



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4
746 Moss Avenue, Chico, California**
Date/Time: **Thursday February 18, 2016 – 6:00 p.m.**

AGENDA

- 1. CALL TO ORDER**
 - 1.1 Roll Call** Chris Fosen, Peter DiFalco, Kristy Cowell, Mark Reiser, Curtis Anderson, Nili Yudice, Nicole Drummond

- 2. CONSENT AGENDA**
 - 2.1 Minutes Approval**
 - 2.2 School Accountability Report Card (SARC)**
 - 2.3 Field Trip Approval**
 - 2.4 Budget Committee Member Approval**

- 3. REPORTS AND COMMUNICATION**
 - 3.1 Instructional Staff Report**
 - 3.2 Sherwood Montessori Parents Organization Report**
 - 3.3 School Director Report**
 - 3.4 Treasurer Report**
 - 3.5 Committee Reports**
 - 3.6 Literacy Specialist Report**

- 4. NOTICED PUBLIC HEARINGS**

None

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

 - 5.2 Spanish and Literacy Instruction**

The Director will request Board approval for next steps in addressing changes in Literacy and Spanish program.
ACTION REQUESTED: Discuss next steps and give guidance to Director.

 - 5.3 Annual Financial Audit**

The Board of Directors will be asked to approve the annual audit.
ACTION REQUESTED: Approve annual audit.

 - 5.4 Proposition 39**

We have received an offer of facilities through the Prop 39 process.
ACTION REQUESTED: Approve or reject offer.

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

5.5 Board of Directors Committees

An ideas to revamp existing Board of Directors Committees will be presented.

ACTION REQUESTED: Consider committees revamp and advise School Director on next steps.

5.6 Second Interim Budget

A second interim budget has been created by the Budget Committee.

ACTION REQUESTED: Approve budget.

5.7 Home School Program

The School Director will present information gathered on the viability of opening a home school program.

ACTION REQUESTED: Advise School Director on next steps.

5.8 Middle School Trip Funds Request

Our middle school teacher is requesting funds to assist in taking all students to Ashland for the Shakespeare Festival.

ACTION REQUESTED: Approve funds for the trip.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

7. FUTURE AGENDA ITEMS

7.1 LCAP Draft

A draft of the LCAP for 2016-2017 will be presented for public feedback and feedback from the Board.

8. 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.

MEETING NOTICE OF THE BOARD OF DIRECTORS BOARD RETREAT

Date/Time: January 21, 2016 6:00 p.m. Location: 746 Moss Ave., Chico, CA 95926

AGENDA

1. CALL TO ORDER

1.1 Roll Call Chris Fosen, Peter DiFalco, Kristy Cowell, Mark Reiser, Nicole Drummond, Nili Yudice, Curtis Anderson

2. CONSENT AGENDA

2.1 Minutes Approval APPROVED

3. REPORTS AND COMMUNICATION None

BOARD COMMITTEE REPORTS:

Peter-funds.....date set for Sherwoodstock....committees forming

New school site committee.....Peter.....unitarian board meeting last Tues. no word back.....

Campus improvement.....Nicole.....Celeste and door project.....brainstorming ideas on grass....Chris.....renewal of contract.....lapses April 1.....will meet with head trustee next week.....

Curtis....prop 39 questions

Michelle.....charter issues and bond with CUSD board report.....positive forward movement with CCSA's help Curtis.....SB740 % changes???

Curtis.....financials looking good....no concerns

Board received Financial Statements and Supplementary information with independent auditors' report June 30, 2015

4. NOTICED PUBLIC HEARINGS None

5. REGULAR BUSINESS

5.1 Items Moved from Consent (If any) NONE

5.2 Director as Signatory for Paychecks The Director will request to be added as a signatory to the bank account for signing paychecks only.

Discussion: just for signing paychecks....no other issue here. Motion to accept with change to add Nili.....Curtis.....Nicole second. APPROVED

Motion to accept Michelle and Nili as signators.....motion by
Chris.....second.....Curtis....APPROVED

ACTION REQUESTED: Approve request.

5.3 Independent Study Program A proposal to add an Independent Study/Home School Program will be presented.

ACTION REQUESTED: Approve proposal. Motion to research and come back with real proposal..... APPROVED

5.4 Operational Plan An outline for an Operational Plan will be presented to the Board.

ACTION REQUESTED: Give feedback to Director regarding Operational Plan.

5.5 School Calendar ACTION REQUESTED: Approve calendar amendment.

One day must be removed from our academic calendar for the 2015-2016 school year.

13th of May....Motion by Kristy..... second.....Chris.....APPROVED

5.6 Spanish and Literacy Instruction

The Director will request Board approval for next steps in addressing changes in Literacy and Spanish program.

ACTION REQUESTED: Discuss next steps and give guidance to Director.

DISCUSSION: Go to teachers and let them choose how to use the \$ that would best suit their needs.... Bring to next agenda.

6. CLOSED SESSION

6.1 Public Employee Performance Evaluation With respect to every item of business to be discussed in a closed session pursuant to Government Code Section 54957. Title: School Director.

