greatest and there were more in-person students. Many individual and consumable versions of the traditional Montessori materials</p>

Expected	Actual
<p>Baseline Materials were maintained or replaced/repared.</p>	<p>were purchased to give students hands-on learning safely without sharing materials.</p>
<p>Metric/Indicator Facilities Inspection Tool</p> <p>19-20 Maintain facilities in good repair. Replace worn PE/ recess equipment.</p> <p>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.</p> <p>Metric/Indicator Local indicator/ CCSS rubric (BCOE developed rubric is now replacing less relevant nationwide tool)</p> <p>19-20 Move from stage 2 to stage 3: Developing awareness to full awareness.</p> <p>Baseline CCSS are implemented and the teacher evaluation system has been aligned to CCSS.</p> <p>Metric/Indicator Local indicator/ school community survey</p> <p>19-20 Retain qualified SST Coordinator to work collaboratively with director, teachers, and parents.</p> <p>Baseline Retained qualified SST Coordinator to work collaboratively with director, teachers, and parents.</p>	<p>Maintained facilities in good repair. PE/recess equipment purchase would have happened in spring, but due to school closure equipment was not purchased.</p> <p>Typically, teachers would engage in analysis of CCSS implementation in a staff meeting in spring. The need to respond to the pandemic shifted all staff meeting time to learning how to provide distance learning and the teachers did not complete the assessment for this goal.</p> <p>The typical school climate survey was not given as we needed to collect survey information from parents about needs to access to distance learning (devices, internet service, support to implement at home).</p>
<p>Baseline .</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to monitor teacher credentials and assignments.	<p>Cost of administrative assistant's time to audit employee files 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$1,250</p> <p>Benefits associated with salary 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$250</p>	<p>Cost of administrative assistant's time to audit employee files 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$1,250</p> <p>Benefits associated with salary 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$250</p>
Teachers will work with director and receive professional development on implementing CCSS with Montessori methods.	<p>Cost of teachers' time to attend professional development 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$7,000</p> <p>Cost of teachers' benefits 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$1,400</p> <p>Cost of director's time to plan and attend professional development 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$3,000</p> <p>Cost of benefits for director's time 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$600</p>	<p>Cost of teachers' time to attend professional development 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$3,320</p> <p>Cost of teachers' benefits 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$825</p> <p>Cost of director's time to plan and attend professional development 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$676</p> <p>Cost of benefits for director's time 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$400</p>
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.	<p>Cost of curriculum materials selectively bought 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$5,000</p>	<p>Cost of curriculum materials selectively bought 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$2,716</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p>	<p>Cost of teachers' time to inventory materials and request needed materials 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$2,000</p> <p>Cost of teachers' benefits associated with action 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$400</p> <p>Cost of directors time associated with action 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$1,500</p> <p>Cost of benefits associated with director's time 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$300</p> <p>Cost of materials for repairing and maintaining facility 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$3,200</p>	<p>Cost of teachers' time to inventory materials and request needed materials 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$665</p> <p>Cost of teachers' benefits associated with action 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$165</p> <p>Cost of directors time associated with action 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$1,449</p> <p>Cost of benefits associated with director's time 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$856</p> <p>Cost of materials for repairing and maintaining facility 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$2,096</p>
<p>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.</p>	<p>Cost of replacing worn recess equipment 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$1,700</p> <p>Time of administrative assistant to order equipment 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$500</p>	<p>Cost of replacing worn recess equipment 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$0</p> <p>Time of administrative assistant to order equipment 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p> <p>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.</p>	<p>Benefits for administrative assistant 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$100</p> <p>Cost of Director of MTSS's time spent with actions on SST program 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$26,780</p> <p>Cost of benefits associated with Director of MTSS's time spent with SST program 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$1,000</p> <p>Cost of teachers' time to attend SST meetings 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$6,000</p> <p>Cost of teachers' benefits associated with action 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$1,200</p>	<p>Benefits for administrative assistant 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$0</p> <p>Cost of Director of MTSS's time spent with actions on SST program 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$24,000</p> <p>Cost of benefits associated with Director of MTSS's time spent with SST program 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$7,452</p> <p>Cost of teachers' time to attend SST meetings 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$4,000</p> <p>Cost of teachers' benefits associated with action 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$1,242</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions/Services that were not implemented because of the school closure went towards responding to the pandemic:

1. Training for staff regarding safety and updates about how the pandemic would be effecting school operations
2. Communication to the parents and community about safety measures the school was taking

3. Communication to the parents and community about school closure and the pandemic as information evolved
4. Training for staff on delivering distance learning
5. Communication to parents and guardians about technology devices available for distance learning
6. Communication to parents and guardians about connectivity
7. Communication to parents and guardians about materials pick up/drop off
8. Purchase of materials to send home during school closure
9. Purchase on online instructional materials and support programs for delivering distance learning
10. Purchase of PPE
11. Time (salaries/benefits) associated with implementing distance learning plans: planning, preparation, and delivery
12. Purchase of devices for teachers, students, and staff to delivery distance learning
13. Cost of increased custodial services

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Until March 2020, actions and services associated with the goal were delivered according to plan. It is not possible to responsibly assess the successes of these efforts with the disruption of data collection.

Besides the obvious challenges posed by the pandemic, a challenge that had been identified was the number of students in need of Tier II and Tier III interventions (Tier II being additional programs and strategies provided to students who require supports in addition to universal supports, and Tier III being services and programs provided as part of a student's Individualized Education Plan for special education). The school was addressing these challenges by:

1. Supporting teachers to implement robust universal supports at Tier I with fidelity and documentation of efforts, including collection of data pre and post-intervention.
2. Professional development for teachers as indicated by data (responding to behavior, PBIS, math instruction).
3. Streamlining SST meetings for students who were continuing in services. Initial and exit meetings continued, but 6-8 week check ins were accomplished via email or brief, in-person meetings where it was shared to team members that services would be continuing as indicated by assessment data.
4. Exploring individualized, technology-based programs that could serve a higher number of students than in-person, small group instruction, such as Moby Max and Read Live. These efforts especially were helpful after school closure.

Goal 2

Provide a positive school climate with authentic opportunities for parent involvement.

