

Sherwood Montessori

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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

Contact Information (Most Recent Year)

School Contact Information	
School Name	Sherwood Montessori
Street	746 Moss Ave.
City, State, Zip	Chico, Ca, 95926-2009
Phone Number	530-345-6600
Principal	Michelle Yezbick, Director
E-mail Address	info@sherwoodmontessori.org
Web Site	www.sherwoodmontessori.org
Grades Served	K-8
CDS Code	04614240121475

District Contact Information	
District Name	Sherwood Montessori
Phone Number	(530) 345-6600
Superintendent	Michelle Yezbick
E-mail Address	info@sherwoodmontessori.org
Web Site	www.sherwoodmontessori.org

School Description and Mission Statement (Most Recent Year)

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 2014-15)

Grade Level	Number of Students
Kindergarten	23
Grade 1	19
Grade 2	27
Grade 3	17
Grade 4	25
Grade 5	19
Grade 6	8
Grade 7	4
Grade 8	3
Total Enrollment	145

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	2.8
Hispanic or Latino	14.5
White	75.9
Two or More Races	6.9
Socioeconomically Disadvantaged	24.1
English Learners	7.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	7	8	7.8	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.4	1.6
High-Poverty Schools in District	97.7	2.3
Low-Poverty Schools in District	99.1	1.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: January 2016

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/Language Arts McDougal-Littell California Edition/2010	Yes	0.0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Traditional Montessori materials McDougal-Littell Math California Edition/2010 grades 6-8 enVision Math grades 1-5 California College Preparatory Mathematics (CPM) grades 6-8 Ready for Common Core	Yes	0.0
Science	Traditional Montessori materials McDougal-Littell Science California Edition/2010	Yes	0.0
History-Social Science	Traditional Montessori Materials McDougal-Littell History California Edition/2010	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

The school's facility is in good repair. The building and grounds are inspected monthly by the School Director. Like many California charter schools, Sherwood does not have access to facilities that are comparable to district schools. Our students are overcrowded and our faculty must innovate on a daily basis to deliver stellar education while lacking access to space and specialized learning environments. The school plans to relocate to a larger facility in the near future.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/29/2016				
System Inspected	Repair Status			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		One broken fountain, cold water only in student bathrooms
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Muddy field during rainy season-previously planted grass failed

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 1/29/2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	51	48	44
Mathematics	33	41	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	19	17	89.5	12	24	41	24
	4	24	24	100.0	21	33	25	17
	5	19	17	89.5	29	18	41	12
	6	7	7	100.0	--	--	--	--
	7	7	7	100.0	--	--	--	--
	8	5	5	100.0	--	--	--	--
Male	3		8	42.1	--	--	--	--
	4		13	54.2	23	38	31	0
	5		9	47.4	--	--	--	--
	6		4	57.1	--	--	--	--
	7		2	28.6	--	--	--	--
Female	3		9	47.4	--	--	--	--
	4		11	45.8	18	27	18	36
	5		8	42.1	--	--	--	--
	6		3	42.9	--	--	--	--
	7		5	71.4	--	--	--	--
	8		5	100.0	--	--	--	--
American Indian or Alaska Native	3		1	5.3	--	--	--	--
	4		1	4.2	--	--	--	--
	8		2	40.0	--	--	--	--
Hispanic or Latino	3		4	21.1	--	--	--	--
	4		2	8.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		2	10.5	--	--	--	--
	7		2	28.6	--	--	--	--
	8		1	20.0	--	--	--	--
White	3		12	63.2	0	17	50	33
	4		19	79.2	21	26	32	21
	5		13	68.4	23	15	46	15
	6		7	100.0	--	--	--	--
	7		5	71.4	--	--	--	--
	8		1	20.0	--	--	--	--
Two or More Races	4		2	8.3	--	--	--	--
	5		2	10.5	--	--	--	--
	8		1	20.0	--	--	--	--
Socioeconomically Disadvantaged	3		7	36.8	--	--	--	--
	4		6	25.0	--	--	--	--
	5		4	21.1	--	--	--	--
	6		4	57.1	--	--	--	--
	7		2	28.6	--	--	--	--
	8		2	40.0	--	--	--	--
English Learners	3		3	15.8	--	--	--	--
	5		2	10.5	--	--	--	--
	7		1	14.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	19	17	89.5	18	35	29	18
	4	24	23	95.8	26	52	22	0
	5	19	17	89.5	41	35	18	6
	6	7	7	100.0	--	--	--	--
	7	7	7	100.0	--	--	--	--
	8	5	4	80.0	--	--	--	--
Male	3		8	42.1	--	--	--	--
	4		12	50.0	25	67	8	0
	5		9	47.4	--	--	--	--
	6		4	57.1	--	--	--	--
	7		2	28.6	--	--	--	--
Female	3		9	47.4	--	--	--	--
	4		11	45.8	27	36	36	0
	5		8	42.1	--	--	--	--
	6		3	42.9	--	--	--	--
	7		5	71.4	--	--	--	--
	8		4	80.0	--	--	--	--
American Indian or Alaska Native	3		1	5.3	--	--	--	--
	4		1	4.2	--	--	--	--
	8		1	20.0	--	--	--	--
Hispanic or Latino	3		4	21.1	--	--	--	--
	4		1	4.2	--	--	--	--
	5		2	10.5	--	--	--	--
	7		2	28.6	--	--	--	--
	8		1	20.0	--	--	--	--
White	3		12	63.2	0	33	42	25
	4		19	79.2	16	63	21	0
	5		13	68.4	31	38	23	8
	6		7	100.0	--	--	--	--
	7		5	71.4	--	--	--	--
	8		1	20.0	--	--	--	--
Two or More Races	4		2	8.3	--	--	--	--
	5		2	10.5	--	--	--	--
	8		1	20.0	--	--	--	--
Socioeconomically Disadvantaged	3		7	36.8	--	--	--	--
	4		6	25.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		4	21.1	--	--	--	--
	6		4	57.1	--	--	--	--
	7		2	28.6	--	--	--	--
	8		1	20.0	--	--	--	--
English Learners	3		3	15.8	--	--	--	--
	5		2	10.5	--	--	--	--
	7		1	14.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	57	61	41	66	67	64	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	64
All Students at the School	41
Male	--
Female	--
American Indian or Alaska Native	--
Hispanic or Latino	--
White	46
Two or More Races	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2014-15)

