SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Date/Time: **Thursday August 22, 2024 – 6:00 p.m.**
Location: **Room 1, 1071 E 16th Street, Chico, CA 95928**

AGENDA

A. CALL TO ORDER (6:00)

A.1 Land Acknowledgement

Sherwood Montessori acknowledges that we are on the unceded ancestral homeland of the Mechoopda people. Dr. Maria Montessori said: "We shall walk together on this path of life, for all things are part of the universe and are connected with each other to form one whole unity." As Montessori educators, we recognize that the Mechoopda people are the experts on the way to walk on the path of life here, with respect, gratitude and responsibility for the land, flora, fauna, waters, and air of this place. We extend our respects to the Mechoopda ancestors, elders, and all their relations in affirming their sovereign rights.

A.2 Roll Call Tina Hansen-Lewis, Samantha Lawson, Emma Cluff

B. CONSENT AGENDA (6:05)

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, June 19, 2024.

B.2 Employee Handbook Approval Consider approval of the 2024-2025 Employee Handbook.

B.3 MOU with Chico Country Day School Consider approval of a contract for School Nursing services with Chico Country Day School for the 2024-2025 school year.

B.4 Premium Only Plan Resolution

The Board will be asked to approve the POP Resolution for 2024-2025.

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

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

D. NOTICED PUBLIC HEARINGS

None

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

E. REGULAR BUSINESS (6:20)

E.1 Items Removed from Consent (If any)

E.2 Reports and Communications (6.30)

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

E.2.1 School Director Report

E.2.2 Treasurer Report

E.3 Action/Discussion Items (6:45)

E.3.1 Election of Officers

The Board will elect officers.

ACTION REQUESTED: Elect officers.

E.3.2 Uniform Complaint Procedures Policy

The Board will be asked to adopt a Uniform Complaint Procedures Policy

ACTION REQUESTED: Adopt policy.

E.3.3 Security Gates Proposal

The board will be asked to approve a proposal to use Measure K funds to purchase security gates for our campuses.

ACTION REQUESTED: Approve proposal.

E.3.4 Board Recruitment

The board will discuss recruitment efforts.

ACTION REQUESTED: Discuss board recruitment.

E.3.5 Board Projects

The board will discuss progress on various projects from last year.

ACTION REQUESTED: Discuss board projects.

E.3.6 Policy for the Education for Children Who are Homeless

The board will consider updating the policy.

ACTION REQUESTED: Update policy.

G. FUTURE AGENDA ITEMS

The Board will be asked to consider the Unaudited Actuals for the 2023-2024 school year.

H. ADJOURNMENT (7:30)

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

Sherwood Montessori Board of Director Meeting June 19, 2024
Minutes

A. Meeting started at 6:13. All members present, except Emma who had car troubles (not independently verified).

B. Commendations lauded upon Kati and Russell who are leaving the Board. Much fanfare, tears, and celebration.
Motion to approve minutes from May 16th. Sami motioned and Kati seconded. All approved.

C. Public comment. Complaint that agendas haven't been updated on website.
Comment that community was lacking and parents and staff need to be heard. Request to consider leaving current classroom composition intact (*not a Board decision). Concern about bullying. Question about data being provided to the Board.

D. Reports.
Director Report: Questions from the Board to Michelle about new classroom, collaborations, and Montessori training. Increase in absenteeism was also discussed. Comment that we need better amplification for the graduation ceremony.
Comment from the public about chronic absenteeism.

Business Manager Report: No questions.

E.3 Action Items
E.3.1 Original Budget 2024-2025
Brief discussion of budget. Motion to approve by Tina, Kati second. Four ayes.

E.3.2 Local Control Accountability Plan (LCAP)
Discussion of LCAP, specifically any changes since presented to the Board on May 16. Question about how to access parent data, how financial data is generated (salaries and benefits, largely)
Motion to approve by Kati, Tina second, all affirmed.

E.3.3 Local Indicators Report
A report of Local Indicators was presented and received.
Motion to receive by Sami, Tina seconded, all approved.

E.3.4 Class Assignment Policy
Michelle presented a policy based on current practices but now in writing.
Motion to approve by Tina, second by Sami, all approved.

E.3.5 Title IX Policy
Discussion about changing language to be Sherwood specific and thinking about staffing.
Motion to approve by Kati, Tina second. All in favor.

CLOSED SESSION
Discussed Public Employee Performance Evaluation

8:30 returned to public session and meeting adjourned.

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Employee Handbook**

Date: August 22, 2024

SUMMARY

Revisions in the Employee Handbook are submitted for approval.

DISCUSSION

We use a template created by Charter Safe, our insurance brokers, as the main body of the document for the Employee Handbook. Some sections of the previous handbook were incorporated into the new Employee Handbook.

The handbook was presented to employees at a mandatory all staff meeting. Any changes can be communicated via memorandum.

ACTION REQUESTED

Approve revisions to Employee Handbook.

Attachments: 2024-2025 Emplyee Handbook, Charter Safe's summary of changes for 2024-2025

Summary of CharterSAFE 2024-2025 Employee Handbook Template Major Changes

Section	***Summary of Change***
Equal Employment Opportunity	Add off the job use of cannabis/marijuana as protected category
Harassment	Add off the job use of cannabis/marijuana as protected category
Criminal Background Check	Add if employee during employment is arrest, charge or convicted of any offense, employee must immediately report info
Reproductive Loss Leave	Add reproductive loss leave
Sick Leave	Update accrual options, accrual cap & maximum use; update lump sum to increase days/hours;
Communication Policy	Add policy does not apply to employee's ability to discuss certain aspects of terms & conditions of employment or engage in protected concerted activity
Social Media	Add expanded definition of confidential information to exclude information about certain aspects of terms & conditions of employment; add nothing prevents employee for discussing or disclosing information about unlawful acts; add policy does not apply to employee's ability to discuss certain aspects of terms & conditions of employment or engage in protected concerted activity
Cell Phone Policy	Add policy does not apply to employee's ability to discuss certain aspects of terms & conditions of employment or engage in protected concerted activity
Personal Phone and Personal Cell Phone Use	Add policy does not apply to employee's ability to discuss certain aspects of terms & conditions of employment or engage in protected concerted activity
No Solicitation/Distribution Policy	Add policy does not apply to employee's ability to discuss certain aspects of terms & conditions of employment or engage in protected concerted activity
Violence in the Workplace	Add reference to Workplace Violence Prevention Plan
Prohibited Conduct	Add conduct that threatens security, personal safety, employee welfare and/or school operation may be prohibited and subject to disciplinary action; add employees will not be disciplined for conduct the pertains to employee's ability to discuss certain aspects of terms & conditions of employment or engage in protected concerted activity;

Confidential Information	Add definition of confidential information does not include information about certain aspects of terms & conditions of employment; add policy does not apply to employee's ability to discuss certain aspects of terms & conditions of employment or engage in protected concerted activity;
Conflicts of Interest	Add policy does not apply to employee's ability to discuss certain aspects of terms & conditions of employment or engage in protected concerted activity;
Substance and Alcohol Policy	Add no discrimination against employees for use of cannabis/marijuana off the job so long as use does not result in impairment during workday
Safety Policy	Add reference to Workplace Violence Prevention Plan which is located in main office for viewing

SHERWOOD MONTESSORI

Employee Handbook

2024-2025

TABLE OF CONTENTS

SECTION 1 – WELCOME 7

WELCOME TO SHERWOOD MONTESSORI 7

SECTION 2 – GENERAL 8

SECTION 3 – OUR MISSION 9

MISSION STATEMENT 9

SECTION 4 – EMPLOYMENT 10

EMPLOYMENT APPLICATIONS 10
AT WILL EMPLOYMENT 10
EQUAL EMPLOYMENT OPPORTUNITY 10
HARASSMENT 11

1 What is Harassment? 12
2 What is abusive conduct/workplace bullying? 13
3 What is Retaliation? 13
4 Responsibility 14
5 Reporting 14
6 Investigation/Complaint Procedure 14
7 Conclusion 15
8 Training Requirements 16

WHISTLEBLOWER POLICY 16
OPEN COMMUNICATION POLICY 16
LACTATION ACCOMMODATION POLICY 17

SECTION 5 – THE EMPLOYMENT PROCESS 20

EMPLOYEE CLASSIFICATIONS 20

1 Instructional Employees: 21
2 Non-Instructional Employees: 21

WORKWEEK AND WORKDAY 21
SCHOOL HOLIDAYS 21
ATTENDANCE AND PUNCTUALITY 22
TIME SHEETS (NON-EXEMPT EMPLOYEES) 23
MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES) 24

3 Meal Periods 24
4 Rest Periods 25

5 Reporting Form 25

PAYROLL WITHHOLDINGS 26

SECTION 6 – CONDITIONS OF EMPLOYMENT 27

IMMIGRATION LAW COMPLIANCE 27
CREDENTIAL REQUIREMENTS 27
TUBERCULOSIS TEST 27
CRIMINAL BACKGROUND CHECK 28
CHILD ABUSE AND NEGLECT REPORTING ACT 28
FIRST-AID AND CPR TRAINING 29
PERSONNEL FILES 29
CHANGES IN EMPLOYMENT 29

SECTION 7 – PERFORMANCE 30

EMPLOYEE PERFORMANCE REVIEW 30

SECTION 8 – LEAVES 30

FAMILY MEDICAL LEAVE ACT (FMLA)/CALIFORNIA FAMILY RIGHTS ACT (CFRA) 30
PREGNANCY DISABILITY LEAVE 32
MILITARY SPOUSE LEAVE 33
WORKERS' COMPENSATION LEAVE 34
BEREAVEMENT LEAVE 34
JURY DUTY LEAVE 36
TIME OFF TO VOTE 36
SCHOOL ACTIVITIES LEAVE 36
SCHOOL APPEARANCE/SUSPENSION LEAVE 37
CRIME VICTIM LEAVE 37
DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT/STALKING LEAVE 38
MILITARY LEAVE 39
ADULT LITERACY LEAVE 39
ORGAN DONOR / BONE MARROW DONOR LEAVE 40
DRUG & ALCOHOL REHABILITATION LEAVE 40
VOLUNTEER CIVIL SERVICE LEAVE 40
CIVIL AIR PATROL LEAVE 41

SECTION 9 – BENEFITS 42

SICK LEAVE 42

1 Eligible Employees 42
2 Permitted Use 42
3 Accrual Rate, Maximum, and Carryover 42
4 Limits on Use 43

5 Notification 43
6 Termination 43
7 No Discrimination or Retaliation 43

LEAVE POLICY 43
INSURANCE BENEFITS 44
COBRA BENEFITS 45
SOCIAL SECURITY/MEDICARE 45
STATE DISABILITY INSURANCE (WAGE SUPPLEMENT) 45
PAID FAMILY LEAVE (WAGE SUPPLEMENT) 45
WORKER'S COMPENSATION INSURANCE 46

SECTION 10 – EMPLOYEE COMMUNICATIONS 47

COMMUNICATIONS POLICY 47

1 No Expectation of Privacy 47
2 Professional Use of Communication Systems Required 48
3 Offensive and Inappropriate Material 48
4 Solicitations 49
5 Licenses and Fees 49
6 Games and Entertainment Software 49
7 Confidential Information 49
8 Copyrights and Trademarks 49
9 Maintenance and Security of the System 49
10 Violations of this Policy 50
11 Amendment and Modification of this Policy 50

SOCIAL MEDIA POLICY 50
EQUIPMENT POLICY 53
LAPTOP COMPUTERS 53
PERSONAL PHONE AND PERSONAL CELL PHONE USE 54
NEPOTISM POLICY 54
BUILDING SECURITY/SCHOOL KEYS 55
INTERNAL INVESTIGATIONS & SEARCHES 55
VIOLENCE IN THE WORKPLACE 56

SECTION 11 – STANDARDS OF CONDUCT 58

PERSONAL APPEARANCE/STANDARDS OF DRESS 58
FACILITIES USE AGREEMENT WITH CHAPMAN ELEMENTARY 58
DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS 59
STAFF-STUDENT INTERACTIONS 59

1 Boundaries Defined 59
2 Acceptable and Unacceptable Behaviors 59
3 Unacceptable Behaviors 59
4 Acceptable Behaviors 61

5 Boundaries Reporting 63
6 Investigating 63
7 Consequences 63

CUSTOMER & PUBLIC RELATIONS 63
PROHIBITED CONDUCT 64
CONFIDENTIAL INFORMATION 66
CONFLICTS OF INTEREST 70
EXPENSE REIMBURSEMENT POLICY 70

SECTION 12 – SAFETY 71

SUBSTANCE AND ALCOHOL POLICY 71
SMOKING 73
SECURITY 73
PARKED VEHICLES 73
PERSONAL AUTOMOBILE 73
PERSONAL PROPERTY 73
SAFETY POLICY 74
ERGONOMICS 74
CHEMICAL EXPOSURE WARNING 74

SECTION 13 – TERMINATION 75

VOLUNTARY TERMINATION 75
INVOLUNTARY TERMINATION 75
EXIT INTERVIEWS 75
VERIFICATION AND REFERENCE POLICY 75

Addenda

Non-Exempt Employee Meal Period Waiver Agreement
Non-Exempt Employee Meal and Rest Period Reporting Form
Organization Chart and Job Descriptions

SECTION 1 – WELCOME

WELCOME TO SHERWOOD MONTESSORI

We are happy to have you join us at Sherwood Montessori (or "Sherwood"). We believe our school is truly unique. We serve a diverse group of talented and hardworking students. We regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect, and approach all situations as opportunities to learn.

This handbook has been written to provide you with an overview of Sherwood Montessori, its personnel policies and procedures, and your benefits as a Sherwood Montessori employee.

This handbook is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No Sherwood Montessori guideline, practice, manual or rule may alter the "at-will" status of your relationship with Sherwood Montessori.

In order to retain necessary flexibility in the administration of its policies, procedures and benefits, Sherwood reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever Sherwood Montessori determines that such action is warranted. For these reasons, we urge you to check with the School Director to obtain current information regarding the status of any particular policy, procedure or practice. This handbook supersedes and replaces all previous personnel policies, practices and procedures.

I welcome you and wish you great success and fulfillment at Sherwood.

Sincerely

Michelle Yezbick

Director, Sherwood Montessori

SECTION 2 – GENERAL

This handbook serves as a guide for the employer/employee relationship. This handbook applies to faculty and staff at Sherwood Montessori. The standards of conduct apply to all individuals who work on the school premises including independent contractors, vendors, and visitors. Unless otherwise indicated, a benefit, policy, program, or procedure applies, or is available, to ALL eligible employees.

This handbook contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or the School Director. You are responsible for reading, understanding, and complying with the provisions of this Handbook. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

Neither this handbook nor any other Sherwood Montessori document confers any contractual right, either express or implied, to remain in Sherwood Montessori's employ, nor does it guarantee any fixed term or condition of your employment. Except as otherwise provided in an executed employment agreement, your employment is not for any specified period of time and may be terminated at will, with or without cause and without prior notice, by Sherwood Montessori or you may resign for any reason at any time.

No supervisor or other representative of Sherwood Montessori except the School Director with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Second, the procedures, practices, policies and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur.

Finally, this handbook contains proprietary information that should not be disclosed outside Sherwood Montessori, other than to individuals affiliated with Sherwood Montessori whose knowledge of the information is required in the normal course of business.

SECTION 3 – OUR MISSION/VISION/PHILOSOPHY

MISSION STATEMENT

The mission of the 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.

Core Values

To successfully implement and sustain this mission, the school will be founded on the following core values:

- To creatively apply the Montessori method toward reaching high academic standards, while emphasizing core subjects
- To maintain a diverse total school population through inclusive mixed-aged, mentor-based classrooms that welcome all students
- To place emphasis on collaboration, problem-solving, and self-directed goal-setting for each Montessori student according to developmental readiness
- To nurture a commitment toward sustainability and environmental awareness locally and globally, both in Chico and in the greater world
- To apply firm standards of conduct, emphasizing mutual respect, honesty, and courtesy
- To employ creative, passionate, and engaged teachers who are committed to the Montessori philosophy
- To nurture high parental involvement and collaboration in all areas of education and governance

SECTION 4 – EMPLOYMENT

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

AT WILL EMPLOYMENT

We believe that an employment relationship is successful as long as both parties are mutually satisfied. Accordingly, both you and Sherwood Montessori will have the right to terminate your employment and all related compensation and benefits at any time, with or without cause and with or without notice. In addition, Sherwood Montessori may eliminate or change any term or condition of your employment (including but not limited to your job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause and with or without previous notice.

This is called "employment at will," and no one other than the School Director of Sherwood Montessori, with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the School Director. Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict Sherwood Montessori's right to terminate at-will.

EQUAL EMPLOYMENT OPPORTUNITY

Sherwood Montessori is an equal opportunity employer. In accordance with applicable law, the School prohibits discrimination against any employee or applicant for employment on the basis of an individual's protected status, including race (which includes historically associated traits, such as hair styles and protective hairstyles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), use of cannabis/marijuana off the job and away from the workplace, genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve members as well

as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, or any other consideration protected by applicable law. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics. The School will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to the School. An applicant or employee who believes they requires an accommodation in order to perform the essential functions of the job should contact the School Director and request such an accommodation, specifying what accommodation they need to perform the job. Although the need for accommodations is determined on a case-by-case basis, generally Sherwood Montessori and the employee or applicant will engage in an interactive process with the employee's or applicant's health care provider(s) to confirm the existence of the condition, its limitations in the workplace, and possible reasonable accommodations, if any. The employee or candidate has an obligation to cooperate with Sherwood Montessori in this process, which may include authorizing Sherwood Montessori to communicate with their health care provider(s).

If you believe you have been subjected to discrimination, please follow the complaint procedure outlined below.

HARASSMENT

It is the policy of Sherwood Montessori to ensure equal employment opportunity without harassment on the basis of race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), color, religious creed (which includes, without limitation, to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), use of cannabis/marijuana off the job and away from the workplace, genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that

the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

Sherwood Montessori prohibits any such harassment in the workplace. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying and that maintains equality, dignity, and respect for all. This policy protects all employees of the School as well as interns, volunteers, and potential employees (applicants). All employees of the School are required to abide by this policy, regardless of position or status, including supervisors, administration, and co-workers. In addition, this policy prohibits unlawful harassment by third parties, including students, parents, vendors or other third parties, who have workplace contact with our employees.

Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.

1 What is Harassment?

Harassment can take many forms. As used in this Employee Handbook, the term "harassment" includes all unwelcome conduct that comprises the following behavior pertaining to any of the above protected categories or characteristics:

Unlawful Harassment: Prohibited unlawful harassment may include, but is not necessarily limited to, the following behavior pertaining to any of the above protected categories:

- Verbal conduct such as flirting, epithets, derogatory jokes or comments, voicemails, slurs or unwanted sexual advances, sexually suggestive innuendos, conversations regarding sexual activities, invitations, or comments (including, but not limited to, threats of deportation against applicants and employees and family members of applicants and employees, derogatory comments about immigration status or disability, or mockery of an accent or a language or its speakers) ("hostile work environment" harassment).
- Disrespectful or unprofessional conduct based on any of the protected categories listed above ("hostile work environment" harassment).
- Comments or conduct that consistently target one gender, even if the content is not sexual ("hostile work environment" harassment).
- Visual conduct such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, gestures, text messages, posts, social media, instant messages, e-mails, letters, pictures, or gifts ("hostile work environment" harassment).
- Physical conduct such as assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of any protected basis ("hostile work environment" harassment).
- Threats and demands to submit to sexual requests or sexual advances as a condition of continued employment or to avoid some other loss and offers of employment benefits in return for sexual favors ("quid pro quo" harassment).

- Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law and/or school policy.
- Sexually harassing conduct does need not to be motivated by sexual desire to be unlawful or to violate this policy and may include situations that began as reciprocal relationships but later ceased to be reciprocal.

2 What is abusive conduct/workplace bullying?

- Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer's legitimate business interests. Examples may include:
  - Use of derogatory remarks, insults and/or epithets
  - Verbal or physical conduct that sabotages or undermines a person's work performance that is threatening, humiliating or intimidating
- Bullying, gossip, profanity, abusive conduct and negative comments are destructive to our School culture, create false rumors, disrupt school operations and interfere with the privacy of others.

3 What is Retaliation?

Retaliation against an individual for reporting or threatening to report harassment, discrimination or for participating in an investigation of a claim of such conduct is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

As used in this policy, "retaliation" means taking any adverse employment action against an employee because the employee engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, reporting or assisting in reporting suspected violations of this policy, cooperating or participating in investigations or proceedings arising out of a violation of this policy, or engaging in any other activity protected by applicable law.

As used in this policy, an "adverse employment action" means conduct or an action that materially affects the terms and conditions of the employee's employment status or is reasonably likely to deter the employee from engaging in further protected activity. Adverse employment actions may include, but are not limited to, the following: demotion; suspension; reduction in pay; denial of a merit salary increase; failure to hire or consider for hire; refusing to promote or consider for promotion because of reporting a violation of this policy; harassing another employee for filing a complaint; denying employment opportunities because of making a complaint or for cooperating in an investigation; changing an employee's work assignments for identifying harassment or other forms of discrimination in the workplace; treating an employee differently such as denying an accommodation; not talking to an employee (the "cold shoulder") when otherwise required by job duties; or otherwise excluding the employee from job-related activities because of engagement in activities protected under this policy.

Any retaliatory adverse action because of a protected activity will not be tolerated. If an employee believes they have been subjected to, has witnessed, or has knowledge of retaliation in violation of this policy, please follow the complaint procedure outlined below.

4 Responsibility

All Sherwood Montessori employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation and abusive conduct in accordance with this policy.

5 Reporting

Sherwood Montessori strongly encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, or the School Director. All employees who witness potential violations of this policy, and particularly supervisors, are required to immediately report such incidents to the School Director. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to the School Director as appropriate. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination. There is no requirement to report your complaint to any designated supervisor within Sherwood Montessori. Select the individual supervisor with whom you feel the most comfortable discussing your complaint. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint.

Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. Sherwood Montessori is serious about enforcing its policy against discrimination, harassment and retaliation; however, Sherwood cannot resolve potential violations that it does not know about. Therefore, employees are responsible for bringing any such problems to Sherwood Montessori's attention so it can take whatever steps are necessary to correct the problems.

All complaints submitted pursuant to this policy can be done in writing or verbally. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation. Employees may choose to submit their complaints anonymously by filling a Google Form: Anonymous Complaint Form. The form will not collect your email, but you must use a Sherwood Montessori domain email to submit the form.

6 Investigation/Complaint Procedure

All complaints of unlawful harassment, discrimination or retaliation will be promptly investigated.

Sherwood Montessori encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

Sherwood Montessori's investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have

observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigatory process to the extent possible and consistent with adequate investigation methods and appropriate corrective actions. The School has a compelling interest in protecting the integrity of its investigations. In every investigation, the School has a strong desire to protect witnesses from harassment, intimidation and retaliation, to keep evidence from being destroyed, to ensure that testimony is not fabricated, and to prevent a cover-up. If the School reasonably imposes a confidentiality requirement and you do not maintain such confidentiality, you may be subject to disciplinary action up to and including immediate termination.

All employees are required to fully cooperate with Sherwood Montessori's investigation, which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

During the investigation, Sherwood Montessori will provide regular progress updates, as appropriate, to those directly involved. Sherwood Montessori will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses.

Sherwood Montessori may investigate conduct in the absence of a formal complaint if the School has reason to believe that an individual has engaged in conduct that violates Sherwood Montessori policies or applicable law. Further, Sherwood Montessori may continue its investigation even if the original complainant withdraws their complaint during the course of the investigation.

Any conduct which Sherwood Montessori believes constitutes harassment, discrimination, abusive conduct, or retaliation in violation of this policy will be dealt with appropriately. Corrective action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as Sherwood believes is appropriate under the circumstances. Due to privacy protection, Sherwood may not be able to fully disclose its entire decision regarding corrective action to the complainant. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

7 Conclusion

This policy was developed to ensure that all employees work in an environment free from harassment, discrimination, abusive conduct and retaliation. Any employee who has questions or concerns about these policies should talk with the School Director of Administrative Assistant.

If you believe you have experienced discrimination or harassment you may file a California Civil Rights Department ("CRD") or Equal Employment Opportunity Commission complaint. For information contact the CRD or EEOC. You may find their phone numbers online at www.eeoc.gov and www.calcivilrights.ca.gov, respectively.

8 Training Requirements

Sherwood Montessori requires all employees to abide by California's training requirements, which includes training within six months of hire and retraining every two years thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

WHISTLEBLOWER POLICY

Sherwood Montessori is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of Sherwood Montessori policy, specifically the policies contained in Sherwood Montessori's Employee Handbook.

An employee who wishes to report a suspected violation of law or Sherwood Montessori policy may do so by contacting the Board of Directors.

Sherwood Montessori expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of Sherwood Montessori. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

Any employee who believes that they have been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: School Director and Administrative Assistant. Any supervisor, manager, or administrative staff that receives complaints of retaliation must immediately inform the School Director or Administrative Assistant.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and in a manner intended to protect confidentiality to the extent possible, consistent with a full and fair investigation. Information will be disclosed only as it is necessary to complete the investigation and resolve the matter. The School Director and a member of Sherwood Montessori management will conduct the investigation or designate other internal or external parties to conduct the investigation. The investigating parties may notify the concerned individuals of their findings as appropriate.

OPEN COMMUNICATION POLICY

We want to hear from you. Sherwood Montessori strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our school and organization. Employees are encouraged to openly discuss with their supervisors any problems or suggestions they believe would make our

organization better and stronger. Sherwood Montessori is interested in all our employee's success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with the individual or individuals directly involved and/or the School Director. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. Sherwood Montessori will attempt to keep the employee's concerns and complaints confidential to the extent feasible. However, in the course of resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law. Employees with concerns or complaints relating to harassment, discrimination or retaliation should follow the reporting procedure outlined in this Handbook.

LACTATION ACCOMMODATION POLICY

Sherwood Montessori provides a reasonable amount of break time to accommodate an employee's need to express breast milk for the employee's infant child.

A private location to express breast milk will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. In certain circumstances, a temporary location, multipurpose room, or shared space may be provided in accordance with applicable law. The location will also meet the following requirements: not be a bathroom or restroom; be free from intrusion; be shielded from view; be safe, clean, and free of toxic or hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, the School shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, the School may provide another cooling device suitable for storing milk, such as a School-provided cooler.

An employee who would like to request an accommodation to express milk should complete an accommodation request form and contact the employee's supervisor or School Director. The School will engage the employee in an interactive process with the employee to determine when and where lactation breaks will occur, and will respond accordingly, generally within two business days. The School reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

Employees requesting an accommodation under this policy should comply with the following requirements:

1. The employee should complete an accommodation request form and contact their supervisor or the School Director to request designation of a location and time to express breast milk under this policy.

2. The requested break time should, if possible, be taken concurrently with other scheduled break periods. Non-exempt employees should clock out for any

lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes the employee has been retaliated against it should be reported immediately to Human Resources or the School Director. Discrimination against and harassment of lactating employees in any form is unacceptable will not be tolerated at Sherwood Montessori and will be handled in accordance with Sherwood Montessori's policy on discrimination and harassment.

If any employee believes that they have experienced retaliation or discrimination because of conduct protected by this policy, the employee may also file a complaint with their supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone or visit a local office by finding the nearest one on our website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

PUBLIC RELATIONS

The success of a charter school depends upon the quality of the relationship among the School, its employees, students, parents and the general public. The public impression of Sherwood Montessori and its interest in our school will be formed in part, by Sherwood Montessori employees. Our employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, Sherwood Montessori and our school's services.

Below are several things employees can do to help leave people with a good impression of Sherwood Montessori.

These are the building blocks for our continued success:

- Communicate with parents regularly
- Act competently and deal with others in a courteous and respectful manner
- Communicate pleasantly and respectfully with other employees at all times
- Follow up on requests and questions promptly, provide business-like replies to inquiries and requests, and perform all duties in an orderly manner
- Respond to email and voicemail within 24 hours during the workweek
- Take great pride in your work and enjoy doing your very best

ANTI-BIAS ANTI-RACIST EDUCATION

Sherwood is committed to ABAR practices to provide an equal opportunity to all students and families to success. It is understandable and expected that in a diverse community,

misunderstandings may arise that need to be resolved with respectful dialogue. The appropriate response of an employee when a conflict arises with a fellow employee, student, or student family member is one of concern and curiosity with an openness to learning, not defensiveness. Reported perceptions of inequity will be investigated by school leadership and involved employees will be expected to express a commitment to ABAR practices in the process.

ABAR practices also include a willingness to partner with students' families, parents, and guardians with a respect for differences in educational philosophies. Every effort should be made to understand a diverse experience and view of education with cooperation and partnership as the spirit of our work with families.

SCHOOL SUCCESS AND OPPORTUNITY ACT: AB 1266

From the California Department of Education:

AB 1266 clarifies California's student nondiscrimination laws by specifying that all students in K-12 schools must be permitted to participate in school programs, activities, and facilities in accordance with the student's gender identity.

A transgender or gender nonconforming student may not express their gender identity openly in all contexts, including at home. Revealing a student's gender identity or expression to others may compromise the student's safety. Thus, preserving a student's privacy is of the utmost importance. The right of transgender students to keep their transgender status private is grounded in California's antidiscrimination laws as well as federal and state laws. Disclosing that a student is transgender without the student's permission may violate California's antidiscrimination law by increasing the student's vulnerability to harassment and may violate the student's right to privacy.

SECTION 5 – THE EMPLOYMENT PROCESS

EMPLOYEE CLASSIFICATIONS

Each Sherwood Montessori employee is either a "full-time," "part-time," or "temporary" employee and either an "exempt" or "non-exempt" employee. Some of the policies and benefits described in this handbook depend on whether the employee is full-time or part-time. Regular full-time employees are those employees regularly scheduled to work between 30 hours or more each week. Regular part-time employees are those regularly scheduled to work less than 30 hours each week. Temporary employees are those employed for short-term assignments or in connection with a specific project or event. Temporary employees are not eligible for employee benefits, except those mandated by applicable law.

Every member of the team is designated as an "Certificated employee" or "Classified employee." Some of the policies and benefits described in this handbook depend on how the employee is designated.

Exempt employees: This category includes all employees who are determined by the School to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover all of the compensation to which they are entitled. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work or time off in lieu of additional compensation.

Non-exempt employees: This category includes all employees who are covered by certain wage and hour provisions of state and federal laws. Non-exempt employees are entitled to overtime and double time pay as well as meal and rest breaks, as prescribed by law.

Instructional or Certificated Employee are those employees hired by Sherwood Montessori for the primary purpose of instructing students.

Non-Instructional or Classified Employees includes those employees hired by Sherwood Montessori that do not primarily instruct students, such as administrative, maintenance, assistants and other operational employees.

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. The School Director or your supervisor will assign your individual work schedule. In order to accommodate the needs of our business, it may be necessary to change individual work schedules on either a short- term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with Human Resources (at Sherwood this is the School Director

with support from the Administrative Assistant) or your supervisor. All schedule changes or modifications must be approved by the School Director.

Sherwood Montessori reserves the right to assign employees to jobs other than their usual assignment when necessary, provided the employee is capable of performing the essential functions of the alternate assignment. Non-exempt employees are not allowed to perform work at home or away from the School unless specifically authorized for each occurrence by their supervisor. Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work "off the clock." Attendance at school-sponsored functions is not compensated unless the supervisor has required you to attend the function. Employees violating these rules may be subject to disciplinary action up to and including termination.

1 Instructional Employees:

The normal working hours for instructional employees at the school sites are from 8:30 a.m. to 3:30 p.m. with two ten (10) minute rest breaks and a sixty (60) minute meal break. During rainy day schedules, the meal break may be reduced to thirty (30) minutes for indoor recess. Instructional employees may be required to work other than the normal hours and to take their lunch breaks and/or rest breaks on a rotating basis so that classes and student activities are always covered. There will occasionally be activities that will require teacher participation outside of regular business hours such as instructional prep, evening and Saturday family workshops or special meetings. Teachers will have weekly meetings that extend the end of the work day by one hour: 4:30 p.m.

The School Director must approve any exceptions to the regular work schedule for instructional employees.

2 Non-Instructional Employees:

The School Director will determine the normal working hours for non-instructional employees. Non-exempt, non-instructional employees are entitled to two ten (10) minute rest breaks and a thirty (30) minute meal break and are entitled to overtime and double time pay as required by law.

Exempt employees, including Instructional and Non-Instructional employees, will be expected to work the number of hours necessary to complete their assigned responsibilities.

WORKWEEK AND WORKDAY

Sherwood Montessori's workweek is from Monday at 7:00 A.M. through the following Friday at 6:00 P.M. Sherwood Montessori's standard workday is 8:30 a.m. to 4:30 p.m. each day.

SCHOOL HOLIDAYS

The School observes 11 paid holidays during the year:

- New Year's Day

- Martin Luther King Day
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran’s Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve Day
- Christmas Day

To be eligible for holiday pay, an employee must be full-time and non-exempt and must work both the business day before and after the holiday. Part-time employees, temporary employees, exempt employees (including, but not limited to, teachers) are not eligible for holiday pay. Exempt employees and teachers will receive their regularly scheduled pay during holidays.

Eligible employees will receive time off with pay at their regular rate of pay on the School-observed holidays listed above. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, the School may close on another day. Holiday observance will be announced in advance. The School reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the School Director. Exempt employees may use paid leave time if the employee has unused leave time available, otherwise the holiday will be unpaid.]All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

- At the Supervisor’s request/approval
- Due to closure of schools because of inclement weather
- Prior to or following Jury Duty or Bereavement Leave
- Due to a previously scheduled and approved leave of absence

ATTENDANCE AND PUNCTUALITY

Employees are expected to observe regular attendance and be punctual. Each of our employees is critical to our success. Therefore, regular attendance and punctuality are considered an essential

function of all positions. Employees are expected to report to work as scheduled, on time, and prepared to work. Employees also are expected to remain at work for their entire work schedule, except meal periods, rest periods or when required to leave on authorized School business. Late arrivals, early departures or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided.

If you are unable to report for work on any particular day, you must call the Administrative Assistant at least one hour before the time you are scheduled to begin working for that day. If you call in less than one hour before your scheduled time to begin work, you will be considered tardy for that day. Absent extenuating circumstances or a medical provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. The School understands that in some cases, advance notice is not possible. In these cases, notify the Administrative Assistant personally at the earliest possible moment. In some circumstances, you may be required to provide verification of or documentation for your absence.

More than three instances of non-illness related tardiness by any employee during any twelve-month period are considered excessive. Any unexcused absence is considered excessive.

If you fail to report for work without any notification to the Administrative Assistant and the absence continues for a period of three business days, the School will determine that you have abandoned your job and voluntarily terminated your employment.

Absences protected by local, state and federal law do not count as violations of this policy. Paid sick time protected under California law does not count as a violation of this policy.

TIME SHEETS (NON-EXEMPT EMPLOYEES)

Non-exempt employees must accurately complete time sheets within the School's timekeeping system on a daily basis. Each time record must show the exact time each work period began and ended, the meal periods taken, and your signature. Absences and overtime must be accurately identified on your time record. Any work performed before or after any regularly scheduled work shift must be approved in advance by the employee's supervisor or school leadership. All time actually worked must be recorded. This includes the use of laptops, computers, PDAs or cell-phones to check work email, voicemail or to send text messages after hours. You cannot record time and/or submit a time record for another employee. Each employee must sign and submit their own time record. Non-exempt employees are not allowed to work "off the clock." Working "off the clock" violates our School's policy. Any errors on an employee's time record should be reported immediately to the employee's supervisor or Human Resources.

Time sheets must remain in the mailbox of the employee in the office. Employees may take a copy home, but the original time sheet must be updated daily and kept in the office. When calculating the total hours of a shift, round up to the nearest quarter hour. Time sheets should match the shifts assigned on the Conditions of Employment document. If an employee is substituting for another position, a Sub Time Sheet should be filled and the position the employee is substituting for must be indicated. Please ask the Administrative Assistant any questions you may have about filling the time sheet.

Exempt employees must report full days of absence from work. Planned absences must be recorded on the Absence Request form for both exempt and non-exempt employees. Planned and unplanned absences must be recorded on the Absence Verification form.

MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

All non-exempt employees are provided with an opportunity to take meal and rest periods consistent with the law. During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not combine required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to School policy or you must begin your meal period more than five hours after your work period began, you must notify Human Resources in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken. If you leave the premises for either a meal or rest break, you are doing so for strictly personal reasons and will not be covered by worker's compensation.

Failure to comply with the School's policy regarding meal and/or rest periods can lead to discipline, up to and including termination.

3 Meal Periods

Non-exempt employees (hourly employees) scheduled to work more than five hours in a day are provided a 30-minute uninterrupted duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin their meal period no later than 12:00 p.m. (noon). Your supervisor may schedule your meal periods.

The employee may waive this meal period if their workday will be completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from the School Director and complete a "Meal Period Waiver" form.

If an employee's day exceeds ten hours of work time, the employee is entitled to an additional 30-minute uninterrupted duty-free unpaid meal break. The employee may only waive this second meal period if they have taken the required first meal break of at least 30 minutes and their workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from theSchool Director and complete a "Second Meal Period Waiver" form.

Hours Worked	Number of Meal Periods
0 hours to 5 hours	No meal period
Over 5 hours to 10 hours	1 30-minute meal period
Over 10 hours to 14 hours	2 30-minute meal periods

Non-exempt employees must observe assigned working hours, the time allowed for meal periods, and report any interrupted, missed, late or short meal periods on that days' time record and to the employee's supervisor immediately. The meal period must be accurately recorded on the employee's time sheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday. Non-exempt employees are expected to return to work promptly at the end of any meal period.

4 Rest Periods

Non-exempt employees are authorized and permitted to take a 10-minute uninterrupted rest period for each four (4) hours of work or major fraction thereof which is defined as any amount of time over two (2) hours. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee in order to shorten the workday or used towards additional time off. During rest periods, employees are not required to stay on the premises, however, non-exempt employees are expected to return to work promptly at the end of any rest period.

Hours Worked	Number of Rest Periods
3.5 hours to 6 hours	1 10-minute rest period
Over 6 hours to 10 hours	2 10-minute rest periods
Over 10 hours to 14 hours	3 10-minute rest periods

Non-exempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period on the days' time record and to the employee's supervisor immediately. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

5 Reporting Form

In addition to reporting it on their time record, any employee who misses a meal or rest period or who experiences a late, short, or interrupted meal period—for any reason—must immediately report this issue to their supervisor and complete a Non-Exempt Employee Meal and Rest Period Reporting Form. The employee must fill out all fields on the form, including providing a thorough explanation for the non-compliant meal or rest period. The employee must complete and turn in this form to the Administrative Assistant on the same workday that they experienced the non-compliant meal or rest period.

If an employee voluntarily chooses to miss a meal or rest period or take a late, short, or interrupted meal period (e.g., I chose to take my lunch later in the day or I chose to refuse an "authorized" meal period at the time provided by Sherwood Montessori), the employee is not entitled to premium pay (one additional hour of pay). If an employee involuntarily experiences a missed meal or rest period or a late, short, or interrupted meal period (e.g., my supervisor asked me to handle a call or meeting that caused me to miss or take a late meal period), the employee is entitled

to premium pay. Employees must report the reason for the non-compliant meal or rest period on the Non-Exempt Employee Meal and Rest Period Reporting Form.

PAYDAYS

Paydays at Sherwood Montessori are the last business day of the month. The Office Manager or their designee will distribute checks to those who do not have direct deposit. If a normally scheduled pay day falls on a weekend or holiday, paychecks will be distributed the preceding business day. A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may actually credit to your account before your actual "payday," the School is not responsible for automatic payments or withdraws dated prior to your actual payday and you should not depend on early deposits of your pay.

PAYROLL WITHHOLDINGS

Sherwood is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty or PERS, for qualified members) and State Disability Insurance from each employee's paycheck as outlined below. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, Sherwood Montessori must comply with that order within the time allowed by law and cannot postpone the payroll deduction for any reason. Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

If an employee believes an error has been made in their pay or deductions Sherwood Montessori will work in good faith to resolve errors as soon as possible. The employee should notify the School Director of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee's paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, then they should ask the Administrative Assistant to explain it. The employee may change the number of withholding allowances they wish to claim for Federal and/or State Income Tax purposes before any pay period by filling out a new W-4 form and submitting it to the School Director.

SECTION 6 – CONDITIONS OF EMPLOYMENT

IMMIGRATION LAW COMPLIANCE

Sherwood Montessori employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 no later than the first day of work for pay and present original documentation establishing identity and employment eligibility as outlined on the I-9 instruction forms no later than three business days after they begin work. Former employees who are rehired must also complete the form if they have not completed an I-9 with Sherwood Montessori within the past three years or if their previous I-9 is no longer retained or valid.

CREDENTIAL REQUIREMENTS

If you are a credentialed team member, you must provide copies of your credential, certificate of clearance, transcripts, and test scores prior to your first day of actual work and if already employed, prior to the start of the academic year if applicable. Failure to provide these documents may delay your ability to begin work.

You are also responsible for keeping required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both your principal and the School with verification of renewals. Failure to provide these updated documents to the School may result in suspension without pay until such time as the necessary documentation has been provided.

TUBERCULOSIS TEST

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing that they were examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in delay of your ability to begin work or termination.

Results of these tests are strictly confidential. TB Clearance is good for four years and it is the employee’s responsibility to remain in compliance and ensure the school has a valid certificate on file.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required for existing employees shall be a reimbursable expense. Employees should follow the School’s reimbursement procedures.

CRIMINAL BACKGROUND CHECK

All employees must have Live Scan fingerprint results on file with Sherwood Montessori in accordance with applicable law. Live Scan fingerprinting will be required of all job applicants, employees, and volunteers as required by California and federal law. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Civil or criminal background checks may also be required of applicants and/or employees based on job duties or any other factors in accordance with applicable law.

Employees with adverse background information (such as certain specific criminal convictions) may be ineligible for employment with Sherwood Montessori.

Sherwood Montessori shall also request subsequent arrest notification from the Department of Justice and take all appropriate action based upon such further notification in accordance with applicable law. Additionally, should an employee, during their employment with Sherwood, be arrested for, charged with, or convicted of any offense, the employee must immediately report as much to Human Resources or the School Director.

CHILD ABUSE AND NEGLECT REPORTING ACT

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse or neglect, or you reasonably suspect it, California Penal Code Section 11166 requires you to immediately report this information or suspicion to a child protective agency or the police. The report shall be made by phone as soon as possible and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse. Failure to meet these obligations can result in a monetary fine and/or jail.

While each employee has the responsibility to ensure the reporting of any child they suspect is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. It is extremely important that Sherwood Montessori employees comply with the requirements of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA.

The School Director is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without Sherwood Montessori's assistance, they are required to notify Sherwood of the report if it is based on incidents they observed or became aware of during the course and scope of their employment with Sherwood Montessori.

FIRST-AID AND CPR TRAINING

All individuals working unsupervised with children or in a classroom setting (i.e. core teachers, advisors, coaches, non-core teachers, administrators) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school. Any employee required to be first aid certified and hired after the beginning of the school year will be required to provide proof of completion of both First Aid and CPR training prior to the first day of work.

For additional information on the training required, please contact the Administrative Assistant.

PERSONNEL FILES

An employee or former employee (or designee) has the right to inspect or receive a copy of their personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to the Administrative Assistant. All requests should be put in writing preferably on the form maintained by Administration. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. Employer will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy: letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

CHANGES IN EMPLOYMENT

An employee is responsible for notifying the Office Manager about changes in the employee's personal information and changes affecting the employee's status (for example, name changes, address or telephone number changes, marriages or divorces, etc.). This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

SECTION 7 – PERFORMANCE

EMPLOYEE PERFORMANCE REVIEW

Supervisors will generally conduct performance reviews with all regular full-time and regular part-time employees annually. Supervisors may conduct informal performance reviews and goal setting sessions more often if they choose.

Performance reviews are designed for the supervisor and the employee to discuss their current job tasks, encourage and recognize attributes, and discuss positive, purposeful approaches for meeting work-related goals. Together, the employee and supervisor discuss ways in which the employee can accomplish goals or learn new skills. The goal setting sessions are designed for the employee and their supervisor to make and agree on new goals, skills, and areas for improvement.

It is important to prepare for these reviews carefully, and participate in them fully.

SECTION 8 – LEAVES

FAMILY MEDICAL LEAVE ACT (FMLA)/CALIFORNIA FAMILY RIGHTS ACT (CFRA)

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence. For purposes of FMLA leave, an eligible employee must also be employed at a worksite where there are 50 or more employees of the School within 75 miles. Please check with the School Director to determine whether you are eligible for FMLA/CFRA leave.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable. You should use the School's request form, which is available upon request from the Administrative Assistant. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

1. the birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;

2. the care of the employee's spouse, child, parent with a "serious health condition";

3. for CFRA only, the care of the employee's "family member with a "serious health condition";

4. the "serious health condition" of the employee;

5. for FMLA only, the care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or

6. any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, registered domestic partner (CFRA only) or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces.

For CFRA only, a "family member" includes the employee's spouse, parent, child of any age, registered domestic partner, grandparent, grandchild, sibling, parent-in-law, and a "designated person". A "designated person" is someone else with a blood or family-like relationship with the employee. The employee may identify this person at the time the employee requests a CFRA leave. The employee is limited to one (1) designated person per 12-month period for purposes of a CFRA leave.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) or (3) above only if due to a serious health condition of a family member as described in paragraph (2) or (3) requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (4) above, you must provide the School with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the School with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the School in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from the Administrative Assistant.

FMLA/CFRA leave is unpaid and both may be taken for up to 12 workweeks during the designated 12-month period (with the exception of FMLA qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. FMLA qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any accrued leave time during unpaid family and medical leave (e.g. for example, any period in which you are not receiving a wage supplement through the EDD). You will also be required to use any accrued paid sick leave during unpaid family and medical leave that is due to your own or a family member's serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and the School may mutually agree to supplement such benefit payments with available leave and/or paid sick leave.

Benefit accrual, such as leave time, PSL, and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During FMLA/CFRA leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If you do not return to work on the first workday following the expiration of an approved FMLA/CFRA leave, you may be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or comparable position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances under FMLA, "key" employees may not be eligible for reinstatement following a family and medical leave. The School will provide written notice to any "key" employee who is not eligible for reinstatement.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact the School Director.

PREGNANCY DISABILITY LEAVE

The School provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to the School. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

The School will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a health care provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, the School may require the employee to transfer temporarily to an available alternative position. This alternative position will have an equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any accrued sick time during any unpaid portion of pregnancy disability leave (e.g. for example, any period in which you are not receiving a wage supplement through the EDD). Employees may also elect to use any accrued leave time during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and the School may mutually agree to supplement such benefit payments with available leave time and/or sick leave.

Benefit accrual, such as leave time, paid sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the School with at least one week's advance notice of the date they intend to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceases to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if they have been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than if the employee would not have otherwise been employed if leave had not been taken.

If you have any questions regarding pregnancy disability leave, please contact the School Director.

MILITARY SPOUSE LEAVE

An eligible employee-spouse of a qualified service member is entitled to take ten (10) days of unpaid leave during a period when the spouse or registered domestic partner is on leave from military deployment.

An eligible employee must work an average of 20 hours per week; have a spouse or registered domestic partner who is a member of the Armed Forces, National Guard or Reserves; must provide notice of their intention to take the leave within two (2) business days of receiving official notice that the service member will be on leave from deployment; and submit written documentation certifying that the service member will be on leave during the time the leave is required.

The employee may use accrued leave time/sick leave during this unpaid time off.