2.1 Ensure that parents understand the ways the school communicates with students' families.

2.2 Ensure that parents understand the nature of the Montessori method of education.

2.3 Improve parent involvement and volunteerism.

2.4 Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Local metric/ volunteer tracking system</p> <p>19-20 Volunteer tracking system will show an increase in parent volunteering at/for the school or will maintain an increased level of parent volunteering.</p> <p>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.</p>	<p>Data collection disrupted due to COVID-19.</p>
<p>Metric/Indicator Local metric/ school community survey</p> <p>19-20</p>	<p>Data collection disrupted due to COVID-19.</p>

Expected	Actual
<p>School survey will show that a majority of respondents are satisfied with the way the school approaches parent volunteerism and parent involvement.</p> <p>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.</p> <p>Metric/Indicator Chronic absenteeism rate rate</p> <p>19-20 The chronic absenteeism rate for 2019-2020 will be less than 14.44%</p> <p>Baseline The chronic absenteeism rate for 2018-2019 was 14.44%</p>	<p>Data collection disrupted due to COVID-19.</p>
<p>Metric/Indicator State metric/ suspension rate</p> <p>19-20 Suspension rate will be maintained at 3% or lower for students who are not an imminent danger or threat to other students.</p> <p>Baseline The suspension rate for 2016-2017 was 2.3% as of mid-May, 2017.</p>	<p>Data collection disrupted due to COVID-19.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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</p>	<p>Office staff salary to perform action 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$3,000</p>	<p>Office staff salary to perform action 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$3,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(according to parent preference) system of sending reminders and announcements.	<p>Cost of benefits associated with office staff salary 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$600</p> <p>Partial cost of Parent Square and Schoolwise, the Student Information System (database) that populates Parent Square with student and family information. 5900: Communications General Fund/LCFF Supplemental Funds \$1,000</p>	<p>Cost of benefits associated with office staff salary 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$1,116</p> <p>Partial cost of Parent Square and Schoolwise, the Student Information System (database) that populates Parent Square with student and family information. 5900: Communications General Fund/LCFF Supplemental Funds \$1,000</p>
The value of parent education opportunities will be communicated to the parent community. Child care and refreshments will be provided.	<p>School director's time and child care time 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$4,300</p> <p>Costs associated with school director's time and child care staff time 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$1,090</p> <p>Partial cost of Parent Square and Schoolwise, the Student Information System (database) that populates Parent Square with student and family information 5900: Communications General Fund/LCFF Supplemental Funds \$1,000</p> <p>Cost of refreshments for parent education events 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$500</p>	<p>School director's time and child care time 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$1,000</p> <p>Costs associated with school director's time and child care staff time 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$445</p> <p>Partial cost of Parent Square and Schoolwise, the Student Information System (database) that populates Parent Square with student and family information 5900: Communications General Fund/LCFF Supplemental Funds \$1,000</p> <p>Cost of refreshments for parent education events 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$350</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p>	<p>Cost of school director's time to meet with parent group leaders and work on the volunteer tracking system 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$3,000</p> <p>Costs of benefits associated with school director's time 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$600</p> <p>Partial cost of Parent Square and Schoolwise, the Student Information System (database) that populates Parent Square with student and family information. 5900: Communications General Fund/LCFF Supplemental Funds \$1,000</p>	<p>Cost of school director's time to meet with parent group leaders and work on the volunteer tracking system 2000-2999: Classified Personnel Salaries General Fund/LCFF Supplemental Funds \$1,450</p> <p>Costs of benefits associated with school director's time 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$860</p> <p>Partial cost of Parent Square and Schoolwise, the Student Information System (database) that populates Parent Square with student and family information. 5900: Communications General Fund/LCFF Supplemental Funds \$1,000</p>
<p>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 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.</p>	<p>Cost associated with Director of MTSS time to accomplish action 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$6,000</p> <p>Cost of benefits associated with Director of MTSS time 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$1,200</p> <p>Cost of teacher time to attend SST meetings 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$6,000</p>	<p>Cost associated with Director of MTSS time to accomplish action 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$4,440</p> <p>Cost of benefits associated with Director of MTSS time 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$1,380</p> <p>Cost of teacher time to attend SST meetings 1000-1999: Certificated Personnel Salaries General Fund/LCFF Supplemental Funds \$5,687</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Cost of benefits associated with teacher time 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$1,200 Cost of field trips for the year to promote positive behavior and regular attendance 5000-5999: Services And Other Operating Expenditures General Fund/LCFF Supplemental Funds \$2,000 Cost of supplies for celebrations to promote positive behavior and regular attendance 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$1,000	Cost of benefits associated with teacher time 3000-3999: Employee Benefits General Fund/LCFF Supplemental Funds \$2,110 Cost of field trips for the year to promote positive behavior and regular attendance 5000-5999: Services And Other Operating Expenditures General Fund/LCFF Supplemental Funds \$1,569 Cost of supplies for celebrations to promote positive behavior and regular attendance 4000-4999: Books And Supplies General Fund/LCFF Supplemental Funds \$699
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.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions/Services that were not implemented because of the school closure went towards responding to the pandemic:

1. Training for staff regarding safety and updates about how the pandemic would be effecting school operations
2. Communication to the parents and community about safety measures the school was taking
3. Communication to the parents and community about school closure and the pandemic as information evolved
4. Training for staff on delivering distance learning
5. Communication to parents and guardians about technology devices available for distance learning
6. Communication to parents and guardians about connectivity
7. Communication to parents and guardians about materials pick up/drop off

8. Purchase of materials to send home during school closure
9. Purchase on online instructional materials and support programs for delivering distance learning
10. Purchase of PPE
11. Time (salaries/benefits) associated with implementing distance learning plans: planning, preparation, and delivery
12. Purchase of devices for teachers, students, and staff to delivery distance learning
13. Cost of increased custodial services

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Until March 2020, actions and services associated with the goal were delivered according to plan.

Successes:

1. 100% of parents/guardians were reachable through the Parent Square app.
2. Teachers reported high attendance of parents/guardians at Back to School Night and Parent/Teacher Conferences
3. Volunteer tracking system allowed SMPO to acknowledge parent/guardian volunteers publicly
4. Students with good attendance were acknowledged with certificates for a local ice cream parlor

Challenges:

1. Parent Education events had low attendance

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
<p>Metric/Indicator State metric/CAASPP results</p> <p>19-20 Students with low income will be within two performance levels of all students.</p> <p>Baseline Students with low income are within two performance levels of all students.</p>	<p>The CAASPP was not given due to COVID.</p>
<p>Metric/Indicator Local metric/Attendance rate</p> <p>19-20 Students with low income will show attendance rates above 90%.</p> <p>Baseline Students with low income show attendance rates above 90%.</p>	<p>Attendance rate effected due to COVID.</p>
<p>Metric/Indicator Local metric/school community survey</p> <p>19-20 School survey will show a majority of positive responses to school climate.</p>	<p>Community surveys related to distance learning/devices needed, school climate question was not addressed.</p>

Expected	Actual
<p>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.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The school will provide free or reduced lunch to families that qualify due to low income.</p>	<p>Office staff time to process applications, send in lunch orders 2000-2999: Classified Personnel Salaries Supplemental \$800 Benefits associated with office staff time 3000-3999: Employee Benefits Supplemental \$200</p>	<p>Office staff time to process applications, send in lunch orders 2000-2999: Classified Personnel Salaries Supplemental \$800 Benefits associated with office staff time 3000-3999: Employee Benefits Supplemental \$200</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions/Services that were not implemented because of the school closure went towards responding to the pandemic:

1. Training for staff regarding safety and updates about how the pandemic would be effecting school operations
2. Communication to the parents and community about safety measures the school was taking
3. Communication to the parents and community about school closure and the pandemic as information evolved
4. Training for staff on delivering distance learning
5. Communication to parents and guardians about technology devices available for distance learning
6. Communication to parents and guardians about connectivity
7. Communication to parents and guardians about materials pick up/drop off
8. Purchase of materials to send home during school closure
9. Purchase on online instructional materials and support programs for delivering distance learning
10. Purchase of PPE
11. Time (salaries/benefits) associated with implementing distance learning plans: planning, preparation, and delivery

12. Purchase of devices for teachers, students, and staff to delivery distance learning
13. Cost of increased custodial services

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All students who qualified for free or reduced lunch were provided lunch and breakfast while school was open. School nurse also connected the school to a source for healthy snacks as she observed students coming to the office during the school day hungry and with no snack provided from home.