Board reconvened 8:55

7. ADJOURNMENT 9:00 p.m.



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: **Agenda Item 2.2: School Accountability Report Card**
Date: February 12, 2016 for the meeting of February 18, 2016

SUMMARY

Each year, the School Director is required to complete a School Accountability Report Card (SARC) in accordance with state law. Attached is the SARC completed for the 2014-2015 school year.

DISCUSSION

The SARC includes data on enrollment demographics, facilities, learning materials, school spending, discipline data and assessment data. The 2014-2015 data includes standardized test results from the Smarter Balanced Assessment. For classes and groups with fewer than ten students, there will be no data to preserve students' confidentiality. All information in the report is public information.

ACTION REQUESTED

Receive report.

Attachment: 2014-2015 SARC

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.



MEMORANDUM

To: Board of Directors
From: Tanya Parish, Upper Elementary Teacher
Subject: Field Trip to Age of Sale
Date: February 12, 2016 for the meeting of February 18, 2016

SUMMARY

Tanya Parish's upper elementary class would like to take an overnight field trip.

DISCUSSION

Field Trips that involve a significant cost, a trip out of the state, or an overnight stay should be reviewed and approved by the Board of Directors.

The class would leave from Sherwood on Wednesday, May 4th at 8:00 a.m. and travel by private vehicles to the San Francisco Maritime Museum. They will spend the night aboard the museum's ship and participate in their *Age of Sail Program*. Program details can be found at this web address: <http://www.maritime.org/edu/nmmaedu2.htm>. The cost of the trip is \$68 plus transportation costs, and the class has been fundraising for the expenses. The students would return the following day, Thursday, May 5th, at approximately 8:00 p.m./

ACTION REQUESTED

Approve trip.



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: **Agenda Item 2.4 Budget Committee Member Addition**
Date: February 12, 2016 for the meeting of February 18, 2016

SUMMARY

The bylaws of the Board of Directors state that the Board shall approve members of the Budget Committee.

DISCUSSION

The Budget Committee is a committee of the School Director that meets prior to the drafting of an original budget, a first interim budget, and a second interim budget. Traditionally, this committee has been kept to 3-4 members to facilitate efficiency. The School Director and the Board Treasurer are always members. The Business Manager is a consultant at the meetings. The third member has traditionally been either a parent, or a teacher, or a teacher who is a parent. In October, the Board approved Kelli Kurth, a teacher and parent who has served on the Budget Committee in past years, as a third member.

At this time, I would like to request that Jessica Ordaz be approved by the Board as a fourth member of the Budget Committee. Jessica's knowledge of special education is needed for the committee to make reasonable decisions as we move forward in becoming independent for the purposes of special education. Jessica participated in the meeting for creating the second interim budget as a consultant, this approval would formalize her as a member of the Budget Committee in accordance with the bylaws of the Board of Directors.

ACTION REQUESTED: Approve Jessica Ordaz as a member of the Budget Committee.



MEMORANDUM

To: Board of Directors
From: Sherwood Montessori's Instructional Staff
Subject: **Agenda Item 3.1 Instructional Staff Report**
Date: February 12, 2016 the meeting of February 18, 2016

Kindergarten -Teresa Shippen

What can the Board do to support the Teachers?

Over the past years working at Sherwood, I have in many ways felt the support of the Board. Any classroom needs and help with challenging students has been granted upon request. I am thankful that Sherwood will have its own charge of our future "Special Ed" department, and that the board is supportive of hiring support staff and specialists for Art, Literacy, Music, and Gardening/cooking. These add a richness to our program and enhance the lives of our students. I am also thankful for the opportunity to visit other campuses and to become part of a larger Montessori community. I feel the Board has been responsive to our needs and interested in making Sherwood a successful, vital part of the Chico Community.

I have a few suggestions on how to further support the teachers:

1. Visit our classrooms! Please come in to quietly observe, or volunteer to do a project with us. Get to know all the students and get a feel for the unique differences of our classroom communities. Please do this without evaluation, but more of a "hands on" way to see all the good things happening.
2. Work hard to find a solution to our need for a new campus. This seems obvious, but as a teacher I think often about where, how, and when this may happen. This security would allow me to feel like I can really own my space and make it everything it can be.(for example: I have a beautiful catalog of some natural, outside playground things that would really enhance the kindergarten recess time. These need to be installed into the ground, but in our new space would be beautiful, permanent additions to our school!)
3. Look into Grants and hiring Grant writers. Does Chico State have some interns that might need experience in this area? I think feeling financially secure would go a long way in feeling supported.
4. Come to a teacher's meeting and present some of the work you have done. Let us know what is in the works, and that you are open to suggestions.
5. Continue to ask this question! As the current teacher representative to the Board, I see that

you are all very dedicated to working together to make Sherwood a wonderful school. When I am not able to attend meetings regularly, it seems there are long stretches of time without information. I forget that the board might be interested in what I am feeling and what I need to feel successful. Asking this question really opens the door for each of us individually to let you know what our current needs and desires are.

Thank you!

1st/2nd/3rd -Marlo Knox

I'm writing to our board in response to their desire to know how they might best support me. It might seem strange, but the opportunity triggers mixed emotions of both excitement and vulnerability. Do I approach this task from a positive stance, revealing information that might extend my perceived strengths? Do I have the courage to talk transparently about my weaknesses clinging to the hope that by doing so I will be nurtured to grow rather than judged?

