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

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School
School Contact Information (School Year 2018-19)

School Information	
School Name	Sherwood Montessori
Street	1010 Cleveland Ave.
City, State, Zip	Chico
Phone Number	530-345-6600
Principal	Michelle Yezbick, Director
E-mail Address	michelle@sherwoodmontessori.org
School Website	www.sherwoodmontessori.org

CDS Code	04614240121475

District Contact Information (School Year 2018-19)

Note: Sherwood Montessori is a single-site independent charter school, and is independent of any district.

District Information	
District Name	Sherwood Montessori
Street	1010 Cleveland Ave.
City, State, Zip	Chico
Phone Number	530-345-6600
Superintendent	Michelle Yezbick
Web Site	www.sherwoodmontessori.org
E-mail Address	michelle@sherwoodmontessori.org

School Description and Mission Statement (School Year 2018-19)

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

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Parent involvement is vital for the success of Sherwood Montessori. In addition to providing volunteer opportunities that enrich our program, with participation parents make a powerful statement to the children that school is important and education is valued by the family. The SMPO provides parents with an avenue to effective participation in the school's operations. All parents at Sherwood are defacto members of the SMPO. Active membership is encouraged and achieved by attending regularly scheduled SMPO meetings. At meetings, parents can learn more about how to optimize their skills as a volunteer.

The SMPO is self-governed by an elected panel of three parents, serving staggered two-year terms, chosen for the following year through an open vote of all parents prior to the annual June Meeting of the Board of Directors. A representative of the SMPO will be responsible for communication between the SMPO and the Board.

School Safety Plan (School Year 2018-19)

The School Safety Plan has been written by the Director with input from the Safety Committee and the school's insurance provider. The Safety Plan is updated annually in the summer for the next school year. Sherwood's Safety Plan provides for the physical and psychological safety of all students, staff and families of the Sherwood community. The most recent revision was August, 2018, and the plan was reviewed with all staff just prior to school opening.

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

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

This section should be kept to 1-2 paragraphs.

During the summer of 2016, the school moved from its former location to co-locate at Chapman Elementary under a Prop 39 agreement. This move has greatly relieved overcrowding experienced at the former location.

School Facility Good Repair Status (School Year 2018-19)

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

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

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	X			

Teacher Credentials

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

Teachers at this School	School			District
	2016-17	**2017-18**	**2018-19**	**2018-19**
With Full Credential	6.6	6.6	9	608
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	1	1	1	0
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a	0	0	0	0

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

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2017-18)

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	0	♦
Library Media Teacher (Librarian)	0	♦
Library Media Services Staff (paraprofessional)	0	♦
Psychologist	0.1	♦
Social Worker	0.1	♦

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

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

Textbooks and Instructional Materials (School Year 2018-19)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Traditional Montessori Materials	Yes	0.0
Mathematics	Traditional Montessori materials California College Preparatory Mathematics (CPM) grades 6-8	Yes	0.0
Science	Traditional Montessori Materials McDougal-Littell Science California Edition/2010 The California Education and the Environment Initiative (EEI) Curriculum grades 4-6 Waseca Biomes Curriculum grades 1-3	Yes	0.0
Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Traditional Montessori Materials	Yes	0.0
Foreign Language	Spanish materials, dictionaries & Duolingo application for practice	Yes	0.0

Health			
Visual and Performing Arts	Montessori Arts Curriculum	Yes	0.0
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted Sources**	**Basic/ Unrestricted Sources**	
School Site	$6,242	$672	$5,570	$42,089
District	♦	♦	$5,642	$67,451
Percent Difference: School Site and District	♦	♦	189.0	-46.4
State	♦	♦	$7,125	$79,665
Percent Difference: School Site and State	♦	♦	187.2	-59.6

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

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2017-18)

The Montessori approach to education is holistic, considering not only the intellectual development of the child but the physical and emotional development as well. Sherwood supports a number of services that reflect this value, including: Positive Behavior Interventions and Supports (PBIS), the Second Step program for promoting healthy self-esteem and peaceful conflict resolution, a Cooking and Gardening program for all ages that fosters healthy lifestyle choices, art and music, and excursions to Chico Performances. Academics are supplemented with intervention and enrichment services in reading, writing, and math including use of the

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

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

Sherwood Montessori is dedicated to providing an authentic Montessori education for our students. To this end, it is essential to have properly trained Montessori teachers. During the 2018-2019 school year, Sherwood joined the International Montessori Council to have access to current training specific to Montessori practitioners.

In addition to the Montessori training, Sherwood teachers and Director take part in training offered through the Butte County Office of Education and other local sources for professional development. During the most recent three years, staff attended professional development related to implementing Common Core State Standards, implementing a Mulit-Tiered System of Support/Response to Intervention and Instruction model, the Nurtured Heart Approach, working with students with Autism Spectrum Disorder, balanced literacy instruction in a Montessori classroom, implementing Mindfulness in the classroom, and other topics.

In the 2017-2018 school year, Sherwood was awarded the SUMS (Scale Up Multi-Tiered System of Support) grant for MTSS (Multi-Tiered System of Support) and has been attending professional development designed to improve practices in intervention and special education programs. This was also the school's first year of PBIS (Positive Behavior Interventions and Supports) training, a three-year program. Currently the school is in its second year of PBIS training and implementation.

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

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