After the school closure, all students were able to pick up free school breakfast, lunch and supper through Chico Unified School District's Nutrition Services. Sherwood communicated additional benefits available to families who qualified for free and reduced lunch through school announcements.

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
<p>Metric/Indicator Local metric/school community survey</p> <p>19-20 School survey will show a majority of parents satisfied with the way the school approaches parent volunteerism.</p> <p>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.</p>	<p>Community survey shifted to assess needs during distance learning. Question regarding parent volunteerism was not asked.</p>
<p>Metric/Indicator Local metric/attendance rates</p> <p>19-20 Students with low income will show attendance rates above 90%</p> <p>Baseline Students with low income show attendance rates above 90%.</p>	<p>Attendance rates were effected by school closure.</p>
<p>Metric/Indicator Local metric/school community survey</p> <p>19-20</p>	<p>Community surveys related to distance learning/devices needed, school climate question was not addressed.</p>

Expected	Actual
<p>School survey results will show a majority satisfied with the school climate.</p> <p>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.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The school will provide scholarships to students from socioeconomically disadvantaged backgrounds to attend field trips.</p>	<p>Scholarship for field trips 5000-5999: Services And Other Operating Expenditures Supplemental \$2,800</p>	<p>Cost of scholarship for field trips 5000-5999: Services And Other Operating Expenditures Supplemental \$1,569</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions/Services that were not implemented because of the school closure went towards responding to the pandemic:

1. Training for staff regarding safety and updates about how the pandemic would be effecting school operations
2. Communication to the parents and community about safety measures the school was taking
3. Communication to the parents and community about school closure and the pandemic as information evolved
4. Training for staff on delivering distance learning
5. Communication to parents and guardians about technology devices available for distance learning
6. Communication to parents and guardians about connectivity
7. Communication to parents and guardians about materials pick up/drop off
8. Purchase of materials to send home during school closure
9. Purchase on online instructional materials and support programs for delivering distance learning
10. Purchase of PPE
11. Time (salaries/benefits) associated with implementing distance learning plans: planning, preparation, and delivery
12. Purchase of devices for teachers, students, and staff to delivery distance learning

13. Cost of increased custodial services

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All students were given scholarship that needed fees covered to attend all field trips. However, the big field trip at the end of the year for the middle school class to the Shakespeare Festival in Ashland, Oregon was cancelled due to COVID.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Return to school with safety measures in place: outdoor furniture, PPE, outdoor shade structures, disinfectants, hand sanitizer, outdoor hand washing stations, thermometers.	7,139	5,698	Yes
Counseling services for students who show need. Social work intern to provide family support.	10,000	1,152	Yes
Professional Development in: Prioritizing Essential Standards (Montessori and State Standards), SEL, and anti-racist instruction.	10,000	9,815	Yes
Individualized instruction and work assignment based on assessment. Access to distance learning Montessori lessons and assignments using Guidepost Montessori.	30,458	30,900	Yes
SEL Curriculum: Mind Up, SEL Toolbox	2,000	2,715	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

A social work intern to provide family support did happen, but paid counseling services were not implemented this year. A counselor has been hired for 2021-2022.

The cost of SEL curriculum exceeded estimates, but was a priority for student wellness.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The biggest challenge for implementing in-person learning was the fact that many students were remaining in distance learning. Because we are a small Montessori school, it was not feasible to reassign students to different teachers based on in-person or distance learning preferences. Maintaining a hybrid model throughout the year meant that in-person learning was limited to 3 hours per day so the teachers would have time to work with distance learners in the remaining hours. This model was not sustainable as it left no time for teachers to plan or prepare. After two months of the hybrid model, teachers were experiencing extreme stress that in some cases were leading to health problems. The schedule was modified so that all students were on distance learning on Wednesdays, and this gave teachers time to plan and prepare for all students. While it was disappointing to families who had been enjoying the in-person learning five days a week to lose one of the days, the feedback from parents was that they appreciated that the school was taking care of the teachers by making this change. There were three responses in the community survey expressing disappointment in losing the in-person instruction for Wednesdays, one of those also stated they understood the school's reasons for making the decision.

In-person instruction was overwhelmingly successful otherwise. The teachers and students were appreciative of the time they had together, and are very much looking forward to an all day, in-person schedule in the fall. In the community survey responses, only 4 respondents gave input that they would like to continue with distance learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Guidepost Montessori digital platform.	20,000	30,900	Yes
Lease of new Chromebooks	14,748	0	Yes
Updated computers for teachers	5,000	12,395	Yes
Math Shelf for TK-1 students	500	0	Yes
Moby Max for math assessment and differentiated skill building	700	700	Yes
SEL curriculum: Mind Up, SEL Toolbox	2,000	2,715	Yes
Professional development for distance learning platform, programs, and best practices	20,000	13,620	Yes
Read Live for reading intervention during distance learning	690	690	Yes
Hot spots for students with internet connectivity issues	200	620	Yes
Ethernet cable and adapters for teachers and students	700	424	Yes
Montessori materials to send home	10,000	2,447	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

1. Due to high demand, Chromebooks were not available to lease without an unacceptable waiting period that would have delayed student access to distance learning. Instead, Sherwood purchased Chromebooks for students in batches of 3-5 computers at a time from various vendors to expediate getting technology to students. The school spent over \$45,000 in technology to get all students and teachers connected on adequate devices.
2. The need for hot spots was greater than anticipated; actual spending was higher than budgeted funds.

3. The Guidepost Montessori platform was a greater cost than anticipated, however, it provided virtual materials that supplanted costs of sending materials home. This was also more convenient for many families who found it difficult to pick up materials at the school on a weekly basis.
4. Teacher time was limited by the constraints of providing a hybrid program, so the cost of professional development for distance learning was less than expected. Instead of having teachers take training directly, the school director attended trainings and shared relevant, helpful information in weekly or biweekly 1:1 teacher meetings and at teacher professional development or business meetings, each of which took place monthly.
5. Math Shelf, a digital Montessori math program for young learners, was not purchased as teachers of these students found that limiting screen time for this age group was a better choice. The Guidepost Montessori platform had some digital materials, but teachers of students in grades K-2 more often sent home math materials and activities that did not involve technology.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Successes included: frequent communication between school and families via digital announcements and phone calls, staff was flexible regarding their roles and responsibilities and classroom aides helped out in outreach efforts. Flexibility for paper-based learning or digitally-based learning and the use of Guidepost Montessori's content built on the Altitude Learning platform for digital learning were successful in increasing pupil participation and progress. The school's ability to provide devices and hot spots in spite of difficulty finding a bulk source became a success.. Professional development from Montessori educators related to the pandemic and supportive materials was another success. Finally, pupils with unique needs were the first cohort to be welcomed back to in-person learning when guidance was released on how to safely do so in October.