I think the best approach is to begin with a comment on the power of visiting High Desert Montessori in Reno, Nevada, with my colleagues and collaboration partners, Carin, Eric, Teresa, and Michelle. That was an incredible experience which provided an important support to me. The school was similar enough to Sherwood that I could see myself, a teacher at a public Montessori charter school. We are doing what the staff of High Desert Montessori are doing in some really important ways. At the same time, High Desert Montessori is further along in their development as a school. They have figured out facility issues, their school mission, staffing and created a system/culture that reflects their additional years of practice and struggle. I left that visit with a strong idea of what a high quality public Montessori charter looks like and feels like.

During this visit the topic of teacher training was stated quickly and clearly. All teachers at High Desert Montessori are AMS or AMI trained. These are the two main interpretations of the Montessori philosophy according to many sources. These programs are offered in only a few locations within the entire United States. Consequently, high-quality distance education training centers, such as the program I completed, are trying to offer an alternative. This alternative provided me with a great start, but I have come to realize that Montessori is a hands on, multi-modality integrated method of education, it is hard to truly understand and learn well enough to run your own classroom simply by reading about it and looking at videos on the web. The paradigm shift from traditional education is so great that most, if not all people, need time to really observe and experience everything in action. I feel good about the work I do at Sherwood but I also believe the best way to support me as a teacher is to secure AMS training for me. It is an enormous expense and would possibly require financial support for food and shelter. The investment of time is another consideration. In my opinion, excellent training is the key to my work.

1st/2nd/3rd-Carin Anderson

What Can the Board Do to Support Teachers:

- Continue to provide in-class support for children with behavioral challenges (extra aides, other adult support to teachers, such as Jessica)
- More intervention specialists, especially in guided reading and in writing (we have no

writing intervention that I know of at this point).

- More opportunities for teachers to observe at other Montessori schools - several times a year. This kind of observation is incredibly helpful.
- Montessori training for teachers: When we visited High Desert Montessori, they stressed the importance of teacher training. They fund all of their teacher training, and require that the training is either AMI or AMS. I don't imagine our school could provide these funds, but I do think that the consistency of the kind of training teachers get makes for a stronger school. I would hope that eventually Sherwood teachers would all have the same training background, and that they would have some financial support for it. I benefited greatly from being on the first staff team whose training was funded by the school.
- I also was lucky enough to be sent to an AMS conference in the first couple of years, and my teaching is still benefiting from it. If teachers could be sent to the upcoming conference, it would enrich the school.
- Montessori coaches and support people, in the role that Tracy played for a while: Someone able to give demo lessons in classrooms and act as a Montessori guide for teachers.

1st/2nd/3rd –Eric Parish

I had the opportunity last month to go on a road trip with my colleagues to visit High Desert Montessori in Reno, Nevada. We were able to make some wonderful observations. We were invited to observe all the classroom environments on both campuses.

We were able to observe teachers give their presentations to the students and how they interacted in the environment. We also observed the aide support given to the teacher and how the team worked together. We were given the opportunity to tour the classrooms and see up close the setup of the shelves, tables, rug space for floor work and students working with the materials.

Our meeting with principal, Tammie Stockton and assistant principal, Tamra Hopkins gave us the chance to consult with fellow Montessorians. They gave us feedback and insight into the growth of their school, the Montessori training of the teachers, their methods of student assessment and special education. We also learned about the history of the facility and its future.

This was a valuable trip. I gained a lot of knowledge and made connections to our own school. The American Montessori Society will be holding its annual conference in March 2017. This will be another amazing opportunity for the staff of Sherwood to gain knowledge and insight from fellow Montessorians. The support from the board towards professional development will always be appreciated.

4th/5th-Kellee Perez

The board can help the staff by:

Helping keep our campus cleaner: We have custodian, but we do not have one who is here throughout the day to keep the campus clean.

Help communicate with our lease holders to improve the playground areas that should have grass.

4th/5th-Tanya Parish

How can the Board support staff?

Educate yourselves and others:

- Visit our classrooms, observe and ask questions.
- Visit aftercare, observe and ask questions.
- Send all lead teachers to a Montessori Conference every other year.
- Allocate and approve adequate training for all Sherwood staff including support staff and aftercare staff, specifically in Nurtured heart, Montessori and child development.

Health and Safety

- Please get hot water in the bathrooms so students will wash their hands adequately.
- Arrange for new sand in the sandbox and a cover to keep it clean.
- Never give up on a new site.
- Allocate funds for a better and more thorough janitorial service that vacuums.
- Visit at lunchtime, observe and ask questions.

Community

- Improve public relations through advertising and attending community events.
- Actively engage in fundraising year round.
- Make a visible presence within the school community, by attending school events and introducing yourselves to parents.
- Invite parents individually and personally to attend board meetings.
- Build and nurture relationships with teachers and support staff.
- Create an exit survey for families and staff to learn more about the reasons people choose to leave our school.

6th/7th/8th-Celeste Shults

News From Middle School

How Can Sherwood Montessori's Board of Directors Support Me?