WORKERS' COMPENSATION LEAVE

Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (i.e., FMLA/CFRA if applicable). The School Director will reach out to employees that have requested a workers' compensation leave regarding employer provided health insurance benefits. If you have any questions concerning this leave and/or any benefit related questions, please contact the School Director.

BEREAVEMENT LEAVE

Sherwood Montessori provides time off to eligible employees in the event of the death of a "family member". To be eligible for Bereavement Leave, the employee must be employed for at least thirty (30) days prior to starting Bereavement Leave. If an employee is eligible for Bereavement Leave and the employee experiences the death of a family member, the employee may take up to five (5) days of Bereavement Leave.

For purposes of this policy, a family member is defined as a: spouse, domestic partner, child, parent, parent-in-law, sibling, grandparent and grandchild.

The days of Bereavement Leave do not need to be taken consecutively; however, the employee must use Bereavement Leave within three (3) months of the death of the family member, at which time any remaining unused Bereavement Leave will expire.

Within the first thirty (30) days of the first day of Bereavement Leave, an employee must provide the School Director with documentation to support the need for Bereavement Leave which may include a death certificate; a published obituary, verification of death, burial or memorial service from a mortuary, funeral home, burial society, crematorium, religious institution or governmental agency.

Bereavement Leave is unpaid; however, an employee may elect to use any accrued leave time.

REPRODUCTIVE LOSS LEAVE

Sherwood Montessori grants time off to eligible employees in the event you suffer a qualifying reproductive loss event as defined in this policy.

To be eligible for reproductive loss leave, you must be employed for at least 30 days prior to starting leave.

If you are eligible and experience a reproductive loss event, you may take up to five days of reproductive loss leave.

For purposes of this policy, a reproductive loss event is the day, or the final day for a multiple day event, of one of the following:

- **Failed adoption:** The dissolution or breach of an adoption agreement with the birth mother or legal guardian, or an adoption that is not finalized because it is contested by another party, if you would have been a parent of the adoptee if the adoption had been completed.

- **Failed surrogacy:** The dissolution or breach of a surrogacy agreement, or a failed embryo transfer to the surrogate, if you would have been a parent of a child born as a result of the surrogacy.

- **Miscarriage:** May be a miscarriage by you, your current spouse or domestic partner, or by another individual if you would have been a parent of a child born as a result of the pregnancy.

- **Stillbirth:** May be a stillbirth resulting from your pregnancy, the pregnancy of your current spouse or domestic partner, or another individual if you would have been a parent of a child born as a result of the pregnancy.

- **Unsuccessful assisted reproduction**: An unsuccessful round of intrauterine insemination or of an assisted reproductive technology procedure (i.e., artificial insemination or an embryo transfer, including gamete and embryo donation). Assisted reproduction does not include reproduction through sexual intercourse. This event applies to you, your current spouse or domestic partner, or another individual, if you would have been a parent of a child born as a result of the pregnancy.

The days of reproductive leave do not need to be taken consecutively, however, you must complete your reproductive loss leave within three months of your reproductive loss event, or, if prior to or immediately following your reproductive loss event, you are on or choose to go on leave under California's pregnancy disability law, the California Family Rights Act, or any other leave provided by state or federal law, then you may complete your reproductive loss leave within three months of the end of the other leave, at which time any remaining unused reproductive loss leave will expire.

Reproductive loss leave is unpaid; however, you may choose to use previously accrued paid leave time available to you.

If you experience more than one reproductive loss event within a 12-month period, you can receive another five days of reproductive loss leave. You are limited to a total of 20 days of reproductive loss leave within a 12-month period.

Any information provided to Sherwood Montessori related to this leave will be maintained as confidential and will not be disclosed except to internal personnel or counsel, as necessary, or as required by law.

JURY DUTY LEAVE

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either the School or the employee may request an excuse from jury/witness duty if, in the School's judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Employees may elect to use any accrued leave time during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of their employment with the School, the School will provide time off with pay.

TIME OFF TO VOTE

The School will allow any employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time to vote. If employees are unable to vote in an election during their non-working hours, then the School will grant up to two hours of paid time off to vote. The request must be made at least two (2) working days in advance. The time must be scheduled at the beginning or end of the work shift, whichever provides the least disruption to the normal work schedule unless the School and the employee agree otherwise.

An employee may also serve as an election official on Election Day without being disciplined, however the School will not pay the employee for this time off. Accrued unused leave time may be paid to the employee for this time off.

Employees must submit a voter's receipt on the first working day following the election to qualify for paid time off. Nothing in this policy requires the employee to bring their mail (absentee) ballot to work, including mailing such absentee ballots from work.

SCHOOL ACTIVITIES LEAVE

The School encourages employees to participate in the school activities of their child(ren). If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed day care facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of the school or day care facility, to find, enroll or reenroll your child in a school or with a licensed child care provider and/or to address a child care provider or school emergency.

The leave is subject to all of the following conditions:

- The time off for school activity participation cannot exceed eight (8) hours in any calendar month, or a total of forty (40) hours each year;
- Unless it is an emergency, employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor;
- If the School employs both parents, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the leave is approved by their supervisor;
- Employees must use existing leave time in order to receive compensation for this time off;
- Employees who do not have paid time off available will take the time off without pay.
- Documentation of participation may be requested and will be sufficient if it is provided in writing by the school or the licensed child care/day care facility.

SCHOOL APPEARANCE/SUSPENSION LEAVE

If the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert their supervisor as soon as possible before leaving work. To be eligible for time off to attend a child's school, the employee must be the parent of a child in kindergarten or in grades 1-12 and must present the school's letter, which requests the employee's appearance at the school, to their supervisor at least two days before the requested time off.

This leave is unpaid but the employee may choose to use accrued leave time. You will not be discharged or discriminated against because of an absence protected by this law.

CRIME VICTIM LEAVE

Employees are allowed to be absent from work to attend judicial proceedings related to a violent felony, serious felony (as defined by the California Penal Code) or felonies related to theft or embezzlement if:

- The employee is a victim of such a crime;
- An immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, step-parent, or the child or a registered domestic partner) of an employee is a victim of such a crime;

An employee must give reasonable advance notice to the school by providing documentation of the proceeding. Documentation may be from any of the following:

- Notice from the court or government agency setting the hearing;

- The district attorney or prosecuting attorney's office; or
- The victim/witness assistance office advocating on the victim's behalf.

This leave is unpaid but the employee may choose to use accrued leave time or sick leave. You will not be discharged or discriminated against because of an absence protected by this law.

DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT/STALKING LEAVE

If you are a victim of crime or abuse, including domestic violence, sexual assault, stalking, or a crime that caused physical injury or, in certain cases, mental injury, or that caused the death of an immediate family member, you may take time off to obtain or attempt to obtain judicial relief, such as obtaining restraining orders, to help insure your health, safety or welfare or that of your child(ren). Employees may use available leave time (if applicable) or accrued PSL. Otherwise, the time off is unpaid. All employees can take time off from work to get medical attention or services from a domestic violence shelter, program, or rape crisis center, or receive psychological counseling or safety planning related to domestic violence, sexual assault, or stalking. Domestic violence, sexual assault and stalking victim's leave for medical treatment does not exceed or add to the unpaid leave time that FMLA/CFRA allows.

You must give the School reasonable notice unless advance notice is not feasible, and provide certification that you are seeking such assistance.

Certification may be sufficiently provided by any of the following:

- A police report indicating that you were a victim crime or abuse;
- A court order protecting or separating you from the perpetrator of an act of crime or abuse, or other evidence from the court or prosecuting attorney that you appeared in court; or,
- Documentation from a medical professional, domestic violence advocate or advocate for victims of sexual assault, health care provider, or counselor that you are undergoing treatment for physical or mental injuries or abuse due to the crime or abuse.
- Any other form of documentation that reasonably verifies the crime or abuse occurred which can include a written statement signed by you or an individual acting on your behalf certifying that the absence(s) is for the purpose authorized under this leave.

Employees have the right to ask the School for help or changes in their workplace to make sure they are safe at work. The School will work with its employees to see what changes can be made. Changes in the workplace may include putting in locks, changing shifts or phone numbers, transferring or reassigning the employee, or help with keeping a record of what happened to the employee. The School may ask the affected employee for a signed statement certifying that this request is for a proper purpose and may also request proof showing the need for an accommodation.

The School will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision. The School will not discharge, discriminate or retaliate against an employee who exercises their rights under this law.

Sherwood Montessori is committed to ensuring employees are not treated differently or retaliated against because of any of the following:

- The employee is a victim of domestic violence, sexual assault, or stalking.
- The employee asked for time off to get help.
- The employee asked Sherwood Montessori for help or changes in the workplace to ensure safety at work.

If any employee believes that they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with their supervisor and/or the Labor Commissioner's Office.

For more information, contact the Labor Commissioner's Office by phone at 213-897-6595 or visit a local office by finding the nearest one on the website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

MILITARY LEAVE

California's military leave laws and the Uniformed Services Employment and Reemployment Rights Act ("USERRA") ensure that employees are not adversely affected in their employment after taking leave for military service. Employees who serve in the military and are entitled to a military leave of absence without pay from the School under applicable laws should notify the School Director regarding the need for military leave.

Please see the School Director for more information regarding job reinstatement rights upon completion of military service.

ADULT LITERACY LEAVE

Pursuant to California law, the School will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the School. The School does not provide paid time off for participation in an adult literacy education. However, you may utilize accrued leave time if you want compensation for this time off. If you do not have accrued leave time available, you will be permitted to take the time off without pay.

ORGAN DONOR / BONE MARROW DONOR LEAVE

The School will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person. In addition, the School will provide up to 30 business days of paid leave within a one-year period and up to another 30 business days of unpaid leave within a one-year period to an employee who donates an organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months. You must give as much notice as is practicable and must provide certification of the medical necessity of the procedure. You will be required to use up to ten (10) days of any accrued paid leave (sick and/or leave time) for organ donation and up to five (5) days accrued paid leave (sick and/or leave time) for bone marrow donation. This leave does not run concurrently with FMLA/CFRA. You must have been employed for at least a 90-day period immediately preceding the beginning of the leave, if otherwise eligible.

You may take this leave incrementally, as medically necessary, or all at one time. All health benefits shall be maintained during this leave to the extent they exist at the time of the leave. This leave shall not be considered a break in service and the employee shall continue to accrue paid time off and other benefits as if they had continued working. The Employee shall be required to pay any portion of their benefits they are currently paying.

An employee shall not have any greater rights during this leave than if they have been actively working during this time but will be reinstated to their same or equivalent job prior to the leave. No employee shall be discriminated or retaliated against for taking an organ donation or bone marrow leave.

DRUG & ALCOHOL REHABILITATION LEAVE

Sherwood Montessori will reasonably accommodate any eligible employee who volunteers to enter and participate in an alcohol or drug rehabilitation program, if the reasonable accommodation does not impose an undue hardship on the School. Reasonable accommodation includes time off without pay and adjusting work hours. You may use accrued and unused leave time or paid sick leave. All reasonable measures to safeguard your privacy will be maintained.

This policy in no way restricts the Sherwood Montessori's right to discipline an employee, up to and including termination of employment, for violation of Sherwood Montessori's Drug and Alcohol Policy.

VOLUNTEER CIVIL SERVICE LEAVE

In California, no employee shall receive discipline for taking time off to perform emergency duty as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty, please alert your supervisor so that they may be aware of the fact that you may have to take unpaid time off for emergency duty. In the event that you need to take time off for emergency duty, please alert your supervisor before doing so whenever possible.

Emergency Duty is unpaid. You may choose to use your accrued leave time if you wish to receive compensation for this time off, but you are not required to do so.

If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty, you should contact your supervisor or any other manager, as appropriate.

CIVIL AIR PATROL LEAVE

Sherwood Montessori provides eligible employees who are volunteer members of the California Wing of the Civil Air Patrol and are called to emergency operational missions up to 10 days of unpaid leave per calendar year. Leave for a single emergency operational mission will generally be limited to three days unless an extension is granted by appropriate government entities and approved by the School.

To be eligible, employees must have been employed with Sherwood Montessori for 90 days immediately preceding the commencement of leave. Additionally, the School may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave requested or taken.

Employees are required to give the School as much notice as possible of the intended dates upon which the leave would begin and end. The School will restore the employee to the position they held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued leave time.

SECTION 9 – BENEFITS

SICK LEAVE

The School enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave ("PSL") to eligible employees.

1 Eligible Employees

All employees (including part-time and temporary) who work for the School 30 or more days within a year in California are eligible to accrue PSL beginning on the first day of employment under the accrual rate and cap set forth in this policy.

2 Permitted Use

Eligible employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee or the employee's family member. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, sibling of the employee or "designated person". "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis, regardless of the age or dependency status of the child. "Parent" means a biological, foster, or adoptive parent; a step-parent; or a legal guardian of the employee or the employee's spouse or registered domestic partner. A parent may also be someone who accepted the duties and responsibilities of raising the employee when the employee was a minor child, even if they are not the employee's legal parent. "Spouse" means a legal spouse, as defined by California law. A "designated person" is any individual the employee identifies at the time the employee requests PSL. An employee is limited to one designated person per 12-month period for purposes of PSL.

Employees may also use their PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault, including being a victim of crime or abuse.

3 Accrual Rate, Maximum, and Carryover

Eligible employees will accrue one hour of PSL for every 30 hours worked beginning on their first day of employment. Accrual for non-exempt employees will be calculated based on actual hours worked. Accrual of PSL for eligible exempt employees will be calculated based on a 40-hour workweek or the employee's normal workweek if the employee normally works less than 40 hours. PSL accrues on an as-worked basis and does not accrue during any non-working time or unpaid leave of absence.

There is a cap on PSL accrual. Employees may accrue up to 10 days or 80 hours of PSL. Once the employee's PSL reaches the maximum, further accrual of PSL is suspended until the employee has reduced the PSL balance below this limit. In such a case, no PSL will be earned for the period in which the employee's PSL was at the maximum. Accrued but unused PSL will carry over from year to year, subject to this maximum accrual.

4 Limits on Use

Eligible employees may use accrued PSL beginning on the 90th day of employment. Each school year, employees may only use a maximum of 5 days or 40 hours of their accrued PSL.

PSL may be taken in minimum increments of one hour. If an exempt employee absents themselves from work for part or all of a workday for a reason covered by this policy, they will be required to use accrued PSL to make up for the absence.

5 Notification

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable.

6 Termination

Employees will not receive pay in lieu of accrued but unused PSL. Accrued but unused PSL will not be paid out upon termination.

7 No Discrimination or Retaliation

The School prohibits discrimination or retaliation against employees for using their PSL.

LEAVE POLICY

Emergency Leave

Emergency leave is available to full time employees to provide for full salary and benefits for absences due to personal illness or injury that prevent the employee from working or for the following reasons:

1. Appearance in court as an interested party or under subpoena;
2. Death of an immediate family member;
3. An emergency caused by an accident or illness that requires the employee to be absent from work;
4. Emergency care for a sick family member.

Observance of religious holidays are not considered sick days.

Full-time staff shall accrue sick leave at the rate of ten (10) days per school year. If specified in the employee's contract, part-time staff, or staff working part of the school year shall accrue sick leave on a prorated basis to reflect the proportion of time or working months that the employee's schedule represents in relation to a full-time schedule. Emergency leave is granted for only the reasons listed above and will not be paid out if not utilized, if the employee is terminated, or if the employee's contract is not renewed. All employees shall inform the School Director of an anticipated absence as soon as possible, and such leave (other than for unexpected circumstances) must be preapproved by the School Director. The School Director may require an employee to verify the claimed reason for any absence.

Personal Leave

The Director may grant up to three (3) days, from the sum of the ten days of Emergency Leave, per employee per year for urgent personal business or other emergencies. Such leave shall be at full pay and benefits but with cost of substitute deducted. Such leave may not be accrued and will not be paid out for any reason if not used.

Long Term Leave

After the ten Emergency Leave days have been used, the employee may request Long Term Leave. Long Term Leave shall be defined as unpaid leave for pregnancy, post-childbirth maternity or paternity, adoption, employee long-term illness, and any other reasons required by law. The school may require certification from a qualified medical professional to document the reason for the leave and/or to verify the employee's ability to return to work. Such leave shall be given for a maximum of up to twelve (12) consecutive weeks, or longer if required by law. In no event shall such leave extend beyond the end of the employee's annual contract unless the contract is renewed. Such leave is available to all staff of Sherwood Montessori. Any health benefits provided to the employee by the school will continue to be provided during this leave. Whenever possible, such leave must be pre-approved by the Director and at least 30 days advance notice shall be given by the employee.

Jury Duty

Upon notification by a court to report for jury duty, the employee shall immediately request jury duty during non-school months. In the event this request is not granted, time off with no loss of salary limited to two (2) weeks will be provided for jury duty required to be served during the school year. Any employee, when advised of his/her notification of jury duty, must immediately inform the Director. Salary will be paid as usual, and the check for juror fees is to be signed over to the school.

Professional Development Leave

Full-time employees are entitled to the equivalent of one paid day during the school year for training purposes. Such training must be approved by the Director in advance. Additional days may be approved by the Director.

INSURANCE BENEFITS

Full-time employees are entitled to insurance benefits offered by Sherwood Montessori. These insurance benefits will include medical, dental, and vision. The School will set a defined contribution towards the employee’s insurance premiums that are sponsored by Sherwood Montessori. This amount will be determined on an annual basis. The employee’s portion of the monthly premiums will be deducted from the employee’s paycheck on a pre-tax basis.

If medical insurance premium rates increase, employees may be required to contribute to the cost of the increase to retain coverage. Unless otherwise mandated by law, employees on a leave of absence may be responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA. If you have any benefit related questions while on a leave of absence, please contact the Administrative Assistant.

COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under Sherwood Montessori's health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at Sherwood Montessori group rates plus an administration fee. Sherwood Montessori or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under Sherwood Montessori's health insurance plan. The notice contains important information about the employee's rights and obligations.

SOCIAL SECURITY/MEDICARE

Social Security is an important part of every employee's retirement benefit. The School pays a matching contribution to each employee's Social Security taxes.

STATE DISABILITY INSURANCE (WAGE SUPPLEMENT)

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from the Administrative Assistant.

PAID FAMILY LEAVE (WAGE SUPPLEMENT)

Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to eight weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill or injured child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child (birth, foster care, adoption). The PFL program does not provide job protection or reinstatement rights. It is a wage supplement provided concurrently while an employee takes an eligible leave of absence under Sherwood Montessori policy and applicable law.

Sherwood Montessori will require you to take up to two weeks of accrued but unused leave days prior to your receipt of benefits under the PFL program.

The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

WORKER'S COMPENSATION INSURANCE

Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.

If an employee should become injured or in any way disabled on the job, they must report the injury immediately to their supervisor. It is a felony to file a fraudulent or false workers' compensation claim.

SECTION 10 – EMPLOYEE COMMUNICATIONS

COMMUNICATIONS POLICY

Every employee is responsible for using Sherwood Montessori's computer system, including, without limitation, its computers, laptops, iPads, tablets, cellular phones, electronic mail (Email) system, telephone, video conferencing, voicemail, facsimile systems and the Internet ("Communications Systems"), properly and in accordance with this policy. Any questions about this policy should be addressed to the School Director.

The Communication Systems are the property of Sherwood Montessori and have been provided for use in conducting Sherwood Montessori business. All communications and information transmitted by, received from, created, or stored in its Communication Systems are Sherwood Montessori records and property of Sherwood Montessori. The Communication Systems are to be used for school purposes only. Employees may, however, use Sherwood Montessori technology resources for the following incidental personal uses so long as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with Sherwood Montessori business, and does not violate any Sherwood Montessori policies:

- To send and receive necessary and occasional personal communications;
- To use the telephone system for brief and necessary personal calls; and
- To access the Internet for brief personal searches and inquiries during meal periods or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

1 No Expectation of Privacy

Sherwood Montessori has the right, but not the duty, to monitor any and all of the aspects of its Communication Systems, including, without limitation, reviewing documents created and stored on its Communication Systems, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing Email, voicemails and instant messages sent and received by users. Further, Sherwood Montessori may exercise its right to monitor its Communications Systems for any reason and without the permission of any employee. Employee use of Sherwood Montessori's Communication Systems constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the Communication Systems (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from Sherwood Montessori's Communication Systems is not assured. Use of passwords or other security measures does not in any way diminish Sherwood Montessori's right to monitor and access materials on its Communication Systems, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed upon request to Sherwood Montessori for any reason that Sherwood Montessori, in its discretion, deems appropriate. Further, employees should be aware that deletion of any Email messages, voicemails or files would not truly eliminate the messages from the system. All Email messages,

voicemails and other files may be stored on a central back-up system in the normal course of data management.

Employees have no expectation of privacy in anything they view, create, store, send or receive on the Communication Systems.

Notwithstanding the foregoing, even though Sherwood Montessori has the right to retrieve, read and delete any information viewed, created, sent, received or stored on its Communication Systems, Email messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by them. Any exception to this policy must receive the prior approval of the School Director.

2 Professional Use of Communication Systems Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails and other text communications, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write Email communications with no less care, judgment and responsibility than they would use for letters or internal memoranda written on Sherwood Montessori letterhead.

3 Offensive and Inappropriate Material

Sherwood Montessori's policy against discrimination and harassment, sexual or otherwise, applies fully to Sherwood Montessori's Communication Systems, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other characteristic protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or any other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in Sherwood Montessori's computers. Employees encountering or receiving this kind of material should immediately report the incident to the School Director.

Sherwood Montessori uses software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by Sherwood Montessori networks. Notwithstanding the foregoing, Sherwood Montessori is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. Even innocuous search requests may lead to sites with highly offensive content. In addition, having an email address on the Internet may lead to receipt of unsolicited email containing offensive content. Users accessing the Internet do so at their own risk. Employees who encounter inappropriate or sexually explicit material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to Sherwood Montessori's blocking software.

4 Solicitations

Sherwood Montessori's Communication Systems may not be used to solicit for political causes, commercial enterprises, outside organizations, or other non-job-related solicitations. Approval from the School Director is required before anyone can post any information on commercial on-line systems or the Internet.

5 Licenses and Fees

Employees may not agree to a license or download any material over the Internet for which a registration fee is charged without first obtaining the express written permission of the School Director.

6 Games and Entertainment Software

Employees may not use a Sherwood Montessori Internet connection to download games or other entertainment software, or to play games over the Internet.

7 Confidential Information

Employees may not transmit information over the Internet or through email that is confidential or proprietary. Employees are referred to Sherwood Montessori's "Confidential Information" policy, contained herein, for a general description of what Sherwood Montessori deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

8 Copyrights and Trademarks

Sherwood Montessori's Communication Systems may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from the School Director. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor. Any Sherwood Montessori-approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices.

9 Maintenance and Security of the System

Employees must not deliberately perform acts that waste resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, streaming video or audio files, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to Sherwood Montessori's network must do so through an approved Internet

firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to Sherwood Montessori's network.

Files obtained from sources outside Sherwood Montessori including disks brought from home; including files downloaded from the Internet, news groups, bulletin boards, or other online services; files attached to email; and files provided by students, parents or vendors, may contain dangerous computer viruses that may damage Sherwood Montessori's computer network. Employees should never download files from the Internet, accept email attachments from outsiders, or use disks from non- Sherwood Montessori sources, without first scanning the material with Sherwood Montessori-approved virus checking software. If you suspect that a virus has been introduced into Sherwood Montessori network, notify technology personnel immediately.

10 Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

This policy is not intended, nor should it be interpreted, to in any way limit the ability of an employee to:

- Discuss with others the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or

- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

11 Amendment and Modification of this Policy

Sherwood Montessori reserves the right to modify this policy at any time, with or without notice. Sherwood Montessori may require employees to acknowledge and comply with a separate Acceptable Use Policy for Internet and Network Resources.

SOCIAL MEDIA POLICY

Sherwood Montessori has adopted the following policy with regard to employees' behavior on social networking sites including, but not limited to, Facebook, Twitter, LinkedIn, Pinterest, Instagram, SnapChat and YouTube. If you wish to use networking protocols or set up a social media site as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, school-endorsed networking platform. Such sites will be the property of the School who will have unrestricted access to, and control of, such sites.

This policy is intended to supplement, not replace, the School's other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.

- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.

- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.

- Maintain the confidentiality of the School's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with the School.

- Do not post confidential information (as defined in this Handbook) about the School, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.

- Confidential information does not include information about the terms and conditions of your employment, such as wages, benefits, workplace safety and other topics an employee has the right to discuss with other employees under the law. Nothing in this policy prevents an employee from discussing or disclosing information about unlawful acts in the workplace, such as harassment or discrimination or any other conduct that the employee may have reason to believe is unlawful.

- While limited and incidental social media activities at work may be tolerated, such social media activities may not interfere with your job duties or responsibilities. Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.

- Be knowledgeable about and comply with the School's background check procedures.

- We encourage you to be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School. We also encourage you to avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School, or that might constitute harassment or bullying.

- Make sure you always try to be honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Please do not post any information or rumors

that you know to be false about the School, fellow employees, students, parents, vendors, customers, suppliers, people working on behalf of the School, or competitors.

- Never represent yourself as a spokesperson for the School unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with the School, make it clear that you are not speaking on behalf of the School and that your views do not represent those of the School, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of the School. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of the School."

- Never be false or misleading with respect to your professional credentials.

- Do not publicly post any photos, videos, or other media in the workplace or on the School's premises or at School functions without permission of the School. It is your responsibility to ensure that your posts do not contain any prohibited information, or Confidential Information, including, but not limited to, photos, videos, or other media referencing or relating to student information, even if the student(s) is/are not specifically identified by name but could be easily determined or may be perceived as identifying any student or group of students. Do not post images that contain any depictions whatsoever of a child who is a protected person or for whom the school does not have permission to photograph.

Violations may result in disciplinary action, up to and including termination.

Employees are not to initiate "friendships" with students or parents. Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Employees must delete any students already on their "friends" list immediately. Employees should also be aware that participation in social media, even in a private setting, may not remain private and posts may become public knowledge and/or reported to the School.

Employees should weigh whether a particular posting puts their effectiveness as a School employee at risk. Sherwood Montessori encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is available to the general public even after it is removed from the site. Employees may not discuss students nor post images that include students.

This policy should not be construed, and will not be applied, in a manner that violates employee rights under the National Labor Relations Act.

Employees may not comment on a student's blog or a student's other social networking commentaries.

Employees may not use trade names, or logos belonging to the School without express written permission of the School Director..

In the event you have any questions about whether a particular social media activity may involve or implicate the School, or may violate this policy, please contact the School Director.

Social media is in a state of constant evolution, and the School recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each School employee is responsible for using good judgment and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

Failure to comply with Sherwood Montessori's social media policy will result in disciplinary action, up to, and including, immediate termination.

Nothing in this policy is not intended to interfere with, restrain or prevent employees from using social media to:

- Communicate with others regarding wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or

- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

EQUIPMENT POLICY

Sherwood Montessori attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the School. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them or their classroom if the loss is due to willful misconduct.

LAPTOP COMPUTERS

Each full time exempt employee receives a laptop computer for use in carrying out day-to-day functions such as lesson planning, email, enhancing classroom instruction, and using school-provided software for administrative duties (i.e. tracking attendance, logging grades, posting comments, etc.). Employee-issued laptops are property of Sherwood Montessori. Employees are required to treat their laptops with great care. Laptops may never be left unattended or in unlocked classrooms. Upon termination of employment, employees understand and agree that they must promptly return their school-issued laptop to the School. Employees are responsible for reimbursing the School for the cost of lost or damaged laptops when the loss or damage is due to the willful misconduct of the employee.

Employees acknowledge and understand that Sherwood Montessori is the owner of the laptop and of all information contained on the laptop. Employees are discouraged from keeping personal information on their school-issued laptops or using the laptops for personal use. There should be no expectation of privacy with regard to a school-issued laptop and employees must return their laptop upon request by the School.

PERSONAL PHONE AND PERSONAL CELL PHONE USE

Personal phone calls should not be made or received during working hours. Any such calls must be made during employee breaks. Friends and relatives should be discouraged from calling during business hours unless there is an emergency. All emergency calls should be directed to the main office. When the call is received, the employee will be contacted.

In addition, the use of personal cell phones for placing or receiving calls, sending or receiving text messages, checking voicemail, or any other form of communication supported by the School's cell phone provider during working hours is strictly prohibited. Cell phones should be placed out of sight and completely silenced to avoid disruption to the learning environment. In the event of a field trip or other class outing where personal cell phones may be used for safety purposes, communication should be limited to school staff only. The School will not be responsible for lost or stolen cell phones or other personal property.

Notwithstanding the foregoing, employees may, in the event of an "emergency condition," access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an "emergency condition" is defined as:

- Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or

- An order to evacuate a workplace, a worksite a worker's home, or the school of a worker's child due to natural disaster or a criminal act.

This policy is not intended, nor shall it be interpreted, to in any way limit the ability of an employee to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or

- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

NEPOTISM POLICY

Sherwood Montessori permits the employment of qualified relatives of employees, of the employee's household or immediate family as long as such employment does not, in the opinion of Sherwood Montessori, create actual conflicts of interest. For purposes of this policy, "qualified relative" is defined as a spouse, registered domestic partner, child, parent, sibling, grandparent, grandchild, aunt, uncle, niece, nephew, first cousin, corresponding in-law, "step" relation, adoptive relative, guardian, ward, or any member of the employee's household. "Qualified relative" also includes persons engaged in amorous relationships, meaning a relation in which persons voluntarily have a physical relationship or are engaged in a romantic courtship (e.g. dating

or engaged) that may or may not have been consummated. Sherwood Montessori will use sound judgment in the placement of related employees in accordance with the following guidelines:

A qualified relative is permitted to work in the same department, provided no direct reporting or supervisor-to-subordinate relationship exists. That is, no employee is permitted to work within "the chain of command" when one qualified relative's work responsibilities, salary, hours, career progress, benefits, or other terms and conditions of employment could be influenced by the other relative.

Qualified relatives may have no influence over the wages, hours, benefits, career progress and other terms and conditions of the other related staff members.

Current employees who marry will be permitted to continue working in the same job positions held only if they do not work in direct supervisory relationship with one another or in job positions involving conflicts of interest. If relatives are found to be employed in any of these prohibited job positions, the School will take action to eliminate the conflict, including possibly requiring one or both employees to accept a transfer to another position or to resign. The Board of Directors must approve any exceptions to this policy.

BUILDING SECURITY/SCHOOL KEYS

All employees who are issued keys to the office and classrooms are responsible for their safekeeping. These employees will sign a Key Disbursement Form upon receiving the key.

You will be assigned all appropriate building keys needed to conduct your daily job responsibilities. You are responsible for all keys. Duplication of any school key is not allowed and strictly prohibited. It is against School policy to loan or distribute your assigned keys to another employee or non-employee of the School. If your school keys are lost, misplaced, destroyed, or stolen, you must report it immediately to the Administrative Assistant..

The last employee, or a designated employee, who leaves the office and /or the school site at the end of the business day assumes the responsibility to ensure that all doors are securely locked, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security purposes. Employees are not allowed on school property before or after hours without prior authorization.

INTERNAL INVESTIGATIONS & SEARCHES

From time to time Sherwood Montessori may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so.

Whenever necessary, in Sherwood Montessori's discretion, employees' work areas (i.e. desks, file cabinets, lockers, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for Sherwood Montessori property might result in the discovery of an employee's personal possessions, all employees are encouraged to refrain from

bringing into the workplace any item of personal property that they do not wish to reveal to Sherwood Montessori. Employees have no expectation of privacy in their work areas.

VIOLENCE IN THE WORKPLACE

Sherwood Montessori has adopted a policy prohibiting workplace violence including a Workplace Violence Prevention Plan. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect Sherwood Montessori or which occur on Sherwood Montessori property will not be tolerated. Examples of workplace violence include, but are not limited to, the following:

All threats or acts of violence occurring on Sherwood Montessori premises, regardless of the relationship between Sherwood Montessori and the parties involved.

All threats or acts of violence occurring off Sherwood Montessori premises involving someone who is acting in the capacity of a representative of Sherwood Montessori.

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or their family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy Sherwood Montessori property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons

Sherwood Montessori's prohibition against threats and acts of violence applies to all persons involved in Sherwood Montessori's operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers and anyone else, including parents on Sherwood Montessori property. Violations of this policy by any individual on Sherwood Montessori property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors or to the School Director.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the incident to School Director.

Employees should immediately inform their supervisor or the School Director about any workplace security hazards. If these individuals are not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.

There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

In certain circumstances, the School may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence.

SECTION 11 – STANDARDS OF CONDUCT

PERSONAL APPEARANCE/STANDARDS OF DRESS

The Board of Directors believes that teachers and other Sherwood Montessori staff serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

The Board of Directors encourages staff, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all staff shall adhere to the following standards of dress:

- Clothing and jewelry must be safe and appropriate to the educational environment.
- All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in any apparel that are no higher than five (5) inches above the knee.
- Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Shorts should be modest in length and should be no higher than five (5) inches above the knee.
- All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- Clothing or jewelry that depict and/or promote gangs (as defined in Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- Appropriate shoes must be worn at all times.
- The School Director will be the final arbiter of what constitutes appropriate dress and attire.

FACILITIES USE AGREEMENT WITH CHAPMAN ELEMENTARY

Sherwood Montessori has facilities on Chapman Elementary campus, property owned by the Chico Unified School District (CUSD), and 1010 Cleveland Ave., property owned by Sherwood Montessori. We are committed to being good neighbors to Chapman Elementary, and to adhere to the guidelines and schedules outlined in the Facilities Use Agreement (FUA). Sherwood employees are expected to follow the schedule and agreements outlined in the FUA. The Director is the point of communication between Chapman/CUSD for any issues regarding the facility located on CUSD property, including: needed repairs, desired improvements or changes, and the lunch/recess/P.E. schedules and boundaries. Employees of Sherwood should communicate with

the Sherwood Director to address all concerns related to the facility and are not to contact staff of CUSD.

DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

It is the policy of Sherwood Montessori that no teacher or other staff member will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting, tying, taping, or the use of any other physical force as retaliation or correction for inappropriate behavior.

STAFF-STUDENT INTERACTIONS

1 Boundaries Defined

For the purposes of this policy the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

2 Acceptable and Unacceptable Behaviors

Some activities may seem innocent from a staff member's perspective but may be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or "grooming." Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. If a student specifically requests that they not be touched, then that request must be honored. Violations could subject the teacher or staff member to discipline up to and including termination. *Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes.* Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

3 Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior we intend to address by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-approval of the School Director. It is recommended that

any such gifts be filtered through the School Director along with the rationale therefor.

- Kissing of ANY kind
- Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 plan.]
- Full frontal or rear hugs and lengthy embraces
- Sitting students on one's lap (grades 3 and above)
- Touching buttocks, thighs, chest or genital area
- Wrestling with students or other staff member except in the context of a formal wrestling program
- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Furnishing alcohol, tobacco products, or drugs or failing to report knowledge of such
- "Dating" or "going out with" a student
- Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
- Taking photographs or videos of students for personal use or posting online
- Undressing in front of a student
- Leaving campus alone with a student for lunch
- Sharing a bed, mat, or sleeping bag with a student
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.

- Listening to or telling stories that are sexually oriented
- Discussing your personal troubles or intimate issues with a student
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without the express, advance written permission of the School Director and the student's parent or legal guardian
- Being alone in a room with a student at school with the door closed and/or windows blocked from view
- Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
- Staff mirroring the immature behavior of minors
- Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.

4 <u>Acceptable Behaviors</u>

- Pats on the shoulder or back
- Handshakes
- "High-fives" and hand slapping
- When age appropriate, touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
- Placing TK through second grade students on one's lap for purposes of comforting the child for a short duration only
- Holding hands while walking with small children or children with significant disabilities
- Assisting with toileting of small or disabled children in view of another staff member
- Touch required under an IEP or 504 Plan
- Reasonable restraint of a violent person to protect self, others, or property

- Obtaining formal written pre-approval from the School Director to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off campus

- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment)

- Keeping the door wide open when alone with a student

- Keeping reasonable and appropriate space between you and the student

- Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing

- Keeping administration informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior

- Keeping after-class discussions with a student professional and brief

- Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries

- Involving your supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)

- Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later

- Recognizing the responsibility to stop Unacceptable Behaviors of students and/or co-workers

- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours

- Prioritizing professional behavior during all moments of student contact

- *Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career.*

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as

necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

5 Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, they must report the suspicion to the School Director promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

6 Investigating

The School Director will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior by a staff member, using such support staff or outside assistance, as they deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible. The investigating administrator shall promptly notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the School Director shall report to the Governing Board any conclusions reached. The investigating administrator shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

7 Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

CUSTOMER & PUBLIC RELATIONS

The School's image in front of students, parents (i.e. our "customers") and the general public is critical to our success. All employees are expected to be prompt, polite, courteous and attentive to our customers and the public. It is possible an employee may come into contact with a dissatisfied or hostile individual based on the nature of the employee's work. If this happens, you should immediately notify your supervisor or the School Director. We will absolutely not tolerate conduct toward our customers or the general public that might be interpreted as unlawful discrimination or harassment. If you witness conduct in violation of this policy, you should immediately bring it to the attention of your supervisor or the School Director.

STANDARDS OF CONDUCT AND CIVILITY

At Sherwood Montessori, we are committed to upholding the highest standards of personal integrity and conduct. These standards are based on our dedication to treating people with dignity,

respect, and civility, and taking individual and collective responsibility for our conduct. The manner in which we conduct ourselves defines us and how we are perceived by others. As school employees, we also serve as role models to our students.

Sherwood Montessori employees are accountable for integrity in conduct and for the consequences of their actions or inactions. The highest of ethical standards are expected in all matters internal, as well as with students, parents, and the community at large. All Sherwood Montessori employees and any individuals acting on behalf of Sherwood Montessori are required to conduct themselves in compliance with the essence of this Standards of Conduct and Civility policy. Any concerns must be promptly reported to a supervisor or the School Director Failure to comply with this policy may result in disciplinary action, up to and including termination.

PROHIBITED CONDUCT

The following is a list of conduct that is prohibited and will not be tolerated by the School. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the School. Other types of conduct that threaten security, personal safety, employee welfare and/or the School's operations also may be prohibited and will result in disciplinary action up to and including termination.

- Falsification of employment records, employment information, or other School records.
- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any time sheet, either your own or another's.
- Theft, deliberate or careless damage or loss of any School property or the property of any employee or customer.
- Provoking a fight or fighting during working hours or on School property.
- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive.
- Carrying firearms or any other dangerous weapons on School premises at any time or while acting on behalf of the School.
- Violation of the Substance and Alcohol policy.
- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening or abusive language toward a supervisor or member of management.
- Unreported absence on scheduled workdays unless otherwise excused.

- Excessive tardiness or absenteeism unless otherwise excused.
- Unauthorized use of School equipment, time, materials, facilities, or the School name.
- Sleeping or malingering on the job.
- Failure to observe working schedules, including the required rest and meal periods.
- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the employee(s) solicited.
- Distributing unauthorized literature or any written or printed material during working time or in work areas. ("Working time" does not include your meal and break periods.)
- Failure to timely notify your supervisor when you are unable to report to work absent extenuating circumstances.
- Failure of an employee to obtain permission to leave work for any reason during normal working hours.
- Abuse of sick leave.
- Violation of the Communication Systems Policy.
- Violation of the Standards of Conduct and Civility Policy.
- Failure to provide a physician's certificate when requested or required to do so.
- Violating the School’s dress code.
- Breaching Confidentiality.
- Making derogatory racial, ethnic, religious or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours.
- Violation of any safety, health, security or School rule.
- Negligence or other conduct leading to the endangerment of harm of a child or children.
- Working overtime without authorization or refusing to work assigned overtime.
- Unsatisfactory job performance.

- Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false.

- Yelling at coworkers, that is, raising one's voice while angry.

- Gossiping about coworkers, that is, talking *about* someone regarding any topic you would be unwilling to talk *to* them about.

The School will not discipline employees for conduct that relates to employees' ability to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or

- Otherwise engage in concerted activity protected under federal, state or local law.

CONFIDENTIAL INFORMATION

You may, during the course of your duties, be advised of certain confidential business matters and affairs of the School regarding its business practices, students, suppliers and employees. Your duties may also place you in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of the School and not generally known to the public or competitors. Such proprietary information includes student information, competitive strategies, marketing plans, fundraising, personnel information and financial information. You shall not, either during your employment with the School or any time in the future, directly or indirectly:

- Disclose or furnish, directly or indirectly, to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during your employment;

- Individually or in conjunction with any other person, firm, agency, School, client, business, or corporation, employ or cause to be employed any confidential information in any manner whatsoever, except in furtherance of the business of the School;

- Without the written consent of the School, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items relating to the business of the School, except to the extent required in the ordinary course of your duties.

The School will not discipline employees for conduct that relates to employees' ability to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or

- Otherwise engage in concerted activity protected under federal, state or local law.

Employees are required to safeguard student and family confidentiality in:

The Environment

• When discussing sensitive information with students (home life, academic needs, IEP and 504 goals or services) make sure you are in an area where other students or parents cannot hear.

• When you are reading email, be sure no one else can see your screen and sign out of your account when finished.

• Do not post in areas that can be seen by other students or parents the names of kids in intervention groups or schedules that indicate on them that the students are in groups for counseling, intervention, speech, or other IEP services. This includes in the Learning Center.

• Do not post contact information in the classroom. We do not have permission from all families to publish this information.

Email

• Do not share contact information unless you have been given written permission by every parent in your class to do so. Use bcc for sending email to the whole class or groups in the class.

• Do not share information about disciplinary issues that involve other students in email. Use "a student" or "students". While the parent is likely to hear from their child who else was involved, it can't be us who lets them know.

• When communicating about counseling groups, use bcc to preserve students' confidentiality if you are trying to put together a group. Once they are part of the group, it is likely that they will tell their parents who else is in the group, but we cannot share this information, even if the parent wants to know as part of the decision-making process. Many, many groups have not happened because the parents weren't comfortable with giving consent without knowing who else would be in the group. Unfortunately, these are the constraints within which we must work.

Documentation

• Discipline documentation that goes home should not include any student name except the name of the child in the family receiving it. Use "a student" or "students" to refer to other students involved. While the parent is likely to hear from their child who else was involved, we are not to be the source of this information.

- Do not post or leave documents out where parents or other children can see them if they contain discipline information, IEP or 504 information, contact information, or any information that could be considered sensitive.

Face to Face Communication

- Do not share discipline information, IEP or 504 information, contact information, or any information that could be considered sensitive in a conversation if there are others around that can hear you, even if you think the "others" won't know who you are talking about.

- Be careful in the community with the above point. The person behind you in line or in the next booth at a restaurant might know who you are talking about, Chico is a small town.

- Even positive information is confidential. An employee was once complimenting a family member on good marks on a report card and a formal complaint was made by the parent.

- Be mindful of when you need to "Neither confirm nor deny!" a remark made by someone not under the umbrella of confidentiality. For example, if a parent says something like; "Sally just ran that way with her aide, well, I assume it is her aide…" do not confirm the guess. This can be tricky, e.g.: you are organizing a field trip and need to make sure there is room for an aide to ride with a particular student. You would say to the driver: "Will there be space for another adult to ride in the front passenger seat? I would like Rachelle to ride with this group." Rather than "Can Rachelle ride in your car? I need her with Courtney."

Upon an extended leave of absence, request from the School or termination of employment, employees are required to immediately return to the School all property of the School in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, drawings, specifications, lists, equipment and supplies, promotional materials, and similar items relating to the business of the School. This policy also encompasses any and all identifying or confidential information of all former and current students which is protected under the Family Educational Rights and Privacy Act.

Failure to comply with this policy may result in disciplinary action, up to and including termination.

COMMUNICATION PROTOCOL

In our small community, we often find ourselves in multiple roles. Many of our employees are also parents and communicating from these overlapping roles can be challenging. The following guidelines were developed with input from employees who have multiple roles.

Parent Role

- If you are a parent at this school who is also an employee, it is important to remember to be an employee during work hours and a parent when off the clock. That doesn't mean you can't give your kids a hug or smile throughout the day, but please be mindful of limiting these interactions to not distract your child's classroom or your child as a student.

- As a parent/employee you may have access to observing parts of your child's day other parents do not have. Please be aware that teachers and staff should not be put in the position where they feel you are judging their work. If you do observe something that troubles you, DO NOT approach your colleagues during the work day. You must follow communication protocol any other parent would follow: respect teachers' time, DO NOT approach them "on the fly", in the hallway or during their lunch or other break times. Send an email or make an appointment for a meeting. Be mindful of how much time you are taking. Most parents are limited to two conferences a year, are you taking too much?

- Be honest with yourself regarding your ability to remain neutral when your child conflicts with other students or with her or his teacher. Discuss difficulties you are having with your immediate supervisor.

Employee Role

- Please be aware of ways you might be communicating differently with colleagues who are also parents. Even positive feedback about one's child can be disruptive to a colleague's day if s/he is not expecting it because s/he is at work, in an employee role. If you have feedback, positive or constructive, for a colleague about her or his child, ask yourself: How would I handle this with any child who did not have a parent working at this school? If you are an extended learning aide or 1:1 aide, note that the Employee Handbook restricts you from directly communicating with parents as this is the teacher's role, not the role of an aide. Parent inquiries should be referred to the classroom teacher.

- Part of a teacher's role, or a director's role, is to communicate information about students to their parents. If the parent is also an employee here, you may be tempted to communicate with that parent when they are at Sherwood during their workday as an employee. DO NOT approach your colleagues during the workday. You must follow communication protocol as a teacher or director with these parents in the same way you would for any other parent. DO NOT approach them on the fly, in the "hallway" or during their lunch or other break times. Send an email or make an appointment for a meeting.

- If you find that you are having trouble working with a colleague's child in a natural and uninhibited way, please discuss this with your immediate supervisor.

- If you have feedback that you feel is important for parents to know, but you are not a Lead Teacher, please consult with your immediate supervisor about an appropriate way to get the feedback to the parent.

Supervisor Role

- If you have a role as a supervisor (director or teacher), it is important to be aware of how your authority can affect others If you are feeling emotionally charged because of something to do with your child, reset yourself. It is o.k. to have strong feelings and it is o.k. to express yourself, but you must do so in a professional manner when you are in your professional role.

CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee's ability to exercise good judgment on behalf of the School or which give the appearance of such impairment create an actual or potential conflict of interest.

Sherwood Montessori expects employees to devote their best efforts to the interests of our school. Sherwood Montessori recognizes your right to engage in activities outside of your employment, which are of a private nature and unrelated to our business. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at Sherwood Montessori or create a conflict of interest with your statutory duty of loyalty to the School. The School may prohibit employees from working with another School or external organization that competes with Sherwood Montessori whether as a regular employee or as a consultant.

If you have any questions whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact the School Director to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including immediate termination.

The School will not discipline employees for conduct that relates to employees' ability to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or

- Otherwise engage in concerted activity protected under federal, state or local law.

EXPENSE REIMBURSEMENT POLICY

The School reimburses employees for reasonably necessary business expenses incurred within the course and scope of employment. Employees who have incurred pre-authorized business expenses, including, but not limited to mileage, must submit receipts, invoices, or route information fully documenting the expense. Do not incur expenses without prior authorization. Employees who have incurred business expenses should submit required receipts to the School business office within 30 days of incurring the expense.

SECTION 12 – SAFETY

SUBSTANCE AND ALCOHOL POLICY

It is the intent of Sherwood Montessori to promote a safe, healthy and productive work environment for all employees. The School recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations or School success.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana, marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The School complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia or alcohol during working hours, including meal and break periods, or in the presence of pupils;

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time;

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a School function or event;

- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the School's premises;

- Refusing to submit to an inspection or testing when requested by administration;

- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the School's premises and/or attending a School function or event.