Challenges included: not having our Chromebooks lease fulfilled caused a delay in ordering devices for all. Once it became obvious we would not have a shipment of machines arriving, we still were unable to order the quantity of devices we needed. We provided needed devices by ordering two and three machines at a time from local stores until all students had devices they could connect and work from. It was also challenging to keep some students engaged, although our Attendance Plan was helpful and the model will be continued in the future.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Moby Max	799	799	Yes
Read Live	690	690	Yes
Professional Development	20,000	13,620	Yes
Math Shelf	500	0	Yes
Substitute costs	7,000	5,592	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

1. Cost of professional development was overestimated. Time proved to be a hinderance: with teachers needing more time to plan, less time was available for more professional development. Teachers communicated a preference for time to plan and apply what had been learned over time to attend more professional development.
2. Math Shelf is a tech-based program for the youngest Montessori learners. Teachers and parents shared a strong preference for off-screen learning for this age.
3. In the second half of the year, Sherwood hired a full-time, Montessori trained teacher to fill in for a teacher who was not able to return to in-person learning for the three hours in the morning when in-person learning was happening. This teacher was able to fill in as a roving sub when needed, keeping costs down. The total cost of hiring this teacher was \$36,826.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes: implementing and refining the Attendance Plan helped to get students engaged and learning. Direct contact from teachers to parents to clarify expectations and help problem-solve glitches was often the element most helpful. Establishing routines was also important, assessment data showed the greatest gain in learning between the middle of the school year and the end. Welcoming learners back to campus as early as October was another success. While half of California's students are still not back for in-person instruction, Sherwood had students coming to campus under the cohort model in October. Following that, youngest learners were welcomed back the week of November 9th, grades 1-3 started November 16th, grades 4-6 started on November 30th, and grades 7-8 started back on December 7th. Some students remained in distance learning for the remainder of the year.

Challenges: Keeping students engaged who remained in distance learning was the most challenging aspect of addressing learning loss. While all families did the best they could, some were unable to do all they wished they could because of work obligations or comfort level with technology.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Sherwood Montessori prioritized the mental health and social emotional well-being of students and staff during the school year. A plan described in the Learning Continuity and Attendance Plan was successful with the following:

Professional development for staff included support for Tier 1 (Whole school safety and prevention, community and family engagement and supports, staff wellness, classroom strategies), Tier 2 (Early and targeted intervention for students/staff) and Tier 3 (intensive services provided in Individualized Education Plans) supports. Those included:

Tier 1:

Sherwood teachers and staff promoted a collaborative, supportive, respectful workplace environment.

Sherwood teachers established a culture of respect and Grace and Courtesy by utilizing Positive Behavior Interventions and Supports (PBIS) that were established in prior years.

Social Emotional Learning curriculum was implemented including materials from Second Step, Mind Up, and SEL Toolbox programs. Teachers and staff utilized strategies learned in professional development on the topic of trauma: frequent, positive interactions with students and colleagues; established the expectation for students and staff to regulate as needed; took a collaborative approach to problem-solving with students and adults; gave energized, positive regard to positive choices and behaviors and responded to negative choices and behaviors without emotive charge.

Tier 2:

Check in Check out systems established for students struggling to meet behavioral expectations or students who would benefit from emotional support

Student Study Team meetings were held for students who appeared to have behavioral or emotionally needs that were disrupting their learning

Tier 3:

Services determined through assessment process included Behavior Improvement Plans (BIPs) and Educationally Related Mental Health services Services (ERMHS), and Language and Speech services

The biggest challenge of the plan was not being able to serve students in person while that was not an option. While teachers and staff did their best to keep class meetings engaging, we discovered nothing replaces face to face interactions for building relationships and resiliency. It was also not possible to utilize support from Marriage and Family Therapy Interns and Masters of Social Work Interns. These programs were not available as the school year began. We were able to utilize the support from a Bachelor of Social Work intern, who worked remotely with students and families. The intern provided SEL lessons and a virtual recess for students and contacted families when students were absent or unengaged to problem solve and offer supportive solutions (tech support or devices, clarification of expectations, alternative assignments when screen time was an issue, etc.)

In the second half of the year, Sherwood hired a full-time, Montessori trained teacher to fill in for a teacher who was not able to return to in-person learning for the three hours in the morning when in-person learning was happening. This teacher also supported lower elementary teachers (grades 1-3) support at-home learners who were proving difficult to reach. The hybrid schedule with teachers trying to manage in-person learning for three hours daily and also support students who were remaining in distance learning was extremely difficult for teachers, and in January after the winter break, Wednesdays went to distance learning for all students to support teachers' mental wellness by providing time for them to prepare for instruction for all. This also had an effect on student wellness as this was a day where all students were on the same model, and special digital events and lessons were planned with this in mind.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Challenges included: keeping students and families engaged as the pandemic continued, specifically for some of the students and families who remained in distance learning.

A success was the implementation of the Attendance Plan:

Teachers recorded daily attendance through the Schoolwise school information system. Students/families were considered present for a school day if they did any of the following:

- attended a live, synchronous instruction event via technology
- watched a recorded, asynchronous instruction event via technology
- connected with teacher or other school staff via telephone, email or text
- turned in completed work

If a student was absent 60% of the week (3 days) some or all of the following interventions took place:

Tier 1 (First time student is absent 60% of the week)

- Notification of absences by Office Manager or designee
- Confirmed contact information
- Resolved issue causing absence (Tier 1 roadblocks: tech or connectivity issue, clarification of schedule, clarification of expectations)

If a student continued to have absences, Tier 2 interventions were put in place:

Tier 2 (Student has been through Tier 1 interventions and has been absent 60% of another week, or 4 times in a week, or 5 times in a month)

- Outreach via phone and email contact by our Attendance and Resource Coordinating Intern (ARC Intern)

- Review of strategies that were put in place at Tier 1 to resolve absences
- Determination if there were new issues causing roadblocks
- Identification of resources to address roadblocks from community organizations or school-related resources
- A follow up letter was sent

If a student continued to have absences after the Tier 2 interventions were put in place, Tier 3 interventions were utilized:

Tier 3 (Student has been through Tier 2 and is absent 60% of another week, or is absent 5 times in a week, or is absent more than 12 times in a month)

- Outreach via phone and email contact by ARC Intern (Attendance Resource Coordinator, a role filled by our BSW Intern from California State University, Chico)
- Review strategies that were put in place at Tiers 1 & 2
- Determine if there are new issues causing roadblocks
- Identify resources to address roadblocks from community organizations or school-related resources
- If there is no contact made with phone or email, a certified letter will be sent to the student's address
- Home visit if possible (social distancing, only if safe)
- Wellness check request if student may be in a dangerous situation

This attendance plan proved successful, and was refined over time. It will be utilized in the future.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Chico Unified School District provided breakfast and lunch meals throughout the pandemic to all Chico area children. Although the meals were limited in variety due to safety restrictions (hot meals were not served, packaged cold meals were available), nutrition was provided consistently throughout the school year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Learning Loss	Once we are able to safely to do, teachers will be given the opportunity to assess students in small group and one on one settings. Five days of substitute teacher time will give classroom teachers time to assess where each student is in their academic skills and in what areas learning loss may have occurred.	7,000	6,000	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