This is quite a question! I was humbled actually by its simplicity and forthrightness. How can OUR Sherwood Montessori Board of Directors support me? How can our Montessori School Board of Directors SUPPORT me? How can our Montessori School Board of Directors support ME? Do you see what I did there? There are really many ways to look at this question. At its most straightforwardness it is asking ME what I need from my board of directors so that I can be the most effective and efficient as a Montessori educator? At its most obscure it is asking what does it mean to receive support from my Board of Directors?

The fact that the question(s) are being asked of me the Montessori Educator is appreciated and acknowledged as a gift in and of itself. So, let me start by stating how grateful I am for the question. Now, I am going to get to the heart of what you truly want to know and that is what

can you do to support me as a Montessori Educator at Sherwood Montessori School?

The first thing is to acknowledge the work that I am putting into creating a middle school from the ground up. When I was hired a year and a half ago I started with 20 years of teaching experience, a wonderful support staff in Kelli Kurth and Jessica Ordaz and a wonderful director who believed that I could breath some life into the middle school. They believed in my vision of creating a truly Erdkinder experience for our incoming middle school students. I have reached out to many community partners to get our Middle school out into the 'real' world. Helping to discover where their true passions lie and to pursue those dreams with vigor. I believe that you have done this by recognizing that the middle school needs more space. When I attended the November Sherwood Montessori Board of Directors meeting I was relieved to find out that an alternative growth plan created by Jessica Ordaz and Heather Fisher allowed for the middle school to remain a vital part of Sherwood Montessori. I also learned that you are looking into another space for the middle school to be located which would provide us with classroom space and access to a garden. These are two things that are vital in my middle school program. I walked out of that meeting feeling valued by our Sherwood Montessori Board of Directors.

The second thing that you can do, is to continue to advocate for our middle school to continue at Sherwood Montessori. The fact that you value the program that I am creating is appreciated. I see this program as not only as an effective way to teach adolescents, but for some kids it is a lifeline. In other programs they are just a number and in my program because they are one of six like last year or one of twenty-six this year they are appreciated for their unique'ness'. This is still vastly different than being one of one hundred and eighty. The kids in my program come from a variety of experiences from long time (5-6 years) of Montessori education to this is their first year experiencing the Montessori Method of Educating the whole child. So, I have a gamut of not only ages (10-14), but also experience in the concepts and ideology that I am teaching. This makes for a rich and unique experience daily in my classroom.

Next, you can show your support financially. I am specifically thinking of our trip to Ashland this May 4-6. We are working diligently to raise the \$4,566.00 it will take to send all of our middle school students to Ashland for 3 days. I am looking forward to discussing this proposal with you at an upcoming Board of Director's meeting.

Lastly, encouraging growth in the middle school through advertising either by word of mouth or mass media. The way this program will grow is through our community becoming aware of my program as an alternative to other middle school or Junior High experiences. One size does not necessarily fit all. This is why it is my belief that by offering a variety of educational opportunities this will insure success for every child.

Thank you for taking the time to read my board report and Happy New Year from Middle School

Land! Please feel free to come by and visit anytime!

Sincerely,
Celeste Shults
Middle School Teacher
Sherwood Montessori School

Positive
Energy
Always
Corrects
Error



We recently had books donated to our classroom by a local author. My students didn't even give me a chance to get them a pair of scissors to open the box. They tore into it and were devouring them right away! We started reading this author's book *Fat Angie* last week and when we are finished reading her book she will come in to talk to us about it. My kids can't wait!

classroom by a local author. My students didn't even give me a chance to get them a pair of scissors to open the box. They tore into it and were devouring them right away!

We started reading this author's book *Fat Angie* last week and when we are finished reading her book she will come in to talk to us about it. My kids can't wait!

Intervention Program-Jessica Ordaz and Kelli Kurth

We are in full swing with our interventions, both academically and behaviorally. This year I've focused on refining the system we use to assess and identify those students that need intervention and adequately chart progress. We are also creating a clearer path to determining whether or not the data indicates a student needs further special education testing. We have a strong team of teachers and paraprofessionals that are working together to serve the needs of our students and I look forward to continuing to increase our effectiveness as we become our own special education provider next year.

As I think about the support that you, as a board, could provide to the intervention (Tier 2) and special education (Tier 3) team, it falls under two categories: 1. continuing to approve agenda items that directly affect our program and how we effectively serve our students. This can be done through reading the reports/recommendations and making decisions at board meetings; and 2. gaining more understanding of how those needs directly affect our school as a whole. This can be done through observing and meeting with myself or our intervention teachers.

Here is a list of most immediate needs that will need to be addressed as we move forward into next year:

1. Adequate space for intervention groups to be held, for special education service providers (OT, RSP, Psych, etc.) to teach and assess, and for students to take a behavioral break from the classroom setting.
2. An ELA Intervention Specialist to coordinate and teach Reading and Writing assessments/interventions (Kelli Kurth provides that part for our Math interventions).
3. Increased administrative support for overseeing intervention and special education services.
4. Monetary resources to purchase the classroom/assessment materials to launch our own special education program.

Thank you for supporting us!