- Conviction under any criminal drug statute for a violation occurring in the workplace, including failure to notify the School in writing of employee's conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction; or

- Failure to keep all prescribed medicine in its original container.

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to the School Director who will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students.

Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform their specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in their possession on the School premises any prescription medication other than medications currently prescribed by a physician for the employee.

Sherwood Montessori will not discriminate against employees for the use of cannabis/marijuana off the job and away from the worksite, nor will Sherwood take disciplinary action against employees for such use, so long it does not result in the employee being under the influence of marijuana while on the job (e.g., using marijuana off-duty and outside of work and then coming to work while still under the influence/impaired).

This policy will not be construed to prohibit the use of alcohol at social or business functions sponsored by the School where alcohol is served. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the School.

Violation of this Drug and Alcohol Policy may result in disciplinary action, up to and including termination, at the School's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Drug and Alcohol Policy is a condition of employment at the School. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the School may report such illegal drug activities to an appropriate law enforcement agency.

SMOKING

All School buildings and facilities are non-smoking facilities. This includes nicotine and non-nicotine cigarettes including (herbal cigarettes) as well as cigars, pipes, e-cigarettes, vaping and marijuana. Smoking is prohibited within 20 feet of a school building and within 25 feet of a school playground, whichever is farther.

SECURITY

All employees are responsible for helping to maintain a secure workplace. Be aware of persons loitering for no apparent reason. All staff is expected to question any unknown person seen in the workplace who does not have a visitor's pass. If you are leaving late at night or are in any other situation that presents security concerns or where you do not feel comfortable, please seek the assistance of the School Director other employees or call 911. Report any suspicious persons or activities to the Office Manager or School Director. Never attempt to force an individual to leave the workplace if s/he is uncooperative. Immediately contact your supervisor or school administrators for assistance or call 911. Secure your desk or work area at the end of the day or when called away from your work area for an extended length of time, and do not leave valuable and/or personal articles that may be accessible in or around your work area.

PARKED VEHICLES

Employees are responsible for their own parked vehicles and the personal possessions within while parked on Sherwood Montessori property. Be cautious: keep school property and/or personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

PERSONAL AUTOMOBILE

Employees who use their own automobiles for travel on authorized school business will be reimbursed for mileage at the rate established by the Internal Revenue Services. Employee must have prior supervisory approval for the use of personal vehicles and must carry, at their own expense, the minimum insurance coverage for property damage and public liability.

PERSONAL PROPERTY

Sherwood Montessori cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on Sherwood Montessori's premises, including the parking area, or away from school property while on school business. Sherwood Montessori employees are prohibited from using personal property for work-related purposes unless approved in advance by the School Director.

SAFETY POLICY

Sherwood Montessori is firmly committed to maintaining a safe and healthy working environment. All employees of the School are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor or the School Director or Office Manager immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on School premises, or in a product, facility, piece of equipment, process or business practice for which the School is responsible, bring it to the attention of your supervisor or the School Director or Office Manager immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and immediately contact the School Director or Office Manager regarding the problem.

All workplace injuries and illnesses must be immediately reported to your supervisor and the Administrative Assistant.

Sherwood Montessori has in place a written Injury and Illness Prevention Program and a Workplace Violence Prevention Plan as required by law. These documents are located in the main office for review.

ERGONOMICS

Sherwood Montessori has invested in providing a work environment that is safe for all employees. To lessen the risk of ergonomic hazards, the School will make necessary adjustments to an individual's workstation, educate employees on ergonomic safety, and modify processes when deemed necessary to ensure the well-being and safety of our employees. You should report any ergonomic concerns to the School Director.

CHEMICAL EXPOSURE WARNING

Employees should be aware that work areas might contain chemicals known to the State of California to cause cancer or to cause birth defects or other reproductive harm. If you have any questions or concerns about possible chemical exposure in your work area, contact the Office Manager. Sherwood Montessori uses chemicals in some of its operations. Employees should receive training and be familiar with the handling, use, storage and control measures relating to these substances if they will use or likely be exposed to them. Safety Data Sheets (SDS) are available for inspection. Employee must follow all labeling requirements.

PHYSICAL ACTIVITY AT WORK

Staff members are not allowed to play sports or physical games (i.e.: tag) with students. This is because injuries may occur and employees who are injured at work or only to covered for workers compensation for duties that are included in their job descriptions. This includes P.E. instruction and coaching/teaching physical play and athletic activities.

SECTION 13 – TERMINATION

VOLUNTARY TERMINATION

Sherwood Montessori will consider an employee to have voluntarily terminated their employment if the employee does any of the following: (1) elects to resign from Sherwood Montessori; (2) fails to return from an approved leave of absence on the date specified without notifying the School for the need for continued leave including failure to communicate with the school; or (3) fails to report for work without notice to Sherwood Montessori for three consecutive work days. Sherwood Montessori requests that employees provide at least two weeks written notice of a voluntary termination. All Sherwood Montessori property must be returned immediately upon terminating employment. Sherwood Montessori retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

INVOLUNTARY TERMINATION

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of Sherwood Montessori's Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, pursuant to its at-will policy, Sherwood Montessori reserves the right to terminate any employee at any time, with or without advance notice and with or without cause.

EXIT INTERVIEWS

All employees who leave employment at Sherwood Montessori will be asked to take part in an exit interview with the School Director to communicate their challenges and growth while employed at Sherwood Montessori. Information shared during an exit interview will be treated as confidential to the extent possible. Employees may also fill a form with the exit interview questions in lieu of an in-person meeting.

VERIFICATION AND REFERENCE POLICY

All requests for employment verification, references or personal information verification or disclosures must be directed to the Administrative Assistant. Only the Administrative Assistant or School Director is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, Sherwood Montessori will disclose only the dates of employment and the title of the last position held. Sherwood Montessori will verify or disclose an employee’s salary history only if the employee provides written authorization for Sherwood Montessori to provide the information. However, Sherwood Montessori will provide information

about current or former employees as required by law or court order. Sherwood Montessori may decline to provide any letters of reference for current or former employees. Please refer all questions about this policy to the School Director.

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of Sherwood Montessori's Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I also acknowledge that I have received a copy of Sherwood Montessori's Harassment, Discrimination and Retaliation Prevention Policy which is in the Employee Handbook. I understand and agree that it is my responsibility to read and familiarize myself with this policy and all the provisions of the Employee Handbook. I understand that Sherwood Montessori is committed to providing a work environment that is free from harassment, discrimination and retaliation. My signature below certifies that I understand that I must conform to and abide by the rules and requirements described in this policy.

I understand that the Employee Handbook contains important information regarding Sherwood Montessori's expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of Sherwood Montessori's policies.

Just as I am free to terminate the employment relationship with Sherwood Montessori at any time, Sherwood Montessori, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. Further, there is no agreement, express or implied, written or verbal, between the employee and Sherwood Montessori for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment. No one other than the School Director of Sherwood Montessori, with the approval of the Board of Directors, has the authority to alter my employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the School Director. This is the entire agreement between Sherwood Montessori and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with Sherwood Montessori, then the terms and conditions of that agreement will prevail to the extent it differs from the policies in this Handbook.

Sherwood Montessori reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice.

Other than Sherwood Montessori Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee Name (print)_____

Employee Signature: _____

Date: _____

Sherwood Montessori

NON-EXEMPT EMPLOYEE MEAL PERIOD WAIVER AGREEMENT

Waiver of First Meal Period (Applicable only when workday is 6 hours or less)

- I understand that I am entitled to and acknowledge that Sherwood Montessori provides me with an uninterrupted, unpaid thirty-minute meal period whenever I work more than five hours in a workday. I also understand that my first meal period must start before the end of my fifth hour of work (i.e., 5 hours and 0 minutes on the clock).

- I wish to voluntarily waive my right to a thirty-minute meal period when my workday will be completed in six hours or less.

- I understand that I may revoke this agreement to waive my first thirty-minute meal period at any time, in writing, by providing written notice of revocation to the Administrative Assistant. As a result, I understand this waiver will remain in effect each workday unless and until I provide a written notice to the Administrative Assistant revoking this waiver.

Acknowledging the above, I hereby voluntarily waive my right to a thirty-minute meal period whenever my workday will be completed in six hours or less. If I wish revoke this waiver, I will notify the Administrative Assistant immediately.

Second Meal Period (Applicable only when workday is more than 10 hours but not greater than 12 hours)

- I understand that I am entitled to and acknowledge that Sherwood Montessori provides me with a second, uninterrupted, unpaid thirty-minute meal period whenever I work more than ten hours in a workday. I also understand that my second meal period must start before the end of my tenth hour of work (i.e., 10 hours and 0 minutes on the clock).

- I wish to voluntarily waive my right to a second meal period when my workday will be completed in twelve hours or less, provided that I did not waive my first meal period on the same workday.

- I understand that I may revoke this agreement to waive my second meal period at any time, in writing, by providing written notice of revocation to the Administrative Assistant. As a result, I understand this waiver will remain in effect each workday unless and until I provide a written notice to the Administrative Assistant revoking this waiver.

Acknowledging the above, I hereby voluntarily waive my right to a second meal period whenever my workday will be completed in twelve hours or less and I did not waive my first meal period on the same workday. If I wish revoke this waiver, I will notify the Administrative Assistant immediately.

_____

Employee's Printed Name

_____ _____

Employee's Signature Date

Sherwood Montessori
NON-EXEMPT EMPLOYEE
MEAL AND REST PERIOD REPORTING FORM
(ONE FORM FOR EACH APPLICABLE DAY)

Employee Name (Please Print): _____
Date:_____
Date/Time Issue Occurred: _____
Position:_____

Reported Issue(s)/Reason: **(CHECK ALL THAT APPLY AND PROVIDE THE CORRESPONDING REASON FOR THE LATE, SHORT OR MISSED MEAL PERIOD AND/OR MISSED REST PERIOD)**

Meal Periods	**Reason for Missed, Late, Interrupted or Short Meal Period**		
☐Missed Meal Period	☐Voluntary	☐Involuntary	☐Other
☐Late Meal Period	☐Voluntary	☐Involuntary	☐Other
☐Interrupted Meal Period	☐Voluntary	☐Involuntary	☐Other
☐Short Meal Period	☐Voluntary	☐Involuntary	☐Other

Rest Periods

☐Missed Rest Period	☐Voluntary	☐Involuntary	☐Other

Circle/Select Applicable Missed Rest Period: 1 2 3 4

**Voluntary: It was my own choice to refuse an authorized meal or rest period.
Involuntary: Through no choice of my own, I was not able to take a complete and proper meal or rest period.

Please provide details of what happened below regarding your meal period and/or rest period:

_____
_____
_____

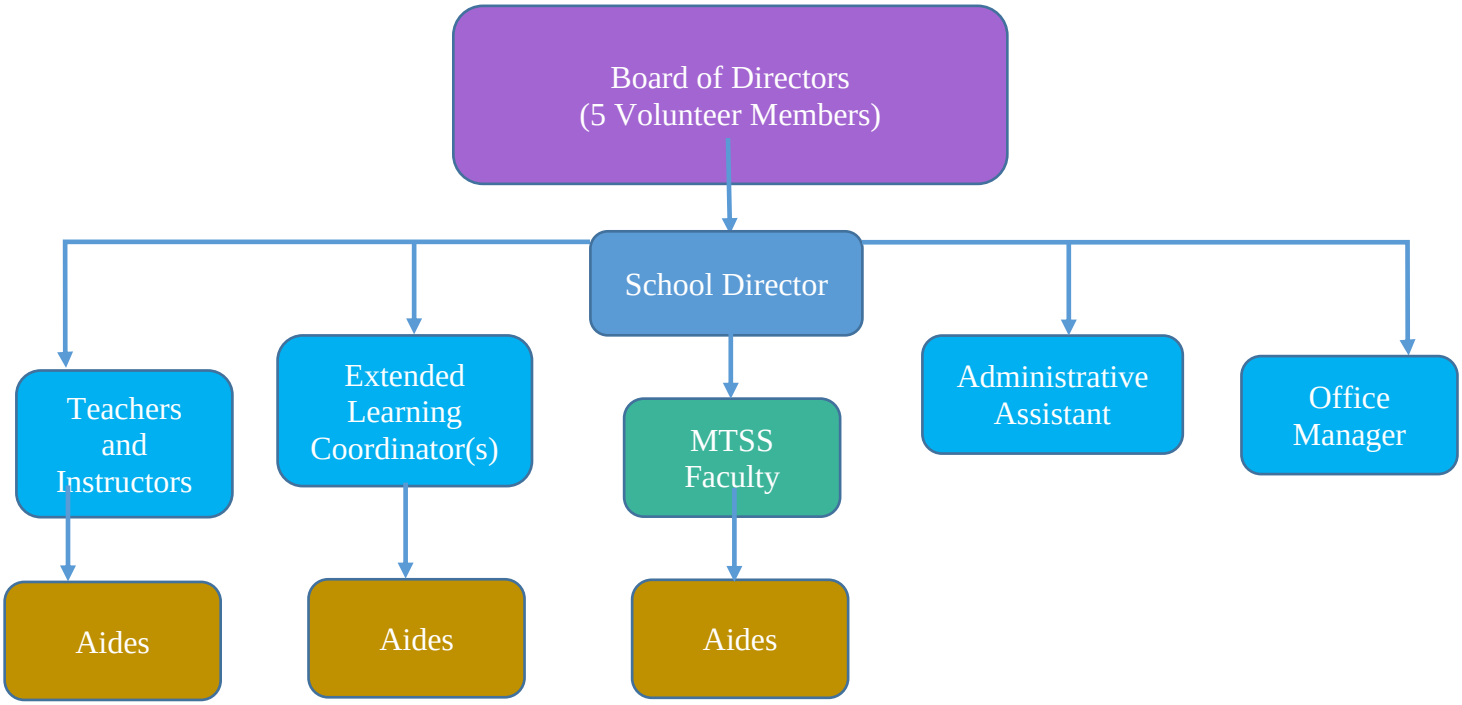
I understand that I am entitled to an uninterrupted, thirty-minute meal period whenever I work more than five hours in a workday and that my meal period must begin before the end of the fifth hour of work (unless, for workdays of six hours or less, I voluntarily waived my meal period). I understand that I am entitled to a second, uninterrupted thirty-minute meal period whenever I work more than ten hours in a workday and that my second meal period must begin before the end of the tenth hour of work. I also understand that I am authorized, permitted, and strongly encouraged to take a 10-minute (net) paid rest period for every 4 hours worked or major fraction thereof. If I voluntarily miss a meal or rest period or voluntarily experience a late, short, or interrupted meal period (e.g., it was my own choice to refuse an authorized meal or rest period), I understand that I am not entitled to one hour of premium pay for that meal or rest period. If I involuntarily miss a meal or rest period or involuntarily experience a late, short, or interrupted meal period (e.g., I wasn't allowed to take a proper meal or rest period), I understand that I am entitled to one hour of premium pay for that meal or rest period.

Employee Signature:_____ Date: _____

Supervisor's Signature: _____ Date: _____

FORM MUST BE SUBMITTED IMMEDIATELY AFTER THE APPLICABLE MEAL OR REST PERIOD OCCURS TO THE ADMINISTRATIVE ASSISTANT.

Addendum Form C; Organization Chart and Job Descriptions



Contracted Services

- Business Manager
- Custodial
- School Nurse
- Adapted Physical Education
- Legal Services
- Speech and Language Pathologist
- Pest Management
- Landscaping & Facilities

1. Job Descriptions

The following job descriptions may describe duties assigned to an employee or to an independent contractor. Inclusion of independent contractors' duties in this *Employee Handbook* do not change the status of the individual from independent contractor to employee. The job descriptions of independent contractors are included herein to provide clarity regarding responsibilities.

Director

The role of the School Director is to foster a positive and collaborative school community with a commitment to the Montessori philosophy and methods. The Director is responsible for managing a strong team of educators and professionals who, in partnership with engaged families, strive to help all students achieve their highest potential. The Director leads both internally and externally, with responsibility for the following areas:

Educational Program

- Develop and maintain the quality implementation of Montessori pedagogy and curriculum
- Build consistency, coherence and continuity within and across school programs
- Set clear goals for student growth and success; implement strategies to achieve these goals
- Use and interpret assessments to monitor student growth and to inform instructional practices
- Analyze and use data, including "best practices," to support continuous process improvement
- Promote a supportive and respective learning environment for all students
- Ensure a system of intervention and supports for a range of student needs
- Ensuring coherence among grade levels of academic experiences of students, e.g.: ensuring that students in lower and upper elementary classrooms experience full complement of the Five Great Montessori Lessons.
- Supporting classroom teachers to implement assessments, analyze results, and make instructional choices based on data.
- Ensuring coherence in learning environments in terms of Montessori authenticity and Montessori materials appropriate for the developmental range of the students.
- Make suggestions for teachers' professional growth activities based on data collected in cooperation with classroom teachers.
- Participating actively in the school's Budget Committee.
- Participates as the LEA administrator of the Individualized Education Program (IEP) team in the identification of individuals with exceptional needs, as appropriate.

Staff Management

- Hire and retain a motivated team of teachers and staff
- Foster an inclusive and trusting environment in which staff can grow and improve
- Support and mentor staff through an effective coaching and evaluation process
- Ensure staff have access to Montessori and other professional growth opportunities

Financial and Operational Management

- Oversee the budget and manage expenses
- Prepare and analyze financial reports along with the Business Manager
- Oversee school operations including facilities, equipment, security and maintenance
- Ensure compliance with all governmental laws and regulatory requirements

Stakeholder Management

- Cultivate effective relationships with external stakeholders at the district, county and state levels
- Communicate with the Board of Directors on policies, programs, budget and other matters
- Communicate with current families to keep them informed and to ensure student satisfaction
- Cultivate relationships with prospective families through an effective admissions process
- Support staff when needed with communication with parents
- Work to maintain a positive and healthy social and emotional school climate

Strategic Planning and Leadership

- Work with Board to create and implement a strategic plan for the future direction of the school
- Plan, identify and secure funding resources to help the school achieve its mission and objectives
- Maintain and increase the school's visibility through effective marketing and outreach
- Assess and mitigate risks related to legislative and policy issues that may affect the school
- Problem-solve and manage unexpected changes; communicate effectively to the community

Administrative Assistant

The administrative assistant performs basic secretarial duties for the school and takes care of administrative details:

- Compile and file students' grade and attendance reports, immunization and other school records.
- Greet visitors to the school, determine the nature of business, and direct visitors to destination.
- Answer telephone to provide information, take messages, or transfer calls.
- Schedule appointments to talk with the Director or teachers and handle school communication.
- Inventory, order and dispense school supplies.
- Accept and deposit funds for student activities.
- Disburse funds, record financial transactions, and audit and balance student organizations and other school-fund accounts.
- Oversee student playground activities and monitor classroom during temporary absence of teacher.
- Assist the Director in all areas and update Director on school activities and information on a day-to-day basis.
- Use appropriate software and hardware such as, but not limited to, fax and copier machines, word processing, school database, and spreadsheet.
- Track employee absences and record changes in sick leave available for certificated staff.
- Assist Director with duties associated with promoting the school and retaining enrolled students.
- Check employee time sheets and have them ready for the director's review.
- Maintain Director's calendar of daily tasks.
- Oversee progress of "Requests" written by the Director for employees and contractors.
- Maintain staff and student email addresses and passwords.
- Maintain key inventory and provide keys to employees that need them.
- Perform other tasks as requested.

Office Manager

The Office Managers job duties include, but are not limited to:

- In a professional and helpful manner, greet public, answer phones, and take messages as needed.
- Adhere to confidentiality with all communications.
- Maintain student records (immunization, health).
- Maintain school attendance records for all students using attendance software.
- Manage office interruptions, including helping students in a nurturing manner and fulfilling staff's requests.
- Manage the School Lunch Program, including maintaining paperwork for the Free and Reduced Lunch Program and communicating with the contracted lunch provider to ensure compliance with all federal, state, and local legal requirements.
- Perform a variety of clerical duties, including typing, proofreading, filing, checking records and recording information on records.
- Compile and prepare various departmental files, records and reports; search files for specified information.
- Respond to routine correspondence.
- Maintain accurate attendance records, including issuing tardy slips, verifying student absences, providing information to parents, teachers and counselors; input absences into computer; contact parents/guardians by telephone or in person regarding student absences; maintain and compile truancy reports in compliance with SARB.
- Maintain correspondence with District lunch personnel regarding the number of students receiving school lunch.
- Receive and sort incoming mail, packages and faxes.
- Take care of sick and injured students; administer basic first aid and dispense prescribed medication to individual students in accordance with District and school policy.
- Receive, sort, duplicate and distribute various instructional materials; prepare materials for student packets and other related materials for distribution.
- Record all monies received on weekly deposit slips and provide receipts to payees.
- Complete California Department of Education required data submissions, such as CALPADS and attendance reports.
- Maintains student records in the SEIS system.
- Fulfill role of Technology Coordinator for CAASPP and ELPAC.
- Maintain the school network including maintaining the Securly web filtering program.
- Set up new students with accounts in technology-based applications and make requested changes to student class placement in accounts.
- Maintain calendar of school events.
- Perform other tasks as requested.
- Maintain the school key inventory and make sure each staff member that needs a key is provided one.
- Make small repairs to the school facilities. Inform the Director when the repair needs to be performed by the District.
- Assist teachers with moving furniture and hanging or fastening items to walls.
- Perform other tasks as requested.

Business Manager

The Business Manager is charged with general bookkeeping for the school and will serve in an advisory role as regards the budget to the School Director and Treasurer of the Board of Directors. Specific duties include:

- Bimonthly: Verify invoices, reimbursement requests, and deposits for accuracy (amount, SACS code, funding class); print checks.
- Monthly: Create payroll; monthly profit/loss statements and cash flow analysis; oversee STRS and PERS contributions as well as Federal and State tax liabilities.
- Annual: Year-end reports as regards STRS/PERS, payroll, and tax liabilities.
- Reports: Prepare Annual Projected Budget, First and Second Interim Reports, and End of Year Expenses for Chico Unified School District; yearly accrual entries and balance restricted and unrestricted funds.
- In addition, the Business Manager may be called up to provide financial reports for grants and other requests from the CUSD, Butte County Office of Education, or California Department of Education as needed.

Education Specialist

- Embrace the spirit of the Montessori philosophy, which holds children in highest esteem
- Openness to the Nurtured Heart Approach and a positive discipline style
- Plan, organize and implement daily lessons in accordance with the approved curriculum
- Conduct pre and post-testing using standardized tests for each student
- As a part of a team, write and implement goals as outlined in each student's IEP
- Write Behavior Improvement Plans
- Demonstrate competency in all subject areas
- Participate in the identification of students with possible disabilities post intervention phase
- Provide academic assessments
- Schedule and chair IEP meetings
- Meet special education timeline requirements as specified by education code
- Collaborate with general education teachers
- Participate in authorized school trainings
- Maintain documentation of communications with students, families, and other services providers
- Maintain documentation of daily activities
- Complete reports as required
- Perform other tasks as requested.

Title One Reading Instructor

- Provides a variety of instructional, clerical, and group behavior assistance to individuals or small
  groups of students in support of special instructional programs.
- May provide other support services such as translation.
- Assists certificated staff in the preparation and use of materials to enhance the student learning
  experience.

- Assists with the creation and implementation of lesson plans to maximize learning experiences.
- Confers, as needed, with certificated staff concerning programs and materials to meet student
  needs.
- Alerts immediate supervisor to any special problems or information concerning students.
- May proctor and administer tests (e.g. phonemic awareness, reading level, spelling). Scores tests and written papers based on answer
  keys or rubrics. Keeps appropriate records for teachers, including computerized grading sheets.
- Maintains records, collects data, monitors data, and presents results for student study teams, parent teacher conferences, and student records.
- Participates in relevant professional development.
- Performs clerical support duties as required including preparing and maintaining a variety of files and records.
- Occasionally will need to support with supervision of students during recess and lunch or coworkers break periods.
- Performs other duties as assigned.

Behavioral Health Counselor

- Support students with regulating their emotions/behaviors in the Learning Center
- Support and advise teachers through instructional challenges, student behavioral difficulties, and acts as a parent liaison
- Facilitate communication between school staff to support a unified response to individual students.
- Offer emotional and/or behavioral support to students in the classroom setting.
- Support and enhance students' emotional and behavioral stability.
- Attend Individual Education Plan (IEP) meetings as necessary to review student progress and help develop goals/objectives.
- Perform other tasks as requested.

Mental Health Counselor

- Consult and cooperate with special education and general education personnel.
- Make recommendations for educationally-related mental health services for students with significant social emotional and/or behavior needs.
- Develop and maintain behavioral health programs in collaboration with the IEP team process.
- Engage diverse families in the coordination process and engage access to services.
- Make recommendations to IEP teams for educationally related mental health counseling services.
- Participate in SSTs, IEPs and other student progress meetings.
- Provide continuum of counseling interventions for students enrolled in general and special
- education.
- Provide individual and group counseling services.
- Provide technical assistance, consultation and training to schools regarding community resources

- and other mental health issues as necessary.
- Provide training for school staff regarding proactive pre-referral activities and behavioral support
- systems.
- Serve as school liaison between students and their families, and other community agencies.
- Perform other tasks as requested.

Classroom Teacher

The job duties of the classroom teacher include, but are not limited to:

- Report directly to the Director in all pertinent matters or areas of concern.
- Hold a Bachelor of Arts or Bachelor of Science degree or higher, hold a California State Teacher's Credential or commit to obtaining one within two years of employment, and hold a Montessori Certificate or commit to obtaining one within two years of employment.
- Prepare and maintain an environment that meets the needs of all learners and is reflective of the Montessori philosophy of order and beauty.
- Initiate and facilitate ongoing dialogue with parents on the overall development of each child/teen.
- Demonstrate competency to deliver an educational program based on individual needs of each child/teen.
- Demonstrate competency to provide effective, innovative instruction with a balance of Montessori materials and best practices to address adopted State Standards.
- Oversee the learning of all children/teens in the classroom while partnering with colleagues and Director in supporting the needs of all learners.
- Be a reflective practitioner open to continuous self-improvement and self-evaluation.
- Demonstrate basic computer literacy/competency, use technology to access and respond to professional emails from Director and parents, and teach technology skills as outlined in California State Standards.
- Model positive attitude and courteous behavior for children, teens and adults, and prepare all other visitors and teachers to model the same respect when working and volunteering in the school.
- Conduct the class: plan, develop, record and implement class curriculum; make materials when needed, maintain classroom materials and keep shelves clean and orderly.
- Communicate ground rules and procedures effectively to all children/teens and remain consistent with consequences.
- Communicate verbally with parents in the fall and in the spring at conferences regarding progress of students,
- Turn in comprehensive report cards for each child/teen twice yearly.
- Keep accurate and daily attendance and tardiness records for each child/teen.
- Turn in a material replacement list order, room repair list, inventory worksheet, wants/needs order, and any other documents communicated on the last Friday at the end of each year.
- Electronically submit to Director reports for the Board of Directors.
- Complete paperwork for English language learners by due dates.
- Complete Report Cards on standard forms by due dates.
- Collect and turn in data on student achievement as requested by Director or Director of MTSS.

Act as immediate supervisor of aides assigned to classroom, including: assigning tasks as needed, providing formative feedback and a formal evaluation, and providing appropriate training or referral to appropriate training as needed to optimally perform duties.
- Perform other tasks as requested.

Teacher's Aide

- Demonstrate flexibility in assisting classroom teacher in myriad and changing ways that will maximize benefits to the learning community.
- Model positive attitude and courteous behavior for children, teens and adults, and prepare all other visitors and teachers to model the same respect when working and volunteering in the school.
- Supports student focus and concentration, minimizes interruption and distraction during work periods and lessons.
- Refrains from any activity that would cause interruption from student learning or focus on classroom teacher's lessons.
- Assist the classroom teacher in preparing and maintaining an environment that meets the needs of all learners and is reflective of the Montessori philosophy of order and beauty.
- Communicate ground rules and procedures effectively to all children/teens and remain consistent with consequences.
- Maintain vigilance in supervising students for safety in classrooms and recreation spaces.
- Demonstrate openness to obtaining new skills that will optimize effectiveness in assisting classroom teacher to meet the needs of all students.
- Demonstrate competency in behavior management using cooperative/positive discipline techniques in whole class, small group, and 1:1 settings.
- Demonstrate ability to use computers, copiers, and other office equipment needed to assist classroom teacher in work related duties.
- Implement program developed for exceptional students as communicated by Director of MTSS and classroom teacher.
- Perform other tasks as requested.

1:1 Aide

- Support the success of exceptional children in all educational settings of the school, such as the Learning Center, the general education classroom, the playground, etc.
- Work with the Educational Specialist and classroom teacher to implement Behavior Improvement Plans or other supports that assist assigned student/s in the least restrictive environment (i.e.: always seeking to provide minimal interference to independence for the student/s).
- Observe and control behavior of students in the classroom according to approved procedures; monitor student behavior during meal and snack times, recess, field trips, assemblies and other school events and activities as directed; report progress regarding student performance and behavior; escort students to and from designated school locations.
- Use professional communication to seek clarification of desired role in different settings or from different supervisors.
- Demonstrate flexibility in assisting classroom teacher in myriad and changing ways that will maximize benefits to the learning community.

- Model positive attitude and courteous behavior for children, teens and adults, and prepare all other visitors and teachers to model the same respect when working and volunteering in the school.
- Assist the classroom teacher in preparing and maintaining an environment that meets the needs of all learners and is reflective of the Montessori philosophy of order and beauty.
- Assist in the presentation and preparation of learning materials, lesson plans, instructional exercise and implementation of Individual Education Plans (IEP) and Behavior Intervention Plans (BIP).
- Communicate ground rules and procedures effectively to all children/teens and remain consistent with consequences.
- Maintain vigilance in supervising students for safety in classrooms and recreation spaces.
- Demonstrate openness to obtaining new skills that will optimize effectiveness in assisting classroom teacher to meet the needs of all students.
- Demonstrate competency in behavior management using cooperative/positive discipline techniques in whole class, small group, and 1:1 settings.
- Demonstrate ability to use computers, copiers, and other office equipment needed to assist classroom teacher in work related duties.
- Implement program developed for exceptional students as communicated by Director of MTSS and classroom teacher.
- Administer prescribed medications according to physician instructions and established District procedures as directed; monitor and/or collect data on student side effects and notify appropriate personnel and agencies as required.
- Assist students with personal hygiene and grooming; assist students with eating and oral feeding activities; assist students with toileting, diapering and changing those who have experienced toileting accidents; lift and or transfer students; assist students with performing and developing self-help, social and independent living skills as assigned; operate adaptive equipment or mobility related equipment.
- Perform other tasks as requested.

Extended Learning Aide

Examples of duties may include, but is not limited to the following:

- Assist students in academic subjects, such as math, reading, writing, and other areas.
- Assist planning and implementation of academic, enrichment, health, and recreational extra-curricular before and after school.
- Work effectively with students in extended learning activities and assist with behavior management, discipline, interpersonal actions, and act as a role model.
- Help mentor students in a variety of learning and life experiences.
- Support environments that are safe, healthy, and conducive to student learning.
- Gather and maintain student participation, development, and achievement data for program evaluation efforts.
- Participate in staff training and professional development opportunities.
- During school hours, demonstrate flexibility in assisting classroom teacher in myriad and changing ways that will maximize benefits to the learning community.
- Model positive attitude and courteous behavior for children, teens and adults, and prepare all other visitors and teachers to model the same respect when working and volunteering in the school.

- Support student focus and concentration, minimizes interruption and distraction during work periods and lessons.
- Refrain from any activity that would cause interruption from student learning or focus on classroom teacher's lessons.
- Assist the classroom teacher in preparing and maintaining an environment that meets the needs of all learners and is reflective of the Montessori philosophy of order and beauty.
- Communicate ground rules and procedures effectively to all children/teens and remain consistent with consequences.
- Maintain vigilance in supervising students for safety in classrooms and recreation spaces.
- Demonstrate openness to obtaining new skills that will optimize effectiveness in assisting classroom teacher to meet the needs of all students.
- Demonstrate competency in behavior management using cooperative/positive discipline techniques in whole class, small group, and 1:1 settings.
- Demonstrate ability to use computers, copiers, and other office equipment needed to assist classroom teacher in work related duties.
- Implement program developed for exceptional students as communicated by Director of MTSS and classroom teacher.
- Perform other tasks as requested.

School Psychologist

Under the supervision of the Director, the School Psychologist manages, evaluates and serves as a consultant for Sherwood Montessori and subcontracted LEAs.

- Lead and facilitate Individual Education Plan (IEP) meetings, including all paperwork, preplanning with teacher, parent, and staff, and all follow-up duties
- Support and advise teachers through instructional challenges, student behavioral difficulties, and act as a parent liaison
- Train or coordinate training for providers on the school team in the effective use of data to drive instruction and on proper IEP development, preparation, and meeting procedures
- May serve as administrative designee for IEP meetings
- Consult and collaborate with local school districts about program services provided and
- Collaborate in evaluation and assessment, and recommend services for students enrolled in the program
- Monitor student progress and annual reviews, and assist with goal and objective development to ensure educational benefit
- Conduct manifestation determination reviews and prepare these assessment reports and documentation as needed
- Develop Behavior Improvement Plans when appropriate
- Conduct psychoeducational assessments and diagnosis of specific learning and behavioral disabilities, including, but not limited to, case study evaluation, recommendations for remediation or placement, and periodic reevaluation of such children
- Perform other job-related tasks as requested by Director

Speech and Language Pathologist

- Provides speech therapy services to students in Special Education; maintains a safe and orderly treatment area
- Conducts assessments of students to determine need for identification of communication-related disorders and the need for speech therapy services
- Re-evaluates students' individual speech therapy goals on a regular basis
- Provides reports for use in Individualized Educational Plan (IEP) committees, attends IEP meetings as necessary, and maintains progress notes on student records
- Serve as case manager for students with IEPs in which their only service is speech and language therapy
- Assumes responsibility for developing annual goals and objectives, as well as progress reports, for students with speech services on their IEPs
- Participates in school-based intervention team meetings as needed
- Screens students for potential school-based intervention
- Collaborates with parents and staff regarding plans for speech therapy services
- Perform other job-related tasks as requested by Director

School Nurse

- Assumes responsibility for staff-requested and State mandated hearing and vision screening programs in the school
- Conducts appropriate health follow-up screening and referral activities
- Periodically reviews the status of students with identified problems and follows through as needed
- Establishes and maintains student cumulative health records.
- Provides for compliance with mandated regulations for dispensing medications to students at school
- Assumes responsibility for proper verification of student compliance with CHDP and immunizations
- Identifies students with chronic health problems and counsels parents and staff regarding the nature and plan for the illness
- Assembles all pertinent health information and a health and developmental history for students referred for special education testing
- Serves as a medical resource person to school personnel. Provides reports for use in Individualized Educational Plan (IEP) committees, attends IEP meetings as necessary
- Alerts school administration to potential health and safety issues in the school environment
- Participates in continuing education courses
- Perform other job-related tasks as requested

Position Title: Occupational Therapist

- Provides occupational therapy services to students in Special Education; maintains a safe and orderly treatment area.
- Conducts assessments of students to determine need for occupational therapy.
- Collaborates with medical personnel and acts as a resource to school personnel in interpreting occupational therapy services.

- Re-evaluates students' individual occupational therapy goals on a regular basis.
- Provides reports for use in Individualized Educational Plan (IEP) committees, attends IEP meetings as necessary, and maintains progress notes on student records.
- Collaborates with parents regarding plans for occupational therapy services.
- Perform other job-related tasks as requested by Director

P.E. Instructor

- Teach twice weekly PE classes w/all grade levels
- Align instruction with California Physical Education Standards
- Manage the maintenance of the PE shed and equipment
- Coordinate community involvement including guest speakers, community volunteers, and service learning projects
- Instruct students on safety using equipment and playing sports
- Identify and apply for grants
- Teach health topics during inclement weather using California Standards as a quide
- Work with school director, SMPO members, and staff on relevant fundraising events for the school's general fund
- Submit purchase requests as needed to replenish playground and PE equipment
- Perform other job-related tasks as requested by Director

Extended Learning Coordinator/s

- Assure safety of students and staff while attending the AC program
- Supervise program aides and activities as needed
- Create staff and program schedules and communicate schedules, and program plans/ needs with aides
- Lead aides in curriculum and activity plans
- Establish and maintain positive and professional working relationships with students, parents and school staff
- Plan activities and curriculum to enrich student experiences in creative art, physical education, music, nature, science, homework and reading, and social interaction
- Plan for, order and shop for needed supplies to carry out the planned activities, with the approval of the director
- Communicate with parents regarding billing, update accounts records, work with school Business Manager to keep fiscal records accurate
- Maintain records for third parties that supplement parent payments as required by the cooperating agencies
- Maintain records for purchases for program supplies, and snack program
- Maintain regular and supportive communication with parents and director on all aspects of the AC program
- Create snack options for children based on healthy food choices

- Purchase food and create snack calendar to reflect weekly menu
- Lead and assist aides to carry out daily snack preparation, serving, and clean up
- Maintain regular and supportive communication with parents, staff and program director
- Attend regular school staff meetings and hold AC staff meetings as well as curriculum building meetings
- Report concerns regarding children, staff, parents or safety issues in a timely manner to the director, in weekly meetings or immediately if there is a safety concern
- Make recommendations to director regarding the hiring of program aides, supervising and evaluations
- Communicate to ensure adequate coverage of students in the program. Contact support staff when needed
- Provides classified staff trainings to orient new employees to the school's procedures and culture and to continue to develop the skills of experienced employees
- Give guidance to employees regarding job duties when questions or conflicts arise and/or reports to Director questions or conflicts that are unresolved.
- Provide classified staff who are supervising the playground training and guidance related to playground supervision to orient new employees to the school's procedures and culture and to continue to develop the skills of experienced employees
- Create a schedule of supervision of playground and campus areas to be followed by classified staff who are assigned to playground supervision
- Communicate expectation that may be unique to different playground and campus supervision areas, e.g.: monitoring bathrooms, monitoring check in/check out of playground equipment, monitoring hallway, monitoring return to classroom at the conclusion of recess
- Give guidance to employees regarding job duties when questions or conflicts arise and/or reports to Director questions or conflicts that are unresolved.
- Perform other job-related tasks as requested by Director



Absence Request

Absence Information

Employee Name:_____

Type of Absence Requested:

☐ Sick ☐ Vacation ☐ Bereavement ☐ Time Off Without Pay

☐ Military ☐ Jury Duty ☐ Maternity/Paternity ☐ Other

Dates of Absence:
From: _____ To: _____

Reason for Absence:

_____

Employee Signature *Date*

Director Approval

☐ Approved

☐ Rejected

Comments:

_____

Director Signature *Date*



Absence Verification

Absence Information

Employee Name:_____

Type of Absence:

☐ Sick ☐ Vacation ☐ Bereavement ☐ Time Off Without Pay

☐ Military ☐ Jury Duty ☐ Maternity/Paternity ☐ Other

Dates of Absence:
From: _____ To: _____

_____

Employee Signature *Date*

From the Employee Handbook:

Full-time staff shall accrue sick leave at the rate of ten (10) days per school year. If specified in the employee's contract, part-time staff, or staff working part of the school year shall accrue sick leave on a prorated basis to reflect the proportion of time or working months that the employee's schedule represents in relation to a full time schedule. Emergency leave is granted for only the reasons listed above and will not be paid out if not utilized, if the employee is terminated, or if the employee's contract is not renewed. All employees shall inform the Director of an anticipated absence as soon as possible, and such leave (other than for unexpected circumstances) must be preapproved by the Director. The Director may require an employee to verify the claimed reason for any absence.

Sick leave days available before absence:_____

Sick leave days now available:_____

_____

Director Signature *Date*

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **MOU with Chico Country Day School for School Nursing Services**

Date: August 22, 2024

SUMMARY

The Board will be asked to approve an MOU with Chico Country Day School for School Nursing Services

DISCUSSION

This MOU is basically the same as last year's, updated for this current school year. The contract assures we have a properly licensed school nurse as required by Education Code.

ACTION REQUESTED

Approve MOU.

Attachment: MOU with Chico Country Day School for School Nursing Services

Memorandum of Understanding between
Sherwood Montessori School and Chico Country Day School

This memorandum of understanding ("MOU" or "Agreement") is between Sherwood Montessori School (Sherwood) and Chico Country Day School ("CCDS"), which are referred to as the "parties".

RECITALS:

A. Sherwood is a charter school authorized by Chico Unified School District.

B. CCDS is a charter school authorized by the Chico Unified School District.

C. Sherwood wishes to contract with CCDS for CCDS's provision of School Nursing services to Sherwood students, as more fully discussed in this MOU.

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

1. **Purpose**

The purpose of the MOU is to ensure that Sherwood students are provided with nursing services by CCDS. It is agreed that Sherwood shall retain all financial and legal responsibilities under the Individuals with Disabilities Education Improvement Act ("IDEA") and related federal and California laws for Sherwood students served by CCDS in accordance with this MOU. Sherwood shall remain liable for all complaints, mediations, due process matters and/or other litigation initiated by or on behalf of Sherwood students which arise under such laws. CCDS shall only be considered a service provider and not the responsible LEA for any Sherwood student and shall incur no costs associated with the provision of these services, all of which shall be paid by Sherwood as set forth in this MOU. Unless the parties agree otherwise in writing, CCDS is not required to provide anything beyond what is specifically identified in this MOU.

2. **Services of the school nurse may include:**

(a) Assessing and evaluating student health and developmental status as part of the Individual Education Plan (IEP) or Section 504 Plan process;

(b) Communicating with students, families, caregivers, and health care providers;

(c) Interpreting assessments and medical information to school staff working with the students;

(d) Designing and implementing an Individualized School Health Plan, Emergency Care Plan, Individual Educational Plan and/or Section 504 Plan related to health care needs or chronic illnesses;

(e) Determining the appropriate level of care for students with specialized health care needs and training, monitoring and supervising licensed and unlicensed staff;

(f) Providing school nursing case management services for students;

(g) Counseling students and parents regarding health or school related issues and providing information and referral to community services;

(h) Administering and training and supervising school staff in assisting students with routine and emergency medications;

(i) Serving as a health consultant and providing inservice programs to staff on a variety of health topics;

(j) Developing curriculum and assisting in delivery of comprehensive health education to students;

(k) Promoting a healthy school environment for emotional and physical safety;

(l) Performing federal and state mandated tasks including but not limited to emergency care; child abuse reporting; communicable disease control, prevention and follow up; and CHDP, audiometric, scoliosis and vision screening;

(m) Providing routine direct healthcare services and referrals;

(n) Maintaining, protecting and managing confidential electronic and written student health records.

3. **Additional Sherwood Obligations**

Sherwood shall:

(a) Pay CCDS for services identified herein, consistent with the Fiscal Agreement set forth in paragraph 7 below.

(b) Provide CCDS personnel with appropriate designated workspace for the delivery of services within Sherwood buildings as assigned.

(c) Provide internet data connections in workspaces designated for CCDS personnel at the Sherwood site.

(d) Store confidential health files at the Sherwood site.

(e) Provide nurse with assessment plans upon signature so health and developmental history may be completed.

4. **Dispute Resolution**

In the event that either party disputes the meaning of the terms of this agreement, the parties shall attempt to resolve the dispute in good faith first through a joint meeting of their representatives. If an agreement cannot be reached through the joint meeting, then the parties agree to attempt to resolve the dispute in a meeting with the El Dorado County Charter SELPA Director or their designee. If agreement cannot be reached with the assistance of the El Dorado County Charter SELPA, then any party may seek remedy in the appropriate court of law.

5. Due Process and/or Litigation

Sherwood assumes full responsibility for the provision of assessments and therapy services to Sherwood students. It shall be the financial and legal responsibility of Sherwood to handle any and all legal disputes and claims, including but not limited to, negotiating settlement agreements, mediations, due process hearings, compliance complaints and any and all other legal actions related to a student's educational program pursuant to this MOU. If CCDS is named as a party to a legal dispute, Sherwood will cooperate in dismissing, with prejudice, CCDS as a party. If Sherwood is unable to obtain dismissal of CCDS as a party to a dispute, Sherwood shall fully defend and indemnify CCDS in said proceedings in accordance with the Indemnification provision in paragraph 8 below. CCDS shall fully cooperate with Sherwood in any legal dispute, including making its employees and documents available.

6. Indemnification

Sherwood shall protect, defend, indemnify, forever hold harmless and assume the costs of defense, including attorneys' fees, of CCDS, its Board, officers, members, representatives, agents, guests, invitees, and/or employees, from and against any and all liabilities, claims, losses, judgments, damages, demands or expenses resulting from or related to tl1e policies and procedures of the El Dorado County Charter SELPA, the requirements of the IDEA, California Education Code section 56000 and following sections, Title 5 of the California Code of Regulations section 3000 and following sections, the Americans with Disabilities Act, and/or Section 504 or any other causes of action, including but not limited to actions related to or arising from CCDS's obligations under this Agreement. Sherwood shall indemnify CCDS and its Board, officials, employees and agents against any remedies, including compensatory education, reimbursement, money damages, attorneys fees and/or costs that may be awarded or agreed to, for failure to provide appropriate and/or compliant special education and related services.

7. Fiscal Agreement

CCDS will bill Sherwood in advance for school nursing services on a monthly basis, for 10 months, at the rate of:

- School Nurse:
  a. 0.10 FTE or equivalent of 19.5 days based on the employee's position on the CCDS Nursing Salary Schedule. Any additional days of work required by Sherwood shall be requested in writing and approved by both Sherwood and CCDS administrators. Sherwood will be billed at the employee's daily rate, daily benefit costs plus a 2% fee based on the daily amounts.
  b. Twenty percent (20%) of the benefit cost of the employee, including PERS, payroll fees and other fees associated with an employee.
- Mileage rate equal to the IRS Standard Mileage Rates, if applicable.
- Actual costs of translation services as needed and requested by Sherwood for any reports and assessments performed by CCDS staff.
- 2% Administrative Fee based upon the salary and benefit rates listed above.

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

8. **Agreement / Term**

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

(b) The term of this Agreement and services shall commence on July 1, 2024 and continue through June 30, 2025.

(c) CCDS will seek advisement and input from Sherwood in regards to periodic program evaluation and evaluating delivery of nursing services. Sherwood retains the ability to perform an independent evaluation of the School Nurse services provided. CCDS retains the sole responsibility to perform staff evaluations of CCDS employees who implement services in accordance with this MOU; however, CCDS is invited to collaborate with Sherwood staff in this regard as needed.

(d) This Agreement has been made and entered into the State of California and the laws of said State will govern the validity and interpretation of this Agreement.

(e) The persons signing this MOU warrant that they are duly authorized to sign it on behalf of the persons and entities being bound.

(f) This Agreement may be executed in counterparts, all of which, taken together, shall be deemed an original.

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

On Behalf of Sherwood School of Arts & Sciences

Date: _____ By: _____
Sherwood Montessori School Director

On Behalf of Chico Country Day School

Date: 7/11/24 By: _____
CCDS Director of Student Support Services

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **POP Resolution**

Date: August 22, 2024

SUMMARY

Approval of this resolution satisfies a legal requirement for employers who offer the type of health benefits Sherwood offers its employees.

DISCUSSION

While we have always offered a Premium Only Plan (POP) for health coverage, we are now required by law to have the board approve a resolution stating this. POP coverage provides a reduced gross income which benefits employees by reducing their taxes.

ACTION REQUESTED

Approve resolution.

