

# Sherwood Montessori

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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 2019-20)**

Entity	Contact Information
School Name	Sherwood Montessori
Street	1010 Cleveland Ave.
City, State, Zip	Chico
Phone Number	530-345-6600
Principal	Michelle Yezbick, Director
Email Address	michelle@sherwoodmontessori.org
Website	www.sherwoodmontessori.org
County-District-School (CDS) Code	04614240121475

Entity	Contact Information
District Name	Sherwood Montessori
Phone Number	530-345-6600
Superintendent	Michelle Yezbick
Email Address	michelle@sherwoodmontessori.org
Website	www.sherwoodmontessori.org

### School Description and Mission Statement (School Year 2019-20)

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

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

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

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	24
Grade 1	17
Grade 2	16
Grade 3	25
Grade 4	15
Grade 5	21
Grade 6	11
Grade 7	19
Grade 8	9
Total Enrollment	157

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	2.5
Asian	1.9
Hispanic or Latino	16.6
White	58.6
Two or More Races	19.7
Socioeconomically Disadvantaged	47.8
English Learners	7
Students with Disabilities	14
Foster Youth	0.6
Homeless	

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	6.6	9	9.25	602
Without Full Credential	1	1	1	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Traditional Montessori materials	Yes	0.0
Mathematics	Traditional Montessori materials California College Preparatory Mathematics (CPM) grades 6-8/2019 Go Math! Grades 4 & 5/2016	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
History-Social Science	Traditional Montessori Materials	Yes	0.0
Foreign Language	Spanish materials, dictionaries & Duolingo application for practice	Yes	0.0
Health	Traditional Montessori Materials Cooking & Gardening Program	Yes	0.0
Visual and Performing Arts	Montessori Arts Curriculum	Yes	0.0

## School Facility Conditions and Planned Improvements (Most Recent Year)

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. The 1010 location shares its grounds with five well-loved, egg laying hens, also a part of the cooking and gardening program.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 1/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	35	35	54	56	50	50
Mathematics (grades 3-8 and 11)	25	17	44	43	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	100	92	92.00	8.00	34.78
Male	58	54	93.10	6.90	40.74
Female	42	38	90.48	9.52	26.32
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	13	13	100.00	0.00	23.08
Native Hawaiian or Pacific Islander					
White	62	55	88.71	11.29	43.64

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	17	16	94.12	5.88	25.00
Socioeconomically Disadvantaged	49	44	89.80	10.20	22.73
English Learners	--	--	--	--	--
Students with Disabilities	25	24	96.00	4.00	16.67
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	100	92	92.00	8.00	17.39
Male	58	54	93.10	6.90	24.07
Female	42	38	90.48	9.52	7.89
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	13	13	100.00	0.00	7.69
Native Hawaiian or Pacific Islander					
White	62	55	88.71	11.29	23.64
Two or More Races	17	16	94.12	5.88	12.50
Socioeconomically Disadvantaged	49	44	89.80	10.20	13.64
English Learners	--	--	--	--	--
Students with Disabilities	25	24	96.00	4.00	8.33
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	23.8	14.3	33.3
7	16.7	11.1	11.1

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.9	5.9	2.8	3.6	3.2	4.2	3.6	3.5	3.5
Expulsions	0.0	0.5	0.6	0.3	0.0	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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, 2019 and the plan was reviewed with all staff just prior to school opening.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	11	2			9	2			12	2		
1	6	3			7	3			6	3		
2	6	3			8	3			5	3		
3	8	2			6	3			8	3		
4	6	2			14	2			8	2		
5	9	2			8	2			11	2		
6	15	1			7	3			6	2		
Other**	8	1										

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

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

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.3
Resource Specialist (non-teaching)	

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

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,196.89	\$1,818.64	\$7,378.25	\$42,089
District	N/A	N/A	\$7,753.31	\$68,670.00
Percent Difference - School Site and District	N/A	N/A	-5.0	-48.0
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-1.7	-64.4

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

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.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,116	\$51,374
Mid-Range Teacher Salary	\$60,128	\$80,151
Highest Teacher Salary	\$94,637	\$100,143
Average Principal Salary (Elementary)	\$104,769	\$126,896
Average Principal Salary (Middle)	\$108,465	\$133,668
Average Principal Salary (High)	\$113,511	\$143,746
Superintendent Salary	\$214,172	\$245,810
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	4%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	8	7.5

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 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 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 Schofield, 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.