Garden-Kitchen Program-Chef Richie Hirshen

Dear Sherwood Board of Directors,

I've taken big steps to solidify my second consecutive trip to Slow Food International's (biannual, I was there in '14 representing Sherwood) Terra Madre Conscious Food Conference, the largest in the world, in Torino, Italy in late September, representing Sherwood, the North-Central California Valley as Regional Delegate and presenting, to the Slow Food US and International School Garden Coalitions and to the conscious food world, our soon to be published (3rd) school garden-kitchen program cookbook. I have raised, through donations, about \$1K of the \$1,250 publishing cost. And I will raise the rest before the book goes to press in early March. My trip to Italy will also include honoring invitations to assist in starting and/or evolving the gardens of three Montessori programs in Perugia, including the oldest Montessori preschool in the world, promoting Sherwood, the Montessori Method and sustainable education.

And I will be presenting the book this March 24 at, as a 5th consecutive year presenter...all 5 times with Michelle as co-presenter supporting my program with a presentation about the Montessori Method and Sustainable Education...at CSU Chico's (my alma mater) This Way to Sustainability XI, the largest student-run sustainability conference in North America. We are again nominated for a Greenie Award for excellence in sustainability, which we've won the past 2 years (see the wall near the north kitchen door), and we'll have a Sherwood/book signing table in the BMU as part of the conference's K-12 Sustainability Faire, with our middle school class in attendance. The best way the board can help me, without me asking you for funds nor costing the school any money other than the standard accounting/administrative/secretarial assistance (I believe that Michelle will back all of this up) is to approve my use of the proceeds from the sale of the book and any profits from my farmers' market account, which are separate from my program's curriculum budget (both farmers' market and cookbook accounts have, as part of Sherwood's accounting, their own income details/reportage), at the end of the school year after my curriculum budget is satisfactorily reconciled, for my approximately \$1,500 air fare to/from Terra Madre (I will provide the original air fare receipt) and, after I return, with all original receipts provided, projected to be \$500-750, travel/basic room and board costs for the approximately 1 week in Perugia, volunteering at the Montessori programs there. I will use all my own money for all up front costs including any non-school related and therefore unbilled costs for the trip and I will also, upon my return, work up an academic report about the entire trip, to present to you, to include in Sherwood's "portfolio" and act as documentation of my plan to sister with the Perugia programs, plan a subsequent trip to honor an invitation to help start school gardens in Uganda and further the promotion/evolution of this wonderful school. I have attached an mp4 of our last week's Action News Now (and Wake Up..aired several times), during which I speak my heart about my values and purpose here at Sherwood.

Respectfully,

Richie



MEMORANDUM

To: Board of Directors

From: Romie Steffeson, SMPO President

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

Report Date: February 12, 2016 for the meeting of February 18, 2016

The February SMPO meeting went well. The Director's Report from Michelle was informative and gave insight on what is going on regarding Bond E and new school site offerings. Michelle has been working on the website and making updates. The SMPO will be reaching out to a parent who has shown interest in assisting with a website, redesign and maintenance. The Green Committee has placed new recycle bins and discussion on how to have the bins monitored during lunch, so that the proper recyclables are disposed correctly. Event coordinators/teams have been assigned and we are looking forward to hearing about their progress at the next meeting. The SMPO President would like to meet with Sherwoodstock Planning Committee and Rummage Sale Committee. The SMPO is attempting to address the issue of parent participation and presence at the SMPO meetings. At times, there continues to be a disconnect in communication between the SMPO, school and parents and we are working towards a more cohesive parent organization for the rest of this school year and to prepare for the next.

Romie Steffeson
SMPO President



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: **Agenda Item 3.3 School Director Report**
Date: February 12, 2016 for the meeting of February 18, 2016

ADMINISTRATIVE ITEMS:

- New hires since late October include:

Gabriel Estrada	Paraprofessional Aide
Amy Bartelink	Resource Specialist Aide
Morea Milgram	Art Instructor
Andrea Avina	Child Care Aide
Madeline Donk	Child Care Aide
Mackenzie Delorefice	Child Care Aide
Kacey Del-Rio Lugo	Child Care Aide
Jae Greenwald	Child Care Aide
Michael Whittimore	Teacher's Aide
Cassie Hilton	Substitute Teacher
Erica Charlesworth	Substitute Teacher

- As of February 9, I have collected observation notes from 137 informal observations in all aspects of the school's programs as well as four formal, one-hour long observations of teaching staff.
- Director Nili Yudice has been generously sharing her time with me so I might benefit from her background in leadership. I have also been meeting with charter school leaders in the area to learn more about their school's operations and the different ways in which they go about doing their work.
- Teachers completed two professional development workshops on balanced literacy instruction in the Montessori classroom. This was to establish a framework for thinking about changes going forward in our literacy program.
- I have been to several meetings with other Chico charter leaders in working out our inclusion in the upcoming school bond measure that will appear on the November ballot. We have also met with CUSD leadership including Superintendent Kelly Staley, Assistant Superintendent Kevin Bultema, and Directors Linda Hovey and Elizabeth Griffin. We are hopeful that we can come to agreements that will support all students so that we may join the effort to get the bond passed.