Attachment: POP Resolution

Certificate of Resolution (2024)
For Sherwood Montessori Charter School
Section 125 Premium Only Plan
Plan Year Ending August 31, 2025

The undersigned Secretary or Principal of **Sherwood Montessori Charter School** (the Employer) hereby certifies that the following resolutions were duly adopted by the board of directors of the Employer on **September 1, 2024**, and that such resolutions have not been modified or rescinded as of the date hereof:

RESOLVED, that the form of Amended Section 125 Cafeteria Plan effective **September 1, 2024**, presented to this meeting is hereby approved and adopted and that the proper officers of the Employer are hereby authorized and directed to execute and deliver to the Administrator of the Plan one or more counterparts of the Plan.

RESOLVED, that the Administrator shall be instructed to take such actions that are deemed necessary and proper in order to implement the amended Plan, and to set up adequate accounting and administrative procedures to provide benefits under the Plan.

RESOLVED, that the proper officers of the Employer shall act as soon as possible to notify the employees of the Employer of the adoption of the amended Plan by delivering to each employee a copy of the summary description of the Plan in the form of the Summary Plan Description presented to this meeting, which form is hereby approved.

The undersigned further certifies that true copies of the Adoption Agreement, Plan Document, and the Summary Plan Description, approved and adopted in the foregoing resolutions, are attached herewith.

By_____
Secretary/Principal

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SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **School Director Report**

Date: August 22, 2024

Administrative

- Current enrollment will be reported at the meeting.
- We completed a move over the summer that included four classrooms. All lower and upper elementary classrooms are now located in the quad building, with the LC and middle school moving to the classrooms that previously housed upper elementary. A great deal of cleaning and organizing that were involved has the classrooms looking beautiful.
- We have some new staff members who are joining us for the 2024-2025 school year and some staff from last year with new assignments:

New Staff Member/Reassigned Staff Members	Position
Lilly Follrath	Lead Teacher-Lower Elementary
Evan Kerr	Extended Day Coordinator-Afternoon
Sariah Pilant (Extended Day Coordinator-Afternoon last year)	MSW Intern-Lead Wellness Counselor
Chris Wenger	Lead Teacher-Upper Elementary
Rosa Lomeli	Teacher's Aide/Extended Day-Afternoon
Yasmeen Sardi	Teacher's Aide
Madison Mason	Aide-Extended Day-Afternoon
Dalila Gonzalez	MSW Intern
Elaina Jarchow	BSW Intern

We are still seeking to hire a 1:1 Aide.

Legislative

- This year, we will be taking our charter to CUSD for renewal.

SHERWOOD MONTESSORI

To: Board of Directors

From: Pat Casey, Business Manager

Subject: **Agenda Item, Treasurer's Report**

Date: August 22, 2024, Board Meeting

Bank statement reconciliation

- The Business Manager has verified that the beginning and ending cash balances on Sherwood's bank statements for the month of July 2024 reconciled with and matched those of the school's internal reports. The bank Ending Balance cash totaled $ 506,854.03 as of July 31,2024 for the checking account.
- The expenses in July were for the normal operating cost.

Profit & Loss

The July 2024 Profit & Loss report shows a Net Income of $ -90,398, with added amounts of $ 122,372 June LCF funds deposited in August 2024 along with $8,214 for ELOP and $ 2,841 for Prop 28 Art/Music. The actual Net Cash for July 2024 is $ 43,029.

Cash Flow

The school will end the year with a positive cash balance based on P2 ADA of 115.

Sherwood Montessori
Profit & Loss YTD Comparison
July 2024

	Jul 24	
Ordinary Income/Expense		
Income		
8000-Revenues		
8300-8599 Other State Revenue	4,447	
Total 8000-Revenues		4,447
Total Income		4,447
Gross Profit		4,447
Expense		
2000 Classified Salaries		25,305
3000-Employee Benefits		16,186
4000-Books and Supplies		1,138
5000 Services/Other Op. Exp.		52,216
Total Expense		94,845
Net Ordinary Income		-90,398
Net Income		**-90,398**

Sherwood Montessori
Board of Directors - Vendor Payments Report
July 2024

Type	Date	Num	Name	Memo	Account	Amount
Check	07/01/2024	7628	Modern Montessori Tea...	Montessori Elementary I-II C...	Contracted Service	21,146.00
Check	07/01/2024	9867	North State Parent Mag...	DIRECTORY - COOP AD	Advertising	460.00
Check	07/01/2024	EFT	Comcast Business 9110	SERVICE - 2024 JUNE	Telephone, Landline	187.49
Check	07/01/2024	ACH	Macquarie Equipment C...	Kyocera Copier Lease 2024 ...	Copier Lease	223.00
Check	07/01/2024	DBT	Amazon.com	SUMMER PROGRAM	Extended Day	158.03
Check	07/02/2024	DBT	MONTESSORI FOUND...	Full school membership - 1 y...	5300-Dues and Mem...	99.00
Check	07/02/2024	9868	California Charter Scho...	ANNUAL MEMBERSHIP	5300-Dues and Mem...	1,767.00
Check	07/02/2024	9869	CatapultK12	2024-25 WEBSITE HOSTIN...	Website, Hosting	1,188.00
Check	07/02/2024	9870	Renaissance	Star reading - math - literacy ...	Contracted Service	3,188.72
Check	07/02/2024	9871	SchoolWise Technologies	INV 00002978	Student Information ...	4,050.00
Check	07/02/2024	EFT	IXL Learning	SERVICE SITE LICENSE - 2...	Contracted Service	1,900.00
Check	07/05/2024	DBT	CharterSAFE	BILLED PREMIUM - LIABILI...	5400-Liability Insuran...	7,960.00
Check	07/05/2024	DBT	CharterSAFE	BILLED PREMIUM - WC 202...	3601-Workers Comp	4,054.00
Check	07/07/2024	7630	Trites Backflow Service	BACKFLOW SERVICE CHE...	Contracted Service	50.00
Check	07/07/2024	DBT	ACE	HAND TRUCK	Maintenance Supplies	86.59
Check	07/08/2024	7631	Lillian Follrath	LIVESCAN	LiveScan and TB Tes...	68.00
Check	07/08/2024	DBT	Costco	SNACKS	Food (Instructional)	355.74
Check	07/08/2024	DBT	FoodMaxx	SUMMER PROGRAM FOOD	Extended Day	51.43
Check	07/09/2024	9872	CUSD	FUA INV24-00154 MAY 24	CUSD FUA Charges	2,094.28
Check	07/12/2024	EFT	Waste Management	SERVICE - 2024	Trash/Recycling	140.44
Check	07/12/2024	EFT	Comcast 4454	SERVICE - 2024 JULY	Internet Service Provi...	471.34
Check	07/12/2024	EFT	California Water Service...	SERVICE 2024 JULY	Water	47.33
Check	07/12/2024	DBT	Amazon.com	SUMMER PROGRAM	Extended Day	54.10
Check	07/15/2024	DBT	Costco	SNACKS	Food (Instructional)	282.07
Check	07/16/2024	ACH	COSTCO VISA CARD	THRU 15TH PURCHASES 2...	SHERWOOD COST...	267.84
Check	07/18/2024	DBT	Wufoo	SERVICE - 2024 JULY	Online List Managem...	19.00
Check	07/23/2024	DBT	Amazon.com	MONTHLY FEE - 2024 JULY	5300-Dues and Mem...	16.23
Check	07/24/2024	DBT	Costco	SNACKS	Food (Instructional)	150.33
Check	07/26/2024	EFT	Comcast Business 9110	SERVICE - 2024 JULY	Telephone, Landline	187.87
Check	07/30/2024	EFT	Securly, Inc.	ANNUAL FEE 24-25	Internet Filtering (CIP...	1,277.10
Check	07/31/2024	DBT	TRILLIUM MONTESSO...	ELEMENTARY BOOTCAMP	5200-Travel and Con...	325.00
Check	07/31/2024	DBT	TRILLIUM MONTESSO...	ELEMENTARY BOOTCAMP	5200-Travel and Con...	350.00
Bill	07/31/2024	2024/2...	Pat Casey	CONTRACT SERVICE 2024 ...	Business Manager S...	5,000.00
TOTAL						**57,675.93**

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Election of Officers**

Date: August 22, 2024

SUMMARY

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

DISCUSSION

Article 5 of the Bylaws of the Board of Directors describes the action to take when there are vacancies and the duties of the offices:

SECTION 5. VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than that of Chair, such vacancy may be filled temporarily by appointment by the Chair until such time as the Board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine. An Interim Chair may be appointed by the outgoing Chair in the case where the position of Vice-Chair is vacant, and/or the current Vice-Chair unable to accept the longer term duties of the Chair and /or there are less than four current Directors to fulfill the requirements of a voting quorum. The Interim Chair shall serve in this capacity until the next annual election of the Board of Directors, typically held in May.

SECTION 6. DUTIES OF CHAIR

The Chair shall be the Chief Executive Officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Unless another person is specifically appointed as Chair of

the Board of Directors, he or she shall preside at all meetings of the Board of Directors. Except as otherwise expressly provided by law, by the Articles of Incorporation, or by these Bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.

SECTION 7. DUTIES OF VICE-CHAIR

In the absence of the Chair, or in the event of his or her inability or refusal to act, the Vice-Chair shall perform all the duties of the Chair, and when so acting shall have all the powers of, and be subject to all the restrictions on, the Chair. The Vice-Chair shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Board of Directors.

SECTION 8. DUTIES OF SECRETARY

The Secretary shall:

1. Certify and keep at the principal office of the corporation the original, or a copy of these Bylaws as amended or otherwise altered to date;

2. Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the Board of Directors, and, if applicable, meetings of committees of Directors, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof;

3. See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law;

4. Be custodian of the records;

5. Exhibit at all reasonable times to any Director of the corporation, or to his or her agent or attorney, on request therefore, the Bylaws, and the minutes of the proceedings of the Directors of the corporation. In general, perform all duties incident to the office of Secretary, and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

SECTION 9. DUTIES OF TREASURER

Subject to the provisions of these Bylaws relating to the "Execution of Instruments, Deposits and Funds," the Treasurer shall:

1. Have oversight responsibility for all funds and securities of the corporation, and deposit and/or provide direction to the School Director to deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors;

2. Provide review, perspective and advice to the Board with regard to the integrity of financial statements, the validity of financial projections and the viability of the financial condition of the corporation;

3. Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports including the Annual Budget, First and Second Interim Budget Reports, and Final Unaudited Actuals;

4. Provide access at all reasonable times to the books of account and financial records to any Director of the corporation, or to his or her agent or attorney, on request therefore;

5. Perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

ACTION REQUESTED

Elect board officers.

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Uniform Complaint Procedures Policy**

Date: August 22, 2024

SUMMARY

Sherwood needs a Uniform Complaint Procedures Policy because we run state and federal programs that are supported by public funds.

DISCUSSION

Every county office of education, school district, and charter school governing board are required to have established local complaint policies that describe procedures to be followed to resolve complaints.

Federal and state laws and regulations specify which programs and activities lie within the UCP scope. These are described in the attached policy draft.

ACTION REQUESTED

Adopt policy.

Attachment: Uniform Complaint Procedures Policy

SHERWOOD MONTESSORI

UNIFORM COMPLAINT POLICY AND PROCEDURES

Scope

Sherwood Montessori (the "Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, and Tobacco-Use Prevention Education.

(3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be

provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

(5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Director finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the

complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Michelle Yezbick
Director
1010 Cleveland Ave.
Chico, CA 95929
530-345-6600

The Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Director or designee.

Should a complaint be filed against the Director, the compliance officer for that case shall be the Chair of the Charter School Board of Directors.

Notifications

The Director or designee shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Director or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

(a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.

(b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

(c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.

(d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.

(e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.

(f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

  Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

  A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a

finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

  Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

- Step 5: Final Written Decision

  The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

  The decision shall include:

  1. The findings of fact based on evidence gathered.

  2. The conclusion(s) of law.

  3. Disposition of the complaint.

  4. Rationale for such disposition.

  5. Corrective actions, if any are warranted.

  6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.

  7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

  8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

  If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.

2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.

4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.

5. A report of any action taken to resolve the complaint.

6. A copy of the Charter School's complaint procedures.

7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

SHERWOOD MONTESSORI

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ American Indian Education
- ☐ Child Development Programs
- ☐ Migrant Education
- ☐ Special Education
- ☐ Pupil Fees
- ☐ Local Control Funding Formula
- ☐ After School Education and Safety
- ☐ Consolidated Categorical Aid
- ☐ Child Nutrition
- ☐ No Child Left Behind Programs
- ☐ State Preschool
- ☐ Agricultural Vocational Education
- ☐ Career/Technical Education
- ☐ Foster/Homeless Youth
- ☐ Regional Occupational Programs
- ☐ Tobacco-UsePrevention Education
- ☐ Lactating Pupils

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable.

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or physical)
- ☐ Ethnic Group Identification
- ☐ Race or Ethnicity
- ☐ Gender/Gender Expression / Gender Identity
- ☐ Genetic Information
- ☐ National Origin
- ☐ Religion
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)

Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

_____

_____

_____

_____

Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

_____
_____
_____
_____
_____
_____
_____

2. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Michelle Yezbick
Director
1010 Cleveland Ave.
Chico, CA 95928
530-345-6600

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Security Gates Proposal**

Date: August 22, 2024

SUMMARY

All CUSD campuses are going to one secure entrance for security.

DISCUSSION

Chapman Elementary has already made the change to using one entrance in the mornings with staff supervising. After the first week of school, parents will not be allowed on campus in the morning. Parents will be allowed on campus after school.

CUSD would like Sherwood to have one secure entrance as well, currently we do not have a locking gate/camera/buzz-in system. The attached proposal is to use Measure K funds to complete a project that would install security gates at 1010 and the main campus.

ACTION REQUESTED

Approve project proposal.

Attachments: Measure K Committee Proposal

Measure K Charter School Facilities Committee
Project Recommendation Form for Consideration by CUSD Board of Trustees

GENERAL INFORMATION:

Submission Meeting Date	August 26, 2024
Name of School	Sherwood Montessori
Address of School	1010 Cleveland Ave. Chico, CA 95928
Contact Name	Michelle Yezbick
Contact Phone/Email	Michelle Yezbick
Year Established	2010
Next Renewal Date	June 30, 2025
CDS Code	04 61424 0121475
Charter Number	1166
Website	https://sherwoodmontessori.org/

1. **Type of Project:**
   - _____ Planning
   - _____ Construction
   - _____ Health Safety (Including ADA)
   - _____ Modernization/Repair/Renovation/Improve
   - __X__ Purchase or Lease Project
   - _____ Other (including FF&E)

2. **Project Narrative:**
   _____Purchase property to build school facility

3. **Charter School Property Project Location**: *(If project location is different from address above.)*
   D & Bruce Road, Chico
   a. Does your school currently operate on a CUSD School Site: __X___ yes _____ no
   b. Does your school lease property/buildings from a private owner: _____ yes ___X__ no

4. **Current enrollment and ADA:** 113/104.483

5. **Financial Questions**
   a. Was your prior annual audit report free of any negative findings? ___X_ yes _____ no
   *If no, please explain*_____
   b. What were your cash reserves as a percent of expenditures at the end of the prior fiscal year? 34%

6. **Project Schedule** *Please briefly describe the timeline for the project planning and completion.*
   Install security gates with cameras and buzz in system at main and adjacent campuses.

7. **Preliminary Estimate (Cost)**

Measure K Allocation - all rounds	$1,402,006
Less Previously Allocated Funds	$1,019,297
Less Current Project Funds Requested	$55,328
Remaining Measure K Allocation	$327,381

School Facilities Projects to be Funded with Proceeds of Bonds

"Bond proceeds will be expended to repair, modernize, replace, renovate, expand, construct, acquire, equip, furnish and otherwise improve the classrooms and school facilities the [charter's] existing schools, new school sites, and other [charter] owned properties to provide equity among campuses, improved facilities, and student access to instructional technology."—Measure K

Documentation ***(please indicate those completed)***

All Projects

Project Narrative: general scope of work	*_X___ Included*
Enrollment Capacity: Current Facility and/or Proposed	*160__ Included*
Preliminary Estimate (Cost)	*__X___ Included*
Project Schedule	*___ Included*

Building/Modernization/Renovation Projects

Feasibility Study and Site Review	*___X__ Included___ Not Applicable*
Enrollment Capacity: Current Facility and/or Proposed	*__X__ Included ___ Not Applicable*
Pre-Schematics *(to be completed by a District approved architect and/or engineering team)*	*_____ Included _X__ Not Applicable*
Facility Assessment	*_____ Included _X__ Not Applicable*
Schematic Drawing(s) *(areas of work)*	*_____ Included __X_ Not Applicable*
CEQA Process Determination *(pre-CEQA-form)*	*_____ Included ___X Not Applicable*
Design Development Drawings	*_____ Included __X_ Not Applicable*
Design or Bid Estimate	*__X___ Included___ Not Applicable*
Construction Documents	*_____ Included _X__ Not Applicable*

For Committee Use:

All necessary documents were included: **___X__ yes** **_____no**
(if no: request for additional documentation)

CORE QUESTIONS:

1. Does the project fall under the bond language? yes
2. Given the life span of a bond, is the project an appropriate use of funds? yes
3. Has the school demonstrated the feasibility of project completion? yes
4. Has the local school board approved the project? yes

MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: _____

Attestation of Committee Secretary: _____

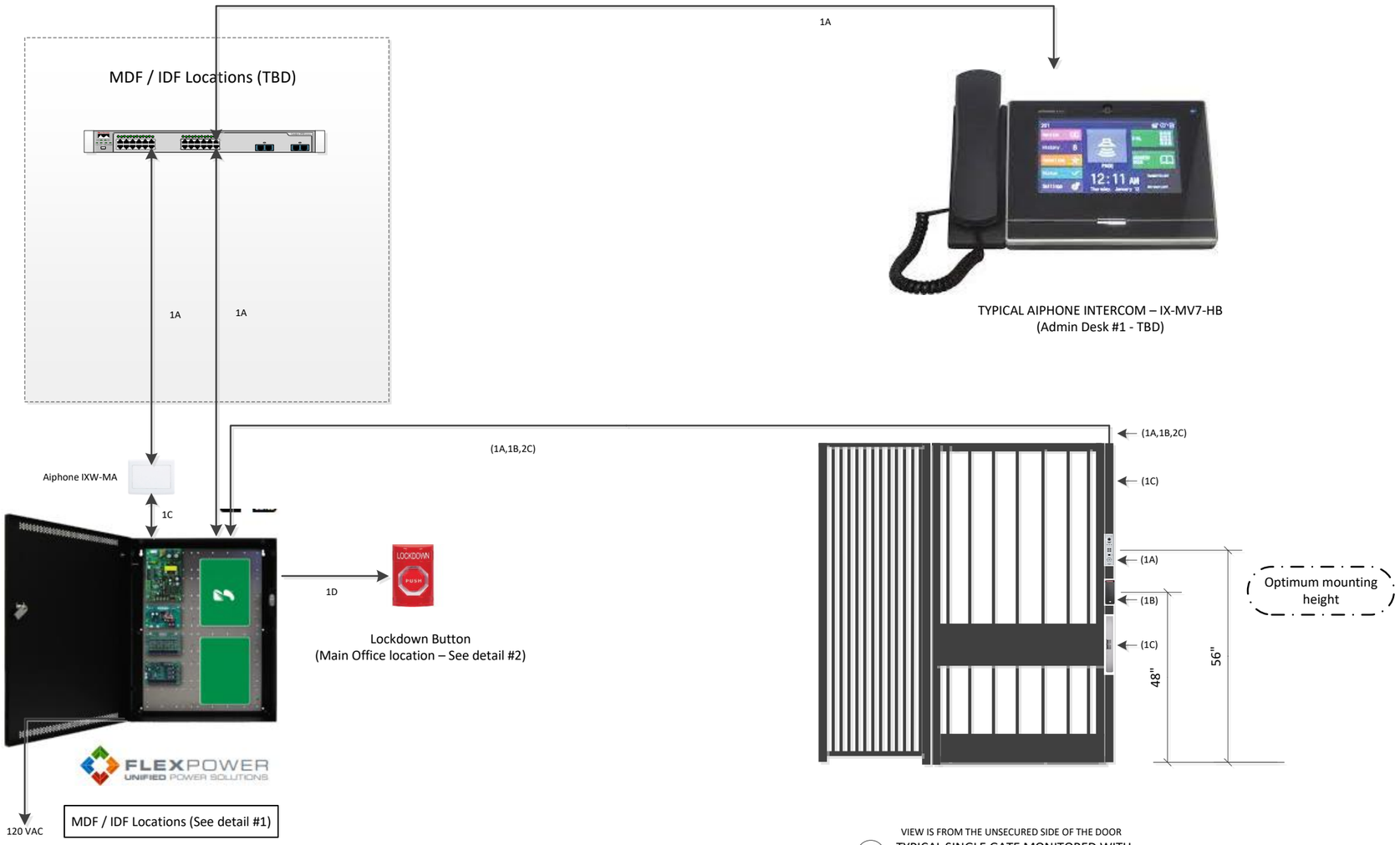
For questions or clarifications relative to the completion of this application, please contact:
at @chicousd.org or (530) 891-3000 x.

Sherwood Montessori Charter School



Sherwood Montessori 1010 Cleveland Ave. Chico, CA 95928	convergint	July 16, 2024	Revision 2	SHERWOOD MONTESSORI CHARTER SCHOOL	Sheet Number SE1.01
	Submitted by: Convergint	Prepared by: Don Beres			

Sherwood Montessori (Chapman) Logical Network Diagram



NARRATIVE

- Category cable and low voltage cable shall be furnished, installed, and tested by CUSD. CUSD shall install cables from the head equipment location to field device locations coiling cables as close to the demarcation point as possible. Data cable for Aiphone intercom, reader, door contact, and REX cabling is for card access.
- Network switch (PoE) shall be furnished (existing) by CUSD.
- CUSD shall furnish 120 Power for Life Safety Power (Power supply). Per CUSD plugin application is suitable. “NO Power Strips”.
- Convergint shall furnish a (1) TRINE EH400 w/box Gate strike for CUSD to install (Gate under construction).
- Convergint shall furnish, and install (1) card readers, (1) Aiphone Video Door Station 1 mullion), (1) Aiphone Relay Unit, (1) Life Safety Power supply (2) Batteries, (1) RS2 LP-1501 Intelligent Controller, and (1) lockdown pull station. Note: Life Safety Power enclosure shall be furnished to CUSD to install on CUSD furnish and installed backboard.
- Convergint shall furnish and install Aiphone Master Station (2) to be installed in main office space.

CABLE LEGEND

A = 24/8 (CAT 6)
B = 18/6 (i.e. Belden 6304UE)
C = 18/4 (i.e. Belden 6302UE)
D = 22/4 (i.e. Belden 6502UE) “Note: Can substitute with [C] 18/4”

Sherwood Montessori 1010 Cleveland Ave. Chico, CA 95928	convergint	July 16, 2024	Revision 2	SHERWOOD MONTESSORI (CHAPMAN CAMPUS) LOGICAL DIAGRAM	Sheet Number SE1.02
	Submitted by: Convergint	Prepared by: Don Beres			

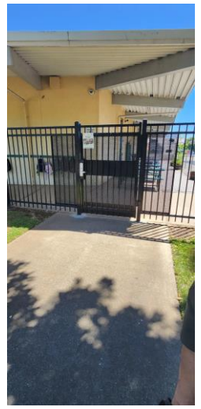
Sherwood Montessori (Chapman) Logical Network Diagram

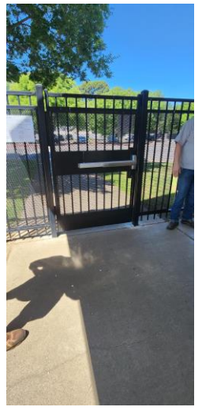


Detail #1



Detail #2





Detail #3



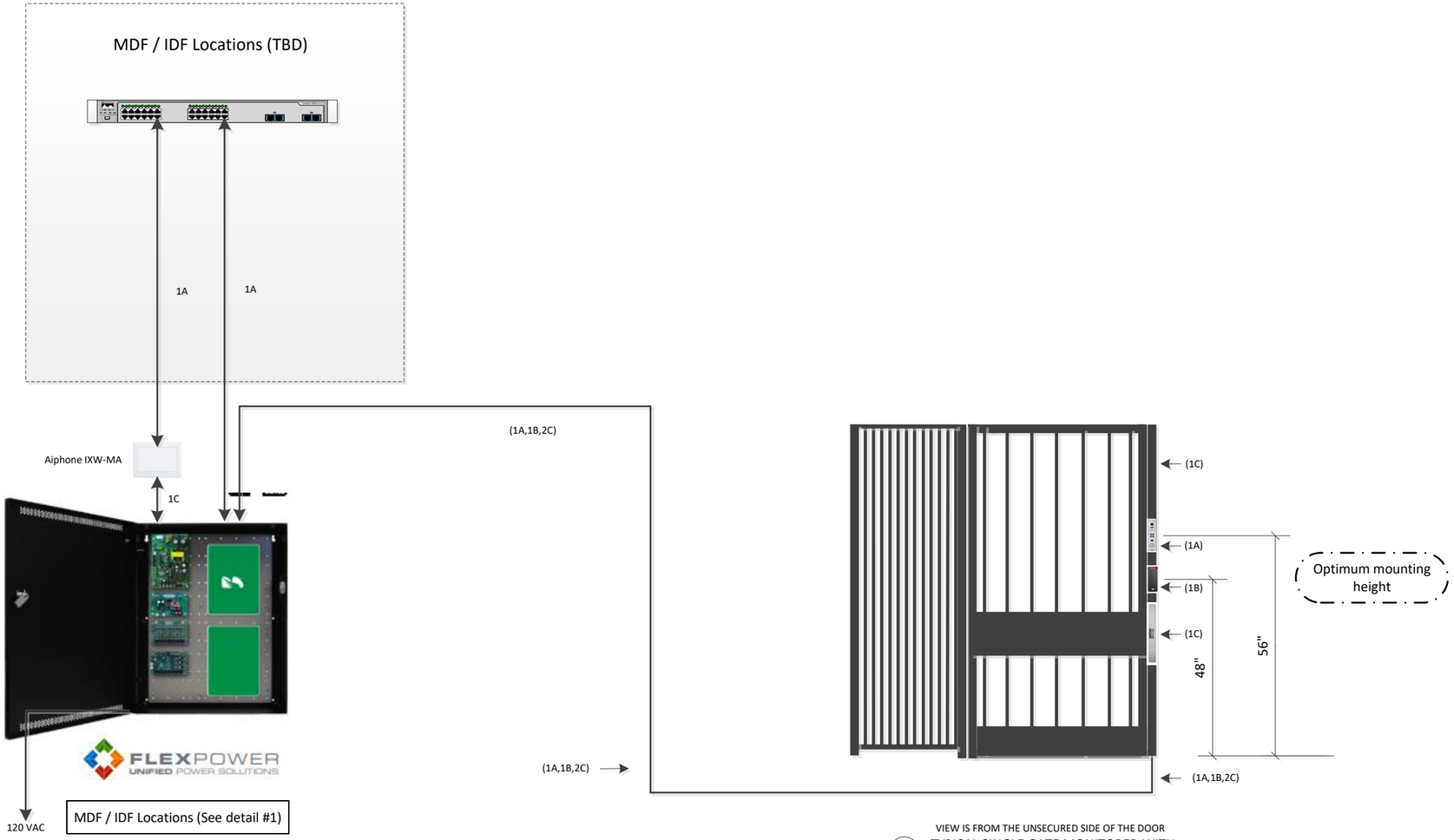
Misc.



Misc.

Sherwood Montessori 1010 Cleveland Ave. Chico, CA 95928	convergint	July 16, 2024	Revision 2	SHERWOOD MONTESSORI (CHAPMAN CAMPUS) DETAIL	Sheet Number SE1.03
	Submitted by: Convergint	Prepared by: Don Beres			

Sherwood Montessori Logical Network Diagram



NARRATIVE

- Category cable and low voltage cable shall be furnished, installed, and tested by CUSD. CUSD shall install cables from the head equipment location to field device locations coiling cables as close to the demarcation point as possible. Data cable for Aiphone intercom, reader, door contact, and REX cabling is for card access.
- Network switch (PoE) shall be furnished (existing) by CUSD.
- CUSD shall furnish 120 Power for Life Safety Power (Power supply). Per CUSD plugin application is suitable. “NO Power Strips”.
- Convergint shall furnish a (1) TRINE EH400 w/box Gate strike for CUSD to install (Gate under construction).
- Convergint shall furnish, and install (1) card readers, (1) Aiphone Video Door Station 1 mullion), (1) Aiphone Relay Unit, (1) Life Safety Power supply (2) Batteries, (1) RS2 LP-1501 Intelligent Controller. Note: Life Safety Power enclosure shall be furnished to CUSD to install on CUSD furnish and installed backboard.
- Convergint shall furnish and install Aiphone Master Station (2) to be installed in main office space.

CABLE LEGEND

A = 24/8 (CAT 6)
B = 18/6 (i.e. Belden 6304UE)
C = 18/4 (i.e. Belden 6302UE)
D = 22/4 (i.e. Belden 6502UE) “Note: Can substitute with [C] 18/4”

Sherwood Montessori 1010 Cleveland Ave. Chico, CA 95928	convergint	July 16, 2024	Revision 2	SHERWOOD MONTESSORI LOGICAL DIAGRAM	Sheet Number SE1.04
	Submitted by: Convergint	Prepared by: Don Beres			

Sherwood Montessori Logical Network Diagram



Detail #1



Detail #2
Future Gate Construction by CUSD

Sherwood Montessori 1010 Cleveland Ave. Chico, CA 95928	convergint	July 16, 2024	Revision 2	SHERWOOD MONTESSORI DETAIL	Sheet Number SE1.05
	Submitted by: Convergint	Prepared by: Don Beres			

PROPOSAL

Mailing Address: 2485 Notre Dame Blvd., Ste 370, #31
Chico, CA 95928

Chico 530.891.1346
John@northerncafence.com
Office@northerncafence.com
State License # 904110

Building Fence Since 1988

Proposal Submitted To:

Chico Unified School District
John Sclare

Phone: 530.570.6679
Email: jsclare@chicousd.org
Job Location: 1010 Cleveland Ave, Chico, CA 95928
Date: 8/11/2024

Sherwood School, panic bar gate and fence.

6' high fence between the building and existing fence with a panic bar gate.
Black Iron, top and bottom flush rails.

Specifications:

- Gate posts 4" square, 11 Ga. set in concrete.
- Fence posts 2" square.
- Fence Panels, 1 ½" rails with ¾" pickets.
  - Panels attached to posts with brackets and self tapping screw.
- Panic bar gate with kickplate on 'push' side of gate.
  - Perforated metal on gate and on fence panel next to gate.
- Exit bar, Vonduprin 99 series.
  - Ives style pull handle.
  - Keyed Dogging kit with cylinder.
- Electric strike, external bolt on style
- Mammoth self-closing hinge.

Core drill sidewalk as needed.

School district to connect electric strike to their system.

PLEASE READ ALL CONDITIONS BELOW:

1) NORTHERN CALIFORNIA FENCE ASSUMES NO RESPONSIBILITY FOR UNDERGROUND PIPES, WIRES, OR SEWER LINES. REPAIRS ARE TO BE MADE AT OWNERS EXPENSE. UNDERGROUND UTILITY: CALL 811.
2) ALL POSTS ARE SET IN CONCRETE UNLESS OTHERWISE STATED ON CONTRACT.
3) ONCE POSTS ARE SET THEY BECOME PROPERTY OF THE OWNER.
4) PROPERTY LINES ARE THE OWNERS RESPONSIBILITY.
5) ANY CHANGES ON SPECIFICATIONS MUST BE MADE IN WRITING AND SIGNED BY N.C.F. AND OWNER.
6) PAYMENT IS EXPECTED AT THE TIME OF COMPLETION OF THE WORK PERFORMED.
7) OWNER IS RESPONSIBLE FOR ALL PERMITS REQUIRED.
8.) THIS PROPOSAL MAY BE WITHDRAWN BY N.C.F. IF NOT ACCEPTED WITHIN 30 CALENDAR DAYS FROM ABOVE DATE.

Price & availability must be confirmed at time of order.
Pricing based on Prevailing Wages: DIR # 1000014058

Black Iron $14,630.00
Galvanized Chain Link Option: $12,600.00

Authorized Signature: John Ross

All accounts are due and payable at time of completion of work. Checks, Cash & Credit Card accepted; 3rd party convenience fee for credit card 3.25%. A finance charge of 1.5% per month, or a minimum charge of $10.00 which is an annual percentage rate of 18%, will be applied to unpaid invoices after 10 days.

All material is guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration of deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents, or delays beyond our control. Owner to carry fire and other necessary insurance.

ACCEPTANCE OF PROPOSAL - THE PRICE, SPECIFICATIONS AND CONDITIONS NOTED ON THIS DOCUMENT ARE SATISFACTORY AND ARE HEREBY ACCEPTED.

DATE OF ACCEPTANCE: SIGNATURE:

Contractors are required by law to be licensed and regulated by the Contractors State License Board. Any questions concerning a contractor may be referred to the registrar of the board.
CONTRACTORS STATE LICENSE BOARD, P.O. BOX 2600, SACRAMENTO, CA 95826

103 Hammond Ave., Fremont,California 94539
Phone 5102571817 Mobile 4087108145
don.beres@convergint.com

July 16, 2024

Chico Unified School District
"Chapman" Sherwood Montessori
1010 Cleveland Ave Chico, California 95928
Attention: John Sclare

Quotation: DB24691318P
RFP#:
License/Cert

Reference: "Chapman" Sherwood Montessori Aiphone

On behalf of Convergint's global network of colleagues, I would like to personally thank you for providing Convergint with the opportunity to present this proposal addressing your electronic security needs. We are confident that this proven solution is both comprehensive and customized to meet your needs today, and in the future.

Convergint's reputation for service excellence is backed by a foundational commitment to our core value of service, and we have been recognized as the #1 Systems Integrator by SDM Magazine. This recognition reflects the strong relationships Convergint has developed with the industry's top technology manufacturers, and our history of success with providing exceptional service to our customers.

Our guiding principle has always been to be our customers' best service provider. Our dedicated and certified team of professionals strives to uphold our customer-focused, service-based mission to make a daily difference for our customers. After achieving a successful on-time and on-budget project installation, Convergint will provide you with the industry's best ongoing service, including our 24/7 customer portal iCare, designed to track service work orders, project progress, and provide you with detailed metric reporting for continuous improvement.

The following security proposal is specifically designed to meet your needs. As your single point of contact, please feel free to contact me with any additional questions you may have. Thank you again for trusting Convergint as your partner.

convergint

Scope of Work

- All access control cabling and data cabling shall be furnished and installed by Chico USD and is assumed to be in good working order. The cabling must be tested for continuity and polarity. All cables shall be labeled and coiled above each door and panel location, with adequate length to perform all terminations.

- Intercoms shall be configured to customer specified parameters including, but not limited to, IP Address, Gateway, passwords, etc. Chico USD IT staff shall be limited to assisting with the above responsibilities only.

- The PoE+ switch shall be furnished and installed by the Chico USD and shall be budgeted to supply the required power for the eight (8) Aiphone devices.

- All security field devices shall be finished and installed by Convergint. The security field devices are defined in this application as:

    - "Sherwood Montessori Chapman" one (1) RS2/HID iClass card reader (1 ea. Mullion), one (1 door position switch – gate "Wide Gap"), one (1) in hardware "EN400 with gate box"), one (1) STi lockdown pull station, one (1) Aiphone IX-DVM, two (2) IX-MV7-HW, and (1) IXW-MA hardware.
    - "Sherwood Montessori" one (1) RS2/HID iClass card reader (1 ea. Wall), one (1 door position switch – gate "Wide Gap"), one (1) in hardware "EN400 with gate box"), one (1) STi lockdown pull station, and one (1) IXW-MA hardware.

- Convergint shall provide two (2) electrified Trine EN400 strikes with gate boxes for CUSD staff to install. A Convergint technician shall terminate cabling onto the CUSD installed locking hardware.

- Convergint shall furnish and install two (2) RS2 LP-1502 in the provided LSP power supply as part of the project.

- Furnish and deliver (2) low voltage power supply (including back-up batteries, and tamper switches). Convergint shall remove the internal back plane and provide enclosure (empty) to CUSD to install on owner supplied and installed back board, with 120V power provisions. Note: The LSP panel must NOT be plugged into a multioutlet plug strip. The 120V power source must be from a UPS unit, or a dedicated 120V wall receptacle.

- Provide "NEW" RS2 SL-8 software and additional client software license perform programming, testing, and commissioning, of the RS2 access control

system. Note: Convergint will require a Chico USD designated personnel to assist in the testing of access control systems

- Provide all Aiphone software and perform programming, testing, and commissioning, of the Aiphone intercom system. Note: Convergint will require a Chico USD designated personnel to assist in the testing of the intercom systems.

- All servers and workstations shall be provided by CUSD and meet or exceed RS2 and Aiphone requirements.

Materials

Line	Qty	Part	Description	Unit Price	Extended Price
1	2.00	LP1501	MERCURY LP1501 INTELLIGENT CONTROLLER WITH POE+ (1 DOOR, 2 READERS)	$ 1,106.66	$ 2,213.32
2	2.00	CNV-4DRF-MERC-SMART	75W POWER SUPPLY, 6A/12V OR3A/24V 12V SECONDARY VOLTAGEPOWER MODULE.	$ 1,130.00	$ 2,260.00
3	2.00	448215	Multiclass Reader, RPK40, HID/AWID/EM4102 Prox, SIO/SEOS + Legacy, Std Ver. 1 Keyset, Wiegand, Pigtail Cable: 18 (0.45m), Idel LED: Red, Response: Green LED, 1 Beep, Black Bezel	$ 644.77	$ 1,289.54
4	4.00	UZ-NP712	12V 7AH SLA BATTERY	$ 27.97	$ 111.88
5	2.00	CS102276	TRINE ACCE EN400CMRP-32D gate strike with EN400-Gatebox	$ 543.66	$ 1,087.32
6	2.00	AIP-IXDVM	IX-DVM MULLION VIDEO DR STN	$ 1,262.45	$ 2,524.90
7	1.00	AIP-IXMV7HB	IP Video Master Station, SIP Compatible,	$ 1,558.33	$ 1,558.33
8	2.00	AIP-IXWMA	MULTI-PURPOSE ADAPTOR	$ 714.50	$ 1,429.00
9	2.00	199-12WG-B	1 REC. SW. SET DPDT 3/4 GAP BRW	$ 24.28	$ 48.56
10	1.00	SL8-SOFT	Stand-alone or multi-user access control software. Supports up to eight SCPs with unlimited client license expandability. Includes: (1) S-CLIENT Standard Client License Ships with a Software Certificate and instructions	$ 1,821.66	$ 1,821.66
11	1.00	S-CLIENT	Optional single add on client license for Access It! Universal.NET. Requires one of the base Access It! Universal.NET - Standard software configurations	$ 926.66	$ 926.66

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Equipment Total	$	15,271.17
PM Labor	$	1,969.20
Specialist Programming	$	1,692.30
Installation Forman/Installer	$	3,723.06
Travel 4hrs. X2	$	1.706.64
Per Diem	$	651.66
Freight/Warranty	$	1,374.42
Tax if applicable	$	1,259.87
Total Project Price	$	27,648.32

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Clarifications and Exclusion

1. All work proposed herein, shall be performed during normal business hours Monday through Friday 8:00 am - 5:00 pm.
2. Low voltage wiring shall be installed via open air code approved methods.
3. Provision or installation of conduit, wire, boxes, fittings or other electrical installation materials unless specifically listed under Inclusions or Bill of Materials.
4. Permits or associated fees are not included.
5. Customer to provide static IP addresses and network connections at panel locations.
6. Customer to provide a secured staging & storage area for project related materials.
7. Pricing assumes that electronic Auto CAD files are available from customer for our use in creating submittal drawings.
8. Fifty percent (50%) of the proposed sell price shall be payable to Convergint for project mobilization. Mobilization shall be invoiced and due upon customer acceptance of this proposal.
9. Proposal includes sales tax.
10. Anything in the Contract Documents notwithstanding, in no event shall either Contractor or Subcontractor be liable for special, indirect, incidental or consequential damages, including commercial loss, loss of use, or lost profits, even if either party has been advised of the possibility of such damages.
11. Convergint reserves the right to negotiate mutually acceptable contract terms and conditions with customer by making mutually agreeable changes to the formal contract included in the Bid Documents.
12. Customer acknowledges that supply-chain and shipping difficulties may result in unavoidable delays in deliveries of materials despite timely placement of orders and efforts by Convergint and its suppliers to avoid such delays. Customer agrees to provide Convergint with reasonable extensions of time to the extent of any such delays and Convergint agrees to make reasonable efforts to avoid or minimize such delays. Customer further acknowledges that the above-referenced supply-chain and shipping difficulties may result in unanticipated increases to Convergint's proposal pricing on products covered by this quote or any resulting agreement and that such increases may occur between the time this quote is provided, or any resulting contract is executed and the time when Convergint actually purchases the products covered by this quote or a resulting agreement. Customer agrees that it will pay any such increase in Convergint's initial pricing of obtaining the products above the proposal pricing upon which the quote or agreement was based, by change order or otherwise, and Convergint agrees that it shall make commercially reasonable efforts to minimize any such increase.

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Performance Items

Items Included	
Applicable Taxes	Freight (prepaid)
Installation of Intercom Systems	One-Year Warranty on Labor
One-Year Warranty on Parts	Project Management
System Programming	Termination of Control Equipment Enclosures
Testing of all Proposed Devices	

Items Excluded	
120 VAC Power and Fused Disconnect Switch	120 VAC Power Receptacles
Additional Lighting Requirements for Cameras	Attend General Contractor Project Meetings
Attend Owner Project Meetings	Authority having Jurisdiction permit drawing (requires customer CAD)
Cable	Ceiling Tiles and Ceiling Grid Repairs
Connection to Building Fire Alarm Panel	Correction of Wiring Faults Caused by Others
Door wiring typical connections	Electrical Installation Permit
Electrified Door Locking Hardware	Engineering and Drawings
Equipment rack layout drawing	FA Permit and Plan Review Fees
Fire Stopping (Excludes Existing Penetrations)	Fire Watch
Floor Coverings for Lifts	Floor plan with device placement and numbering (requires customer CAD)
Horizontal Core Drilling	Installation of Bridle Rings
Installation of CCTV Cameras	Installation of Conduit, Boxes and Fittings
Installation of Control Equipment Enclosures	Installation of Control Panels
Installation of Intrusion Panels	Installation of Low Voltage Wire
Installation of Network Cabling to Card Readers	Installation of Network Cabling to IP Cameras
Installation of Network Cabling to IP Intercoms	Installation of Specialty Backboxes
Installation of Terminal Cabinets	Installation of Video Recorders (DVR/NVR)
Installation of Wire and Cable	Installation of Wire Hangars
Lifts	Loading Software on Customer Provided Computer
Low Voltage Permits	Material (listed in the BOM)
Mounting/Termination of Proposed Devices	On-Site Lockable Storage Facility
Operations & Maintenance Manuals	Owner to Provide DHCP Lease Reservations for Network Connected Devices
Owner to Provide Static IP Addresses	Owner Training
Panel Wall Elevation drawing (may require customer CAD)	Panel wiring with point to point connections
Patch and Paint	Payment & Performance Bonds
Record Documentation (As-Built)	Riser drawing with home run wiring
Servers by Convergint	Servers by Others
Specialty Backboxes	Submittal Drawings
System Engineering	System is Design-Build
System Meets Plans/Drawings	Terminal Cabinets
Vertical Core Drilling	Wire
Workstations by Convergint	Workstations by Others

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Total Project Investment: **$ 27,648.32**

Thank you for considering Convergint for your Security needs. If you have any questions or would like additional information, please don't hesitate to contact me immediately. If you would like to proceed with the scope of work as outlined in this proposal, please sign below and return to my attention.

Sincerely,

Donald Beres

Convergint
Donald Beres

By signing below, I accept this proposal and agree to the Terms and Conditions contained herein

John Sclare	July 16, 2024
Customer Name (Printed)	Date
Authorized Signature	Title

Throughout this Proposal, including these Terms and Conditions and any attachments, (together, "Agreement") the term "Convergint" refers to the Convergint Technologies affiliate operating in the state/province in which the Work is being performed and "Convergint Related Parties" means Convergint and its contractors, subcontractors, third party product manufacturers or providers.

SECTION 1. THE WORK

This Agreement takes precedence over and supersedes any and all prior proposals, correspondence, and oral or written agreements or representations relating to the work set forth in the attached scope of work ("Work"). This Work commences on the start date and will be performed pursuant to the schedule specified in the attached scope of work and, subject to any change orders or addendums, represents the entire agreement between Convergint and Customer.

This Agreement is made without regard to compliance with any special sourcing and/or manufacturing requirements, minority or disadvantaged supplier requirements, or similar government procurement laws. Should such requirements be applicable to this Agreement, Convergint reserves the right to modify and/or withdraw its Agreement.

Customer understands that Convergint is an authorized distributor or reseller and not the manufacturer or developer ("OEM") of software, hardware and equipment (collectively, "Third Party Products") purchased by Customer and certain services are delivered to Customer by such OEM.

No monitoring services, including UL listed monitoring, are included in the Work. Any such services shall be governed and provided by a separate agreement.

Convergint agrees in accordance with the mutually agreed project schedule:

a. To submit shop drawings, product data, samples and similar submittals if required in performing the Work;
b. To pay for all labor, materials, equipment, tools, supervision, programming, testing, startup and documentation required to perform the Work in accordance with the Agreement;
c. Secure and pay for permits and governmental fees, licenses, and inspections necessary for proper execution and completion of the Work, unless local regulations provide otherwise; and
d. Hire subcontractors and order material to perform part of the Work, if necessary, while remaining responsible for the completion of the Work.

Customer agrees in accordance with the mutually agreed project schedule, and at no cost to Convergint:

a. To promptly approve submittals provided by Convergint;
b. To provide access to all areas of the site which are necessary to complete the Work;
c. To supply suitable electrical service as required by Convergint;
d. To remove site obstacles and job safety hazards;
e. To promptly participate and approve acceptance testing, if applicable;
f. Upon completion of commissioning or agreed to acceptance criteria, to promptly provide sign-off establishing job closeout; and
g. That in the event of any emergency or systems failure, reasonable safety precautions will be taken by Customer to protect life and property during the period from when Convergint is first notified of the emergency or failure and until such time that Convergint notifies the Customer that the systems are operational or that the emergency has cleared.

THE WORK AND/OR THIRD PARTY PRODUCTS ARE DESIGNED TO HELP REDUCE, BUT NOT ELIMINATE RISKS OF LOSS RELATING TO CUSTOMER'S PREMISES OR THIRD PARTIES. THE AMOUNTS BEING CHARGED BY CONVERGINT ARE NOT SUFFICIENT TO GUARANTEE THAT LOSS OR DAMAGE WILL DECREASE OR BE ELIMINATED. Customer acknowledges that proper safety and security requires a layered approach of people, processes, safety, and technologies. The Work, including Third Party Products, provided by Convergint is not sufficient to ensure overall safety and security. Customer acknowledges and agrees that it is responsible for its overall safety and security, including testing and maintenance of the Third Party Products (except to the extent contracted to Convergint by written agreement). Customer acknowledges and agrees that it has a duty of care and is solely responsible for its compliance with applicable laws, rules, and regulations, including but not limited to export and re-export restrictions and regulations, privacy and data protection regulations, applicable OEM instructions, terms and conditions, EULAs, and proper product usage.