End of year assessments will be conducted in the final weeks of school. At this time, the total cost spent on subs comes to \$5,592. In the second half of the year, Sherwood hired a full-time, Montessori trained teacher to fill in for a teacher who was not able to return to in-person learning for the three hours in the morning when in-person learning was happening. This teacher was able to fill in as a roving sub when needed, keeping costs down. The total cost of hiring this teacher was \$36,826.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The vast majority of stakeholders are looking forward to the return to in-person instruction. Keeping distance learners and in-person learners assigned to the same teacher, the hybrid model, proved to be the greatest roadblock to being able to provide a full day of instruction for either group. Going into the 2021-2022 school year, one teacher will be provided to facilitate distance learning for the small number of students (4) whose parents indicated interest in continuing in distance learning. A contract outlining clear expectations for teachers, students and parents will be a condition of the program, and students will be offered in-person learning as an alternative if the expectations are not met.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The school will be hiring a full-time Director of Multi-Tiered System of Supports (MTSS) for the 2021-2022 school year. Small class sizes will be maintained at all grade levels, with each teacher continuing to have support from an instructional aide. Free tutoring will be offered after school for all students.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The goal of providing scholarship for low-income students to attend field trips was the biggest substantive difference between plans made and implemented for the increased or improved services requirement. The middle school trip to visit the Shakespeare Festival in Ashland, Oregon was cancelled. We look forward to offering this trip in the 2021-2022 school year, giving students a chance to not only enjoy Shakespeare and attend drama workshops, but also stay on a college campus in a dormitory and picture themselves as university scholars.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Data from the Dashboard indicates that an area of need is to improve CAASPP test results, especially in the area of mathematics and especially for students from socioeconomically disadvantaged families. In 2019, students in the socioeconomically disadvantaged cohort scored red on the Dashboard falling 124.3 points below standard. Students in the white cohort remained at orange, but their scores also fell to 75.1 points below standard.

In 2019, Sherwood's indicator for chronic absenteeism went from red to orange, however, our Hispanic subgroup was in red with 25% of 32 students being chronically absent while our White subgroup was in green with only 9.9% of 101 students chronically absent. This disparity between the two groups speaks to the need for the school to address inclusivity for all students. A program to promote the State's Seal of Biliteracy at an early age with a Sherwood Montessori Bilingual Scholars program will launch in the 2020-2021 school year.

The three-tiered attendance program developed for the 2020-2021 LCP was successful, and will continue into the future. The program included weekly meetings of office staff to identify supports needed for regular attendance.

English Language Arts (ELA) as measured by CAASPP summative assessment scores is another area reported in 2019 as orange on the state's Dashboard. In this area, students with socioeconomic disadvantage scored 63 points below standard (orange) while White students grew 3.5 points to 16.6 points below standard (yellow). Sherwood will provide free tutoring and child care for students from lower income families as well as free lunch and scholarship for field trips as additional services to directly address the disparity in academic outcomes for this subgroup.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	100,470.00	81,037.00
General Fund/LCFF Supplemental Funds	96,670.00	78,468.00
Supplemental	3,800.00	2,569.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	100,470.00	81,037.00
1000-1999: Certificated Personnel Salaries	27,000.00	14,112.00
2000-2999: Classified Personnel Salaries	44,130.00	37,625.00
3000-3999: Employee Benefits	10,140.00	17,301.00
4000-4999: Books And Supplies	11,400.00	5,861.00
5000-5999: Services And Other Operating Expenditures	4,800.00	3,138.00
5900: Communications	3,000.00	3,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	100,470.00	81,037.00
1000-1999: Certificated Personnel Salaries	General Fund/LCFF Supplemental Funds	27,000.00	14,112.00
2000-2999: Classified Personnel Salaries	General Fund/LCFF Supplemental Funds	43,330.00	36,825.00
2000-2999: Classified Personnel Salaries	Supplemental	800.00	800.00
3000-3999: Employee Benefits	General Fund/LCFF Supplemental Funds	9,940.00	17,101.00
3000-3999: Employee Benefits	Supplemental	200.00	200.00
4000-4999: Books And Supplies	General Fund/LCFF Supplemental Funds	11,400.00	5,861.00
5000-5999: Services And Other Operating Expenditures	General Fund/LCFF Supplemental Funds	2,000.00	1,569.00
5000-5999: Services And Other Operating Expenditures	Supplemental	2,800.00	1,569.00
5900: Communications	General Fund/LCFF Supplemental Funds	3,000.00	3,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	63,180.00	51,362.00
Goal 2	33,490.00	27,106.00
Goal 3	1,000.00	1,000.00
Goal 4	2,800.00	1,569.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$59,597.00	\$50,280.00
Distance Learning Program	\$74,538.00	\$64,511.00
Pupil Learning Loss	\$28,989.00	\$20,701.00
Additional Actions and Plan Requirements	\$7,000.00	\$6,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$170,124.00	\$141,492.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$59,597.00	\$50,280.00
Distance Learning Program	\$74,538.00	\$64,511.00
Pupil Learning Loss	\$28,989.00	\$20,701.00
Additional Actions and Plan Requirements	\$7,000.00	\$6,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$170,124.00	\$141,492.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sherwood Montessori	Michelle Yezbick Director	michelle@sherwoodmontessori.org (530) 345-6600

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The mission of Sherwood Montessori is to educate TK-8 students of the greater Chico area by providing Montessori education within the context of mutual respect and joy. The focus of the education is 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 serves 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 focuses on educating the whole child intellectually, physically, and psychologically. The methodology used develops a firm foundation for the students, and emphasizes ethics, initiative, persistence, and self-confidence.

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

Sherwood currently serves 128 students with multi-age groups. We have two classrooms with learners ages 4-7 (one TK/K class and one K/1st class), two classrooms with learners 6-9 years old (1st/2nd/3rd), two classrooms with learners 9-12 years old (4th/5th/6th), and one classroom with 12-14 year old learners (7th/8th). A Learning Center classroom serves students from all grades with specialized academic needs.

The main campus of Sherwood Montessori is located on the north side of Chapman Elementary campus, with an auxiliary campus located at 1010 Cleveland Ave. The main campus includes eight classrooms and an office; 20th Street Park connects the two campuses. Through funds available from the Measure K bond, Sherwood has been able to complete a construction project to install two classrooms at the 1010 site. One classroom is used primarily for a science and art lab and the other is a school library. A future project will involve a third, larger classroom that will include a separate space for a teaching kitchen. Once this project is finished, the school can move forward on setting up additional gardening beds for its cooking and gardening program.