- Both the El Dorado CHELPA and Butte County SELPA have accepted our applications. Next steps include evaluating the two options to see which is best for the school. Changes in the BCOE SELPA may compel us to stay with BCOE, if these changes are certain to be implemented.
- I traveled to Reno, Nevada to visit High Desert Montessori School with teachers Teresa Shippen (K), Carin Anderson (1/2/3), Marlo Knox (1/2/3), and Eric Parish (1/2/3). The administration was generous with their time and the teachers welcomed us into their classrooms. I will have photos and more comments to share at the meeting.
- I have attended two professional development opportunities in special education. The Diagnostic Center presented on the Patterns of Strengths and Weaknesses, a new method of identifying students needing services. A representative from Placer County SELPA presented on the Positive Behavioral Interventions and Supports (PBIS) Mutli-Tier Systems Framework.
- Sherwood has recently appeared on Action News with the gardening program and on the cover of North State Parent magazine.

FISCAL ITEMS:

- The Winter Festival made \$1,814.25 for the school's music program and priceless memories for the kids and families.
- Attendance make up day was attended by 35 kids, which will generate over \$1,400 for the school.

SAFETY ITEMS:

- We have conducted safety drills, including: October 15th earthquake drill, October 23rd fire drill, November 18th fire drill, and January 14th code red drill.



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: **Agenda Item 3.4 Treasurer Report**
Date: February 12, 2016 for the meeting of February 18, 2016

January Treasurer's Report

Note: The Treasurer's Report contains relevant information to the regular financial reports, which will be available in hard copy at the meeting, to the Second Interim Budget (agenda item 5.6) and to Agenda Item 2.4 which requests that Jessica Ordaz be added to the Budget Committee.

February 5, 2016 Sherwood Budget Subcommittee Meeting Notes

Attendees: Michelle Yezbick, Kelli Kurth, Jessica Ordaz, Pat Casey, Curtis Anderson

Item #1: Danielle Mennucci's salary and benefits of approximately \$2,600/month will be reallocated following Board discussion of the teachers' recommendation put forth by School Director Michelle Yezbick in regular agenda item 5.2

Item #2: Sherwood has an "Educator Effective Professional Development Fund" of \$10,999 restricted (to specific things) that needs to be spent by 2018.

Budget Discussion:

Item #3: The current budget assumes enrollment at 152 and an ADA of 144. At this ADA we are looking at running an annual deficit of \$24,000. We are currently at an enrollment of 149 as of 2/8/16 which is about 141 ADA @ 94.5%. Pat will do the next budget projections assuming enrollment of 149.

Item #4: Discussion of prop 39. If we accepted the offer the following costs would be eliminated:

\$30,000 on utilities less (need to check if utilities are included in the offer)
\$100,000 for rent less

But we would have to pay an additional \$20,000 (2% of revenue) we would have to pay. So by moving and accepting the offer we would decrease our yearly expenses by about \$110,000. At currently enrollment and everything else the same we would go from an annual deficit of \$24,000 to a surplus of \$86,000.

Item #5: Check Signing. There was a discussion to explore options to be proactive for check signing to reduce the amount of time Heather has to spend tracking down people to sign checks. For the most part checks will need to be signed on the first and third Friday of each month. Curtis will see if he can make arrangements to come to school and sign on a certain day. Pat gave Curtis the expected dates when checks will be brought to the school. They are 2/18, 3/11, 3/24, 4/8, and 4/22.

Item #6: At the next BOD meeting we need to make a motion to add Jessica to the Budget Subcommittee. See agenda item 2.4
End of the meeting.



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.5 Committee Reports**

Date: February 12, 2016 for the meeting of February 18, 2016

Committees of the Board of Directors may make verbal reports at the February 18th , 2016 meeting during this time.



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.6 Literacy Specialist Report**

Date: February 12, 2016 for the meeting of February 18, 2016

Danielle Mennucci, our Literacy Specialist who has worked at Sherwood since its inaugural year, has retired. Danielle will address the Board regarding her program so that they may understand the scope of the work she did for our school.



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2 Spanish and Literacy Instruction**

Date: February 12, 2016 for the meeting of February 18, 2016

SUMMARY

Danielle Mennucci, Sherwood's literacy and Spanish language teacher, has retired. This change in our program is significant enough to warrant discussion and action at the Board level.

DISCUSSION

Danielle Mennucci's literacy and Spanish language instruction program was part of the founding Board's original model when Sherwood opened in 2010 to less than 100 kindergarten through 8th grade students. The School has been through a lot of changes in the past six years.

A change of this importance to the school should be decided by the board with a recommendation from me that is informed by the teachers' input.

On December 9, 2015, at staff meeting, Danielle and the teachers had a discussion about what she had provided students in her program and the ways the benefits the students received might continue beyond her retirement. The discussion identified pros and cons of continuing the program as it has been implemented, and some alternative models that might be implemented instead.

On February 3, 2016, a follow up discussion to the December discussion took place. This discussion was to come to consensus about what to recommend to the Board regarding the future of the Spanish and literacy program. A consensus was reached regarding the literacy component of the program. More discussion around the Spanish language is warranted before a proposal can be made to the Board. A summary of the teachers' ideas follows:

- Teachers would like the opportunity to attend a Montessori conference on a biennial basis to access professional development to inform and inspire literacy instruction in the classroom instead of a pull-out model.
- Teachers feel the needs of our student population would be best suited with an English language intervention teacher on staff to address needs in reading and writing for students needing more support than can be provided by the classroom teacher.