Risk of loss, including any Third Party Product comprising the Work, shall pass to Customer as the Work is completed and the materials are incorporated into the Work at Customer's site subject to any end user license agreements. If or Third Party Products are earlier stored on Customer's site pursuant to agreement between Customer and Convergint, risk of loss with respect to such or Third Party Product shall pass to Customer upon delivery to Customer's site.

SECTION 2. PRICING

Pricing and amounts proposed shall remain valid for 30 days unless otherwise specified. Price includes only the Third Party Products listed based on Convergint's interpretation of plans and specifications unless noted otherwise. Additional Third Party Products, unless negotiated prior to order placement, will be billed accordingly. Sales taxes (or as applicable GST, PST, VAT or similar tax) and any other taxes assessed on Customer shall be added to the price upon invoice to Customer.

SECTION 3. INVOICE REMITTANCE AND PAYMENT

Customer agrees to pay Convergint fifty (50%) percent of the total price as a mobilization fee at the time of executing this Agreement.

If the Work is performed over more than one month, Convergint will invoice Customer each month for the Work performed during the previous month. Customer agrees to pay the amount due to Convergint as invoiced, within thirty (30) days of the date of such invoice. If the Work is completed in less than one month, Customer agrees to pay Convergint in full after the Work has been completed within thirty (30) days of the date of invoice. Invoices shall not be subject to a project retention percentage and payment to Convergint shall not be conditioned on payment by an upstream party. If Customer is overdue in any payment, Convergint shall be entitled to suspend the Work without liability until paid, charge Customer an interest rate 1 and 1/2% percent per month (or the maximum rate permitted by law, whichever is less), and may avail itself of any other legal or equitable remedy. Customer shall reimburse Convergint costs incurred in collecting any amounts that become overdue, including attorney fees, court costs and any other reasonable expenditure.

SECTION 4. WARRANTY

Warranties for Convergint's services and Third Party Products are described in the Limited Warranty for Products and Services available at https://www.convergint.com/terms/, which is in effect as of the effective date of this Agreement and is incorporated by reference as if set forth herein in full.

SECTION 5. CHANGES

Without invalidating this Agreement or any bond given hereunder, Customer or Convergint may request changes in the Work with a change order signed by both parties. If Customer orders (i) any changes to the Work (e.g. change in objective, deliverables, tasks or hours), (ii) changes to schedule (extension or acceleration), or (iii) causes any material interference with Convergint's performance of the Work, Convergint shall be entitled to an equitable adjustment in the time for performance and in the Price, including a reasonable allowance for overhead and profit.

SECTION 6. FORCE MAJEURE

Neither Customer nor Convergint shall be liable for any delay or failure in the performance of their respective obligations pursuant to this Agreement due to circumstances beyond their reasonable control ("Force Majeure") and without the fault or negligence of the party experiencing such delay. A Force Majeure event shall include, but not be limited to: acts of God, pandemic or epidemic, diseases, quarantines, unavoidable casualties, concealed conditions, acts of any civil or military authority; riot, insurrections, and civil disturbances; war, invasion, act of foreign enemies, hostilities (regardless of whether or not war is declared), rebellion, revolution, terrorist activities; strikes, lockouts or other labor disputes; embargoes; shortage or unavailability of labor, supplies, materials, equipment or systems; accident, fire, storm, water, flooding, negligence of others, vandalism, power failure, installation of incompatible equipment, improper operating procedures, source current fluctuations or lighting, transportation contingencies; laws, statutes, regulations, and other legal requirements, orders or judgements; acts or order of any government or agency or official thereof, other catastrophes or any other similar occurrences. If performance by either party is delayed due to Force Majeure, the time for performance shall be extended for a period of time reasonably necessary to overcome the effect of the delay and Convergint shall be entitled to an equitable adjustment of the Price.

SECTION 7. INSURANCE

In lieu of any Customer insurance requirements, for Services performed in the United States, Convergint shall maintain the following insurance coverages during the term of this Agreement and upon request, shall provide certificates of insurance to the Customer:

Worker's Compensation	Statutory Limits
Employer's Liability	$1,000,000 per occurrence/aggregate
Commercial General Liability	$1,000,000 per occurrence $2,000,000 general aggregate
Automobile Liability	$1,000,000 per occurrence/aggregate
Excess/Umbrella Liability	$3,000,000 per occurrence/aggregate

Commercial General Liability policy shall name the Customer as "additional insured" on a primary/noncontributory basis with respect to liability arising out of the Services, as applicable, but only to the extent of liabilities falling within the indemnity obligations of Convergint pursuant to the terms of this Agreement. Convergint shall not provide loss runs or copies of its insurance policies. Convergint shall provide to the Customer no less than thirty (30) days' notice prior to the termination or cancellation of any such insurance policy. For services performed in Canada, Convergint shall maintain similar insurance coverage dependent upon the local requirements in Canada and upon the insurance available under Convergint's insurance program. All required insurance coverage shall be reasonable in the circumstances and compliant with local regulations.

SECTION 8. INDEMNIFICATION

To the fullest extent allowed by law, Convergint shall indemnify and hold Customer harmless from and against claims, damages, losses, and expenses (excluding loss of use) attributable to bodily injury, sickness, disease or death, or to destruction of tangible property, but only to the extent caused by the negligent acts or omissions of Convergint or Convergint's employees or subcontractors while on Customer's site.

If Convergint is providing products or services for intrusion detection, detection of specific threats to people or property (including weapons, gunshot, or drone detection), mass notification, ballistics or explosives protection, or processing of biometric, health, financial, or government identifier data (collectively, "Special Offerings"), then to the fullest extent allowed by law (i) Convergint's indemnification obligations under the Agreement do not apply whatsoever and Convergint and Convergint Related Parties have no liability to Customer for any losses or damages caused by any Special Offerings; and (ii) Customer shall indemnify, defend, and hold harmless Convergint and Convergint Related Parties, from and against all claims, demands, actions, liabilities, damages, and costs (including reasonable attorneys' fees) relating to Special Offerings provided by Convergint , except to the extent of Convergint's gross negligence installing such Special Offerings. Any wavier of damages or limitation of liability contained in the Agreement and as modified herein shall not apply to Customer's indemnification, hold harmless and defense obligations herein.

SECTION 9. LIMITATION OF LIABILITY

EXCEPT AS PROVIDED HEREIN, TO THE FULLEST EXTENT ALLOWED BY LAW: (A) IN NO EVENT SHALL EITHER CONVERGINT, CONVERGINT RELATED PARTIES, OR CUSTOMER BE LIABLE UNDER OR IN CONNECTION WITH THIS PROPOSAL FOR SPECIAL, INDIRECT, INCIDENTAL, PUNITIVE, LIQUIDATED OR CONSEQUENTIAL DAMAGES, INCLUDING COMMERCIAL LOSS, LOSS OF USE OR LOST PROFITS, EVEN IF THAT PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES AND (B) THE AGGREGATE LIABILITY OF CONVERGINT AND CONVERGINT RELATED PARTIES ARISING OUT OF OR RELATED TO THIS AGREEMENT SHALL NOT EXCEED THE AMOUNTS PAID BY CUSTOMER TO CONVERGINT UNDER THIS AGREEMENT. THE EXISTENCE OF MORE THAN ONE CLAIM WILL NOT ENLARGE THIS LIMIT. THE LIMITATION SET FORTH IN THIS SECTION SHALL APPLY WHETHER THE CLAIM IS BASED ON CONTRACT, WARRANTY, TORT (INCLUDING NEGLIGENCE) OR OTHER LEGAL THEORY.

SECTION 10. COMPLIANCE WITH LAW, SAFETY, & SITE CONDITIONS

Convergint agrees to comply with all laws and regulations applicable to its provision of the Work. Customer will comply with all applicable laws and agreements applicable to its use and operation of the Work. Convergint shall comply with all safety related laws and regulations and with the safety program of the Customer, provided such program is supplied to Convergint prior to beginning Work.

If during the course of its Work, Convergint encounters conditions at the site that are subsurface, differ materially from what is represented in the contract documents, or otherwise concealed physical conditions, Convergint shall be entitled to an extension of time and additional costs for the performance of its work.

If Convergint discovers or suspects the presence of hazardous materials or unsafe working conditions at Customer's site where the Work is to be performed, Convergint is entitled to stop the Work at that site if such hazardous materials, or unsafe working conditions were not provided by or caused by Convergint. Convergint in its sole discretion shall determine when it is "safe" to return to perform the Work at Customer's site. Convergint shall have no responsibility for the discovery, presence, handling, removing or disposal of or exposure of persons to hazardous materials in any form at the Customer's site. To the fullest extent allowed by law, Customer shall indemnify and hold harmless Convergint from and against claims, damages, losses and expenses, including but not limited to, reasonable attorney's fees, arising out of or resulting from undisclosed hazardous materials or unsafe working conditions at Customer's site.

SECTION 11. PERSONAL DATA & SECURITY

Convergint's obligations and liabilities regarding Processing of Personal Data and information security shall be limited solely to Processing performed by Convergint's personnel. Processing by OEMs or Third Party Products are governed by any applicable OEM end user licensing agreements or terms and conditions. Customer represents and warrants that it will comply with all applicable Data Protection Laws. Although certain products delivered by Convergint may be capable of processing Biometric Information, Personal Health Information, financial information, or government identifiers ("Sensitive Information"), Customer acknowledges that Convergint is not Processing Sensitive Information (or to the extent it is Processing Sensitive Information, it is doing so strictly in accordance with Customer's instructions) and Customer is solely responsible for compliance of all such Processing with Data Protection Laws. To the fullest extent allowed by law, Customer shall indemnify, defend and hold harmless Convergint from and against all claims, demands, actions, liabilities, damages, and costs (including reasonable attorneys' fees) asserted by a third party arising out of or relating to failure to comply with applicable Data Protection Laws including but not limited to those related to Sensitive Information. Customer acknowledges it has reviewed Convergint's Privacy Policy available at https://www.convergint.com/privacy-policy/, "Personal Data", "Process(ing)", "Biometric Information", and "Personal Health Information" shall be interpreted in accordance with, and shall include analogous terminology as used in, applicable laws and regulations relating to data privacy, information security, data protection, data breaches, cross-border data flows, and/or the rights and obligations of persons or entities regarding personal information ("Data Protection Laws").

To the extent Convergint provides cybersecurity services, such services are provided "as is" without warranties or representations of any kind, whether express or implied. Convergint will follow Customer-specified policies to access (including remotely access) Customer information systems; however, Convergint will not be responsible for technical problems that may occur resulting from Convergint following Customer's instructions or for information security losses or harms to the extent that they are not due to the fault of Convergint. Customer-authorized changes to Customer information systems are at Customer's own risk and Customer acknowledges it is responsible for the overall security of its information systems.

SECTION 12. INTELLECTUAL PROPERTY

Convergint shall retain title and ownership of all intellectual property rights relating to the drawings, technical documentation, or other technical information ("Documentation") delivered under this Agreement. The OEMs shall retain title and ownership of all intellectual property rights relating to the Third Party Products and will grant any license and right to use in connection with the Third Party Product through the OEM's end user license agreement or other terms and conditions. Customer shall not use any Documentation supplied by Convergint for any purposes other than those directly related to this Agreement or for the use and/or maintenance of the Third Party Product.

SECTION 13. PRICE ADJUSTMENT

Convergint may automatically adjust the price, with five (5) days prior written notice, if based on: (a) changes by its vendors to the cost of materials or Third Party Products to be delivered and/or labor costs related to personnel responsible for performing the Work, (b) macroeconomic conditions, such as taxes, tariffs or duties, natural disasters, labor shortages/strikes, etc., (c) market conditions such as price volatility or availability limitations, or (d) other events not within Convergint's control that impact the cost of performing the Work. The adjustment shall be consistent with applicable market indexes, where available, third-party sources or other evidence. Convergint reserves the right to add periodic surcharges, including without limitation, adjustments for the then current price of fuel, such surcharges to be specified and invoiced by Convergint.

SECTION 14. TERMINATION

If a party materially breaches this Agreement, the other party shall provide written notice of the breach and a reasonable time to cure the breach, but in no event less than 30 days. If the breaching party fails to cure the breach within the specified time period, the non-breaching party may terminate this Agreement upon 15 days written notice to the other party. If Convergint notifies Customer of a material breach pursuant to this paragraph, Convergint may temporarily suspend its work without liability until Customer cures the breach.

SECTION 15. GOVERNING LAW AND DISPUTES

The parties agree that this Agreement shall be governed by the laws of the state/province where the Work is located, and venue for disputes shall be located in that state/province.

In the event of any dispute between Convergint and Customer, Convergint and Customer shall first attempt to resolve the dispute in the field, but if that is not successful, then in a meeting between authorized officers of each company. If settlement attempts are not successful, unless the dispute requires injunctive relief, then the dispute shall be decided exclusively by arbitration. Such arbitration shall be conducted in accordance with the Construction Industry Arbitration Rules of the American Arbitration Association (if the Services are performed in the United States) or Arbitration Rules of the ADR Institute of Canada, Inc. (if the Services are performed in Canada) currently in effect by a single arbitrator and shall be a final binding resolution of the issues presented between the parties. The prevailing party shall be entitled to recover its reasonable attorneys' fees and costs. Any award by the arbitrator may be entered as a judgment in any court having jurisdiction.

SECTION 16. MISCELLANEOUS

The parties have required that this Agreement be written in English and have also agreed that all notices or other documents required by or contemplated in this Agreement be written in English. Les parties ont requis que cette convention soit rédigée en anglais et ont également convenu que tout avis ou autre document exigé aux termes des présentes ou découlant de l'une quelconque de ses dispositions sera préparé en anglais.

Any changes to this Agreement shall be in writing signed by both Customer and Convergint.

In the event any provision of this Agreement is held to be invalid or unenforceable, the remaining provisions of this Agreement shall remain in full force and effect.

Customer waives all claims against Convergint arising from or related to suspension of work pursuant to this Agreement.

Customer and Convergint are independent contractors, and nothing in this Agreement creates any agency, joint venture, partnership, or other form of joint enterprise, employment, or fiduciary relationship between them. Nothing contained in this Agreement shall be deemed to create a relationship of employee or employer between the parties, and neither party shall be entitled to any benefits that the other party provides for its own employees, including workers compensation and unemployment insurance. Each party shall have exclusive control over its own employees, agents, and subcontractors, its labor and employee relations, and its policies relating to wages, hours, working conditions, or other conditions.

Neither party to this Agreement shall assign this Agreement without the prior written consent of the other party hereto. Notwithstanding the foregoing, Convergint may assign this Agreement without notice or consent (i) to any of its parents, subsidiaries or affiliated companies or any entity majority owned by Convergint; or (ii) in connection with a merger, acquisition, reorganization, sale of all of the equity interests of Convergint, or a sale of all or substantially all of the assets of Convergint to which this Agreement relates.

Notices shall be in writing and addressed to the other party, in accordance with the names and addresses of the parties as shown above. All notices shall be effective upon receipt by the party to whom the notice was sent.

In no event will Convergint be obligated to comply with any project labor agreements or other collective bargaining agreements.

A waiver of the terms hereunder by one party to the other party shall not be effective unless in writing and signed by a person with authority to commit the Customer and Convergint. No waiver by Customer or Convergint shall operate as a continuous waiver, unless the written waiver specifically states that it is a continuous waiver of the terms stated in that waiver.

The Sections regarding invoicing, warranty, indemnity, and disputes shall survive the termination of this Agreement.

By signing this Agreement, Customer acknowledges that it reviewed the Important Product Safety and Service Information at https://www.convergint.com/terms/.

Bid Proposal #243053

August 05, 2024

Project: CUSD – Sherwood Montessori (Chapman) Access Control Cabling

TEC-COM is pleased to provide this Bid Proposal for the Chico USD – Sherwood Montessori (Chapman) Access Control Cabling project.
Our proposal is based on Prevailing Wage Pay Rates & information provided from during walk with CUSD (John Sclare) & Convergint Drawings.

SCOPE OF WORK

1. Provide & install new conduit (and associated fittings) to provide a pathway for new access control cabling from accessible ceiling to each new gate location.
    - 2 total locations (Chapman Campus & Blue TK Bldg.)
2. Provide and install Qty. 1 – Cat 6A riser rated cables & associated hardware from existing IDF to each new gate location (2 total location).
    - For AI Phone
3. Provide & install the following cables (ONLY) from existing backboard in existing IDF to Front & Back door location (coil in boxes for installation by others).
    - Qty. 1 – 18/6, Qty. 2 – 18/4
4. Provide & install Qty. 1 – new 22/4 cable from existing IDF to each new location (TBD) for Lockdown Button (2 total locations).
    - Provide surface mounted raceway from accessible ceiling to new location
5. Provide & install cable hangers for newly installed cabling.
6. Label & test newly installed cabling.

EXCLUSIONS:

1. IDF's / Patch Panels / Camera Cabling.
2. POE switches / injectors / Server (OFOI) / VMS Software / Camera Licenses (existing).
3. Feeding cables into gates, etc. (TEC-COM will coil in boxes for installation by others).
4. Access control hardware / programming (done by others).
5. Termination of Access control cables (done by others).

PROJECT PRICING:

TOTAL…….....:$ 9,550.00

All pricing includes tax and freight and is good for 30 days from date of proposal.

Authorized Signature Ryan Cetko **Date** 08-05-2024

Ryan Cetko – Vice President

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Update Policy for the Education of Children Who are Homeless**

Date: August 22, 2024

SUMMARY

LEAs that receive federal funding are required to have a policy for the Education of Children Who are Homeless, and it must be updated at least every three years.

DISCUSSION

One of the requirements of receiving federal funding is to have a policy addressing the education of children who are homeless (unhoused). This policy should be updated at least every three years. It is not required to make changes, but the policy should be reviewed and revisions considered.

ACTION REQUESTED

Update policy.

Attachment: Policy for the Education of Children Who are Homeless

SHERWOOD MONTESSORI

Education for Children Who are Homeless

The Board of Directors of Sherwood Montessori desires to ensure that homeless students have access to the same free and appropriate public education provided to other students. Sherwood shall provide homeless students with access to education and other services necessary for them to meet the same challenging academic standards as other students.

The Director or designee shall identify and remove any barriers to the identification and enrollment of homeless students and to the retention of homeless students due to absences or outstanding fees or fines

When there are at least 15 homeless students enrolled, Sherwood's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students.

The School Director or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The Homeless Education Liaison shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting homeless students to succeed in school.

In order to identify district students who are homeless, the School Director or designee may give a housing questionnaire to all parents/guardians during school registration, make referral forms readily available, include the district liaison's contact information on the district and school web sites, provide materials in a language easily understood by families and students, provide school staff with professional development on the definition and signs of homelessness, and contact appropriate local agencies to coordinate referrals for homeless children and youth and unaccompanied youth.

Information about a homeless student's living situation shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act and shall not be deemed to be directory information as defined in 20 USC 1232g.

The Director or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

Each homeless student shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (42 USC 11432)

Homeless students shall not be segregated into a separate program based on their status as homeless and shall not be stigmatized in any way. However, the Director or designee may separate homeless students on school grounds as necessary for short periods of time for

health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of homeless students.

The Director or designee shall coordinate with other agencies and entities to ensure that homeless children and youth are promptly identified, ensure that homeless students have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Director or designee shall collaborate with local social services agencies, other agencies or entities providing services to homeless children and youth, and, if applicable, transitional housing facilities. In addition, the Director or designee shall coordinate transportation as provided to other Sherwood students, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Director or designee shall coordinate, within the district and with other involved local educational agencies, services for homeless students and services for students with disabilities.

The Homeless Education Liaisons and other appropriate staff shall participate in required professional development and other technical assistance activities to assist them in identifying and meeting the needs of homeless students and to provide training on the definitions of terms related to homelessness.

SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Date: September 19, 2024

Location: Room 5, 1071 E. 16th Street, Chico, CA 95928

AGENDA

A. CALL TO ORDER (6:00)

A.1 Land Acknowledgement

Sherwood Montessori acknowledges that we are on the unceded ancestral homeland of the Mechoopda people. Dr. Maria Montessori said: "We shall walk together on this path of life, for all things are part of the universe and are connected with each other to form one whole unity." As Montessori educators, we recognize that the Mechoopda people are the experts on the way to walk on the path of life here, with respect, gratitude and responsibility for the land, flora, fauna, waters, and air of this place. We extend our respects to the Mechoopda ancestors, elders, and all their relations in affirming their sovereign rights.

A.2 Roll Call Tina Hansen-Lewis, Emma Cluff, Samantha Lawson

B. CONSENT AGENDA (6:05)

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, August 22, 2024.

B.2 Unaudited Actuals Approve the Business Manager's Unaudited Actuals Report.

B.3 Policy for Education of Students Experiencing Homelessness Consider approving revisions to the policy.

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

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

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

D. NOTICED PUBLIC HEARINGS None

E. REGULAR BUSINESS (6:15)

E.1 Items Removed from Consent (If any)

E.2 Reports and Communications (6:20)

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

E.2.1 Instructional Staff Report

E.2.2 School Director Report

E.2.3 Treasurer Report

E.3 Action/Discussion Items (6:45)

E.3.1 Board Process with Complaints

The board will review complaint process and policies.

ACTION REQUESTED: Discuss board involvement with complaints.

E.4 Board Governance (7:10)

E.4.1 Discussion of Governance

The Board will have a discussion on governance.

ACTION REQUESTED: Discuss board governance.

E.4.2 Election of Officers

The Board will elect officers.

ACTION REQUESTED: Elect officers.

E.4.3 Committees

The Board will be asked to appoint Directors to the required committees.

ACTION REQUESTED: Appoint committee members.

F. FUTURE AGENDA ITEMS

The Board will be asked to approve a Prop 39 Facilities Request for the 2025-2026 school year.

The Board will be asked to approve a school calendar for the 2025-2026 school year.

G. ADJOURNMENT (7:45)

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

Regular Meeting Notes 8/22/2024

A. CALL TO ORDER (6:11)

A.1 Land Acknowledgement (6:11, Michelle)

A.2 Roll Call Tina Hansen-Lewis, Samantha Lawson, Emma Cluff

B. CONSENT AGENDA (6:13, motioned by Emma, seconded by Sam, unanimously approved)

B.1 Minutes Approval

B.2 Employee Handbook Approval

B.3 MOU with Chico Country Day School

B.4 Premium Only Plan Resolution

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA (6:14)

None

E. REGULAR BUSINESS (6:14)

E.1 Items Removed from Consent (If any) none

E.2 Reports and Communications (6:20)

E.2.1 School Director Report (6:20)

- Briefly discussed by Michelle and the BoD

E.2.2 Treasurer Report (6:25)

- Briefly discussed by the board

E.3 Action/Discussion Items (6:30)

E.3.1 Election of Officers (6:30)

- Board discussed postponing formal elections until remaining board seats have been filled.
- For the time being, Tina, currently the Vice Chair, will serve as the Interim Chair, Sam will serve as the Treasurer, and Emma will serve as the Secretary until board seats are filled.
- Motioned by Sam, seconded by Emma, unanimously approved

E.3.2 Uniform Complaint Procedures Policy (6:33)

- Emma moves to adopt, Sam seconds, unanimously accepted

E.3.3 Security Gates Proposal (6:39)

- Tina motions, Emma seconds, unanimously adopted

E.3.4 Board Recruitment (6:46)

- Discussed by the Board
- Emma will step down once at least one new member has been sworn in
- Board discussed methods of reaching out to potential new members

E.3.5 Board Projects (6:58)

- Discussed by the Board - get notes from the Board Retreat from Russell

E.3.6 Policy for the Education for Children Who are Homeless (7:05)

- Reviewed and discussed by the Board of Directors. The board recommends that the policy be updated to replace "homeless students" with "students experiencing homelessness" throughout the document.

G. FUTURE AGENDA ITEMS (7:13)

- Election of new officers
- Board Projects

H. ADJOURNMENT (7:14)

Sherwood Montessori
Unaudited Actuals
Charter School Alternative Form
04 61424 0121475
CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2023 to June 30, 2024

Charter School Name: Sherwood Montessori
CDS #: 04-61424-0121475
Charter Approving Entity: Chico Unified
County: Butte
Charter #: 1166

This charter school uses the following basis of accounting:

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

X **Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)**

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	740,926.00		740,926.00
Education Protection Account State Aid - Current Year	8012	159,219.00		159,219.00
State Aid - Prior Years	8019	(254.00)		(254.00)
Transfers to Charter Schools in Lieu of Property Taxes	8096	342,029.00		342,029.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		1,241,920.00	0.00	1,241,920.00
2. Federal Revenues (see NOTE in Section L)				
Every Student Succeeds Act	8290		25,844.00	25,844.00
Special Education - Federal	8181, 8182		15,754.00	15,754.00
Child Nutrition - Federal	8220			0.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299		4,987.00	4,987.00
Total, Federal Revenues		0.00	46,585.00	46,585.00
3. Other State Revenues				
Special Education - State	StateRevSE		77,219.00	77,219.00
All Other State Revenues	StateRevAO	21,067.00	157,216.00	178,283.00
Total, Other State Revenues		21,067.00	234,435.00	255,502.00
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	87,633.00		87,633.00
Total, Local Revenues		87,633.00	0.00	87,633.00
5. TOTAL REVENUES		1,350,620.00	281,020.00	1,631,640.00

Description	Object Code	Unrestricted	Restricted	Total
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	404,128.00	80,479.00	484,607.00
Certificated Pupil Support Salaries	1200	58,533.00	7,750.00	66,283.00
Certificated Supervisors' and Administrators' Salaries	1300			0.00
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		462,661.00	88,229.00	550,890.00
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	127,779.00	47,887.00	175,666.00
Noncertificated Support Salaries	2200	3,971.00	104,743.00	108,714.00
Noncertificated Supervisors' and Administrators' Salaries	2300	116,004.00		116,004.00
Clerical, Technical and Office Salaries	2400	83,002.00		83,002.00
Other Noncertificated Salaries	2900			0.00
Total, Noncertificated Salaries		330,756.00	152,630.00	483,386.00
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**
3. Employee Benefits				
STRS	3101-3102	59,698.00	31,860.00	91,558.00
PERS	3201-3202	51,086.00	3,042.00	54,128.00
OASDI / Medicare / Alternative	3301-3302	38,390.00	12,176.00	50,566.00
Health and Welfare Benefits	3401-3402	78,782.00	13,574.00	92,356.00
Unemployment Insurance	3501-3502	3,009.00	1,466.00	4,475.00
Workers' Compensation Insurance	3601-3602	14,013.00	3,100.00	17,113.00
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902	7,312.00	3,206.00	10,518.00
Total, Employee Benefits		252,290.00	68,424.00	320,714.00

4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	59.00		59.00
Books and Other Reference Materials	4200			0.00
Materials and Supplies	4300	16,528.00	22,209.00	38,737.00
Noncapitalized Equipment	4400	9,400.00		9,400.00
Food	4700			0.00
Total, Books and Supplies		25,987.00	22,209.00	48,196.00
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	826.00	650.00	1,476.00
Dues and Memberships	5300	4,456.00		4,456.00
Insurance	5400	37,549.00		37,549.00
Operations and Housekeeping Services	5500	87,256.00		87,256.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	12,386.00		12,386.00
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	182,805.00	40,955.00	223,760.00
Communications	5900	38,692.00		38,692.00
Total, Services and Other Operating Expenditures		363,970.00	41,605.00	405,575.00

Description	Object Code	Unrestricted	Restricted	Total
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Lease Assets	6600			0.00
Subscription Assets	6700			0.00
Depreciation Expense (accrual basis only)	6900			0.00
Amortization Expense - Lease Assets	6910			0.00
Amortization Expense - Subscription Assets	6920			0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		1,435,664.00	373,097.00	1,808,761.00

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANC		(85,044.00)	(92,077.00)	(177,121.00)
D. OTHER FINANCING SOURCES / USES				
1. Oth	8930-8979			0.00
2. Les	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(96,306.00)	96,306.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(96,306.00)	96,306.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		(181,350.00)	4,229.00	(177,121.00)
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	861,663.00	197,354.00	1,059,017.00
b. Adjustments/Restatements	9793, 9795	169,496.00	(197,354.00)	(27,858.00)
c. Adjusted Beginning Fund Balance /Net Position		1,031,159.00	0.00	1,031,159.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		849,809.00	4,229.00	854,038.00
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797		4,229.00	4,229.00
c. Unrestricted Net Position	9790A	849,809.00	0.00	849,809.00

G. ASSETS					
1. Cas					
In County Treasury		9110			0.00
Fair Value Adjustment to Cash in County Treasury		9111			0.00
In Banks		9120	680,483.00	(51,198.00)	629,285.00
In Revolving Fund		9130			0.00
With Fiscal Agent/Trustee		9135			0.00
Collections Awaiting Deposit		9140			0.00
2. Investments		9150			0.00
3. Accounts Receivable		9200			0.00
4. Due from Grantor Governments		9290	270,397.00	55,427.00	325,824.00
5. Stores		9320			0.00
6. Prepaid Expenditures (Expenses)		9330			0.00
7. Other Current Assets		9340	63,268.00		63,268.00
8. Lease Receivable		9380			0.00
9. Capital Assets (accrual basis only)		9400-9489			0.00
10. TOTAL ASSETS			1,014,148.00	4,229.00	1,018,377.00
H. DEFERRED OUTFLOWS OF RESOURCES					
1. Deferred Outflows of Resources		9490			0.00
2. TOTAL DEFERRED OUTFLOWS			0.00	0.00	0.00
I. LIABILITIES					
1. Accounts Payable		9500	47,445.00		47,445.00
2. Due to Grantor Governments		9590	116,894.00		116,894.00
3. Current Loans		9640			0.00
4. Unearned Revenue		9650			0.00
5. Long-Term Liabilities (accrual basis only)		9660-9669			0.00
6. TOTAL LIABILITIES			164,339.00	0.00	164,339.00
J. DEFERRED INFLOWS OF RESOURCES					
1. Deferred Inflows of Resources		9690			0.00
2. TOTAL DEFERRED INFLOWS			0.00	0.00	0.00
K. FUND BALANCE /NET POSITION					
Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2)					
(must agree with Line F2)			849,809.00	4,229.00	854,038.00

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Update Policy for the Education of Children Who are Homeless**

Date: September 19, 2024

SUMMARY

LEAs that receive federal funding are required to have a policy for the Education of Children Who are Homeless, and it must be updated at least every three years.

DISCUSSION

One of the requirements of receiving federal funding is to have a policy addressing the education of children who are homeless (unhoused). This policy should be updated at least every three years. It is not required to make changes, but the policy should be reviewed and revisions considered.

This version of the policy uses people first language.

ACTION REQUESTED

Update policy.

Attachment: Policy for the Education of Children Who are Homeless

SHERWOOD MONTESSORI

Education for Students Experiencing Homelessness

The Board of Directors of Sherwood Montessori desires to ensure that students experiencing homelessness have access to the same free and appropriate public education provided to other students. Sherwood shall provide students who are unhoused with access to education and other services necessary for them to meet the same challenging academic standards as other students.

The Director or designee shall identify and remove any barriers to the identification and enrollment of students experiencing homelessness and to the retention of students experiencing homelessness due to absences or outstanding fees or fines.

When there are at least 15 students experiencing homelessness enrolled, Sherwood's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes for them.

The School Director or designee shall designate an appropriate staff person to serve as a liaison for children and youths experiencing homelessness. The Homeless Education Liaison shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting students experiencing homelessness to succeed in school.

In order to identify district students who are unhoused, the School Director or designee may give a housing questionnaire to all parents/guardians during school registration, make referral forms readily available, include the district liaison's contact information on the district and school web sites, provide materials in a language easily understood by families and students, provide school staff with professional development on the definition and signs of homelessness, and contact appropriate local agencies to coordinate referrals for children and youth who are unhoused and unaccompanied youth.

Information about a student's living situation shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act and shall not be deemed to be directory information as defined in 20 USC 1232g.

The Director or designee shall ensure that placement decisions for students experiencing homelessness are based on the student's best interest as defined in law and administrative regulation.

Each student who is unhoused shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (42 USC 11432)

Students experiencing homelessness shall not be segregated into a separate program based on their status as homeless and shall not be stigmatized in any way. However, the Director or

designee may separate students experiencing homelessness on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of these students.

The Director or designee shall coordinate with other agencies and entities to ensure that children and youth experiencing homelessness are promptly identified, ensure that the students have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Director or designee shall collaborate with local social services agencies, other agencies or entities providing services to children and youth experiencing homelessness, and, if applicable, transitional housing facilities. In addition, the Director or designee shall coordinate transportation as provided to other Sherwood students, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Director or designee shall coordinate, within the district and with other involved local educational agencies, services for students experiencing homelessness and services for students with disabilities.

The Homeless Education Liaisons and other appropriate staff shall participate in required professional development and other technical assistance activities to assist them in identifying and meeting the needs of students experiencing homelessness and to provide training on the definitions of terms related to homelessness.

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Instructional Staff Report**

Date: September 19, 2024

Instructional Staff Report prompt for this month was: We would love to hear your thoughts on our school community. Please share what you feel are the current strengths and/or challenges.

Transitional Kindergarten/Kindergarten -Teresa Shippen
Teresa will attend the meeting and give her report in person.

Transitional Kindergarten/Kindergarten -Adam Mankoski
This year in TK/Kindergarten, there is a group of families who have thoroughly embraced the idea of community. I've received generous donations for shared snack and school projects; Parents have helped make our garden and outdoor spaces beautiful with both donations and sweat equity; and several families have stepped up as leaders in the SMPO. These families are our greatest strength.

1st/2nd/3rd -Marlo Knox
This report is written in order to share my thoughts on our school community. Specifically what I might feel are our current strengths and/or challenges. I appreciate the detail in the use of the word current. This is my eleventh year teaching at Sherwood. I could spend time talking about the past but the Board's interest is in the present. I will challenge myself to focus on this current school year, as new and fresh as it is.

Artificial Intelligence defines a school community as a group of people who work together to support a school's students and promote effective learning. Another definition from an online learning platform says a school community is a group of people with mutual interest in creating an environment that encourages learning. In these definitions lies the strengths and weaknesses of the Sherwood school community. Our strength is that there is a mutual interest in creating a special learning environment, something that you would not find simply attending your local school. We chose to be at Sherwood. The weakness is that we do not work together. The time it takes, the preparation required to work together is daunting.

The reality of life is that when we say yes to anything, we are saying no to other things. It's okay to say yes. For example, it is okay to say yes, Sherwood is going to focus on creating a strong school community by working together. That means we say no to something. It's okay to say no. For example, we say no to weekly staff meetings every Thursday. Instead one Thursday a month

what used to be a staff meeting becomes the SMPO meeting with the goal of working with our entire Sherwood community.

Thank you for seeking my opinion. My intention was to be helpful, honest, and creative.

1st/2nd/3rd Lily Follrath

Lily is going to pass on writing a board report this month as she is still getting to know our community and putting her energies into her new classroom.

4th/5th/6th-Anne Adams

Hi, Sherwood Board Members, and thank you for your question about our school community—which I assume we're defining as all students, all staff, and all families. Some strengths that I see across the board are individuality, ingenuity, and a widespread culture of joy and care. This year in particular feels like it has started with a renewed respect for Montessori practices and priorities.

One challenge that persists is attendance, and it's a biggie because we know that the best way to build positive habits and complete projects is by showing up every day. As a staff member who takes attendance each morning, I'm very conscious of this situation, and actively seeking to improve it.

Another area with room to grow is handcraft, which may seem frivolous, but "the work of the hand" is actually a vital component of a Montessori education. Right now, several Sherwood staff are working on ways to further integrate these skills into our classroom work, and possibly into recess and/or aftercare choices as well. We know humans' overall satisfaction is closely correlated to how many tangible things they can create and repair, so let's help the students of the Sherwood community have many skills at their fingertips!

4th /5th/6th -Chris Wenger

Chris is going to pass on writing a board report this month as he is still getting to know our community and putting his energies into his new classroom.

7th/8th-Stacy Gertz

The most positive things about Sherwood Montessori (to me) is the student- centered support system and the teacher support system.

I witness and partake in supporting our students on every level: academically, social/emotionally, and with mental health aspects. We are provided with excellent training opportunities to continue to support and grow as a community. Data has shown that our Middle School Team had growth academically last year. This is mainly because of the collaboration and support from our Learning Center team, behavioral teams, our administration and our teachers. We seem to share a genuine concern at all times for our students' best interests. Our new staff members appear to attain that same care.

As a teacher, I don't rest on my laurels. I am always seeking ways and curriculum to improve the inspiration of learning. I feel 100% supported. I feel seen and heard with my ideas. This ignites

my “why” (which is to empower young people, and change the trajectory of our current generation to become more self-sufficient) even more!

Some concerns I have about our school is our budget. I hear concerns coming from the helm that we could face challenges in the future. I know I am where I belong, and I have faith that we will endure because we are an authentic team of student-centered educators that strongly belong in this community!

Looking forward to an amazing year!!

P.E.-Kevin
I truly appreciate the supportive environment at Sherwood Montessori, where the focus on individualized learning allows students to thrive academically and personally. The strong sense of community among staff, students, and parents is a major asset, fostering collaboration and positive relationships. One challenge I’ve observed is ensuring we maintain sufficient resources to support both academic growth and emotional well-being, especially as our student body grows. That said, I’m confident that with continued teamwork, we can address these needs effectively**.**

Learning Center-Leslie
Sherwood Montessori has many strengths. To name a few, our school gives children a lot of choice, and nurtures what children are curious and passionate about. Students feel empowered and have a sense of independence from being self-directed learners. Enrichment is another great item at our school. It allows all children to receive education on topics that enrich their lives. This is often the favorite part of a Sherwood student’s week. The Endangered Species Faire allows for education about endangered species and provides a creative outlet for many students.

Sherwood Montessori is also very focused on meeting the needs of all students. Lessons are based on their current levels, and there are many student-centered teams that help with student behavior. Teachers feel supported by Michelle and get to meet with her several times a month to go over any questions or concerns they might have. I have really enjoyed being part of the Nor Cal ELC as well as the COST and Positive Discipline team.

We have a lot of people at this school that are dedicated to supporting the whole child.
One challenge at Sherwood Montessori is getting teachers on the same page about things. Our staff meetings are sometimes divided with opinions due to differing, strong opinions. Michelle does a great job facilitating these meetings. To solve this, I don’t think it’s anything Michelle can do differently but perhaps some of the teachers realizing that we are all on the same team to support the students and we can tactfully talk about our differing opinions in a calm way instead of having these conversations be tense.

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **School Director Report**

Date: September 19, 2024

Administrative

- Current enrollment will be reported at the meeting.
- Back to School Night had great attendance from our new families and from families of younger students, more sparsely attended by our families of older students or families who have been with us longer.
- We were able to hire a 1:1, Hailey Powers, and we found a new Teacher's Aide/Extended Day After Care Aide, Devon Bly.
- The SMPO put together a Welcome Back Ice Cream Social and held their first meeting. The meeting was recorded and will be linked to the School Announcements for community members who were not able to attend in person. The SMPO is returning to a more formal structure with parents stepping up to take leadership roles.
- I participated with interviews for the Architect Selection for Phase V Facilities Master Plan Projects, which will include the work for Chapman and Sherwood.
- Our Behavioral Health Counselor, Gisel Montoya, earned her Wellness Coach Certification, a program through the California Department of Health Care Access and Information. The program was designed to address the growing mental wellness needs of California's youth.
- I have been attending meetings at the Butte County Office of Education to be a part of a consortium of schools benefiting from a grant that will support us to utilize the Statewide Multi-Payer Fee Schedule. Once up and operational, estimated to be in January, 2025, schools participating will be able to bill for services rendered at school. Services that would be eligible include counseling, speech and language services, school psychologist assessments, behavior interventions from qualified practitioners, behavioral health screening and skills training for qualified staff members.
- We have preliminary summative assessment data through our Parsec dashboard that shows our students, on average, exceeded a year's growth and made more gains towards standards in math and ELA as measured by CAASPP, the state's standardized test.

Legislative

- I met with CUSD representative, Heather Sufuentes, about our upcoming charter renewal to be sure I understood the legal components of the charter document and the renewal process.

- Information about Measure C was shared at Back to School Night. Measure C is a proposed bond that will be on the ballet in November and will include funds for charter schools, including Sherwood, if passed by voters. No endorsement or direction for voters was given, only information.

Safety

- Our Measure K proposal for security gates was approved by the Charter Schools Facilities Committee and the Chico Unified Board of Education.

SHERWOOD MONTESSORI

To: Board of Directors

From: Pat Casey, Business Manager

Subject: **Agenda Item, Treasurer's Report**

Date: September 19, 2024, Board Meeting

Bank statement reconciliation

- The Business Manager has verified that the beginning and ending cash balances on Sherwood's bank statements for the month of August 2024 reconciled with and matched those of the school's internal reports. The bank Ending Balance cash totaled $ 613,440.51 as of August 31,2024 for the checking account.
- The expenses in August were for the normal operating cost and school starting.

Profit & Loss

The August 2024 Profit & Loss report shows a Net Income of $ -151,922, with added amounts of $ 36,955 August LCF funds deposited in September 2024 along with $4,157 for ELOP and $ 854 for Prop 28 Art/Music. The actual Net Cash for August 2024 is $ -109,956.

Cash Flow

The school will end the year with a positive cash balance based on P2 ADA of 115.

Sherwood Montessori
Profit & Loss YTD Comparison
July through August 2024

	Jul - Aug 24
Ordinary Income/Expense	
Income	
8000-Revenues	76,022
Total Income	76,022
Gross Profit	76,022
Expense	
1000 Certificated Salaries	58,490
2000 Classified Salaries	45,273
3000-Employee Benefits	40,954
4000-Books and Supplies	6,415
5000 Services/Other Op. Exp.	76,811
Total Expense	227,944
Net Ordinary Income	-151,922
Net Income	**-151,922**

Sherwood Montessori
Board of Directors - Vendor Payments Report
August 2024

Type	Date	Num	Name	Memo	Account	Amount
Check	08/01/2024	ACH	Macquarie Equipment Capital...	Kyocera Copier Lease 2024 A...	Copier Lease	223.00
Check	08/02/2024	9876	Barney James Kerr	HOURS 16 X $18.00=288 +6X ...	Contracted Service	486.00
Check	08/02/2024	EFT	Comcast 4454	SERVICE - 2024 AUGUST	Internet Service Provider	472.09
Check	08/05/2024	DBT	Amazon.com	PEN REFILLS	Office Supplies	28.83
Check	08/05/2024	9877	PARK AVE PEST CONTROL	SERVICE 2024 JULY	Pest Control	85.00
Check	08/05/2024	DBT	Home Depot	TRASH BAGS - CLEANUP	Facilities	27.03
Check	08/06/2024	DBT	Amazon.com	HARD COVER JOURNALS	Instructional Supplies	56.25
Check	08/08/2024	9879	City of Chico - sewer	JULY SERVICE 2024 BILLING	Sewer	28.87
Check	08/08/2024	EFT	Michelle Yezbick	FOLLRATH AIRBN-B 1 NIGHT...	5200-Travel and Conferences	189.18
Check	08/08/2024	EFT	California Water Service Com...	SERVICE 2024 JULY	Water	32.44
Check	08/08/2024	DBT	Lowe's	MARIGOLDS	Facilities	56.85
Check	08/12/2024	DBT	Amazon.com	LIGHTS,CALENDAR,POP STI...	Instructional Supplies	55.16
Check	08/12/2024	DBT	Amazon.com	BEANBAGS,BALL,HOOPS	Instructional Supplies	350.14
Check	08/12/2024	DBT	Amazon.com	EQUIPMENT CART,HOOP H...	Instructional Supplies	250.82
Check	08/13/2024	7645	Forrest Ensworth	CLEANUP-HAUL	Contracted Service	300.00
Check	08/13/2024	DBT	Amazon.com	DODGE BALLS,BOOK BAG	Instructional Supplies	216.49
Check	08/13/2024	DBT	USPS	BAKER CITY OR	Postage	159.20
Check	08/13/2024	DBT	Office Depot	BATTERIES	Office Supplies	8.29
Check	08/13/2024	DBT	Office Depot	STAMPS	Postage	146.68
Check	08/13/2024	DBT	Home Depot	PLANTS	Facilities	10.78
Check	08/13/2024	DBT	Office Depot	PENCILS-ENVELOPES	Office Supplies	81.66
Check	08/13/2024	DBT	LA COCINA	ALL STAFF MEETING	Food - Meetings	335.81
Check	08/14/2024	DBT	Amazon.com	SCHOOL SUPPLY PAPER	Instructional Supplies	33.24
Check	08/14/2024	DBT	Amazon.com	STOOLS,ART,HOOKS,STOR...	Instructional Supplies	501.55
Check	08/14/2024	ACH	COSTCO VISA CARD	THRU 15TH PURCHASES 20...	SHERWOOD COSTCO VISA	2,520.65
Check	08/14/2024	DBT	CharterSAFE	BILLED PREMIUM - LIABILIT...	5400-Liability Insurance	2,653.00
Check	08/14/2024	DBT	CharterSAFE	BILLED PREMIUM - LIABILIT...	3601-Workers Comp	1,352.00
Check	08/14/2024	DBT	eBay	NEEDLE FELTING TOOL	Instructional Supplies	21.54
Check	08/14/2024	DBT	THE PLANT BARN	PLANTS	Facilities	53.71
Check	08/14/2024	DBT	Teachers Pay Teachers	SOCIAL EMOTIONAL LESSO...	Instructional Supplies	75.00
Check	08/14/2024	DBT	UPGRADED LIVING MAGAZ...	AD IN UPGRADED LIVING M...	Advertising	200.00
Check	08/15/2024	DBT	Amazon.com	LIGHTS	Instructional Supplies	51.90
Check	08/17/2024	DBT	Amazon.com	SENTENCE STRIPS	Instructional Supplies	15.14
Check	08/19/2024	DBT	Amazon.com	DRY ERASE LABELS MAGNE...	Instructional Supplies	36.79
Check	08/19/2024	dbt	Costco	SNACKS	Food (Instructional)	720.82
Check	08/19/2024	DBT	Amazon.com	COUNSELING BOOKS, TOYS	Office Supplies	209.45
Check	08/19/2024	DBT	Amazon.com	RUG	Office Supplies	83.34
Check	08/19/2024	DBT	Amazon.com	BATHROOM PASS-SINK STR...	Office Supplies	27.76
Check	08/19/2024	DBT	FoodMaxx	KINDERGARTEN MEET & GR...	Office Supplies	48.07
Check	08/19/2024	DBT	Wufoo	SERVICE - 2024 AUGUST	Online List Management	19.00
Check	08/20/2024	DBT	Amazon.com	TURTLE FOOD	Instructional Supplies	16.01
Check	08/20/2024	DBT	Target	SCHOOL SUPPLIES	Instructional Supplies	158.33
Check	08/20/2024	DBT	eBay	PENCIL SHARPENER-BLADES	Instructional Supplies	32.46
Check	08/21/2024	9880	Comcast Ethernet	SERVICE - 2024 JULY	Ethernet - Fiberoptic	896.02
Check	08/21/2024	9881	Hernandez Cleaning Service	SERVICE 2024 JULY	Housekeeping Services	1,800.00
Check	08/21/2024	9882	PARK AVE PEST CONTROL	SERVICE 2024 AUGUST	Pest Control	85.00
Check	08/21/2024	9883	ParentSquare	2024-25 Subscription	Contracted Service	3,025.00
Check	08/21/2024	9884	North State Parent Magazine	DIRECTORY	Advertising	275.00
Check	08/21/2024	9885	Hernandez Cleaning Service	SERVICE 2024 JULY - PAINTI...	Housekeeping Services	2,000.00
Check	08/21/2024	9885	Hernandez Cleaning Service	JULY	Maintenance Supplies	582.31
Check	08/21/2024	EFT	PG & E	SERVICE 2024 JULY	Electricity	1,187.68
Check	08/21/2024	EFT	Comcast Business 9110	SERVICE - 2024 AUGUST	Telephone, Landline	188.65
Check	08/21/2024	EFT	Waste Management	SERVICE - 2024 JULY	Trash/Recycling	6.65
Check	08/21/2024	DBT	Walmart	SAUCER CHAIR	Instructional Supplies	39.43
Check	08/22/2024	DBT	Amazon.com	CORK BOARD	Instructional Supplies	58.25
Check	08/22/2024	9887	Chico Country Day	NURSE CONTRACT 24-25 IN...	Contracted Service	1,647.77
Check	08/22/2024	9888	Stacy .Gertz	SUPPLIES	Instructional Supplies	152.53
Check	08/22/2024	9889	Voltage Specialist	Annual fire alarm monitoring S...	Contracted Service	400.00
Check	08/22/2024	EFT	Heather Fisher	SUPPLIES	Food (Instructional)	33.73
Check	08/23/2024	DBT	Amazon.com	MONTHLY FEE	Instructional Supplies	16.23
Check	08/23/2024	DBT	Teachers Pay Teachers	CLASSROOM OBSERVATIO...	Instructional Supplies	6.00
Check	08/24/2024	DBT	USPS	MAILINGS	Postage	53.72
Check	08/26/2024	DBT	Amazon.com	STEP STOOL FOR KIDS	Instructional Supplies	37.78
Check	08/26/2024	DBT	Amazon.com	DRY ERASE	Office Supplies	30.19
Check	08/26/2024	DBT	Amazon.com	INDEX CARDS	Office Supplies	9.19
Check	08/26/2024	DBT	Amazon.com	CRAFT STICKS	Instructional Supplies	8.65
Check	08/26/2024	DBT	Amazon.com	TAPE,POST-ITS,BATTERIES	Office Supplies	77.50
Check	08/26/2024	9890	BCOE	TK PROFESSIONAL DEVELO...	Contracted Service	45.00
Check	08/27/2024	7646	Yasmeen Sardi	LIVESCAN	LiveScan and TB Test Services	59.00
Check	08/27/2024	7647	Madison Mason	LIVESCAN	LiveScan and TB Test Services	68.00
Check	08/27/2024	7648	Chris Wenger	LIVESCAN	LiveScan and TB Test Services	68.00
Check	08/27/2024	7649	Tammy Reiker	RETURN SUMMER FEES	Billed Services	300.00
Check	08/27/2024	DBT	Amazon.com	DRY ERASE	Office Supplies	12.78
Check	08/27/2024	DBT	Amazon.com	RESOLUTION MAT	Instructional Supplies	47.63

Type	Date	Num	Name	Memo	Account	Amount
Check	08/27/2024	DBT	Amazon.com	BOOKS	Instructional Supplies	82.16
Check	08/27/2024	DBT	ZOOM	ZOOM MEETINGS 2024/25	ONLINE MEETING PROVIDER	157.40
Check	08/28/2024	DBT	Amazon.com	PENCILS,ERASERS,PRISMA...	Instructional Supplies	120.23
Check	08/28/2024	DBT	Amazon.com	PENCIL SHARPENER	Instructional Supplies	14.06
Check	08/28/2024	DBT	Amazon.com	GRIDPAPER NOTEBOOKS	Instructional Supplies	36.78
Check	08/28/2024	DBT	SP ARMOR CLASS	NR	Instructional Supplies	8.40
Check	08/28/2024	DBT	Grocery Outlet	GREETING CARDS	Office Supplies	71.11
Check	08/28/2024	DBT	SP ARMOR CLASS	NR	Instructional Supplies	13.30
Check	08/29/2024	DBT	Amazon.com	COUNSELING BOOKS	Instructional Supplies	19.47
Check	08/29/2024	DBT	Amazon.com	PE SOCCER CONES	Instructional Supplies	20.56
Check	08/29/2024	9892	Royal Aire Inc.	AC MAINTENANCE TUNE-UP...	Contracted Service	605.00
Check	08/29/2024	DBT	PRO AGGREGATE	RECESS PE	LCAP	131.51
Check	08/30/2024	DBT	Amazon.com	SOAP,FILE FOLDERS	Office Supplies	34.46
Check	08/30/2024	DBT	Amazon.com	BATTERIES	Office Supplies	18.07
Check	08/30/2024	DBT	Amazon.com	LABEL TAPES	Office Supplies	24.05
Check	08/30/2024	DBT	PBIS Apps	PBIS APPS - SWIS annual lice...	Software Licensing	400.00
Check	08/30/2024	DBT	Amazon.com	SENTENCE STRIPS	Instructional Supplies	5.83
Check	08/30/2024	DBT	Amazon.com	FIRST AID KIT	Office Supplies	22.28
Bill	08/31/2024	2024/2...	Pat Casey	CONTRACT SERVICE 2024-2...	Business Manager Services	5,000.00
TOTAL						**32,432.69**

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Board Process with Complaints**

Date: September 19, 2024

SUMMARY

The Board will be reviewing its process with complaints.