n/a

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	n/a
% of pupils completing a CTE program and earning a high school diploma	n/a
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	n/a

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	0
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts				59	62	42	57	56	58
Mathematics				66	65	45	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.80	27.80	33.30

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

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. At the beginning of the school year, parents are asked to fill out a "Parent Involvement Questionnaire" to help identify areas of interest and expertise that may benefit the school. These will be given to the elected panel of the Sherwood Montessori Parent Organization (SMPO). 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 April Meeting of the Board of Directors. A representative of the SMPO will serve as a non-voting member of the Board of Directors and will be responsible for communication between the SMPO and the Board.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate							13.10	11.40	11.50
Graduation Rate							78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.69	1.19	1.37	6.43	5.36	3.44	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.31	0.28	0.25	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	69.2

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21		1		23		1		12	2		
1	8	2			8	3			6	3		
2	10	2			8	3			9	3		
3	9	2			11	2			6	3		
4	9	1			10	2			13	2		
5	15	1			6	2			10	2		
6	13	1			10	2			4	2		

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.1	N/A
Social Worker	0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	0.5	N/A
Other	1.7	N/A

Note: Cells with N/A values do not require data. 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$6,330	61154	199295	38965
District	N/A	N/A	\$5,642	\$62,700
Percent Difference: School Site and District	N/A	N/A	3432.3	-37.9
State	N/A	N/A	\$5,348	\$71,529
Percent Difference: School Site and State	N/A	N/A	3626.5	-45.5

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

Types of Services Funded (Fiscal Year 2014-15)

The Montessori approach to education is holistic, considering not only the intellectual development of the child but the physical and emotional development as well. Sherwood supports a number of services that reflect this value, including: the Second Step program for promoting healthy self-esteem and peaceful conflict resolution, a Cooking and Gardening program for all ages that fosters healthy lifestyle choices, Spanish language classes, Drama, Soccer, and excursions to Chico Performances. Academics are supplemented with intervention and enrichment services in reading, writing, and math including use of the Read Naturally program, the Lindamood Bell LIPS Program, the Wilson Programs for reading and spelling, guided reading using leveled texts, Focus Math intervention, after school Math Club, and literacy groups with high level text such as the Book in Common with California State University at Chico and traditional classical literature.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,541	\$43,062
Mid-Range Teacher Salary	\$53,749	\$67,927
Highest Teacher Salary	\$85,671	\$87,811
Average Principal Salary (Elementary)	\$90,079	\$110,136
Average Principal Salary (Middle)	\$102,761	\$115,946
Average Principal Salary (High)	\$101,472	\$124,865
Superintendent Salary	\$170,000	\$211,869
Percent of Budget for Teacher Salaries	38%	39%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		N/A

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Sherwood Montessori is dedicated to providing an authentic Montessori education for our students. To this end, it is essential to have properly trained Montessori teachers. The bulk of our professional development is spent, in terms of time and fiscal resources, on ensuring that all our lead teachers have high quality Montessori training.

In addition to the Montessori training, Sherwood teachers and Director take part in trainings 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, using the SPARKS Physical Education program and other topics.

Wednesdays are early release days and professional development takes place once to twice monthly on Wednesdays. Topics chosen for professional development are decided collaboratively by the teaching faculty using student data as a guide.