This LCAP also serves as the school's School Plan for Student Achievement (SPSA) with Title 1 funds herein accounted for. The process used to create this plan satisfies all requirements for creating a SPSA under Title 1.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Sherwood's LCAP has remained focused on a small number of measurable, attainable goals with clear steps toward accomplishing them. The 2021-2022 plan will maintain this basic structure, with changes made in response to data collected for the 2019-2020 and 2020-2021 school years. Community survey results indicate that the greatest gains were made in parents/guardians and community members perceptions in the school's approach to discipline and conflict resolution, up 25% from 2019 with 84% of respondents satisfied or very satisfied in 2021. The second greatest gain was regarding parents/guardians and community members perceptions of the support given to struggling learners, which increased from 63% reporting they were satisfied or very satisfied in 2019 to 77% in 2021. Finally, the school climate in general had positive gains from 77% reporting satisfied or very satisfied in 2019 to 87% of respondents reporting satisfied or very satisfied in 2021.

Analysis of the changes in Sherwood's Dashboard between the last two complete data collection years, between 2017-2018 and 2018-2019, saw success in the drop in rates for suspension. For suspension rates, the school went from red (5.9% of students suspended) in 2017-2018 to green in 2018-2019 (2.8%).

Themes from the narrative responses to the Community Survey revealed that relationships are valued by our parents, guardians and community members. Responses named teachers and staff who were helpful and who worked hard during a challenging school year to provide a Montessori education in a distance learning model. Responses that showed a yearning for school activities that were enjoyed in the past but were not available during the pandemic give indication of what has been successful and we look forward to offering in the 2021-2022 school year, including: full-day in-person learning, child care available before and after school, and a return to learning in a real classroom with minimal time spent on screens. There were also comments supporting the return of cooking, music and art classes as well as early intervention and tutoring.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Data from the Dashboard indicates that an area of need is to improve CAASPP test results, especially in the area of mathematics and especially for students from socioeconomically disadvantaged families. Sherwood's color for math on the Dashboard has remained orange from data collected in 2017, 2018, and 2019, but the scores have been decreasing rather than increasing. In 2017 the only subgroup large

enough to report on was white, and the group was 8.3 points from standard with yellow for the Dashboard color. In 2018, there were enough students from socioeconomically disadvantaged families to appear as a subgroup on the Dashboard, and the score was orange with 61.3 points below standard. Since 2018, the number and proportion of socioeconomically disadvantaged students has increased. White students were also orange with 48.7 points below standard. In 2019, students in the socioeconomically disadvantaged cohort scored red on the Dashboard falling 124.3 points below standard. Students in the white cohort remained at orange, but their scores also fell to 75.1 points below standard.

In 2019, Sherwood's indicator for chronic absenteeism went from red to orange, however, our Hispanic subgroup was in red with 25% of 32 students being chronically absent while our White subgroup was in green with only 9.9% of 101 students chronically absent. This disparity between the two groups speaks to the need for the school to address inclusivity for all students. A program to promote the State's Seal of Biliteracy at an early age with a Sherwood Montessori Bilingual Scholars program will launch in the 2020-2021 school year.

English Language Arts (ELA) as measured by CAASPP summative assessment scores is another area reported in 2019 as orange on the state's Dashboard. In this area, students with socioeconomic disadvantage scored 63 points below standard (orange) while White students grew 3.5 points to 16.6 points below standard (yellow). Sherwood will provide free tutoring and child care for students from lower income families as well as free lunch and scholarship for field trips as additional services to directly address the disparity in academic outcomes for this subgroup.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

After a challenging year, our annual Community Survey results showed that the majority of stakeholders (77% or greater) reported being satisfied or very satisfied in the following areas: School Climate in General, Teachers at Sherwood, Curriculum, in Terms of Montessori Authenticity, Support Given to Struggling Learners, Level of Academic Challenge, and the School's Approach to Discipline and Conflict Resolution, Students' Emotional Well-Being at School, and School Climate in Terms of Respectfulness and Inclusivity. This year saw the greatest number of respondents to our community survey since 2014.

For responses related specifically to the pandemic, the majority of stakeholders (73% or greater) reported being satisfied or very satisfied in the following areas: Sherwood's Response to Safety During the Pandemic, Learning Materials Provided During Distance Learning, Support for Emotional Well-Being During Distance Learning, Technology Provided by the School, Online Programming Provided, Communication from the Office, and Communication from the Classroom. 87% of parents responded that they would send their child to school for full time in-person learning in the 2021-2022 school year, 81% expressed interest in a free tutoring program, and 66% expressed interest in free or affordable child care.

Narrative responses included a theme of longing for the return of normal, in-person instruction with enrichment activities that were enjoyed by the students and community in the past: music, gardening, PE, older students working with younger students, cooking and after school

programs were named. Concerns about the need for intervention services for supporting students who have fallen behind during distance learning were also expressed.

Use of technology to share surveys, to communicate with parents, and to record and share meetings that could be viewed at a later time were some of the improvements made to soliciting this feedback. Sherwood plans to build on this success and make intentional efforts to include families from linguistically, culturally, and economically diverse backgrounds. This plan describes some of the ways this work will happen in the 2021-2022 school year.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Sherwood is not eligible for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Recruitment for the LCAP Focus Group was published in the school announcements dated March 4, March 11, March 25, April 1, and April 8, 2021. Announcements are received by all parents, staff, and teachers as well as interested community members, in email or text or both according to subscriber's choice.

The teachers' meetings on March 9th, April 8th, and May 13th had items relating to the LCAP, including invitation to join the LCAP Focus Group, presentation of Student Surveys, and evaluation of implementation of State Standards. Teachers also had weekly or biweekly meetings with the School Director throughout the school year in which input could be given on a 1:1 basis.

The Sherwood Community Survey was sent out on March 29, 2021 and was available through April 25, 2021. Invitations and reminders to complete the survey were included in the school announcements on March 29, April 1, April 8, April 15 and April 22. Paper flyers were handed out to parent by the school's administrative assistant to parents at pick up time on last day of school before the survey would close on April 25. 62 Sherwood community members (parents, teachers, staff, family members, community members) responded to the survey, the largest number of responses the school has received on such a survey. Student surveys were also filled by Sherwood's students.

On May 13, a Town Hall/Information Meeting was held via Zoom to share plans for the 2021-2022 school year and solicit feedback from stakeholders. The meeting was recorded to send to all families as well as corresponding information slide presentations. Finally, the Zoom recording and slide presentations were posted on the school's homepage for potential future families to access, as well as any interested community member.

The LCAP Focus Group met on April 29, 2021 and on May 10, 2021 and looked at progress made on LCAP goals as measured by the data collected. Actions and goals were examined in light of the data and decisions regarding changes to present in the draft of the LCAP at the May meeting of the Board of Directors. At the May meeting, the draft was presented and feedback was considered for the final draft which was adopted at the Regular June meeting on June 17, 2021.

A summary of the feedback provided by specific stakeholder groups.

Students-Student Survey data showed that students appreciate their school and are happy to back in person. Although the average of responses in questions indicated high agreement for statements such as "I am happy to be a student at this school" and "The rules are fair and easy to understand" the relatively lower responses were given for "The school helps students resolve conflicts with each other" and "I get to do interesting activities at school".

Parents and guardians-Feedback from parents and guardians was solicited throughout the year well ahead of LCAP planning and writing as the pandemic required two-way communication as the situation changed over time. In late summer and approaching school opening, there was a 50/50 split in the parent community with about half wanting in-person learning and about half wanting distance learning. Some of the

parents who wanted in-person learning also expressed not wanting to be required to follow health guidelines, especially in terms of masking but also in terms of social distancing.