DISCUSSION

Last school year, the Board approved changes to the Parent Complaint Policy and revisions to the Family Handbook, and adopted a Uniform Complaint Policy. The attached materials include other documents where complaint procedures are described.

ACTION REQUESTED

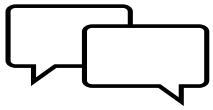
Discuss board involvement with complaints.

Attachments: Resolving Conflicts at Sherwood Montessori, Relevant excerpts from the Family Handbook, Uniform Complaint Policy and Procedures, Parent Complaint Policy, Excerpts from the Charter

SHERWOOD MONTESSORI

Resolving Conflicts at Sherwood Montessori

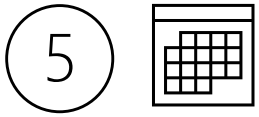
Step 1: Within 24-48 hours, address the problem with the person with whom you are in conflict. This can be in a meeting, or a request for a meeting (via email, by phone or written note



Step 2: If, after meeting with the individual, the conflict is unresolved, you may request formal paperwork to file a complaint from the office.



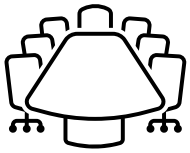
Step 3: The Director will meet with the complainant within 5 working days.



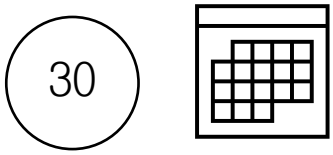
Step 4: The Director will respond in writing after the meeting within 10 working days.



Step 5: If the complainant is unsatisfied with the response, they can submit their complaint to the Board Chair.



Step 6: The Board will respond to the complainant within 30 days.



Reference: Parent Complaint Policy, updated and Board approved on 10.19.23.

Excerpts from the Family Handbook

Grievances

Differences and disagreements are a part of life and Sherwood Montessori recognizes the need for healthy communication and a positive and proactive way to handle grievances that is aligned with our Mission Statement.

If parent(s) have a complaint, we ask that parent(s) report their concerns directly to the school personnel concerned, and discuss these concerns in a private meeting, preferably within 24 to 48 hours. The School Director shall be made aware of these concerns by the parents and/or individual if they are unresolved. If, in discussion with the School Director, the parent wishes to file a formal written grievance, proper paperwork will be provided. The Director will meet with those filing within five working days to review the complaint. The Director will work with the parent or guardian, student, teacher, aides, or other employees whose participation is relevant in order to resolve the concern. The Director will provide a written response within 10 working days of the meeting. If the parent or guardian is not satisfied with the outcome or decision by the Director regarding the complaint, they have the right to file a written appeal with the Director within five days of receiving the response. The Board of Directors will serve as an appeals body if a complaint is not resolved. The Board will respond within 30 days of receiving the appeal. If a parent has a complaint with the Director of the school, a letter would be sent to the Board of Directors for the administrative remedy to be followed.

The Board prohibits retaliation against complainants. The Board of Directors will not investigate anonymous complaints unless it so desires. The steps above outline the process for filing a complaint and parents are expected to exhaust all the steps in this administrative remedy before pursuing other action.

Uniform Complaint Procedures Policy (UCP)

Every county office of education, school district, and charter school governing board are required to have established local complaint policies that describe procedures to be followed to resolve complaints. Federal and state laws and regulations specify which programs and activities lie within the UCP scope. These are described in the Uniform Complaint Policy and Procedures, available in the office and on the school website. These complaint procedures are to give a structure to addressing issues of non-compliance for required programs and for issues of harassment, intimidation or bullying. Whether you use a formal or informal procedure to have concerns addressed, please do communicate with us about matters that could negatively impact our community and/or our kids. We want to solve problems; we need to know about them to do so. If something is making you uncomfortable, please don't sit in that discomfort alone or hesitate to bring the concern to your child's teacher or the School Director.

SHERWOOD MONTESSORI

UNIFORM COMPLAINT POLICY AND PROCEDURES

Scope

Sherwood Montessori (the "Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, and Tobacco-Use Prevention Education.

(3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be

provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

(5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Director finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the

complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Michelle Yezbick
Director
1010 Cleveland Ave.
Chico, CA 95929
530-345-6600

The Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Director or designee.

Should a complaint be filed against the Director, the compliance officer for that case shall be the Chair of the Charter School Board of Directors.

Notifications

The Director or designee shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Director or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

(a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.

(b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

(c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.

(d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.

(e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.

(f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

  Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

  A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a

finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

  Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

- Step 5: Final Written Decision

  The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

  The decision shall include:

  1. The findings of fact based on evidence gathered.

  2. The conclusion(s) of law.

  3. Disposition of the complaint.

  4. Rationale for such disposition.

  5. Corrective actions, if any are warranted.

  6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.

  7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

  8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

  If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.

2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.

4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.

5. A report of any action taken to resolve the complaint.

6. A copy of the Charter School's complaint procedures.

7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

SHERWOOD MONTESSORI

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ American Indian Education
- ☐ Child Development Programs
- ☐ Migrant Education
- ☐ Special Education
- ☐ Pupil Fees
- ☐ Local Control Funding Formula
- ☐ After School Education and Safety
- ☐ Consolidated Categorical Aid
- ☐ Child Nutrition
- ☐ No Child Left Behind Programs
- ☐ State Preschool
- ☐ Agricultural Vocational Education
- ☐ Career/Technical Education
- ☐ Foster/Homeless Youth
- ☐ Regional Occupational Programs
- ☐ Tobacco-Use Prevention Education
- ☐ Lactating Pupils

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable.

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or physical)
- ☐ Ethnic Group Identification
- ☐ Race or Ethnicity
- ☐ Gender/Gender Expression / Gender Identity
- ☐ Genetic Information
- ☐ National Origin
- ☐ Religion
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)

Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

_____

_____

_____

_____

Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

_____
_____
_____
_____
_____
_____
_____

2. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Michelle Yezbick
Director
1010 Cleveland Ave.
Chico, CA 95928
530-345-6600



Parent Complaint Policy

Differences and disagreements are a part of life and Sherwood Montessori recognizes the need for healthy communication and a positive and proactive way to handle grievances that is aligned with our Mission Statement.

If parent(s) have a complaint, we ask that parent(s) report their concerns directly to the school personnel concerned, and discuss these concerns in a private meeting, preferably within 24 to 48 hours. The School Director shall be made aware of these concerns by the parents and/or individual if they are unresolved. If, in discussion with the School Director, the parent wishes to file a formal grievance, proper paperwork will be provided. The paperwork will become part of the permanent records of the school and will outline the issue and includes an appropriate timeline. The Director will meet with those filing within five working days to review the complaint. The Director will work with the parent or guardian, student, teacher, aides, or other employees whose participation is relevant in order to resolve the concern. The Director will provide a written response within 10 working days of the meeting. If the parent or guardian is not satisfied with the outcome or decision by the Director regarding the complaint, they have the right to file a written appeal with the Director within five days of receiving the response. The Board of Directors will serve as an appeals body if a complaint is not resolved. The Board will respond within 30 days of receiving the appeal. If a parent has a complaint with the Director of the school, a letter would be sent to the Board of Directors for the administrative remedy to be followed.

The Board prohibits retaliation against complainants. The Board of Directors will not investigate anonymous complaints unless it so desires. The steps above outline the process for filing a complaint and parents are expected to exhaust all the steps in this administrative remedy before pursuing other action.

.

PARENT'S PLEDGE

In an effort to protect your child and ensure their development in a positive way, the parents must respect the following pledge. This pledge seeks to remind us of the appropriate channels and ways to communicate with children, staff and parents in accordance with our complaint policy.

- We will strive to demonstrate our support for Sherwood Montessori in the way that we communicate with our children, the staff of the school and other parents. We will not be

discourteous to, threaten or use inappropriate language or actions towards any child, teacher, administrator, parents, guardian or any person acting on behalf of the school—either on or near school property, or when attending school-related functions.

- We will not approach any child, other than our own to obtain confirmation, clarification or "their view" on school-related issues, disputes or disagreements between children at school. Such matters or concerns must be brought to the Teacher or School Director's attention.

- We will take any question or suggestions to the Teacher or School Director directly. We understand that gossiping and complaining among parents is destructive and counter productive, and not in the best interest of our child's experience and education at our school.

PARENTS' RIGHTS

1. Parents or guardians have the right to observe their child's classroom. Visits during school hours will first be arranged with the teacher, at least three days in advance, and after the first six to eight weeks of school. The Lead Teacher will strive to accommodate the schedule of the parent. The parent will also respect that there is a flow to the daily routine that is unique to each classroom and there are times that are not appropriate as it would be disruptive to the students' learning. In the classroom, the observing parents should not interact with the children as this can be disruptive to the learning.

2. Parents or guardians have the right to file a complaint.

3. Parents or guardians have the right to review approved policies at the school site.

4. The law prohibits discrimination or retaliation against any child or parent or guardian should the parent or guardian choose to exercise his or her right to observe a classroom or file a grievance.

5. The law requires that parents or guardians be informed of their rights (see numbers 1,2, & 3 above).

6. The School Director, in the interest of safety for the children and staff, may deny access to a parent, guardian or adult if:

    a. The adult is behaving in a way that poses a risk to children in the facility;

    b. The adult is a non-custodial parent and the custodial parent has requested the facility in writing not to permit access to the non-custodial parent.

MISSION STATEMENT

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.

Core Values:

To successfully implement and sustain this mission, the school will be founded on the following core values:

- To creatively apply the Montessori method toward reaching high academic standards, while emphasizing core subjects
- To maintain a diverse total school population through inclusive mixed-aged, mentor-based classrooms that welcome all students
- To place emphasis on collaboration, problem-solving, and self-directed goalsetting for each Montessori student according to developmental readiness
- To nurture a commitment toward sustainability and environmental awareness locally and globally, both in Chico and in the greater world
- To apply firm standards of conduct, emphasizing mutual respect, honesty, and courtesy
- To employ creative, passionate, and engaged teachers who are committed to the Montessori philosophy
- To nurture high parental involvement and collaboration in all areas of education and governance

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Election of Officers**

Date: September 19, 2024

SUMMARY

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

DISCUSSION

Article 5 of the Bylaws of the Board of Directors describes the action to take when there are vacancies and the duties of the offices:

SECTION 5. VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than that of Chair, such vacancy may be filled temporarily by appointment by the Chair until such time as the Board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine. An Interim Chair may be appointed by the outgoing Chair in the case where the position of Vice-Chair is vacant, and/or the current Vice-Chair unable to accept the longer term duties of the Chair and /or there are less than four current Directors to fulfill the requirements of a voting quorum. The Interim Chair shall serve in this capacity until the next annual election of the Board of Directors, typically held in May.

SECTION 6. DUTIES OF CHAIR

The Chair shall be the Chief Executive Officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Unless another person is specifically appointed as Chair of

the Board of Directors, he or she shall preside at all meetings of the Board of Directors. Except as otherwise expressly provided by law, by the Articles of Incorporation, or by these Bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.

SECTION 7. DUTIES OF VICE-CHAIR

In the absence of the Chair, or in the event of his or her inability or refusal to act, the Vice-Chair shall perform all the duties of the Chair, and when so acting shall have all the powers of, and be subject to all the restrictions on, the Chair. The Vice-Chair shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Board of Directors.

SECTION 8. DUTIES OF SECRETARY

The Secretary shall:

1. Certify and keep at the principal office of the corporation the original, or a copy of these Bylaws as amended or otherwise altered to date;

2. Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the Board of Directors, and, if applicable, meetings of committees of Directors, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof;

3. See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law;

4. Be custodian of the records;

5. Exhibit at all reasonable times to any Director of the corporation, or to his or her agent or attorney, on request therefore, the Bylaws, and the minutes of the proceedings of the Directors of the corporation. In general, perform all duties incident to the office of Secretary, and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

SECTION 9. DUTIES OF TREASURER

Subject to the provisions of these Bylaws relating to the "Execution of Instruments, Deposits and Funds," the Treasurer shall:

1. Have oversight responsibility for all funds and securities of the corporation, and deposit and/or provide direction to the School Director to deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors;

2. Provide review, perspective and advice to the Board with regard to the integrity of financial statements, the validity of financial projections and the viability of the financial condition of the corporation;

3. Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports including the Annual Budget, First and Second Interim Budget Reports, and Final Unaudited Actuals;

4. Provide access at all reasonable times to the books of account and financial records to any Director of the corporation, or to his or her agent or attorney, on request therefore;

5. Perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

ACTION REQUESTED

Elect board officers.

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Board Governance: Committees**

Date: September 19, 2024

The Board is asked to appoint members to the required committees and suggested committees for the 2024-2025 school year. The Board may choose to create standing committees and/or ad hoc committees in addition to the following required committees.

A charter renewal committee should be formed to ensure Board involvement in the upcoming charter renewal.

Required Sherwood Board Committees

Committees of the Board shall have a minimum of 2 board members and a maximum of 5 voting members, possibly including representatives from SMPO, the faculty, parents, etc. as either voting or non-voting members.

Executive Committee	
Members:	Chair, Vice Chair, Secretary, Treasurer
Meeting frequency:	As needed (as of today, has never met in any years)
Purpose:	Board has the option to delegate voting authority to the ExCom as needed for decision making, with a list of exceptions, outlined in the Bylaws
Goals:	Vote on matters assigned by Board.
Charter/	BYLAWS, ARTICLE 6, COMMITTEES, SECTION 1. EXECUTIVE COMMITTEE

Bylaws:	

Elections Committee (Required, Ad Hoc)	
Members:	Two Board members, SMPO member
Meeting Frequency:	Meets typically two to three times annually, around Board elections time in the spring.
Purpose:	● Recruit candidates, announce upcoming election, accept applications for potential candidates, present candidates to SMPO, facilitate election and voting process. ● Committee is active in spring as elections approach. First actions would be encouraging recruitment efforts, especially of outgoing members, beginning in March and intensifying in April. The Elections Committee should be prepared to present candidates and their materials at the May meeting of the SMPO. The bylaws do not require approval of the candidates by the whole of the Board.
Goals:	Conduct a fair and successful election for a governing board, following bylaws outlined in the current Charter (relevant excerpts below): Sherwood Charter 2017-2022
Charter/ Bylaws:	● Charter, Section 4.0 Governance Structure of School *(speaks to Elections Committee process)* ● BYLAWS, SECTION 2. SELECTION: The Board of Directors will be selected in the following way: 1. An Elections Committee, appointed by the Board of Directors, will accept applications for potential candidates. The Elections Committee shall be made up of two current members of the Board of Directors with terms that extend beyond the current year and one member of the Sherwood Montessori Parent Organization (SMPO); 2. The Elections Committee shall review applications and present a slate of candidates for consideration to the SMPO at the annual meeting in May. Voting will be carried out by the SMPO in consultation with the Elections Committee. Interim appointment shall be done in accordance with Article 4 Section 10 of these by-laws; 3. The top vote getter in the event of one seat being open or vote getters in the event of more than one seat being open shall win; 4. In the event of a tie, the deciding votes will be made by the Elections Committee.

	5. New Directors will be announced before the end of the school year and will assume duties at the June meeting.

<u>Finance Committee</u> (Required, Ad Hoc) *includes Audit Committee and Budget Committee*	
Members:	Committee has included in the past: School Director, Teacher Representative, Administrative Assistant(audit), Business Manager as Consultant, Board member *Note: The Budget Committee requires only one Board member, but all members must be approved by a majority of the Board.*
Meeting Frequency:	Treasurer and Business Manager meet monthly to go over financial reports for the Board; Audit Committee meets once per year to set up audit; Budget Committee meets twice, 3 times yearly, for a total of 6 meetings to create each of the following: the 1st Interim Report, 2nd Interim Report, and Original Budget.
Purpose:	Meets as needed to set or review the budget and complete the annual budget and to complete the annual financial audit.
Goals:	The goal of the Budget Committee is to develop the Annual Budget and see that it is reported in compliance with the Charter. The procedure is outlined in sections 20.1, 20.2 & 20.3

Charter/ Bylaws:	Charter: Section 20.0 Financial and Organizational Accountability ● 20.1 Procedure for the Development of the Annual Budget ● 20.2 Reporting of Annual Budget and Interim Reports ● 20.3 Legal Compliance of Budget **Charter makes no direct reference to an "Audit Committee" but states that the BOD will facilitate the audit.* Charter: Section 9.0 Financial and Programmatic Audit: The Sherwood Montessori BOD will facilitate an annual, independent audit of the financial affairs of the school and present this audit to the CUSD, the Butte County Office of Education, the State Controller, and the California Dept of Education. As a 501(c)3 nonprofit public benefit corporation, Sherwood Montessori will agree to comply with all state laws pertaining to financial reporting to the overseeing district and the state of California. ● 9.1 Fiscal Year & Reporting Deadlines ● 9.2 Contracting and Overseeing the Independent Audit ● 9.3 Qualifications of the Auditor ● 9.4 Scope of the Financial Audit ● 9.5 Programmatic Audit: In addition to the Financial Audit outlined above, the Administrative Assistant will maintain records necessary for the annual School Accountability Report Card (SARC)

Safety Committee	
Members:	Committee has included in the past: School Director, Staff Representative, Board Representative
Purpose:	Will monitor and ensure adherence to local fire regulations, conduct safety inspections, establish protocol for visitors, and align policies with the CUSD disaster plan. The SC will report their activities to the Board of Directors and work with the Board and the school's insurance carriers to continually improve the Safety Plan. The SC will propose policy changes/ improvements for acceptance by vote of the Board of Directors.
Goals:	1. Survey teachers to identify potential safety issues that need to be addressed. (completed, ongoing with monthly inspections) 2. Review the school's safety policy and edit it for consistency and clarity. Develop a disaster policy and review communication protocols with parents in case of emergency. 3. Continue to address safety issues in a timely manner as they arise.

Charter/ Bylaws:	**Charter: Section 6.0 Health & Safety Procedures requires a Safety Committee & Safety Plan** The BOD will establish a Safety Committee to monitor and insure adherence to local fire regulations, conduct safety inspections, establish protocol for visitors, and align policies with the CUSD disaster plan. The SC will report their activities to the Board of Directors and work with the Board and the school's insurance carriers to continually improve the Safety Plan. 6.1 Safety Plan, 6.2 Additional Health Policies, 6.3 Safe Building Policies

Proposition 28: Arts and Music in Schools Funding Annual Report

Fiscal Year 2023-24

Name: Sherwood Montessori
CDS Code: 04-61424-0121475
Charter School Number: 1166
Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Funds were used to support an Enrichment Program for grades 1-8 that included art and music twice weekly from September 12, 2023-April 3, 2024.

2. Number of full-time equivalent teachers (certificated).	0.2
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	96
6. Number of school sites providing arts education.	0
Date of Approval by Governing Board/Body	12/15/2023 12:00:00 AM

Annual Report Data URL

https://www.sherwoodmontessori.org/About-Us/Board-of-Directors/index.html

Submission Date 9/27/2024 3:57:55 PM

SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Date/Time: **Thursday, October 17, 2024 – 6:00 p.m.**
Location: 1071 E. 16th Street Room 5

AGENDA

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

A.1 Land Acknowledgement

Sherwood Montessori acknowledges that we are on the unceded ancestral homeland of the Mechoopda people. Dr. Maria Montessori said: "We shall walk together on this path of life, for all things are part of the universe and are connected with each other to form one whole unity." As Montessori educators, we recognize that the Mechoopda people are the experts on the way to walk on the path of life here, with respect, gratitude and responsibility for the land, flora, fauna, waters, and air of this place. We extend our respects to the Mechoopda ancestors, elders, and all their relations in affirming their sovereign rights.

A.2 Roll Call Tina Hanson-Lewis, Samantha Lawson, Emma Cluff

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

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, September 19, 2024.

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

B.3 Resolution 101724 Commendation for Emma Cluff's service on the Board of Directors

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

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

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS (6:20)

E.1 Items Removed from Consent (If any)

E.2 Reports and Communications

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.

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

E.2.1 School Director Report

E.2.2 Treasurer Report

E.3 Action Items (6:30)

E.4.1 Discussion of Governance

The Board will have a discussion on governance.

ACTION REQUESTED: Discuss board governance.

E.4.2 Election of Officers

The Board will elect officers.

ACTION REQUESTED: Elect officers.

E.4.3 Committees

The Board will be asked to appoint Directors to the required committees.

ACTION REQUESTED: Appoint committee members.

E.4.4 Retreat Planning

The Board will plan a retreat for onboarding new members and strategic planning for the school.

ACTION REQUESTED: Plan a board retreat.

F. FUTURE AGENDA ITEMS (7:05)

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

G. ADJOURNMENT (7:30)

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

Regular Meeting Minutes 9.19.2024

A. CALL TO ORDER (6:15)

A.1 Land Acknowledgement

- Read by Michelle (6:15)

A.2 Roll Call Tina Hansen-Lewis, Emma Cluff (on zoom because covid), Samantha Lawson

B. CONSENT AGENDA (6:16)

B.1 Minutes Approval: Motioned by Sam, seconded by Emma, unanimously approved

B.2 Unaudited Actuals : Tina motioned, Sam seconded, Unanimously accepted

B.3 Policy for Education of Students Experiencing Homelessness : Emma motioned, Tina seconded, Unanimously accepted

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA (6:21)

No public comment

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

D. NOTICED PUBLIC HEARINGS None

E. REGULAR BUSINESS (6:22)

E.1 Items Removed from Consent (If any)

E.2 Reports and Communications (6:22)

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

E.2.1 Instructional Staff Report (6:23)

- Teresa Shippen gave an oral Instructional Staff Report, speaking about building community within her classroom and the families

of her students
- Board members briefly discussed the staff reports

E.2.2 School Director Report (6:32)
- Briefly discussed by the board and the Director

E.2.3 Treasurer Report (6:55)
- Briefly discussed by the board

E.3 Action/Discussion Items (6:56)

E.3.1 Board Process with Complaints
- Board discussed the procedure for complaints and proposed minor modifications for clarity. Director will write up suggested edits and present at the next board meeting

E.4 Board Governance (7:13)

E.4.1 Discussion of Governance
- Board briefly discussed Governance

E.4.2 Election of Officers
- Board postpones election of officers to the following meeting

E.4.3 Committees
- Board postpones election of board members to committees to the following meeting

F. FUTURE AGENDA ITEMS
- The Board will be asked to approve a Prop 39 Facilities Request for the 2025-2026 school year.
- The Board will hold the election of officers and the assignment of committees
- The Board will be asked to approve a school calendar for the 2025-2026 school year.

G. ADJOURNMENT (7:31)

SHERWOOD MONTESSORI

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

Via email and hand delivery

October 18, 2024

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

RE: Request for Proposition 39 Facilities for the 2025-26 School Year

Dear Superintendent Staley:

I am writing on behalf of Sherwood Montessori Charter School ("Charter School") to request reasonably equivalent school facilities from the Chico Unified School District ("District") pursuant to Education Code Section 47614 (i.e., Proposition 39) and Title 5 of the California Code of Regulations ("CCR") Section 11969.1 through 11969.11, as amended ("Implementing Regulations").

Proposition 39, passed by the voters of California on November 7, 2000, requires school districts to make available, to each charter school operating within the school district, school facilities sufficient for each charter school to accommodate all of the charter school's in-district students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending other public schools of the school district. Facilities provided shall be contiguous, furnished, and equipped, and shall remain the property of the school district. In addition, the school district must make reasonable efforts to provide the charter school with facilities near to where the charter school desires to be located. (See Education Code Section 47614(b)).

The Proposition 39 Implementing Regulations, adopted by the State Board of Education ("SBE") in 2002, and amended in 2008, require the Charter School to make an annual written request for facilities. Title 5 CCR Section 11969.9(c)(1) specifies the information that must be included in the annual facilities request. This request, along with the information submitted herewith, meets and exceeds the requirements of Education Code Section 47614 and the Implementing Regulations.

Projected Average Daily Attendance (ADA)

In accordance with Education Code Section 47614(b)(2), the District is required to allocate school facilities to the Charter School for the following school year based upon a projection of average daily classroom attendance provided by the Charter School.

The Charter School's Board of Directors has determined that a reasonable projection of the Charter School's in-District average daily classroom attendance for the 2025-2026 school year is 107.65. The following is a breakdown of the Charter School's projected average daily attendance ("ADA") as required by 5 CCR Section 11969.9(c)(1). The Charter School's ADA figures are based on the methodology outlined in the following section.

Please note:

- "Prior year" means the fiscal year prior to the year in which a facilities request is made. For this request, the prior year is 2023-24.
- "Current year" means the fiscal year in which a facilities request is made. For this request, the current year is 2024-25.
- "Request year" means the fiscal year for which facilities are being requested. For this request, the request year is 2025-26.

Table 1: Total ADA

Grade Level	Actual Total Prior Year (P-2)	Projected Total Current Year	Projected Total Request Year
TK	9.79	10.12	13.80
K	12.49	15.65	17.49
1	11.31	14.72	15.65
2	11.84	11.96	14.72
3	11.55	9.20	11.96
4	18.70	9.20	9.20
5	8.60	15.65	9.20
6	9.98	6.44	15.65
7	5.18	8.28	6.44
8	4.92	4.60	8.28
total	**104.37**	**105.8345**	**122.39**

Table 2: Total In-District ADA

Grade Level	Actual Total Prior Year (P-2)	Projected Total Current Year	Projected Total Request Year
TK	9.79	10.12	13.80
K	12.49	11.96	17.49
1	10.38	14.72	11.96
2	11.84	10.12	14.72
3	9.64	7.36	10.12
4	18.70	6.44	7.36
5	8.60	14.72	6.44
6	9.10	4.60	14.72
7	5.18	6.44	4.60
8	4.92	4.60	6.44
total	**100.64**	**91.1097**	**107.65**

Table 3: Total Classroom ADA

Grade Level	Actual Total Prior Year (P-2)	Projected Total Current Year	Projected Total Request Year
TK	9.79	10.12	13.80
K	12.49	15.65	17.49
1	11.31	14.72	15.65
2	11.84	11.96	14.72
3	11.55	9.20	11.96
4	18.70	9.20	9.20
5	8.60	15.65	9.20
6	9.98	6.44	15.65
7	5.18	8.28	6.44
8	4.92	4.60	8.28
total	**104.37**	**105.8345**	**122.39**

Table 4: Total In-District Classroom ADA

Grade Level	Actual Total Prior Year (P-2)	Projected Total Current Year	Projected Total Request Year
TK	9.79	10.12	13.80
K	12.49	11.96	17.49
1	10.38	14.72	11.96
2	11.84	10.12	14.72
3	9.64	7.36	10.12
4	18.70	6.44	7.36
5	8.60	14.72	6.44
6	9.10	4.60	14.72
7	5.18	6.44	4.60
8	4.92	4.60	6.44
total	**100.64**	**91.1097**	**107.65**

The following tables represent the projected **in-District ADA** (from Table 2 above) and **in-District classroom ADA** (from Table 4 above) broken down by grade level and the school in the District the pupils are otherwise eligible to attend. (5 CCR Section 11969.9(c)(2).)

School Name	TK	K	1	2	3	4	5	6	7	8	Total
Chapman	0.9203	0.9203	2.7609	2.7609	1.8406	0.9203	1.8406	0	0	0	**11.9639**
Citrus	2.7609	1.8406	1.8406	0	0.9203	0.9203	0.9203	0	0	0	**9.203**
Emma	0.9203	0	0.9203	2.7609	0	0.9203	4.6015	0	0	0	**10.1233**
Little Chico Creek	0.9203	3.6812	2.7609	1.8406	1.8406	0	1.8406	0	0	0	**12.8842**
Marigold	0	0.9203	1.8406	0	0	0.9203	1.8406	0	0	0	**5.5218**
McManus	1.8406	0.9203	1.8406	0	0	0	1.8406	0	0	0	**6.4421**
Neal Dow	0	2.7609	0.9203	1.8406	0.9203	0	0.9203	0	0	0	**7.3624**
Parkview	0.9203	0.9203	0.9203	0	1.8406	0.9203	0.9203	0	0	0	**6.4421**
Shasta	0.9203	0	0	0.9203	0	1.8406	0	0	0	0	**3.6812**
Sierra View	0.9203	0	0.9203	0	0	0	0	0	0	0	**1.8406**

Bidwell Jr.	0	0	0	0	0	0	0	0	2.7609	3.6812	**6.4421**
Chico Jr.	0	0	0	0	0	0	0	2.761	1.8406	0.9203	**5.5218**
Marsh	0	0	0	0	0	0	0	1.841	1.8406	0	**3.6812**
Total	**10.1233**	**11.964**	**14.725**	**10.123**	**7.3624**	**6.4421**	**14.725**	**4.602**	**6.4421**	**4.6015**	**91.1097**

Methodology Used In Making ADA Projection:

Title 5 CCR Section 11969.9(c)(1)(B) requires the facilities request to include a description of the methodology for the ADA projections. The Charter School utilized the following methodology in calculating the ADA projections:

School Year	Enrollment	ADA Claimed at P-2	Retention Rate from prior year	Growth Percentage Change	# of Wait Listed Children
2010-11	89	87.52	N/A	N/A	140
20011-12	120	114.54	70%	26%	101
2012-13	140	134.26	94%	14%	106
2013-14	168	145.7	87%	17%	98
2014-15	146	137.63	90%	-13%	113
2015-16	154	145.12	90%	5%	58
2016-17	138	136.038	65%	-10%	115
2017-18	163	151.59	75%	15%	28
2018-19	157	150.03	79%	-3.75%	39
2019-20	161	154.55	79%*	2.52%	3
2020-21	123	115.2	72%	-23.6%	0
2021-22	110	101.46	80%	-10.56%	0
2022-23	101	92.32	79%	-10.91%	0
2023-24	113	104.37	83%	11.88%	0

2024-2025	115	N/A	70%	2%	0

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

As demonstrated herein, we have analyzed our School's historical enrollment, retention, and growth trends, prior ADA figures, and historical wait list numbers in order to arrive at our total projected in-District classroom ADA figure for the request year. ADA numbers were based on an attendance rate of 92.03%

Supporting Documentation

Title 5 CCR Section 11969.9(c)(1)(C) requires the facilities request to include supporting documentation. The Implementing Regulations state that when a charter school is not yet open (i.e., not yet providing instruction) or to the extent an operating charter school projects a substantial increase in in-District ADA, the annual request must include documentation of the number of in-District students meaningfully interested in attending the Charter School. Please be advised that the Charter School is an existing school and does not project a significant increase in its in-District ADA. Accordingly, pursuant to the Implementing Regulations, please find attached our P-2 ADA forms for the prior year (2023-24) to support our projections and a roster of current year students by name, address, and phone number.

As you review the Charter School's ADA projections and supporting documentation, please keep in mind that the Proposition 39 regulations do not specify or require a particular type of supporting documentation to be used. Schools may submit any type of supporting documentation which they used to arrive at their ADA projections. This documentation must be "sufficient for the district to determine the reasonableness of the projection, but … **need not be verifiable for precise arithmetical accuracy**." (Section 11969.9(c)(1)(C); emphasis added.) The supporting documentation is intended only to demonstrate reasonableness of Charter School's request, not mathematical exactitude. However, should the District desire additional documentation or information regarding the Charter School's ADA projections, please contact me as soon as possible. We remain willing to cooperate with the District to immediately address any questions or concerns about this request and the supporting documentation.

Operational Calendar:

Title 5 CCR Section 11969.9(c)(1)(D) requires the facilities request to include the Charter School's operational calendar. The Charter School's operational calendar is attached for your review. The Charter School's first day of instruction for the 2025-2026 school year will be Tuesday, August 19th.

Please note that Title 5 CCR Section 11969.9(j) requires the District to ensure that a furnished and equipped facility meeting the requirement of Proposition 39 be made available to the Charter School no less than ten (10) working days prior to the charter school's first day of instruction. In addition, in accordance with Section 11969.5, the space allocated must be made available for the Charter School's entire school year regardless of the School District's instructional year or class schedule.

Educational Program:

Title 5 CCR Section 11969.9(c)(1)(F) requires the facilities request to provide information regarding the charter school's educational program that is relevant to the assignment of facilities. The Charter School's educational program does have unique facility's needs. Sherwood Montessori operates grade levels

transitional kindergarten through eighth grade on one contiguous school site. In the Montessori approach to education, multiple-age classrooms give students opportunities for leadership, access to mentors, and occasions for community building. When a Montessori school spans age levels traditionally grouped in separate classrooms, these multiple age grouping relationships are replicated on a school wide scale. Consequently, the Charter School's educational program requires a single contiguous school site in which to operate.

Facility Location:

Title 5 CCR Section 11969.9(c)(1)(E) requires the Charter School to provide information regarding the District school site and/or general geographic area in which the Charter School wishes to locate. Based upon the needs of the Charter School and the residency of the projected student enrollment and based upon the investment in time and money to improve the facilities currently housing the Charter School, the Charter School desires to locate in its current facility on the Chapman Elementary campus.

Procedures and Timelines:

In accordance with the Implementing Regulations, the District is required to review the Charter School's attendance projections and to express any objections that it has about the Charter School's attendance projections in writing on or before December 1, 2024. The Charter School must respond to the District's written objections, if any, on or before January 2, 2025, and will either reaffirm or modify its projections as it deems necessary. (5 CCR Section 11969.9(d).)

Furthermore, we look forward to receiving a written preliminary facilities proposal from the District on or before February 1, 2025, as required under the Implementing Regulations. (5 CCR Section 11969.9(f).) The preliminary proposal must include, at a minimum, the following information: (1) a breakdown of the number of teaching stations (classrooms), specialized and non-classroom based space to be allocated to the Charter School, with an indication as to whether the space is exclusive or shared use; (2) the projections of in-District classroom ADA on which the proposal is based; (3) the specific location of the space; (4) all conditions pertaining to the space, including a draft of any proposed agreement pertaining to the Charter School's use of the space, (typically referred to as a facilities use agreement); (5) the projected pro rata share amount and a description of the methodology used to determine that amount; and (6) a list and description of the comparison group schools used in developing its preliminary proposal, and a description of the differences between the preliminary proposal and the Charter School's facilities request. In accordance with the Implementing Regulations (5 CCR Section 11969.2(d)), if the District's preliminary proposal (or final notification) does not accommodate Charter School at a single school site, the District's governing board must first make a finding that the Charter School could not be accommodated at a single site and adopt a written statement of reasons explaining the finding. The Charter School has until March 1, 2025, to respond to the preliminary proposal, expressing any concerns, addressing differences between the preliminary proposal and the facilities request, and/or making counter proposals.

The Implementing Regulations Section 11969.9(h) requires the District to provide a written final notification regarding the space to be allocated to the Charter School prior to April 1, 2025. The final notification specifically must include, at a minimum, the following:

(1) The teaching station, specialized classroom space, and non-teaching station space offered for the exclusive use of the charter school and the teaching station, specialized classroom space, and non-teaching station space which the charter is to be provided access on a shared basis with District operated programs, if any;
(2) For shared space, if any, the proposed arrangements for sharing;
(3) The in-District classroom ADA assumptions for the Charter School upon which the allocation is based and, if the assumptions are different than those submitted by the charter school, a written explanation of the reasons for the differences;
(4) The specific location of the space;
(5) All conditions pertaining to the Charter School's use of the space;
(6) The pro rata share amount and a description of the methodology used to determine that amount;
(7) The payment schedule for the pro rata share amount, which shall take into account the timing of revenues from the state and from local property taxes; and
(8) A response to the Charter School's concerns and/or counter-proposals, if any.

A California Court of Appeals decision has made clear that, in meeting their Proposition 39 obligation, school districts must give the same degree of consideration to the needs of charter school students as it does to the students in district-run schools. The court noted that "accommodating a charter school might involve moving district-operated programs or changing attendance areas" and that providing a contiguous school facility to a charter school might require disruption and dislocation among district students, staff and programs. *Ridgecrest Charter School v. Sierra Sands Unified School District*, 130 Cal.App.4th 986 (2005). In addition, the Court concluded that a school district responding to a request for facilities must issue a statement of reasons at the time it makes its final determination that is "thorough" and "factual" enough to permit "effective review by the courts"; the statement of reasons issued by the school district must demonstrate that the district has "adequately considered all relevant factors" and that the district can "demonstrate a rational connection between those factors, the choice made, and the purposes of [Proposition 39]." Furthermore, as the District may be aware, two recent court cases clarified the manner in which a school district must allocate facilities to a charter school. Specifically, *Bullis Charter School v. Los Altos School District* (200 Cal.App.4th 1022), among other things, requires the District to perform a calculation of the square footage of all of the specialized and non-teaching station spaces at the comparison schools. The District must base its allocation of space to the Charter School on this analysis. In addition, the California Supreme Court has agreed to review whether a school district may use its internal "norming ratios", or student-teacher ratios, in determining the number of classrooms to offer to charter schools instead of using the facilities inventory at comparison group schools required by the Implementing Regulations. (*California Charter Schools Assn. v. Los Angeles Unified School District* (154 Cal.Rptr.3d 889 2013)).

Although Proposition 39 requires the District to allocate a school facility for Charter School use, the Charter School is amenable to discussing alternative facilities arrangements that meet both the needs of the District and the Charter School.

The Charter School Board of Directors has delegated to me the responsibility to negotiate the allocation of a facility under Proposition 39. All communications regarding this matter should be sent to my attention at the address below. My contact information is as follows:

Michelle Yezbick
1010 Cleveland, Chico, CA 95928
Phone: (530) 345-6600
Cell: (530) 966-8513
Fax: (530) 345-6620
michelle@sherwoodmontessori.org

I appreciate your time and consideration of this request and I look forward to developing a mutually agreeable plan to meet the facilities needs of the Charter School's in-District students. I acknowledge that the cooperative and professional approach that Chico Unified School District has taken in working with area charter schools takes time and resources and I applaud the District for being a model for other districts in California.