A breakdown of financial resources/cost to attend AMS conferences follows:

Yearly salary (at 0.5 FTE): 25,350

Salary remaining: 12,675

Proposals included sending teachers to a Montessori conference. Cost of this would be:

2016 AMS Conference in Chicago

Round trip airfare \$400

Cab to/from airport \$120

Hotel \$199/night 3 nights

Conference attendance: \$*590 per teacher late registration (after 1/16/2016), plus \$75 processing fee for the group *\$100 discount to AMS members, membership is \$79 per year

Meals \$74/day/person

\$1,929 per attendee total (six could attend)

2017 AMS Conference in San Diego

Round trip airfare \$175

Cab to/from airport \$52

Conference attendance: \$ *520 per teacher early bird registration (before 1/16/2016), plus \$75 processing fee for the group

Hotel \$126/night 3 nights

Meals \$64/day/person

\$1,317 per attendee total (nine could attend)

ACTION REQUESTED: Discuss next steps and give guidance to Director.



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: Annual Financial Audit
Date: February 12, 2016 for the meeting of February 18, 2016

SUMMARY

Each year, the school is required to have a financial audit conducted by an approved accountant professional. Attached is the financial audit conducted for the 2014-2015 school year.

DISCUSSION

Our audit was done by Dawn Buchanan of Matson & Isom. Findings related to CALPADS data entries were expected and unavoidable this year. Steps have been taken to ensure that these errors will not appear in next year's CALPADS data and therefor will not result in findings. The work has been reviewed by the school's Business Manager and Director and appears accurate and thorough.

ACTION REQUESTED

Approve report.

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



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: **Agenda Item 5.4-Proposition 39**
Date: February 12, 2016 for the meeting of February 18, 2016

SUMMARY

We received an initial offer from Chico Unified School District in response to our Prop 39 request.

DISCUSSION

The offer from CUSD included the Cohasset campus or eight classrooms on the Chapman Elementary campus. The offer includes shared use of the playground, library, and multiuse room. A request to meet with Chapman principal, Erica Sheridan, has been made.

Sherwood could save about \$90,000-\$140,000 annually by accepting the offer. The upper figure on the range would represent savings if space from the Unitarian Church was secured, the lower figure represents savings from renting the current facilities alone.

The deadline to respond to CUSD regarding the offer is March 1st.

ACTION REQUESTED:

Receive Prop 39 offer and advise the School Director on next steps.



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.5 Board Committees**

Date: February 12, 2016 for the meeting of February 18, 2016

SUMMARY

The Board has formed several committees it foresees as useful for completing work this school year. An alternative model to these has been proposed.

DISCUSSION

Some committees of the Board are required and need to remain in place. However, it may be more efficient to approach the idea of Board Committees differently. Director Nili Yudice shared an idea that may be a more efficient use of directors' time. Her proposal would be to form committees around specific events or projects the Board wishes to accomplish.

For example, When SMPO approached the Board about a logo, a committee could be formed to move that project forward. Board members could volunteer to help lead the project and recruit parents and others who could move the project forward. This could also apply to fundraising events, needs of the director, board members' projects, or other needs of the school as they arise. This model may be a better model for a volunteer group of directors who have limited time, but want to see the time spent have impact.

ACTION REQUESTED: Review Board Committees that have been formed already and decide if an alternative proposal should be adopted.

Attachment: Board Committees 2015-2016



Committees of the Board of Directors 2015-2016

<u>Board Name</u>	<u>Req'd?</u>	<u>Ad hoc /Standing</u>	<u>Charge/Priorities</u>	<u>Members</u>
Safety committee	Yes	Ad-Hoc	Review the Safety Policies and to bring any needed changes to the Board for approval. Must perform an audit	Mark Director Kristy <i>Invite/Recruit</i>
Executive committee	Exists by default, may be invoked	Standing	As needed for executive needs, only acts if the Board asks them to meet.	Chair - Chris Vice Chair - Peter Secretary - Kristy Treasurer - Curtis
Elections	Yes	Ad-Hoc	Must have 2 Board members who are not terming out this year, + SMPO member.	Nili Mark <i>Needs SMPO member</i>
Audit Committee	Yes	Standing	Certifies the work of the Auditor in Nov/Dec to certify/investigate Only if necessary, hire a new Auditor	Curtis
Budget Committee	Yes	Ad-Hoc	Review budget information, make recommendations for future budgets. Could investigate capital.	Treasurer - Curtis Kelli Kurth Director



Committees of the Board of Directors 2015-2016

Communication Sub-committee	No	Ad-Hoc	Develop communication strategy (branding, encouraging participation, etc).	Nili Nicole Mark <i>Invite/Recruit</i>
Curriculum Committee	No	Standing	Oversight of the curriculum and alignment with the mission of the school. Support needs	Nili Kristy Chris
Campus Improvement Committee	No	Ad-Hoc	To be responsive to the needs of the school occupying our current site and to ensure it supports the Montessori education mission.	Nicole Chris Kristy
New Site Committee	No	Ad-Hoc	Continue the ongoing work in developing the business case and relationship with investors and real estate professionals with the goal of obtaining a new site for the school.	Peter probably Jeff Page Curtis Mark
Fundraising Committee	No	Ad-Hoc	Work with SMPO to raise funds for the school, and coordination of fundraising efforts	Mark Peter Nili
Policy and Charter Review Committee	No	Standing		Chris Curtis



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.6: Second Interim Financial Report**

Date: February 12, 2016 for the meeting of February 18, 2016

SUMMARY

Business Manager Pat Casey has prepared the Second Interim Financial Report with input from the Budget Committee.