Community members-The wider community expressed polarized concerns and desires. On one hand were people who wanted to place safety as the top priority and felt that distance learning should continue as long as the virus was active. For this group, once in-person learning began social distancing, face coverings, and disinfecting the environment were a top concern. On the other hand were people who felt the virus posed little threat and wanted a return to full day in-person learning with little or no health guidance requirements.

Teachers and staff-A strong desire to return to full time in-person learning was a theme that emerged from input from this stakeholder group, especially in terms of supporting students' academic and social-emotional development. Teachers and staff longed for more time with the students to enjoy all that comes with a full day: the social learning that happens with lunch and recess, the engagement that comes from being able to choose freely from all areas of the curriculum, and the deeper learning that occurs when students are able to collaborate with one another. As the year's end approached and health guidance allowed for more interaction, the benefits of what had been restricted were apparent.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

In the 2021-2022 school year, Sherwood will offer full day, in-person learning five days a week. Child care will be provided before and after school for free or low cost. Free tutoring after school will be offered to all students. Feedback from parents and guardians and teachers and staff influenced these decisions.

Social emotional supports will be in place with: a counselor, a school psychologist, the Second Step and Steps to Respect programs, Nurtured Heart Approach responses to behavior as well as other positive responses to behavior, a schoolwide Positive Behavior Interventions and Supports (PBIS), SEL Toolbox curriculum, Montessori Grace & Courtesy curriculum MFT interns (if available), and Restorative Conferences/Restorative Justice programs. Student survey results that rated support for resolving conflicts as well as feedback from teachers influenced the inclusion of Restorative Conferences/Restorative Justice programs as well as the other SEL curricula.

Distance learning will be offered for families who need the program, but with clarified and raised expectations for students, parents and teachers outlined in a Parent Contract for Distance Learning. Inclusion of this aspect of the LCAP is based on teacher input.

Accelerated learning will be facilitated by having smaller class sizes with a teacher's aide in each classroom and a Director of MTSS to ensure fidelity to prescribed interventions. A teachers as trainers will ensure that all of the teaching faculty have access to learning that teachers are pursuing in professional development on using Montessori methods to address dyslexia and Montessori methods to accelerate early literacy in grades K-3. These aspects were influenced by parent and teacher input that referred to concerns about learning loss.

Goals and Actions

Goal

Goal #	Description
1	<p>Broad Goal: Provide an equitable learning environment with high quality, authentic Montessori instruction, curriculum aligned to Common Core State Standards, a broad range of traditional Montessori materials, highly-qualified teachers, and a facility in good repair.</p> <p>Focus Goals:</p> <p>1.1: Provide highly qualified teachers for all students.</p> <p>1.2: Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).</p> <p>1.3: Provide a broad range of Montessori materials.</p> <p>1.4: Provide a facility in good repair and maintain recess equipment.</p> <p>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.</p>

An explanation of why the LEA has developed this goal.

The Broad Goal here covers the State Priority 1: Basic Conditions for Learning.

A rationale for each Focus Goal is provided below:

1.1 The quality of the instruction students receive directly impacts their learning experiences and academic outcomes.

1.2 An effective curriculum increases students' understanding about the world around them and provides them with knowledge and skills necessary for success in the 21st century.

1.3 All public school students must be provided with equal access to instructional materials.

1.4 All public school students must be provided with safe and decent school facilities. Recess equipment is an important part of the school environment, as expressed by Sherwood students in the Student Survey.

1.5 Instructional strategies such as effective use of targeted direct instruction, scaffolding and modeling, monitoring student learning, and two-way feedback among students and teachers are associated with improved student achievement. The SST process addresses these and results in a plan formed with communication and analysis of data.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Personnel files/teachers' credentials	100% highly qualified credentialed teachers				100% highly qualified credentialed teachers
CAASPP Scores	33.4 Points Below Standard for ELA 90 Points Below Standard for math				20 Points Below Standard for ELA 60 Points Below Standard for math
Montessori Materials Inventories	Materials are in good repair, some classrooms need replacement materials				All classrooms have a broad range of materials for the grade levels served.
Facilities Inspection Tool	Roof leaks in restroom and 1010 Cleveland classrooms; recess & PE equipment recently replenished				Facility in good repair; PE and recess equipment maintained
Local indicator/School Community Survey	77% of results Satisfied or Very Satisfied with Support Given to Struggling Learners				80% Satisfied or Very Satisfied with Support Given to Struggling Learners

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide highly qualified teachers for all students.	Highly qualified teachers will hold the appropriate credentials for their assignments.	\$1,500.00	No
2	Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	Sherwood will implement Montessori instruction aligned with state board adopted academic content and performance standards for all students.	\$16,680.00	No
3	Provide a broad range of Montessori materials.	All students in the school will have sufficient access to the standards-aligned instructional materials that are congruent with Sherwood's Montessori mission.	\$8,000.00	No
4	Provide a facility in good repair and maintain recess equipment.	It is a basic service for a school to provide a facility in good repair. Input from students indicate that they value playground equipment.	\$7,700.00	No
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.		\$48,200.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	<p>Provide a positive school climate with authentic opportunities for parent involvement.</p> <p>2.1 Ensure that parents understand the ways the school communicates with students' families.</p> <p>2.2 Ensure that parents understand the nature of the Montessori method of education.</p> <p>2.3 Improve parent involvement and volunteerism.</p> <p>2.4 Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.</p> <p>2.5 Launch Sherwood Montessori Bilingual Scholars program.</p>

An explanation of why the LEA has developed this goal.

Most of these goals are ongoing, maintenance goals. One exception is 2.5 Launch Sherwood Montessori Bilingual Scholars program which has been developed in response to the lower attendance rate for Hispanic students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local metric/Parent Square	100% parents contactable				100% parents contactable
Local metric/Community Survey Results	78% Satisfied or Very Satisfied with Opportunities the School has Extended to Learn about the Montessori Approach to Education				80% Satisfied or Very Satisfied with Opportunities the School has Extended to Learn about the Montessori Approach to Education
Local metric/Parent Volunteer Tracking System	20% of parents met or exceeded 50 volunteer hours per year				30% of parents meet or exceed 50 volunteer hours per year
Chronic absenteeism rate	14.44% Chronic Absenteeism Rate				10% Chronic Absenteeism Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism rate: Subgroup Hispanic	25% Hispanic Chronically Absent				10% Hispanic Chronically Absent
Decreased or maintained suspension rate	2.8% suspension rate				2.8% suspension rate or lower

Actions

Action #	Title	Description	Total Funds	Contributing
1	Ensure that parents understand the ways the school communicates with students' families.	All parents will be enrolled in Parent Square with current contact information and preferences indicated for email, text or both as well as a current phone number with which to receive robocalls from the school.	\$4,600.00	No
2	Ensure that parents understand the nature of the Montessori method of education.	Parents will have opportunities to learn about Montessori education.	\$4,650.00	No
3	Improve parent involvement and volunteerism.	The school will provide opportunities for parents to become involved in their children's education and volunteer for the school.	\$2,800.00	No
4	Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.	The school will promote regular attendance through the PBIS program and through outreach efforts to educate families on the importance of regular attendance. The school will launch the Sherwood Bilingual Scholars program to prepare students to earn the State Seal of Biliteracy.	\$15,600.00	No

Action #	Title	Description	Total Funds	Contributing
5	Launch Sherwood Montessori Bilingual Scholars program.		\$6,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Socioeconomically disadvantaged students will have access to free or reduced lunch, free after school tutoring, and free child care before and after school.