Sincerely,

Michelle Yezbick

School Director, Sherwood Montessori

cc: Sherwood Montessori Board Members:

Tina Hanson-Lewis
Samantha Lawson
Emma Cluff

Tina Keene, Director, State and Federal Programs, Chico Unified School District
Julie Kistle, Facilities, Director, Chico Unified School District

Attachments (the following attachments are incorporated by reference herein): Prior year P2 ADA forms, roster of current year students, operational calendar

Sherwood Montessori DRAFT

2025-2026 School Calendar

July 2025

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

August 2025

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

September 2025

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

October 2025

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

November 2025

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

December 2025

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

January 2026

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

February 2026

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

March 2026

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

April 2026

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

May 2026

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

June 2026

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

School Closed

Early Release Day/Parent Teacher Conferences

Employee Planning (no school for students)

Report Cards

First and Last Day of School

Aug 13-15	Planning/Development Days
Aug 19	First Day of School for students
Sep 1	Labor Day-Closed
Oct 13-17	Parent/Teacher conferences Dismissal 1:35 p.m.
Nov 11	Veterans Day-Closed
Nov 24-28	Thanksgiving Break
Dec 18	Report Cards
Dec 19-Jan 2	Winter Break

Jan 19	Dr. Martin Luther King Jr Day-Closed
Feb 13	Lincoln's Birthday-Closed
Feb 16	Presidents' Day-Closed
Mar 16-20	Spring Break
Apr 13-17	Parent/Teacher conferences Dismissal 1:35 p.m.
Apr 3-6	Spring Travel Days
May 25	Memorial Day-Closed
Jun 5	Last Day of School/ Report Cards

Sherwood Montessori Monthly Attendance Report

MONTH1 - Beginning: 08/21/2023, MONTH8 - Ending: 03/29/2024

Sherwood Montessori - Only All Students

Days Taught: 132

Section Id	Teacher	Enrolled Last Day Prev Mon	Last Day Drops	First Day Adds	Begin Count	Add	Drop	Last Day Count	1st Day Next Month	Max. Enroll.	Days Not Enroll	Days of Absence	Actual Attend	% of Actual Attend	I. S. Credit	I. S. No Credit	I.S. Pend	Total For School	% of Total Attend	ADA Total / Days Taught
Grade0K-A	Shippen	0		0	5	3	0	8	8	8	139	46	864	94.22	7	0	0	871	94.98	6.598
Grade0K-B	Mankoski	0		0	8	1	3	6	6	9	325	85	778	90.15	0	0	0	778	90.15	5.893
Grade 00K		0		0	13	4	3	14	14	17	464	131	1,642	92.24	7	0	0	1,649	92.64	12.492
Grade0TK-A	Shippen	0		0	6	1	2	5	5	7	211	49	664	93.12	0	0	0	664	93.12	5.030
Grade0TK-B	Mankoski	0		0	3	6	1	8	8	9	457	103	628	85.90	0	0	0	628	85.90	4.757
Grade 00TK		0		0	9	7	3	13	13	16	668	152	1,292	89.47	0	0	0	1,292	89.47	9.787
Grade1B	Adams	0		0	7	2	0	9	9	9	130	76	982	92.81	0	0	0	982	92.81	7.439
Grade1C	Knox	0		0	6	0	3	3	3	6	220	57	510	89.16	1	4	0	511	89.33	3.871
Grade 01		0		0	13	2	3	12	12	15	350	133	1,492	91.53	1	4	0	1,493	91.59	11.310
Grade2B	Adams	0		0	6	0	2	4	4	6	92	51	645	92.14	0	4	0	645	92.14	4.886
Grade2C	Knox	0		0	7	1	1	7	7	8	82	56	911	93.53	7	0	0	918	94.25	6.954
Grade 02		0		0	13	1	3	11	11	14	174	107	1,556	92.95	7	4	0	1,563	93.36	11.840
Grade3B	Adams	0		0	7	1	3	5	5	8	303	48	701	93.09	2	2	0	703	93.35	5.325
Grade3C	Knox	0		0	8	1	2	7	7	9	306	56	821	93.08	1	4	0	822	93.19	6.227
Grade 03		0		0	15	2	5	12	12	17	609	104	1,522	93.08	3	6	0	1,525	93.27	11.553
Sub Total	**GRADES 0K-3**	0		0	63	16	17	62	62	79	2,265	627	7,504	91.92	18	14	0	7,522	92.14	56.984

Sherwood Montessori Monthly Attendance Report

MONTH1 - Beginning: 08/21/2023, MONTH8 - Ending: 03/29/2024

Sherwood Montessori - Only All Students

Days Taught: 132

Section Id	Teacher	Enrolled Last Day Prev Mon	Last Day Drops	First Day Adds	Begin Count	Add	Drop	Last Day Count	1st Day Next Month	Max. Enroll.	Days Not Enroll	Days of Absence	Actual Attend	% of Actual Attend	I. S. Credit	I. S. No Credit	I.S. Pend	Total For School	% of Total Attend	ADA Total / Days Taught
Grade4-A - Lusardi		0		0	12	1	5	8	8	13	446	116	1,154	90.86	0	0	0	1,154	90.86	8.742
Grade4-B - Pearce		0		0	11	0	1	10	10	11	32	105	1,307	92.04	8	0	0	1,315	92.60	9.962
Grade 04		0		0	23	1	6	18	18	24	478	221	2,461	91.48	8	0	0	2,469	91.78	18.704
Grade5-A - Lusardi		0		0	4	1	0	5	5	5	118	39	499	92.06	4	0	0	503	92.80	3.810
Grade5-B - Pearce		0		0	5	0	0	5	5	5	0	28	627	95.00	5	0	0	632	95.75	4.787
Grade 05		0		0	9	1	0	10	10	10	118	67	1,126	93.67	9	0	0	1,135	94.42	8.598
Grade6-A - Lusardi		0		0	4	3	0	7	7	7	167	55	702	92.73	0	0	0	702	92.73	5.318
Grade6-B - Pearce		0		0	5	0	0	5	5	5	0	45	609	92.27	6	0	0	615	93.18	4.659
Grade 06		0		0	9	3	0	12	12	12	167	100	1,311	92.51	6	0	0	1,317	92.94	9.977
Sub Total	**GRADES 4-6**	0		0	41	5	6	40	40	46	763	388	4,898	92.25	23	0	0	4,921	92.69	37.280
Grade7-A - Gertz		0		0	5	1	0	6	6	6	18	90	684	88.37	0	0	0	684	88.37	5.181
Grade 07		0		0	5	1	0	6	6	6	18	90	684	88.37	0	0	0	684	88.37	5.181
Grade8-A - Gertz		0		0	4	3	1	6	6	7	201	73	650	89.90	0	0	0	650	89.90	4.924
Grade 08		0		0	4	3	1	6	6	7	201	73	650	89.90	0	0	0	650	89.90	4.924
Sub Total	**GRADES 7-8**	0		0	9	4	1	12	12	13	219	163	1,334	89.11	0	0	0	1,334	89.11	10.106
IS-0K-A - Shippen		0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
Grade 00K		0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000

Sherwood Montessori Monthly Attendance Report

MONTH1 - Beginning: 08/21/2023, MONTH8 - Ending: 03/29/2024

Sherwood Montessori - Only All Students

Days Taught: 132

Section Id	Teacher	Enrolled Last Day Prev Mon	Last Day Drops	First Day Adds	Begin Count	Add	Drop	Last Day Count	1st Day Next Month	Max. Enroll.	Days Not Enroll	Days of Absence	Actual Attend	% of Actual Attend	I. S. Credit	I. S. No Credit	I.S. Pend	Total For School	% of Total Attend	ADA Total / Days Taught
IS-01-A	Powers	0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
IS-01-B	Knox	0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
IS-01-C	Adams	0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
Grade 01		0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
IS-02-A	Powers	0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
IS-02-B	Knox	0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
IS-02-C	Adams	0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
Grade 02		0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
IS-03-A	Knox	0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
IS-03-B	Adams	0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
Grade 03		0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
Sub Total	**IS-0K-3**	0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
IS-04-A	Lusardi	0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
IS-04-B	Pearce	0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
Grade 04		0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
IS-05-A	Lusardi	0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
IS-05-B	Pearce	0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
Grade 05		0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000

Sherwood Montessori Monthly Attendance Report

MONTH1 - Beginning: 08/21/2023, MONTH8 - Ending: 03/29/2024

Sherwood Montessori - Only All Students

Days Taught: 132

Section Id	Teacher	Enrolled Last Day Prev Mon	Last Day Drops	First Day Adds	Begin Count	Add	Drop	Last Day Count	1st Day Next Month	Max. Enroll.	Days Not Enroll	Days of Absence	Actual Attend	% of Actual Attend	I. S. Credit	I. S. No Credit	I.S. Pend	Total For School	% of Total Attend	ADA Total / Days Taught
IS-06-A - Lusardi		0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
IS-06-B - Pearce		0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
Grade 06		0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
Sub Total	**IS-4-6**	0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
IS-07-A - Gertz		0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
Grade 07		0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
IS-08-A - Gertz		0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
Grade 08		0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
Sub Total	**IS-7-8**	0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
IS-TK-A - Shippen		0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
Grade 00TK		0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
Sub Total	**IS-TK**	0		0	0	0	0	0	0	0	0	0	0	0.00	0	0	0	0	0.00	0.000
School Totals:		0		0	113	25	24	114	114	138	3,247	1,178	13,736	91.76	41	14	0	13,777	92.03	104.371

Signature_____ **Date**_____

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

SHERWOOD MONTESSORI

RESOLUTION 101724
RESOLUTION OF COMMENDATION

WHEREAS, Emma Cluff *was first appointed to serve on the Board of Directors of Sherwood Montessori in December, 2023, and continued her service for the 2023-2024 school year and into the 2024-2025 school year, during which she actively participated in meetings; and*

WHEREAS*, Emma served as the Board Secretary during her tenure as a member of Sherwood Montessori's Board of Directors; and*

WHEREAS, *Emma has demonstrated a great appreciation for the Mission of Sherwood Montessori and executed her Board duties as a Board Member with diligence, objectivity and concern for the well-being of all students; and*

WHEREAS*, Emma brought to Sherwood Montessori her perspective as a social work professional and community member; and*

WHEREAS*, Emma consistently demonstrated service and dedication; and*

WHEREAS, *Emma has exhibited a sound knowledge of Sherwood's functions and concern for the successful future of the school and worked conscientiously to ensure that the actions taken by the Board were in the best interest of the students and families they serve; and*

NOW, THEREFORE, BE IT RESOLVED, *that the Board of Directors of Sherwood Montessori recognizes and expresses its sincere appreciation for the services Emma Cluff to the community of Sherwood Montessori.*

FURTHER, *that this Resolution be included within the minutes of the Board of Directors of Sherwood Montessori and that a copy of said Resolution be presented to Emma Cluff as a testimonial of the sentiments of the Board of Directors and Community of Sherwood Montessori.*

PASSED AND ADOPTED *by the Board of Directors of Sherwood Montessori on the 17th day of October, 2024.*

Michelle Yezbick, Director
Sherwood Montessori

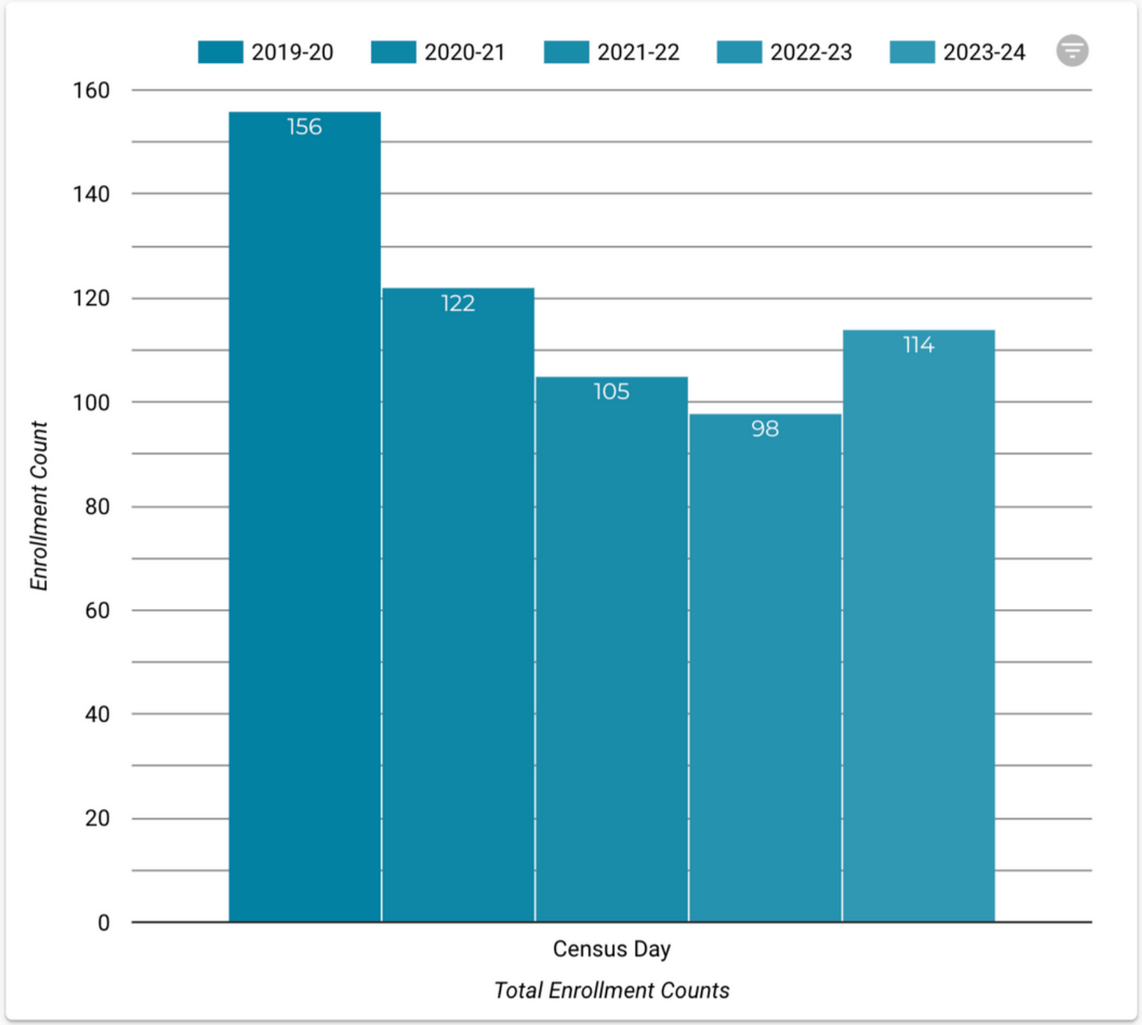
Tina Lewis, Vice Chair of the Board
Sherwood Montessori

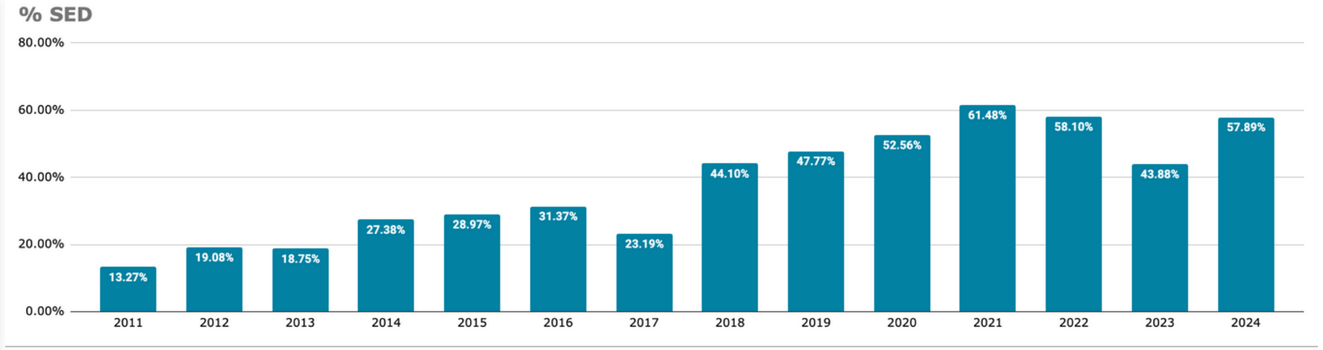
State Test Insights

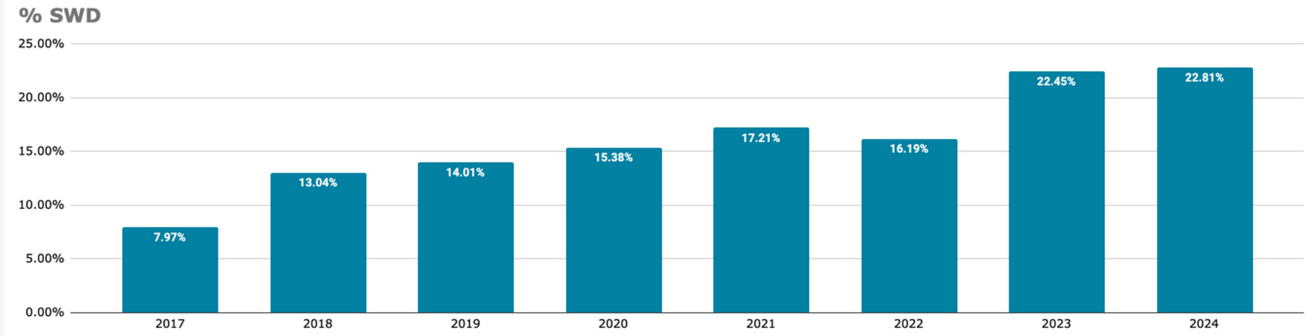
Making data meaningful with a true partner in education

September 24, 2024

Enrollment Overview







There has been a steady increase of both SED and SWD student groups over the years.

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Contiguous Enrollment

Contiguous enrollment refers to a period of uninterrupted, continuous enrollment of a student. Viewing the performance of students who have been contiguously enrolled gives us **a more accurate picture of the effectiveness of the school system on a student over time**.

What is the average percentage students enrolled in their first year over the last 5 years?

30%

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Student Counts by Enrollment Length

	Academic Year														
Years Enrolled	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**Total**
1	98	71	34	57	38	46	43	68	46	53	25	24	36	41	**666**
2		60	63	27	42	28	30	33	45	32	40	16	12	28	**449**
3			47	46	19	31	15	22	25	29	20	29	9	10	**301**
4				38	24	15	20	13	18	17	15	13	21	5	**199**
5					22	19	9	12	8	11	11	10	11	15	**128**
6						14	12	5	9	6	5	6	6	8	**71**
7							9	6	2	6	2	3	2	5	**35**
8								2	3	1	3	1		2	**12**
9									1	1	1	3	1		**7**
Grand Total	**98**	**131**	**144**	**168**	**145**	**153**	**138**	**161**	**157**	**156**	**122**	**105**	**98**	**114**	**666**
% New Student	**100.00%**	**54.20%**	**23.61%**	**33.93%**	**26.21%**	**30.07%**	**31.16%**	**42.24%**	**29.30%**	**33.97%**	**20.49%**	**22.86%**	**36.73%**	**35.96%**	

An average of 30% of the student body are newly enrolled students.

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Enrollment Insights Summary

- Enrollment was on the decline since 2017-18 with a sharp drop in 2020-21. 2023-24 did see an increase in enrollment.
- Even as enrollment decreases, the percentage of SED and SWD students is steadily increasing
- Newly enrolled students represent, on average, 30% of the student body.

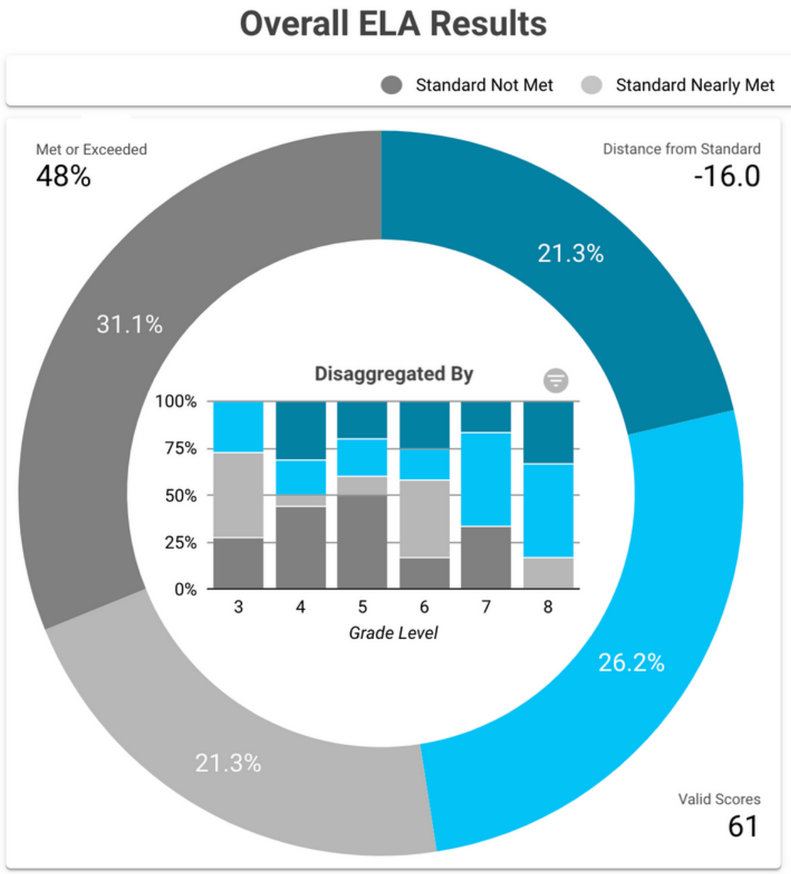
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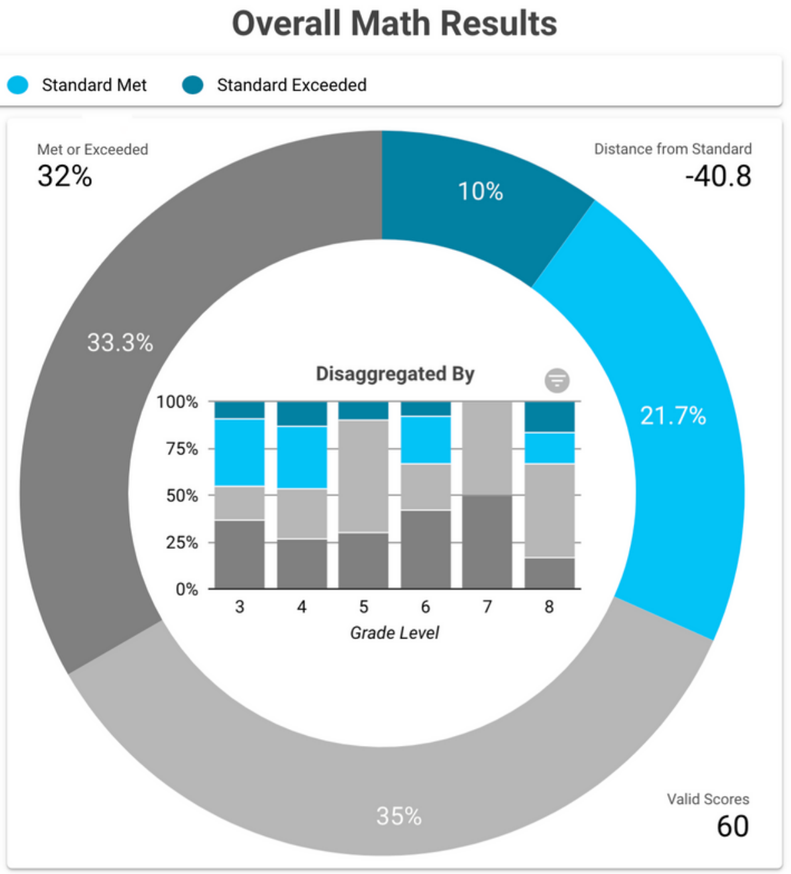
SY24 Preliminary CAASPP Results

ELA

+21.4 pt change in DFS from SY23

+13% change in Met/Exceeded from SY23





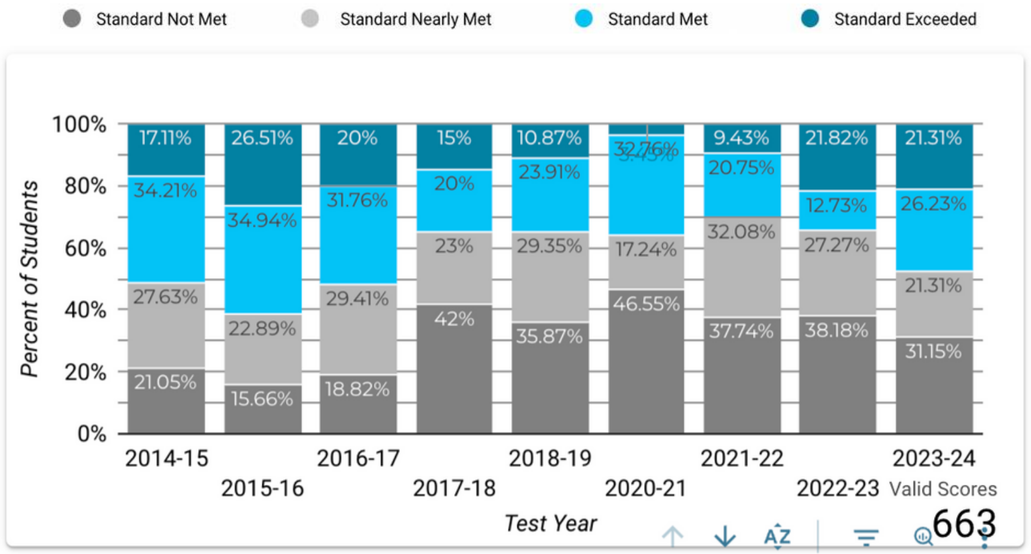
Math

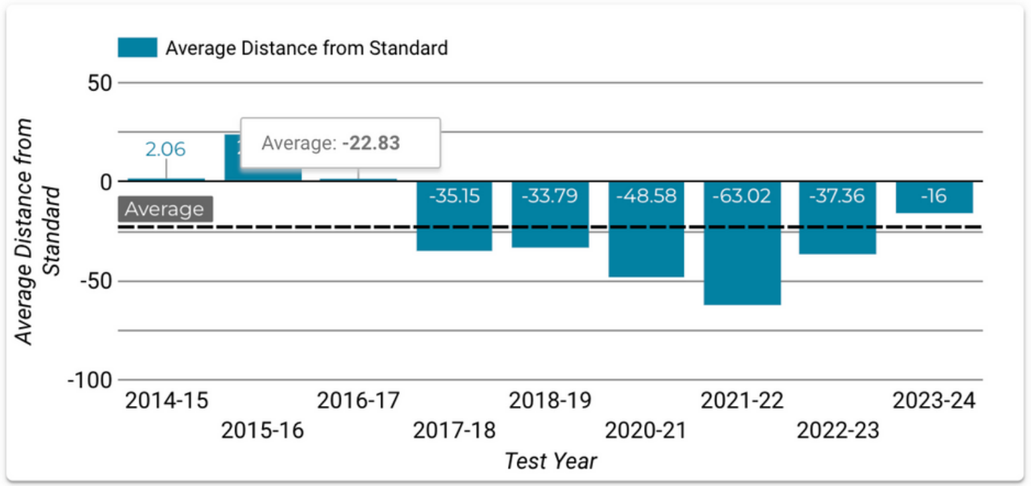
+11 pt change in DFS from SY23

0% change in Met/Exceeded from SY23

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ELA CAASPP Over Time

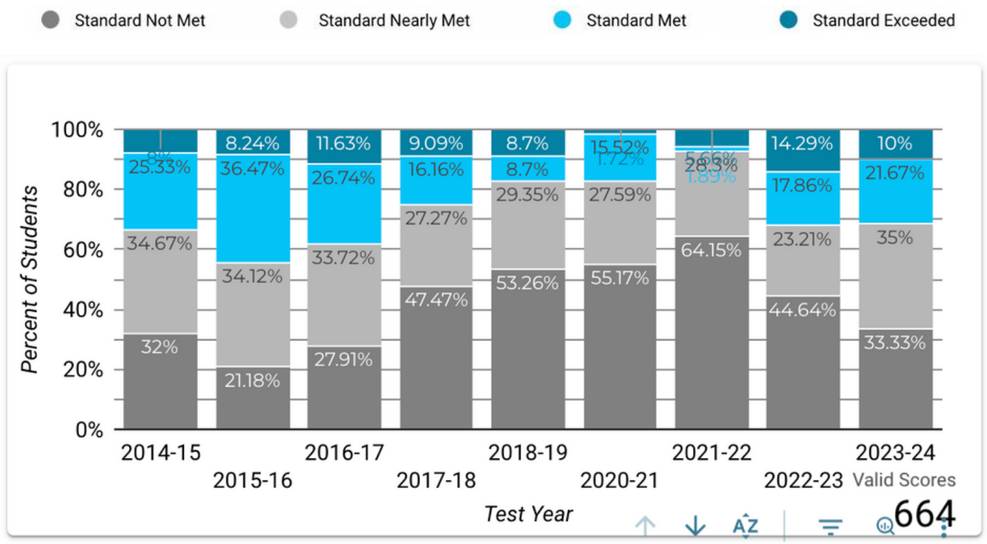


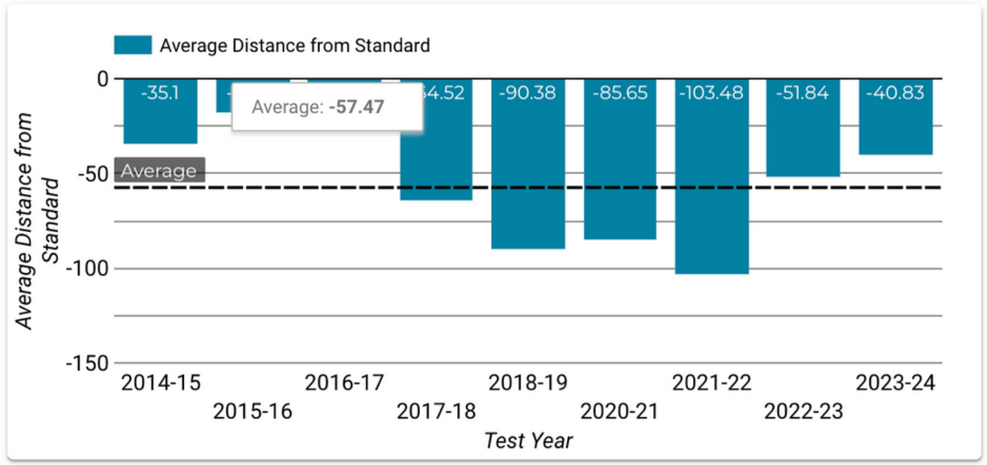


Avg DFS was on the decline between 2016-2022, but for the last two years, has been making significant improvement. 2024 ELA DFS is above the 9-year average (minus 2020)

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Math CAASPP Over Time

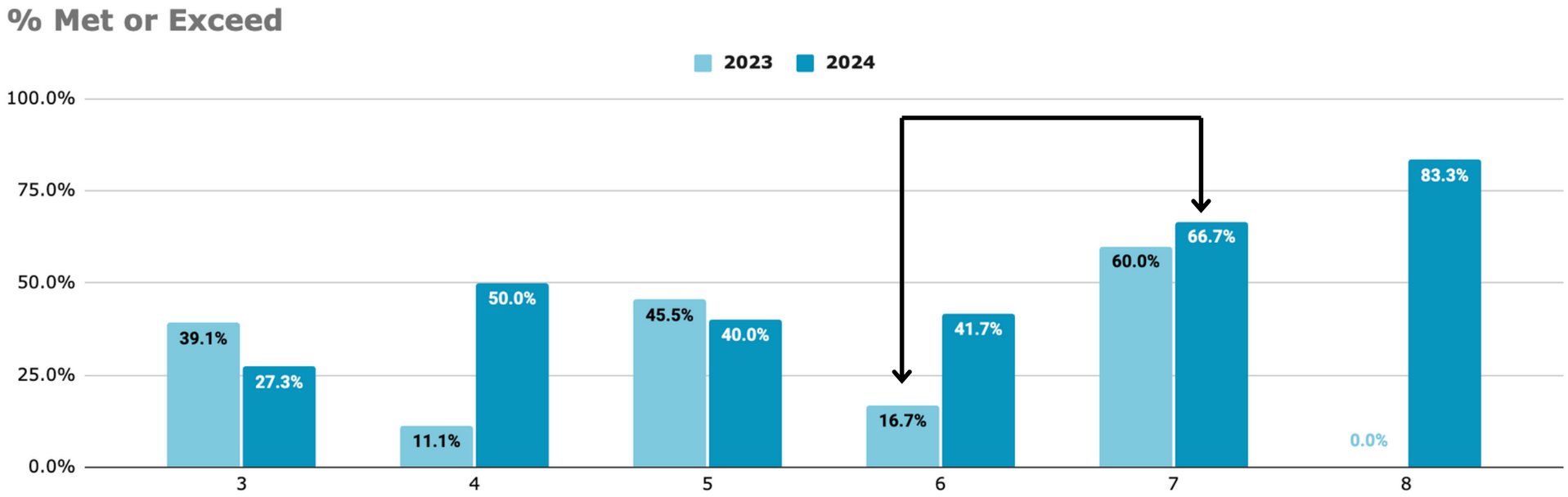




Avg DFS was on the decline through 2022. The last two years have shown significant year-over-year growth.

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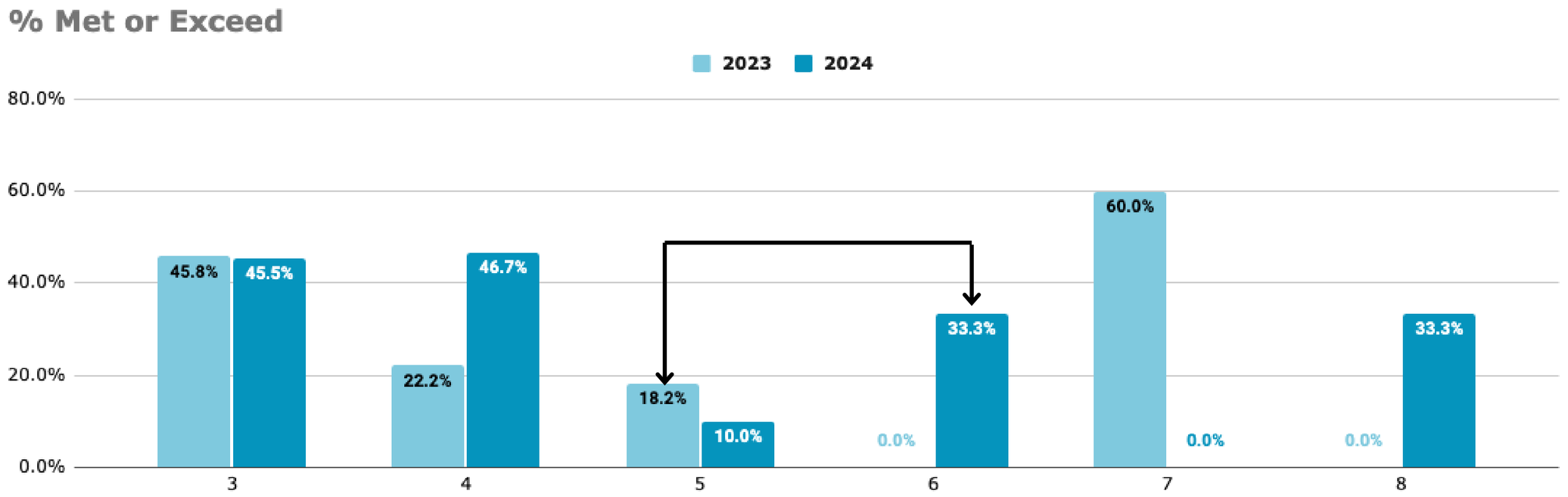
ELA CAASPP by Grade Level



In 2023, there were 6 Grade 6 scores in ELA. In 2024, there were 6 Grade 7 scores in ELA. Two of those were from newly enrolled students.

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Math CAASPP by Grade Level



The Gr 5 to Gr 6 cohort showed the greatest year over year increase in percentage of students meeting and exceeding standard.

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SY24 Preliminary CAASPP Student Group Results

	ELA				Math			
Socio-Econ. Disadvantag...	Met or Exceeded		DFS	Scores	Met or Exceeded		DFS	Scores
Yes	**+10%**	37%	-37.9	35	**+1%**	24%	-63.3	34
No	**+20%**	65%	22.3	20	**0%**	45%	-2.7	20

	ELA				Math			
Students w/ Disabilities ▾	Met or Exceeded		DFS	Scores	Met or Exceeded		DFS	Scores
Yes	**+8%**	16%	-61.4	19	**+2%**	17%	-79.8	18
No	**+21%**	64%	8.0	36	**+2%**	39%	-21.3	36

x = change from SY23

students groups with <10 students are not shown

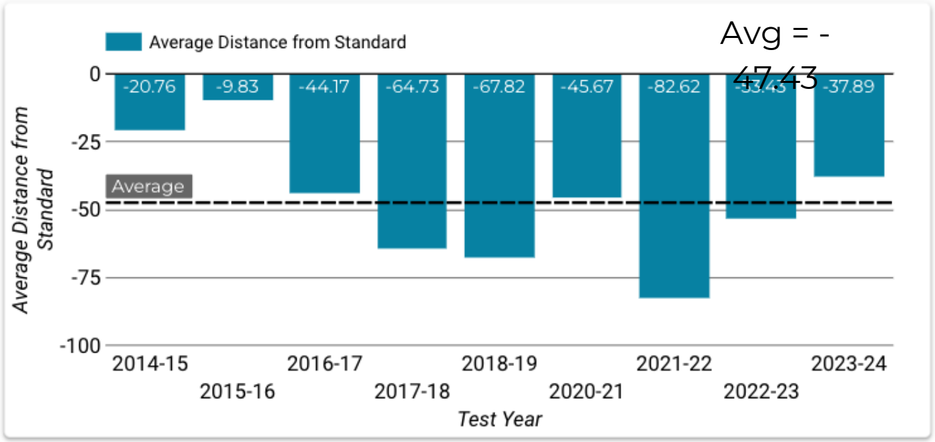
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Student Groups Over Time

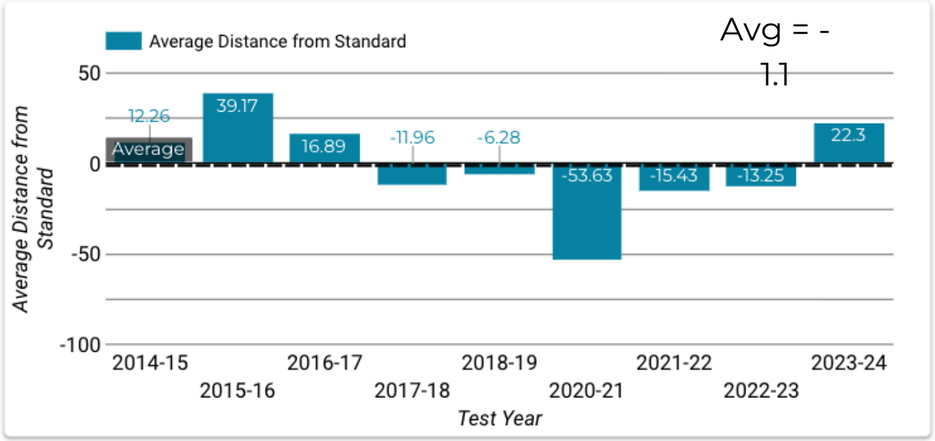
46.33 point Performance Gap

Overall ELA Results

SED

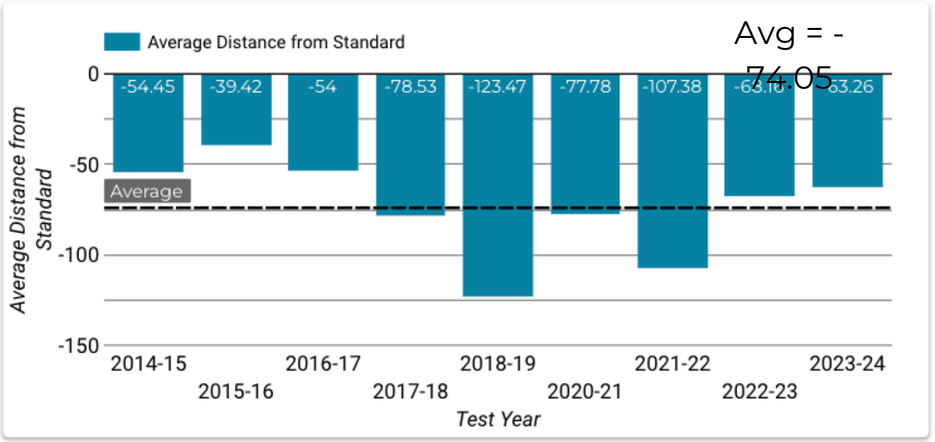


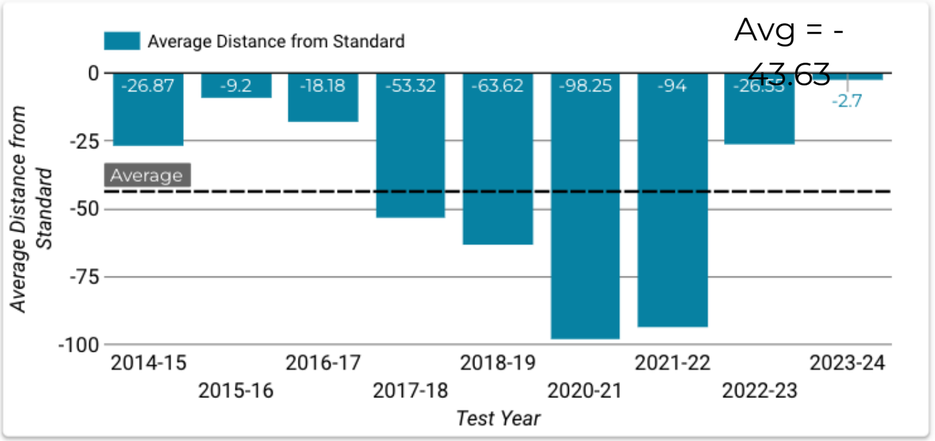
non-SED



30.42 Performance Gap

Overall Math Results





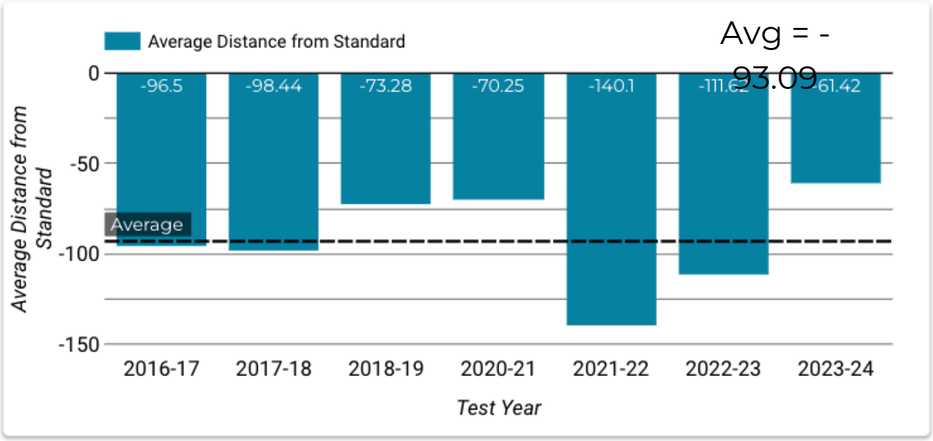
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Student Groups Over Time

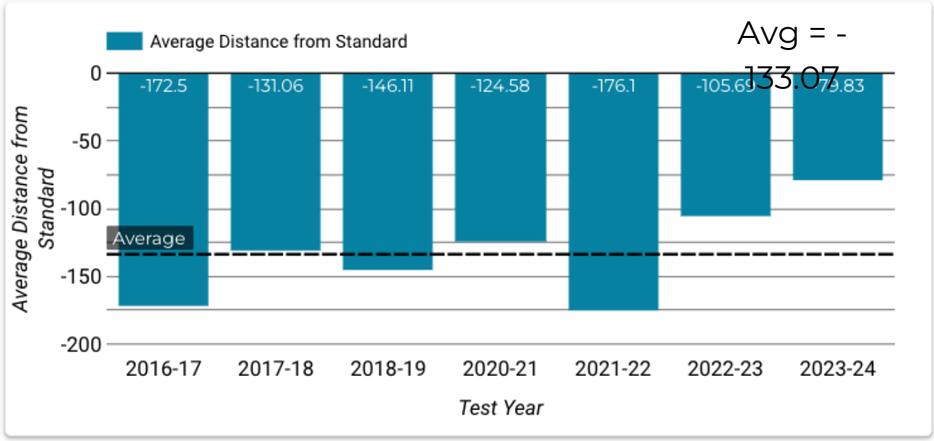
82.02 point Performance Gap

87.08 Performance Gap

Overall ELA Results

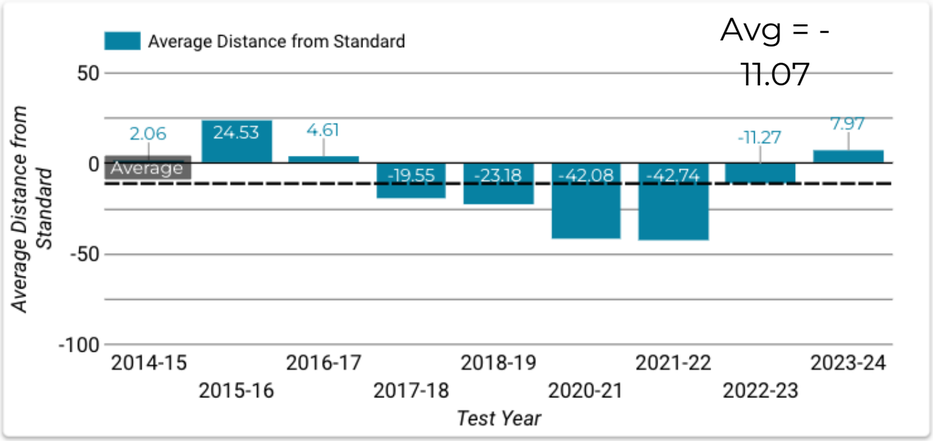


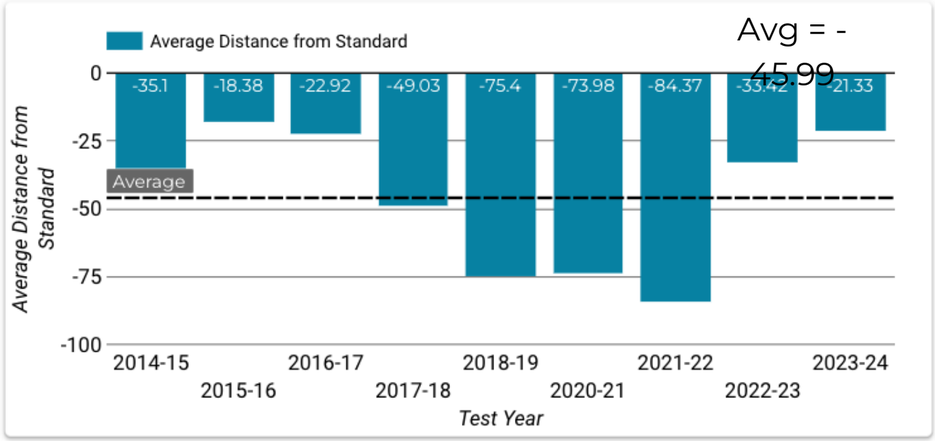
Overall Math Results



SWD

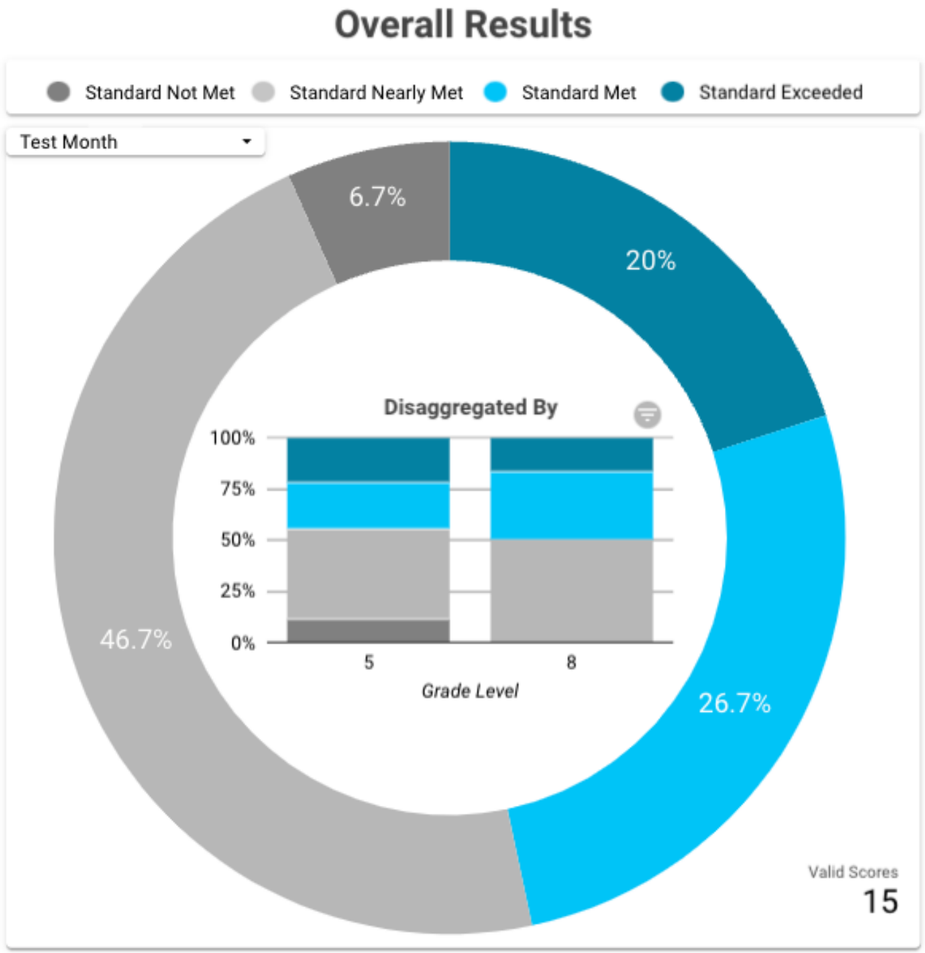
non-SWD

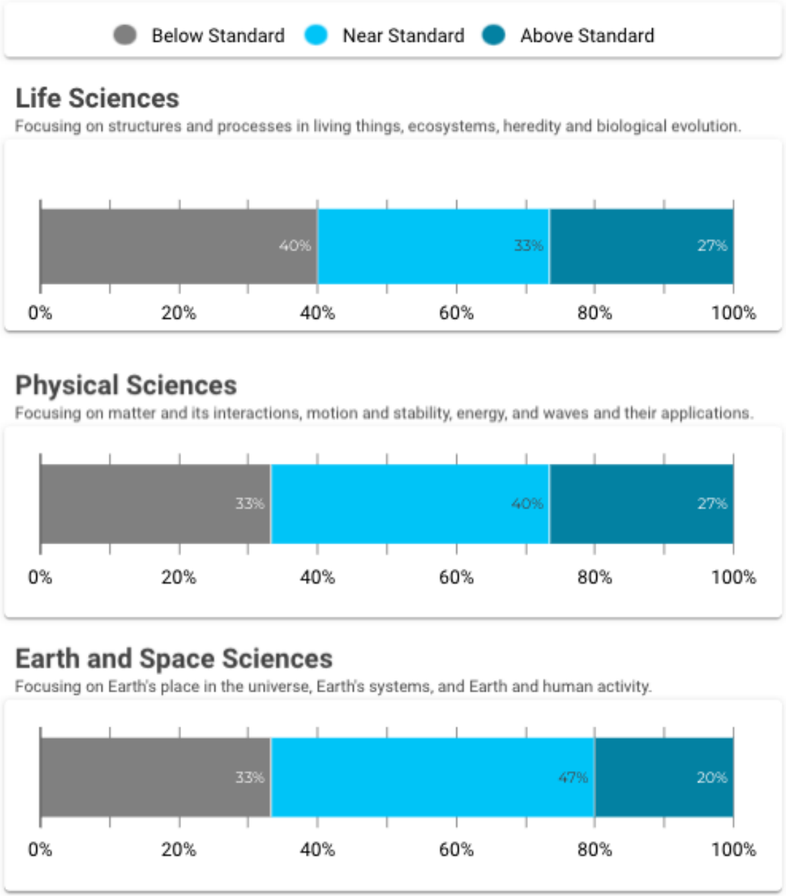




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SY24 CAST Results





The largest group of students, **46.7%**, are **close** to meeting the standard.