DISCUSSION

The Budget Committee met and decided to make no major changes to the budget. The Second Interim Report will reflect adjustments made considering spending patterns to project out for the remainder of the year.

ACTION REQUESTED

Receive and approve report.

Note: The Second Interim Report will be available in hard copy at the February 18, 2016 meeting.



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.7 – Independent Study Program**

Date: February 12, 2016 for the meeting of February 18, 2016

SUMMARY

An independent study/home school program added to Sherwood's current program would address needs of the School as well as needs in the Chico community.

DISCUSSION

At the January meeting of the Board of Directors, I presented an idea that it may be mutually beneficial to open a home school/independent study program. The Board asked me to come back with more information on the following topics:

- Home School Model Options
- Value of Home School Programs
- Challenges to Implementing a Home School Program
- Funding for Home School Programs
- Space for a Home School Program
- Plan for Administration/Leadership of a Home School Program
- Time lime for Implementation
- Relevance of Prop 792

While I have gathered some of this information, four weeks has proven not enough time to write a comprehensive report or to make a recommendation I feel is solid.

Recommendation: No recommendation is made at this time other than to allow more time to do research.

ACTION REQUESTED: Receive report.



MEMORANDUM

To: Board of Directors

From: Celeste Shults, Middle School Teacher

Subject: **Agenda Item 5.8-Middle School Field Trip**

Date: February 12, 2016 for the meeting of February 18, 2016

SUMMARY

The middle school will be attending the Shakespearean Festival in Ashland, Oregon, from May 4-6, 2016. We plan to leave in private vehicles on the morning of Wednesday, May 4 and return late on Friday, May 6. While in Ashland we will stay at the Southern Oregon University Dorms and all meals will be provide by them.

DISCUSSION

Educational Implications

While in Ashland the students will attend three plays: The Yeomen of the Guard, Great Expectations, and The Twelfth Night. They will attend three workshops; The Prologue for The Yeomen of the Guard and 10 students will be on stage during the play. They will also attend an Exploring Design workshop where they will learn what inspires the designs for this season's productions. They will finally attend a two hour workshop where they will experience on their feet exercises led by two company members, designed to explore themes, characters, and language of the plays. Prior to our departure to Ashland all students will experience all three plays that they will see at the festival through reading the works in class.

Fiscal Implications

The cost per student is \$209.25 and per chaperon is \$249.25. This includes food for 3 days (\$58.25), 3 tickets (\$87), housing (\$60 student & \$100 chaperon), and admission to Science Works (\$4). This does not include the cost of the 3 workshops (\$370), gas (\$approx. \$40), and parking(\$20).

Additional Information

We have been fundraising all school year. We started the year off with a Jamba Juice Fundraiser, where we raised \$240. Then we sold Chicobags and raised \$923. We are planning a Taco Bar dinner fundraiser for Friday, March 4 and a Clean-up Bidwell Park fundraiser for Saturday, March 5. We will wrap up our fundraising with a Gofundme account that we just

recently completed our video for last week. All money is due 30 days prior to our departure (4/4). We are asking for help in paying for our 3 workshops (\$370) and the cost for Celeste (middle school teacher), Michael (middle school assistant) and Danielle Menucci to attend (\$747.75). This would bring the total to \$1,117.75. If the board would be willing to add any additional monies for scholarships for students that would also be appreciated. We are hopeful that at the conclusion of our fundraising that every student's total will be significantly reduced. My students have been actively seeking businesses in our community to make a pledge for their Clean-up Bidwell Park fundraiser. Every child who participates keeps 100% of the money they raise in pledges to go toward their trip to Ashland. We talk about it daily and one student has raised \$200 already. It is one part fundraiser and one part community service. I call that a win-win!

Lasting Impact

A big part to any end of the year field trip is its lasting impact on the student. We attended Science Camp last year at Caritas Creek in Occidental, CA and my 8th graders talk about their experiences there almost daily. I heard stories from my 8th graders last year about how amazing their trip to Ashland was the year before as 7th graders. To spend three days immersed in the life of a college student, staying with friends, and experiencing some amazing plays and workshops, too. I am looking forward to having this time with my students to get to know them outside of the classroom.

Thank You

I would like to Thank You in advance for your time and attention in considering my proposal. Please feel free to email me if you have any questions at celeste@sherwoodmontessori.org.

Sincerely,
Celeste Shults
Middle School Teacher

Positive
Energy
Always
Corrects
Error

ACTION REQUESTED: Approve funds for trip.