An explanation of why the LEA has developed this goal.

Actions associated with this goal are in response to metrics from the state Dashboard showing lower scores for students from lower income backgrounds in CAASPP testing.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP scores	ELA 63 points below standard Math 124.3 points below standard				ELA 40 points below standard Math 90 points below standard

Actions

Action #	Title	Description	Total Funds	Contributing
1	Socioeconomically disadvantaged students will have access to free or reduced lunch.	Students will have access to free breakfast and lunch through Chico Unified Nutrition Services.	\$1,100.00	Yes
2	Socioeconomically disadvantaged students will have	Students will have access to free tutoring after school as described in our Extended Learning Plan.	\$12,240.00	Yes

Action #	Title	Description	Total Funds	Contributing
	access to free after school tutoring.			
3	Socioeconomically disadvantaged students will have access to free child care before and after school.	Students from lower income backgrounds will have access to free child care.	\$12,240.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Socioeconomically disadvantaged students will have access to scholarships to attend field trips.

An explanation of why the LEA has developed this goal.

This goal is ongoing/a maintenance goal based on feedback from the community indicating appreciation for financial support for all students to attend all field trips.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local measures/Community Survey Results & Student Surveys	The majority of students agree or strongly agree that they are happy to be students at the school. Teachers give feedback about the importance of field trips and inclusion of all students.				The majority of students will agree or strongly agree that they are happy to be students at the school. Teachers will give feedback about the importance of field trips and inclusion of all students.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Socioeconomically disadvantaged students will have access to scholarships to attend field trips.	All student fees will be covered by the school for families that can't afford to contribute, including end of year middle school overnight trips to Ashland/Shakespeare Festival or Environmental Camp.	\$4,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.54%	\$130,648

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For the 2021-22 school year, Sherwood Montessori projects an enrollment of 135 students, 80 of which will be low income, foster youth or English learners. We will be using our 2019-2020 ADA for funding purposes, resulting in an unduplicated pupil percentage of 59.25%. Using the calculator provided by FCMAT and this enrollment information we estimate the additional Supplemental and Concentration Grant funding for 2020-21 to be \$130,648.

Anticipated total spending is \$165,435. A description of this spending is as follows:

\$38,000 in salaries and benefits to a Director of Multi-Tiered System of Support for work on goals 1 and 2.

\$13,900 for salaries and benefits of office staff to accomplish the tasks described in goals 1, 2, and 3.

\$4,000 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.

\$15,000 in teachers' salaries and benefits for work in SST meetings for goal 1 and \$48,200 in Director of MTSS salary and benefits for the same.

\$11,840 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, including bilingual scholars seeking to earn the State's Seal of Biliteracy upon high school graduation.

\$8,200 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.

\$2,000 in recess equipment.

\$3,200 in materials to improve facilities.

\$8,590 in teachers' salaries and benefits and \$8,090 in directors' salary and benefits for time to analyze data to determine the effectiveness of implementation of CCSS and for professional development in implementing CCSS.

\$3,000 in teachers' salaries and benefits towards goal to inventory the Montessori materials and identify any needs.

\$6,000 in contracted services to address goals related to communication with parents, parent education, parent volunteerism, and chronic truancy.

\$2,500 in materials to address the goals of improved attendance and parent education.

\$25,115 in salaries and benefits for child care benefits and salaries to provide free child care and tutoring as described in goal 4 and to provide child care to parents during parent education events.

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 10.54% through goals 3 and 4.

For the 2021-2022 school year, Sherwood's proportionality percentage of 10.54% results in a 2021-22 school year estimated Supplemental and Concentration Grant funding amount of \$130,648.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

All funds allocated to improving services for foster youth, English learners, and low-income students will be spent on goals described within this plan. Relevant goals include actions to improve attendance and academic achievement.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$68,585.00	\$24,480.00		\$52,245.00	\$145,310.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$122,610.00	\$22,700.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	Provide highly qualified teachers for all students.	\$1,500.00				\$1,500.00
1	2	All	Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	\$12,635.00			\$4,045.00	\$16,680.00
1	3	All	Provide a broad range of Montessori materials.	\$8,000.00				\$8,000.00
1	4	All	Provide a facility in good repair and maintain recess equipment.	\$7,700.00				\$7,700.00
1	5	All Students with Disabilities	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.				\$48,200.00	\$48,200.00
2	1	All	Ensure that parents understand the ways the school communicates with students' families.	\$4,600.00				\$4,600.00
2	2	All	Ensure that parents understand the nature of the Montessori method of education.	\$4,650.00				\$4,650.00
2	3	All	Improve parent involvement and volunteerism.	\$2,800.00				\$2,800.00
2	4	All	Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.	\$15,600.00				\$15,600.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	English Learners	Launch Sherwood Montessori Bilingual Scholars program.	\$6,000.00				\$6,000.00
3	1	Low Income	Socioeconomically disadvantaged students will have access to free or reduced lunch.	\$1,100.00				\$1,100.00
3	2	Low Income	Socioeconomically disadvantaged students will have access to free after school tutoring.		\$12,240.00			\$12,240.00
3	3	Low Income	Socioeconomically disadvantaged students will have access to free child care before and after school.		\$12,240.00			\$12,240.00
4	1	Low Income	Socioeconomically disadvantaged students will have access to scholarships to attend field trips.	\$4,000.00				\$4,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$11,100.00	\$35,580.00
LEA-wide Total:	\$11,100.00	\$35,580.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	5	Launch Sherwood Montessori Bilingual Scholars program.	LEA-wide	English Learners		\$6,000.00	\$6,000.00
3	1	Socioeconomically disadvantaged students will have access to free or reduced lunch.	LEA-wide	Low Income		\$1,100.00	\$1,100.00
3	2	Socioeconomically disadvantaged students will have access to free after school tutoring.	LEA-wide	Low Income			\$12,240.00
3	3	Socioeconomically disadvantaged students will have access to free child care before and after school.	LEA-wide	Low Income			\$12,240.00
4	1	Socioeconomically disadvantaged students will have access to scholarships to attend field trips.	LEA-wide	Low Income		\$4,000.00	\$4,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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 has or will support 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is 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.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Proposed Change to Sherwood BOD Bylaws regarding Elections

Rationale: The current election schedule falls at the end of the academic year and it has been a challenge to find new Board members as well as hold elections. The proposed change will move the election to the Fall with the hopes to engage more community members. This will extend the service through the summer; however, that is typically a low activity period.

Changes:

SECTION 2. SELECTION

The Board of Directors will be selected in the following way:

1. An Elections Committee, appointed by the Board of Directors **at a meeting in August**, 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** **September**. 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~~ **October** meeting.