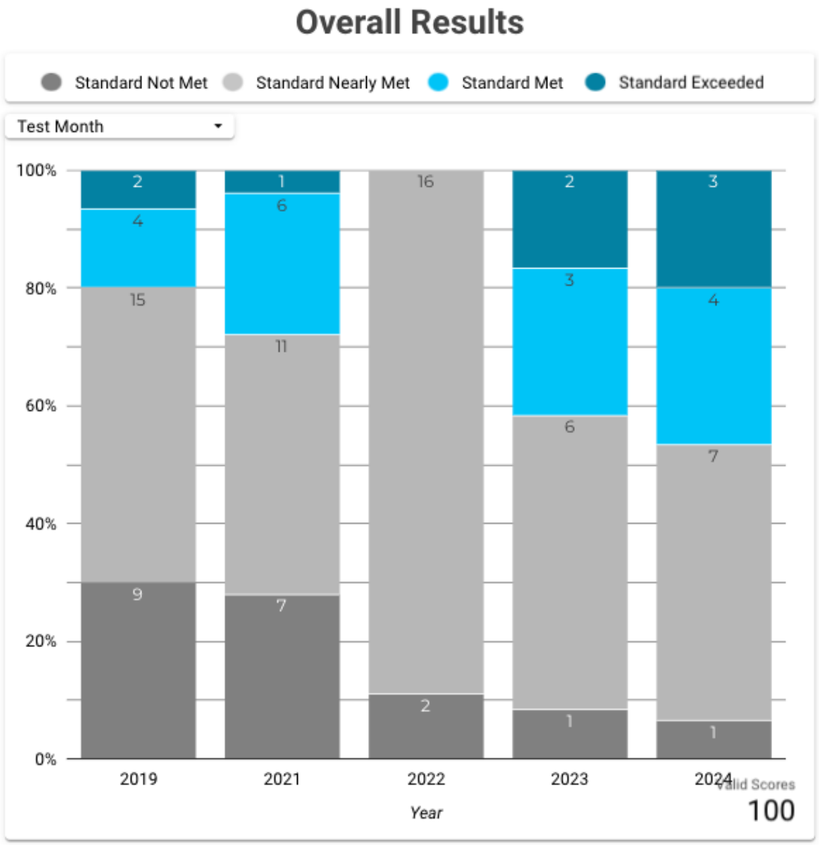
6.7% of students are **not meeting the standard**, which is a positive sign that most students have at least some understanding of the material, with a few needing more foundational instruction.

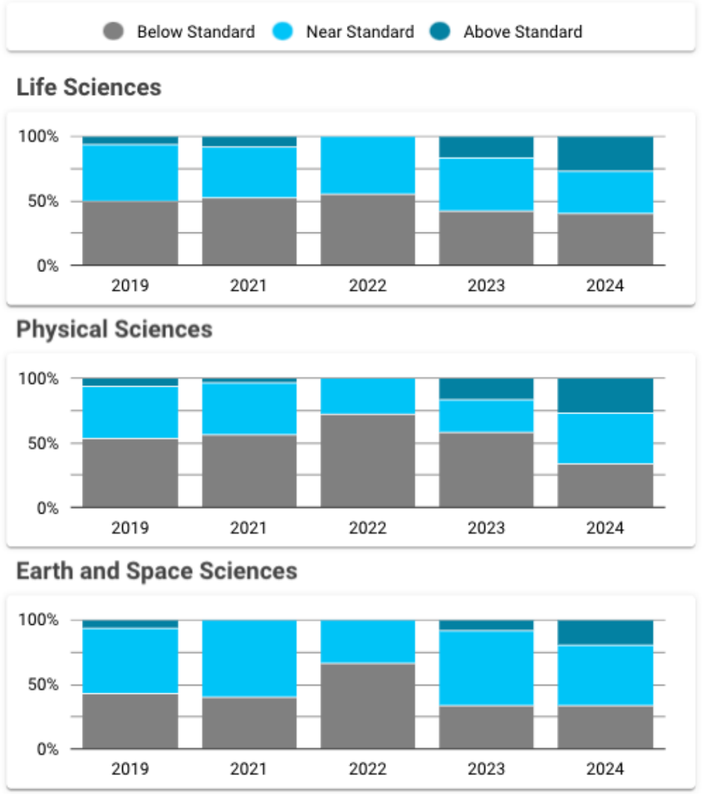
20% of students are **exceeding the standard**, indicating a strong group of high performers.

Earth and Space Sciences appears to be the most challenging domain.

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CAST Results Over Time





Life Sciences:
There is a **steady increase** in the percentage of students performing at or above the standard in Life Sciences, especially in 2023 and 2024.

Physical Sciences:
Significant gains in 2024, with a higher percentage of students in the “Above Standard” category compared to previous years.

Earth and Space Sciences:
Shown **growth**, with a higher percentage of students in the “Above Standard” and “Near Standard” categories in 2024.

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SHERWOOD MONTESSORI

To: Board of Directors

From: Pat Casey, Business Manager

Subject: **Agenda Item, Treasurer's Report**

Date: October 17, 2024, Board Meeting

Bank statement reconciliation

- The Business Manager has verified that the beginning and ending cash balances on Sherwood's bank statements for the month of September 2024 reconciled with and matched those of the school's internal reports. The bank Ending Balance cash totaled $ 549,816.48 as of September 30,2024 for the checking account.
- The expenses in September were for the normal operating cost and school starting.

Profit & Loss

The September 2024 Profit & Loss report shows a Net Income of $ -131,608, with added amounts of $66,519 for September LCF funds deposited in October 2024 along with $48,670 for EPA, $7,483 for ELOP, and $1,537 for Prop 28 Art/Music . The actual Net for September 2024 is $ -7,399.

Cash Flow

The school will end the year with a positive cash balance based on P2 ADA of 115.

Sherwood Montessori
Profit & Loss YTD Comparison
September 2024

	Sep 24
Ordinary Income/Expense	
Income	
8000-Revenues	49,682
Total Income	49,682
Gross Profit	49,682
Expense	
1000 Certificated Salaries	60,308
2000 Classified Salaries	53,349
3000-Employee Benefits	24,015
4000-Books and Supplies	7,728
5000 Services/Other Op. Exp.	35,889
Total Expense	181,290
Net Ordinary Income	-131,608
Net Income	**-131,608**

Sherwood Montessori
Board of Directors - Vendor Payments Report
September 2022

Type	Date	Num	Name	Memo	Account	Amount
Check	09/01/2022	DBT	CharterSAFE	P&L PREMIUM 8 - 22/23 SEP...	5400-Liability Insurance	3,000.00
Check	09/01/2022	DBT	CharterSAFE	WC PREMIUM 8 - 22/23 SEPT...	3601-Workers Comp	748.00
Check	09/01/2022	EFT	Comcast 4454	SERVICE - 2022 AUG-SEPT	Internet Service Provider	228.95
Check	09/01/2022	DBT	Law Offices of Young, Minne...	WEBINAR 9/14	Attorney	40.00
Check	09/01/2022	DBT	Amazon.com	PAPER ROLL BLADE CUTTER	Instructional Supplies	62.15
Check	09/01/2022	ACH	Macquarie Equipment Capital...	Kyocera Copier Lease JUNE S...	Copier Lease	220.94
Check	09/02/2022	DBT	Amazon.com	LINED SPIRAL NOTEBOOK	Instructional Supplies	27.17
Check	09/02/2022	DBT	Indeed	Ad for job position	Advertising	111.94
Check	09/02/2022	9531	Creative Apple	REF 34066-67	Instructional Supplies	53.12
Check	09/04/2022	DBT	Amazon.com	THE EAGLE OF THE NINTH B...	4200-Books/reference Materials	64.26
Check	09/04/2022	DBT	Amazon.com	SPONGES	Extended Day	9.64
Check	09/05/2022	DBT	Amazon.com	WATER ACTIVITY SUPPLIES	Extended Day	40.74
Check	09/06/2022	DBT	Costco	Snacks	Food (Instructional)	365.08
Check	09/06/2022	9522	Elizabeth Rodriquez	LIVESCAN	LiveScan and TB Test Services	64.00
Check	09/06/2022	EFT	Laura Swanson	CLOCK-LOCK BOX	Counseling	54.03
Check	09/06/2022	DBT	Amazon.com	THE EAGLE OF THE NINTH	4200-Books/reference Materials	64.26
Check	09/06/2022	DBT	Amazon.com	NR	Instructional Supplies	15.85
Check	09/07/2022	DBT	Amazon.com	POST-IT FLAGS	Office Supplies	10.71
Check	09/07/2022	DBT	BARNES & NOBLE BOOKS...	THE EAGLE	4200-Books/reference Materials	70.72
Check	09/07/2022	DBT	eBay	DIVERSE FAMILIES	Instructional Supplies	17.66
Check	09/07/2022	DBT	Amazon.com	BLACK CARDSTOCK	Instructional Supplies	17.42
Check	09/08/2022	9524	Maia Illa, LCSW	Supervision-Swanson	Contracted Service	240.00
Check	09/08/2022	9525	Hernandez Cleaning Service	AUGUST SERVICE 2022	Housekeeping Services	4,500.00
Check	09/08/2022	DBT	Amazon.com	SUPPLIES	Instructional Supplies	104.28
Check	09/08/2022	DBT	Amazon.com	DIVERSE FAMILIES	Instructional Supplies	29.49
Check	09/08/2022	DBT	Amazon.com	DIVERSE FAMILIES	Instructional Supplies	19.63
Check	09/08/2022	DBT	Amazon.com	DIVERSE FAMILIES	Instructional Supplies	19.63
Check	09/09/2022	DBT	Amazon.com	BLACK CARDSTOCK	Instructional Supplies	17.42
Check	09/09/2022	DBT	Amazon.com	BLACK LANYARDS	Office Supplies	17.15
Check	09/09/2022	ACH	CharterSAFE	WC AUDIT 21/22	9520 - PY Payroll & Liabilities	4,831.68
Check	09/11/2022	DBT	Amazon.com	FILE FOLDERS	Office Supplies	26.44
Check	09/11/2022	DBT	Pearson Education Inc.	WISC-V RESPONSE BOOKL...	Instructional Supplies	144.79
Check	09/12/2022	DBT	NATIONAL CENTER FOR M...	ORDER 33258	Advertising	130.00
Check	09/12/2022	DBT	Montessori Outlet	SUPPLIES	Instructional Supplies	56.27
Check	09/13/2022	9526	Parsec Education	WORKSHOP- MICHELLE	Contracted Service	2,875.00
Check	09/13/2022	9527	NORA HORVATH RUDOV	LIVESCAN	LiveScan and TB Test Services	64.00
Check	09/13/2022	9528	SARIAH PILANT	LIVESCAN	LiveScan and TB Test Services	64.00
Check	09/13/2022	DBT	Grocery Outlet	HABA	Office Supplies	18.05
Check	09/13/2022	DBT	Amazon.com	SURGE OUTLET	Office Supplies	18.20
Check	09/13/2022	DBT	Amazon.com	SANDPAPER LETTERS	Instructional Supplies	32.16
Check	09/14/2022	9529	Renaissance	Star reading - math - literacy	Contracted Service	3,118.00
Check	09/14/2022	EFT	COSTCO VISA CARD	2022 15TH PURCHASES AU...	SHERWOOD COSTCO VISA	9.75
Check	09/15/2022	9530	Advanced Document	INV80952	Copier Lease	630.30
Check	09/15/2022	9510	Chico Country Day	NATALIE WREN - NURSE -Inv...	Contracted Service	1,291.91
Check	09/15/2022	EFT	PG & E	SERVICE AUGUST	Electricity	1,264.56
Check	09/15/2022	DBT	Amazon.com	BAT-BALL SET	Instructional Supplies	26.80
Check	09/15/2022	EFT	Waste Management	SERVICE 2022 AUGUST	Trash/Recycling	133.76
Check	09/15/2022	DBT	Facebook Ads	AD - RM	Advertising	25.00
Check	09/16/2022	DBT	HP LEASE 7603	Lease Payment - Customer ID ...	HP DIRECT LEASE	316.21
Check	09/16/2022	9532	Kellie Sutterfield	Monthly pesticide service (Gre...	Pest Control	85.00
Check	09/16/2022	9533	Andrew Bays	Landscape hours - CONTRAC...	Contracted Service	1,992.00
Check	09/16/2022	9534	Comcast Ethernet	Service-2742 2022 SEPT	Ethernet - Fiberoptic	1,216.37
Check	09/16/2022	9535	EMMA CLUFF	LIVESCAN	LiveScan and TB Test Services	58.05
Check	09/16/2022	EFT	Heather Fisher	lamination sheets	Office Supplies	71.44
Check	09/16/2022	9536	Creative Composition	EST 24729 POSTCARDS TO ...	Contracted Service	439.69
Check	09/17/2022	DBT	Wufoo	SERVICE 2022 SEPT	Online List Management	19.00
Check	09/18/2022	DBT	SUPER DUPER	SPEECH/LANGUAGE SELPA	Instructional Supplies	530.17
Check	09/20/2022	7371	DUSTIN MURGIA	BREAKS - 13 HOURS X $16.0...	Contracted Service	208.00
Check	09/21/2022	EFT	Comcast Business 9110	SERVICE 2022 SEP-OCT	Internet Service Provider	181.55
Check	09/22/2022	DBT	Costco	Snacks	Food (Instructional)	533.33
Check	09/22/2022	DBT	Amazon.com	SUPPLIES	Extended Day	68.48
Check	09/23/2022	DBT	Amazon.com	MONTHLY FEE	Contracted Service	16.08
Check	09/24/2022	DBT	Amazon.com	LARGE UTILITY HOOKS	Maintenance Supplies	11.79
Check	09/26/2022	DBT	NCS Pearson INC.	BASC-3 Q-GLOBAL SCORING	4100-Textbooks/Core Curricula	55.00
Check	09/26/2022	DBT	Amazon.com	SUPPLIES	Extended Day	21.44
Check	09/27/2022	DBT	Amazon.com	YARN SKEINS	Instructional Supplies	86.56
Check	09/27/2022	DBT	Amazon.com	DIVERSE FAMILIES	4100-Textbooks/Core Curricula	37.54
Check	09/27/2022	DBT	USPS	MAILING	Postage	23.83
Check	09/27/2022	DBT	Office Depot	PAPER-INDEX CARDS-STAP...	Office Supplies	128.56
Check	09/27/2022	DBT	Facebook Ads	AD - RM	Advertising	30.00
Check	09/28/2022	DBT	Amazon.com	SPACE STICKERS	Instructional Supplies	10.71
Check	09/28/2022	DBT	Amazon.com	ANIME STICKERS	Instructional Supplies	11.79
Check	09/28/2022	DBT	University Box Office	MARLO 123M	Field Trips and Assemblies	152.00
Check	09/28/2022	DBT	US Chef'Store	BROOM	Instructional Supplies	23.55

Type	Date	Num	Name	Memo	Account	Amount
Check	09/28/2022	DBT	US Chef'Store	SUPPLIES	Office Supplies	50.21
Check	09/29/2022	7385	Steven Duke	TECH SUPPORT	Contracted Service	345.00
Check	09/29/2022	DBT	National School Forms	EARLY DISMISSAL - TARDY ...	Office Supplies	83.37
Check	09/29/2022	DBT	Learning A-Z	ELL EDITION	Software Licensing	70.00
Check	09/29/2022	DBT	Amazon.com	MAC SPORTS WAGON	Instructional Supplies	92.18
Check	09/30/2022	EFT	Verizon Wireless	SERVICE 2022 AUG-SEPT	Telephone, Cellular	93.52
Check	09/30/2022	EFT	California Water Service Com...	SERVICE 2022 AUG-SEPT	Water	51.41
Check	09/30/2022	EFT	Heather Fisher	USPS	Office Supplies	8.95
Check	09/30/2022	EFT	Heather Fisher	BOUNCE HOUSE RENT	Office Supplies	120.00
Check	09/30/2022	EFT	Heather Fisher	BIRD IN HAND	Office Supplies	26.78
Check	09/30/2022	EFT	Heather Fisher	PBIS lunch- Panera	Food - Meetings	70.70
Check	09/30/2022	9540	Andrew Bays	Landscape hours - CONTRAC...	Contracted Service	819.75
Check	09/30/2022	9539	Andrew Bays	LANDSCAPE MATERIALS	Maintenance Supplies	746.02
Check	09/30/2022	9541	HCI Audiometrics	CALIBRATION	Instructional Supplies	105.01
Check	09/30/2022	9542	Creative Composition	EST 24729 POSTCARDS TO ...	Contracted Service	229.53
Check	09/30/2022	9544	Rebecca Rouse	LIVESCAN	LiveScan and TB Test Services	64.00
Check	09/30/2022	9545	Adam Mankoski	SCIENCE MATERIALS	Instructional Supplies	45.17
Check	09/30/2022	9546	Marlo . Knox	Supplies	Instructional Supplies	178.48
Check	09/30/2022	9547	Barbara Mandelbaum	Federal funding allocation - IN...	Grant Services	325.00
Check	09/30/2022	9549	Hernandez Cleaning Service	SERVICE 2022 SEPT	Housekeeping Services	5,750.00
Check	09/30/2022	DBT	Amazon.com	GRAPH PAPER	Instructional Supplies	14.97
Bill	09/30/2022	INV202...	Pat Casey	SERVICE 2022 SEPTEMBER	Business Manager Services	4,400.00
Bill	09/30/2022	INV23-...	CUSD	FUA 2022 SEPTEMBER	CUSD FUA Charges	2,382.66
Check	09/30/2022			Service Charge	Bank Fees	27.00
Check	09/30/2022	9514	National Life Group	EMPLOYER SHARE- SEPTE...	3903-Other Employee Benefits	500.00
TOTAL						**47,922.76**

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Election of Officers**

Date: October 17, 2024

SUMMARY

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

DISCUSSION

Article 5 of the Bylaws of the Board of Directors describes the action to take when there are vacancies and the duties of the offices:

SECTION 5. VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than that of Chair, such vacancy may be filled temporarily by appointment by the Chair until such time as the Board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine. An Interim Chair may be appointed by the outgoing Chair in the case where the position of Vice-Chair is vacant, and/or the current Vice-Chair unable to accept the longer term duties of the Chair and /or there are less than four current Directors to fulfill the requirements of a voting quorum. The Interim Chair shall serve in this capacity until the next annual election of the Board of Directors, typically held in May.

SECTION 6. DUTIES OF CHAIR

The Chair shall be the Chief Executive Officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Unless another person is specifically appointed as Chair of

the Board of Directors, he or she shall preside at all meetings of the Board of Directors. Except as otherwise expressly provided by law, by the Articles of Incorporation, or by these Bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.

SECTION 7. DUTIES OF VICE-CHAIR

In the absence of the Chair, or in the event of his or her inability or refusal to act, the Vice-Chair shall perform all the duties of the Chair, and when so acting shall have all the powers of, and be subject to all the restrictions on, the Chair. The Vice-Chair shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Board of Directors.

SECTION 8. DUTIES OF SECRETARY

The Secretary shall:

1. Certify and keep at the principal office of the corporation the original, or a copy of these Bylaws as amended or otherwise altered to date;

2. Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the Board of Directors, and, if applicable, meetings of committees of Directors, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof;

3. See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law;

4. Be custodian of the records;

5. Exhibit at all reasonable times to any Director of the corporation, or to his or her agent or attorney, on request therefore, the Bylaws, and the minutes of the proceedings of the Directors of the corporation. In general, perform all duties incident to the office of Secretary, and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

SECTION 9. DUTIES OF TREASURER

Subject to the provisions of these Bylaws relating to the "Execution of Instruments, Deposits and Funds," the Treasurer shall:

1. Have oversight responsibility for all funds and securities of the corporation, and deposit and/or provide direction to the School Director to deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors;

2. Provide review, perspective and advice to the Board with regard to the integrity of financial statements, the validity of financial projections and the viability of the financial condition of the corporation;

3. Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports including the Annual Budget, First and Second Interim Budget Reports, and Final Unaudited Actuals;

4. Provide access at all reasonable times to the books of account and financial records to any Director of the corporation, or to his or her agent or attorney, on request therefore;

5. Perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

ACTION REQUESTED

Elect board officers.

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Board Governance: Committees**

Date: October 17, 2024

The Board is asked to appoint members to the required committees and suggested committees for the 2024-2025 school year. The Board may choose to create standing committees and/or ad hoc committees in addition to the following required committees.

A charter renewal committee should be formed to ensure Board involvement in the upcoming charter renewal.

Required Sherwood Board Committees

Committees of the Board shall have a minimum of 2 board members and a maximum of 5 voting members, possibly including representatives from SMPO, the faculty, parents, etc. as either voting or non-voting members.

Executive Committee	
Members:	Chair, Vice Chair, Secretary, Treasurer
Meeting frequency:	As needed (as of today, has never met in any years)
Purpose:	Board has the option to delegate voting authority to the ExCom as needed for decision making, with a list of exceptions, outlined in the Bylaws
Goals:	Vote on matters assigned by Board.
Charter/	BYLAWS, ARTICLE 6, COMMITTEES, SECTION 1. EXECUTIVE COMMITTEE

Bylaws:	

Elections Committee (Required, Ad Hoc)	
Members:	Two Board members, SMPO member
Meeting Frequency:	Meets typically two to three times annually, around Board elections time in the spring.
Purpose:	● Recruit candidates, announce upcoming election, accept applications for potential candidates, present candidates to SMPO, facilitate election and voting process. ● Committee is active in spring as elections approach. First actions would be encouraging recruitment efforts, especially of outgoing members, beginning in March and intensifying in April. The Elections Committee should be prepared to present candidates and their materials at the May meeting of the SMPO. The bylaws do not require approval of the candidates by the whole of the Board.
Goals:	Conduct a fair and successful election for a governing board, following bylaws outlined in the current Charter (relevant excerpts below): Sherwood Charter 2017-2022
Charter/ Bylaws:	● Charter, Section 4.0 Governance Structure of School *(speaks to Elections Committee process)* ● BYLAWS, SECTION 2. SELECTION: The Board of Directors will be selected in the following way: 1. An Elections Committee, appointed by the Board of Directors, will accept applications for potential candidates. The Elections Committee shall be made up of two current members of the Board of Directors with terms that extend beyond the current year and one member of the Sherwood Montessori Parent Organization (SMPO); 2. The Elections Committee shall review applications and present a slate of candidates for consideration to the SMPO at the annual meeting in May. Voting will be carried out by the SMPO in consultation with the Elections Committee. Interim appointment shall be done in accordance with Article 4 Section 10 of these by-laws; 3. The top vote getter in the event of one seat being open or vote getters in the event of more than one seat being open shall win; 4. In the event of a tie, the deciding votes will be made by the Elections Committee.

	5. New Directors will be announced before the end of the school year and will assume duties at the June meeting.

<u>Finance Committee</u> (Required, Ad Hoc) *includes Audit Committee and Budget Committee*	
Members:	Committee has included in the past: School Director, Teacher Representative, Administrative Assistant(audit), Business Manager as Consultant, Board member *Note: The Budget Committee requires only one Board member, but all members must be approved by a majority of the Board.*
Meeting Frequency:	Treasurer and Business Manager meet monthly to go over financial reports for the Board; Audit Committee meets once per year to set up audit; Budget Committee meets twice, 3 times yearly, for a total of 6 meetings to create each of the following: the 1st Interim Report, 2nd Interim Report, and Original Budget.
Purpose:	Meets as needed to set or review the budget and complete the annual budget and to complete the annual financial audit.
Goals:	The goal of the Budget Committee is to develop the Annual Budget and see that it is reported in compliance with the Charter. The procedure is outlined in sections 20.1, 20.2 & 20.3

Charter/ Bylaws:	Charter: Section 20.0 Financial and Organizational Accountability ● 20.1 Procedure for the Development of the Annual Budget ● 20.2 Reporting of Annual Budget and Interim Reports ● 20.3 Legal Compliance of Budget **Charter makes no direct reference to an "Audit Committee" but states that the BOD will facilitate the audit.* Charter: Section 9.0 Financial and Programmatic Audit: The Sherwood Montessori BOD will facilitate an annual, independent audit of the financial affairs of the school and present this audit to the CUSD, the Butte County Office of Education, the State Controller, and the California Dept of Education. As a 501(c)3 nonprofit public benefit corporation, Sherwood Montessori will agree to comply with all state laws pertaining to financial reporting to the overseeing district and the state of California. ● 9.1 Fiscal Year & Reporting Deadlines ● 9.2 Contracting and Overseeing the Independent Audit ● 9.3 Qualifications of the Auditor ● 9.4 Scope of the Financial Audit ● 9.5 Programmatic Audit: In addition to the Financial Audit outlined above, the Administrative Assistant will maintain records necessary for the annual School Accountability Report Card (SARC)

Safety Committee	
Members:	Committee has included in the past: School Director, Staff Representative, Board Representative
Purpose:	Will monitor and ensure adherence to local fire regulations, conduct safety inspections, establish protocol for visitors, and align policies with the CUSD disaster plan. The SC will report their activities to the Board of Directors and work with the Board and the school's insurance carriers to continually improve the Safety Plan. The SC will propose policy changes/ improvements for acceptance by vote of the Board of Directors.
Goals:	1. Survey teachers to identify potential safety issues that need to be addressed. (completed, ongoing with monthly inspections) 2. Review the school's safety policy and edit it for consistency and clarity. Develop a disaster policy and review communication protocols with parents in case of emergency. 3. Continue to address safety issues in a timely manner as they arise.

Charter/ Bylaws:	**Charter: Section 6.0 Health & Safety Procedures requires a Safety Committee & Safety Plan** The BOD will establish a Safety Committee to monitor and insure adherence to local fire regulations, conduct safety inspections, establish protocol for visitors, and align policies with the CUSD disaster plan. The SC will report their activities to the Board of Directors and work with the Board and the school's insurance carriers to continually improve the Safety Plan. 6.1 Safety Plan, 6.2 Additional Health Policies, 6.3 Safe Building Policies

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Board Retreat**

Date: October 17, 2024

SUMMARY

A retreat for Sherwood Montessori's Board of Directors will be planned.

DISCUSSION

Traditionally the Sherwood Montessori Board of Directors' retreat includes onboarding new members, review of the Brown Act, and strategic planning for the school.

The Board has an opportunity to receive Brown Act training via Zoom with John Lemmo, a charter attorney from Young Minney & Corr. This has been organized by Wendy Fairon at Chico Country Day.

Dates:
Wednesday, Oct 30th 5:30-7
Tuesday, November 12th 5:30-7

By offering two dates, board members have the option to choose the date that works best for them. There's no need for them to all attend on the same date. I have Google Calendar invites for both dates I can forward with the Zoom links on the invites. Chico Country Day will send an invoice for our participation after the event.

ACTION REQUESTED

Determine time, date and content of a board retreat.

SHERWOOD MONTESSORI

Sherwood Montessori Board of Directors Retreat

Nov. 3, 2024 10am - 2pm

Sherwood Montessori Middle School Classroom

The Board of Directors of Sherwood Montessori will have a Board Retreat for the purposes of planning for the organization. This is an open, public meeting. The public is invited to attend, observe, and record the retreat. The public will not be invited to participate in the retreat.

Agenda

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.

Goal: To engage in a more thoughtful series of discussions on board governance, goals for the schools, and best practices in an environment free from the monthly scheduled tasks.

Re-Introductions. Who are we? Let's get to know each other a little better to more clearly identify our strengths, skills, and talents as we move forward.

Legal Issues 101 for School Boards. https://www.youtube.com/watch?v=VdibctnWhlE
This short video will lead to a discussion and clarification of Brown Act issues. It is also important for the Board to annually review the Bylaws and Articles of Incorporation

- *Action: Watch video (unless we all went to the training) and review charter documents so that all Board members feel confident in the organization and contents.*

Establishing Goals and Assessments for the Board. Often called the "Strategic Priorities", the Board annually gives goals for the Director, but what do we wish to accomplish? How can the Board's goals align with the strategic priorities we have set out for the school? To help future Boards, how can we assess the success of our achievement at the end of the school year?

- *Action: List out Strategic Priorities for this year's Board, the Goals or metrics that we wish to attain to address the priorities, and a reasonable and effectual assessment.*

Rethinking the Board-Director Relationship. The Board is one of three clearly defined roles at a charter school, the other two being the Director and the Staff. What is our role in governance? How should we work with as well as oversee the school Director?

- *Action: Discuss examples of effectual Board roles and relationships. Create a guiding document on our responsibilities and limitations overseeing the school Director that can be passed down to future Boards.*

Developing an Annual Board Calendar. Much of the Board's monthly meetings are predictable and can be planned for. As a Board, we can also bring in new ideas, thinking about the ebb, flow, and needs of the school year. The goal for this task is to create a foundational living calendar that can be passed down to next year's Board.

- *Action: Create an Annual Board Calendar document that will be used for future planning.*

Upcoming Board Elections. What are our recruiting needs? Thinking about the current Board members, what skills or assets are needed to build the out the Board? This is particularly important when thinking about upcoming opportunities and potential challenges.

- *Action: Write out a clear strategy for holding this year's elections with dates and roles, building off of the current Bylaws. This document will help with planning for future elections.*

Laying the Foundation for Future Planning.

- *Action: At the conclusion, Board members will write individual statements assessing the retreat to be used as guidance toward future retreats. One Board member will summarize the findings.*

SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Join Zoom Meeting

https://us02web.zoom.us/j/5245217471?pwd=b2tSWDhkYURxUUVsTVlPWmZJRDVzZz09

Meeting ID: 524 521 7471

Passcode: Jav83w

Date/Time:	**Thursday, December 19, 2024 – 6:00 p.m.**
Location:	1071 E. 16th Street Room 5

AGENDA

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

A.1 Land Acknowledgement

Sherwood Montessori acknowledges that we are on the unceded ancestral homeland of the Mechoopda people. Dr. Maria Montessori said: "We shall walk together on this path of life, for all things are part of the universe and are connected with each other to form one whole unity." As Montessori educators, we recognize that the Mechoopda people are the experts on the way to walk on the path of life here, with respect, gratitude and responsibility for the land, flora, fauna, waters, and air of this place. We extend our respects to the Mechoopda ancestors, elders, and all their relations in affirming their sovereign rights.

A.2 Roll Call Tina Hanson-Lewis, Samantha Lawson, Maria Santoni, L'Osha Hamilton, Dinah Weller

B. CLOSED SESSION (6:05 p.m.) The Board will consider the expulsion of a student.

C. CONSENT AGENDA (6:35 p.m.)

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, October 17, 2024 and from the Board Retreat, November 3, 2024.

B.2 Field Trip Request Consider approval of field trip to environmental camp for middle school April 7-11.

D. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA (6:40)

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

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

E. NOTICED PUBLIC HEARINGS

None

F. REGULAR BUSINESS (6:50)

F.1 Items Removed from Consent (If any)

F.2 Reports and Communications (6:50)

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

F.2.1 Instructional Staff Report
F.2.2 SMPO Report
F.2.3 School Director Report
F.2.4 Treasurer Report

F.3 Action Items (7:00)

F.3.1 First Interim Budget

The Budget Committee has created a First Interim Budget with revisions based on actual spending and Average Daily Attendance.
ACTION REQUESTED: Adopt First Interim Budget.

F.3.2 Prop 39 Response from CUSD

Chico Unified School District has responded to our request for facilities.
ACTION REQUESTED: Accept response.

F.3.3 Measure K Project Closeout Reports

Closeout Reports for Facilities Projects A-I paid for with Measure K funds will be presented.
ACTION REQUESTED: Approve reports.

F.3.4 Measure K Proposal: Roof Repair

The Board will be asked to approve a proposal to use Measure K funds to pay for roof repair.
ACTION REQUESTED: Approve proposal.

F.3.5 Measure K Proposal: Air Conditioning Replacement

The Board will be asked to approve a proposal to use Measure K funds to pay for replacement of broken air conditioning units.
ACTION REQUESTED: Approve proposal.

F.3.6 Charter Petition for Renewal-DRAFT

The Board will be asked to suggest any revisions to a draft of the Charter Petition for 2025-2030 to be presented to the Board of Education of Chico Unified School District for approval at their February, 2025 meeting.
ACTION REQUESTED: Suggest revisions for the Charter.

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

F.4 Board Governance (7:40)

F.4.1 Conflict of Interest Policy

Board members are asked to sign a Conflict of Interest Policy.
ACTION REQUESTED: Sign the Conflict of Interest Policy.

G. FUTURE AGENDA ITEMS (7:45)

The Board will be asked to accept the annual financial audit.

H. ADJOURNMENT (7:50)

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SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **School Director Report**

Date: December 19, 2024

Administrative

- Current enrollment will be reported at the meeting.
- We are fully staffed. Adam's aide, Amanda, will be going on leave to have her baby and Kayla Jeffers will be stepping in to that role.
- Teachers have had professional development on Montessori Literacy practices, implementing schoolwide social emotional learning curriculum, and Active Assailant Response and Prevention with Breck Wright, the Director of Emergency Preparedness and and School Safety from the Butte County Office of Education.
- Teachers' aides have had professional development on De-escalation and Coregulation strategies with Emma Todd from Tula Therapy (teachers will also receive this training), Montessori 101 with me, Trauma-Informed Care with Sariah Pilant, and Positive Discipline and behavior expectations and data with Juliette Madsen.

Legislative

- CUSD will be considering our charter renewal this year. In October, I presented student achievement data that our authorizer is required to consider, and it looks very good. We now have fall data collection adding to our story of student achievement, and it is still looking good.
- In early October, Heather Fisher, my assistant, and I attended a human resources summit hosted by our insurance company to learn about updates in employment law and get more training in good practices.

Community

- At the end of September, we had a wonderful International Fall Festival event organized by the SMPO.
- In early October we had a well-attended Montessori 101 parent education event.
- We are now conducting regular school tours for interested parents.
- Community celebrations we've had

Safety

- Construction has begun on the new buzz-in security gate system. It is anticipated to be completed over the break. I will meet with CUSD representatives after its installation to go over any new safety protocols or procedures that need to be in place.

Board Meeting 17.10.24

- Skipped to treasurer's report
- Percentage held back of funding
- Paying us for some of last year's ADA - 104.37 - use the prior year for payments until they know the current year's ADA
- Vendor payment report is getting fixed to reflect the correct date

- LeOsha on Zoom
- Prop 39 request annually to keep the classrooms on CUSD campus
- We're at about 92.3%

Public comment period

- Daniel Green:
    - morning drop-off - car parking lot entrance as only entrance in mornings - doesn't feel safe, waking children up the street, just feels like a situation in the mornings
    - Second issue: conflict resolution policy - complaint goes to person it's against, then goes up the ladder as necessary - feels this is problematic - can cause friction to make complaint to, e.g. a teacher first before going to the next rung - conflict avoidance rather than resolution - doesn't seem to be followed in both directions - a complaint from a teacher about him went directly to Michelle first - has issues with the time frames involved, seems like it's too long to actually resolve a complaint
- Jillian Green:
    - Toward Michelle - independent study counting as attending? She's unclear on this - if you have 95% attendance you can get in a raffle or something? - this clearly is upsetting to her because she did her IS work and felt like she might have been penalised for "not" attending
- Amy Tetford:
    - Looking at the complaint resolution policy could be looked at again - may be situations where taking it to the person you have conflict with where that could be a bad idea, given the situation. Potential for it to blow up even more. Felt she would do better to leave it alone if she couldn't take it to Michelle instead of going to the teacher she had conflict with. Was offered to have a mediator available, but decided to leave it alone. Might be worth considering there are some situations where going beyond that step would be a good option.

School Director Report

- State test insights
- Parsec Education analyses and visualises the data for Sherwood
- SWD will be all students with IEPs and 504s
    - 23%(ish) SWDs
    - State average is 14%

- Contiguous enrollment
    - About 30% not contiguous, 70% are contiguous
    - Typical for charter schools is about 20-25% not contiguous (in California)
    - Typical for traditional districts is 12-15%
    - Chico has the highest per capita charter of all of California
    - What about chico alternative charters? How is the turnover there?
- Enrollment drop shortly after they moved location and another with COVID, started increasing a little more recently
    - Even with decreasing enrollment, percentage of SED and SWD is increasing
    - Can they reverse the studnet counts by enrollment length?
    - Is that SED and SWD increase steeper than CUSD, for example? Chapman comparative?
- Prelim CAASPP results
    - Trending upward, but still falling short of official standard
    - Uptick in scores in recent years ELA
    - Uptick as well in Math
    - We have been passing the 1 year growth average
    - Dotted line is the 9 year average in the student groups over time.
    - Performance gap is between SED and non-SED
    - Gap in SWD vs non-SWD is quite large - wondering how big that gap is in other charters
        - What would we be aiming for in a goal to minimise that?
- CAST results
    - 46.7% meet or exceed standards, which is remarkably high for the state
- Enrollment at 115, about the same as last year
    - Often see increase over winter break
- Turn 4 by September 2 of TK year (as of next year)
    - Class size of 20 in TK/K - currently 14 and 13

Action items

- Discuss board governance
    - Discussed some of this at the board orientation
    - Going to see if Heather has binders for Board members
    - Sam: Would like most recent copy of parent and staff handbooks for board binder(s)
    - Organising and controlling security of Google Drive for Board
- Board positions - election of officers
    - Tina for Chair
    - Sami for Vice-Chair
    - Dinah for Secretary
    - Treasurer - Maria
    - Committees - Leosha
- Executive Committee
    - Board named positions
- Elections Committee

    - Dinah
    - Leosha
- Finance Committee
    - Maria as Treasurer
- Safety Committee
    - Sami

Retreat Planning

- Focused on who we are, why we're here, where we're going as a board
- Find day/time and location for a 4 hour meeting
- Nov. 3, 2024, 10-2pm
- Potluck style
- Agenda to work on in google doc: https://docs.google.com/document/d/1CHsYDfBNyKpO6UIRS6wPvSew-xZ4rWhriNzioP-6jw0/edit?tab=t.0

Future Agenda Items

- First interim budget to be adopted
- Deciding on November meeting - will decide at retreat
- At retreat look at the complaints policy some more - get more of the background, etc.

Sherwood Montessori Board of Directors Retreat

Nov. 3, 2024 10am - 2pm

Sherwood Montessori Middle School Classroom

Goal: To engage in a more thoughtful series of discussions on board governance, goals for the schools, and best practices in an environment free from the monthly scheduled tasks.

Agenda

Re-Introductions. Who are we? Let's get to know each other a little better to more clearly identify our strengths, skills, and talents as we move forward.

Legal Issues 101 for School Boards. https://www.youtube.com/watch?v=VdibctnWhlE This short video will lead to a discussion and clarification of Brown Act issues. It is also important for the Board to annually review the Bylaws and Articles of Incorporation

- *Action: Watch video (unless we all went to the training) and review charter documents so that all Board members feel confident in the organization and contents.*

Establishing Goals and Assessments for the Board. Often called the "Strategic Priorities", the Board annually gives goals for the Director, but what do we wish to accomplish? How can the Board's goals align with the strategic priorities we have set out for the school? To help future Boards, how can we assess the success of our achievement at the end of the school year?

- *Action: List out Strategic Priorities for this year's Board, the Goals or metrics that we wish to attain to address the priorities, and a reasonable and effectual assessment.*

Rethinking the Board-Director Relationship. The Board is one of three clearly defined roles at a charter school, the other two being the Director and the Staff. What is our role in governance? How should we work with as well as oversee the school Director?

- *Action: Discuss examples of effectual Board roles and relationships. Create a guiding document on our responsibilities and limitations overseeing the school Director that can be passed down to future Boards.*

Developing an Annual Board Calendar. Much of the Board's monthly meetings are predictable and can be planned for. As a Board, we can also bring in new ideas, thinking about the ebb, flow, and needs of the school year. The goal for this task is to create a foundational living calendar that can be passed down to next year's Board.

Sherwood Montessori Board of Directors Retreat

Nov. 3, 2024 10am - 2pm

Sherwood Montessori Middle School Classroom

- *Action: Create an Annual Board Calendar document that will be used for future planning.*

Upcoming Board Elections. What are our recruiting needs? Thinking about the current Board members, what skills or assets are needed to build the out the Board? This is particularly important when thinking about upcoming opportunities and potential challenges.

- *Action: Write out a clear strategy for holding this year's elections with dates and roles, building off of the current Bylaws. This document will help with planning for future elections.*

Laying the Foundation for Future Planning.

- *Action: At the conclusion, Board members will write individual statements assessing the retreat to be used as guidance toward future retreats. One Board member will summarize the findings.*

Sherwood Montessori Board of Directors Retreat

Nov. 3, 2024 10am - 2pm

Sherwood Montessori Middle School Classroom

Sherwood Montessori Board of Directors Retreat, 3 November 2024
Meeting Minutes

A. Meeting started at 10:28
    a. In attendance: Tina Lewis, Samantha Lawson, Maria Santoni, Dinah Weller
B. Reintroductions:
    a. Board members present shared introductions, personal strengths and skills, reasons for seeking election to Board, and what our motivations for joining the Board were.
C. Legal Issues 101 for Boards:
    a. Tina, Sami, and Dinah attended Brown Act training last week and Maria is scheduled to attend later this month.
    b. Recap of our Q&A in the training:
        i. Discussed structure of meeting agendas and where Public Comment fits in
        ii. How much “back and forth” can go between Board and public during meetings? - General answer is “less is more”. Be careful about how much you say in an official capacity, but take in what they are saying. So you can find a balance between discussing the issue to understand more of their concerns. Say whatever you want, but it’s not advisable, especially if the topic is not on the official agenda to avoid a Brown Act violation.
        iii. Can open to public comment following individual items during the agenda, maybe add indication to agenda items which ones will be opened to public comment after.
        iv. If you give a time limit for public comment, make it consistently the same for each individual
        v. Teleconferencing guidance for scheduled teleconferences and “emergency” teleconferencing
        vi. When conversations amongst Board Members become official “meetings”
        vii. Navigating the line between being a parent of a student at the school vs. being a Board Member. Back to the “saying less is more” advice.
    c. Potential to discuss further Brown Act considerations on the next agenda if it’s light - Just to tie up any last questions about it
D. Establishing Goals and Assessments for the Board
    a. Historically the Board has done a lot of outreach and fundraising for the school, but hasn’t been able to for the past few years due to turnover
    b. Thinking of it as a 3 year term, what do you (as a Board Member) want to see by the end of your term?
        i. Finding a “passion project” for the Board to focus on
        ii. Idea of assessing the assessment process for the Executive Director
        iii. How can we be sure we’re doing a good job as their boss?
        iv. Diversifying the Board

Sherwood Montessori Board of Directors Retreat

Nov. 3, 2024 10am - 2pm

Sherwood Montessori Middle School Classroom

v. Student recruitment and retention - consider putting onto the Board meeting agenda for December - including the ADA question
vi. Behavior policy - majors/minors? - could it be an ad hoc committee? Leave it with the school since they had been working on it relatively recently? Comparing ours with other Montessori schools. - Largely determined this is not within Board purview
vii. Alongside the lawyer, find another way to do the complaint procedures, so there's a sort of "vice principal" route
viii. Focusing on getting external funding - fundraising events, etc.

c. Maybe discuss at next Board meeting, what's the goal for ADA?
    i. Is it possible to have a goal big enough to support a second admin?
    ii. How effective can our Director be as a solo administrator?
d. Board goals to focus on:
    i. Board recruitment - Dinah in particular, already on the Elections Committee
    ii. Start conversations with SMPO regarding bringing back SherwoodStock for next year - Tina could look into the logistics for it
    iii. An interest in recruitment and retention, but need to get more questions answered before making a specific Board focus

E. Rethinking the Board-Director relationship
    a. Largely discussed through Board goals discussion regarding assessment of Director and ensuring the Board is doing its job as a boss well - plan to discuss this after this school year's assessment
F. Developing an Annual Board Calendar
    a. Reviewed a historical outline of annual Board meetings, resolving to keep it up to date, add to it, and make it more detailed/specific as we work through this year as a Board
G. Upcoming Board Elections
    a. Discussed during goals planning
H. Laying the Foundation for Future Planning
    a. Thoughts:
        i. timekeeping for future retreats, keeping the focus more narrowed and all topics afforded the appropriate amount of time
        ii. We're still figuring out how this retreat should go as a Board consisting of many new members - this was a good, broad view of where we're at, what we need/want to do
        iii. Look back each year's retreat goals - maybe build a singular document that is kept up to date year-over-year, reflect on goals, accomplishments, hiccups, road blocks, etc. - This would be passed down and live with the Board Gmail
        iv. Community-oriented, larger scale fundraising event, not just for funds, but community recruitment, awareness, etc.

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Instructional Staff Report**

Date: December 19, 2024

Instructional Staff Report prompt for this month was: What is your vision for the school in the next three to five years, and what steps do you think we should take to achieve it?

Transitional Kindergarten/Kindergarten -Teresa Shippen

Our Montessori school started with a vision. Hard work, dedication and lots of hours put this vision into motion. Teachers were hired, support staff was hired and students and families came. This was such an important era in the formation of our school. We became a community. We all had to work hard and we shared a common goal. We didn't bear down on our differences, we really wanted to focus on the ideas that brought us together. We remained open and flexible, listening to each other and working hard to make our school better. There was a lot of grace extended to us as teachers, to our families who were new to Montessori, and to our coworkers. I'm very much a believer in the saying "It takes a village". It took a village to launch Sherwood.

I would like us to find that grace again. I would like our families to be respectful, kind, generous...either with their time, words or both. I would like our teachers and support staff to be this way also. When you have good people, you should embrace them and bring them in. My vision for the next three to five years would be to develop our community. To extend grace to all who come here, and to extend grace to those that believe in the vision of developing a community. They are here, now and each year. We need to embrace those people and support them in their goals. We need to follow and support a shared vision.

What does this look like? We currently have an active and supportive SMPO. Let's support them in every way possible.
We have teachers who are dedicated and committed. Let's support them in every way possible.
We have a committed board, who is willing to listen to all and support.
Let's try to minimize negativity and capitalize on the ways we work together.

Transitional Kindergarten/Kindergarten -Adam Mankoski

My vision for the next 3 to 5 years is that our Primary program continues to expand, and is the most desirable in Chico.

But to do that we need better solutions for some of the other programs that use space at

1010 Cleveland Ave. Our Children's House (and I feel that the 1010 Cleveland Ave. property should be only a Children's House) is currently also the site for our before and aftercare programs and a location where other classes come to use a communal kitchen. At a minimum, our staff needs training about care of this property and respect for it as the home of our youngest students.

The first step in creating a world class primary program is to preserve 1010 Cleveland Ave. as a Children's House. In addition, and equally important, we need to make a capital investment in the 1010 Cleveland Ave. property so that it has developmentally appropriate playground equipment, a covered/rainproof play area, child centered landscaping, a community garden, and a place for our TK and K students to eat lunch (that we grow and prepare).

Finally, I'd like to see us create a more fluid environment at 1010, where all of our students can be indoors or outdoors, with access to both environments, the playground, sandbox, snack area, landscaped areas and garden.

A stunning campus will set us apart in the sea of public offerings, but it's my firm belief that our students' freedom to move and work within the environment and their freedom of choice of materials from the whole environment, are the philosophical foundations that will make us a desirable public Montessori school.

Thanks for the opportunity to share my vision.

1st/2nd/3rd -Marlo Knox

This report is written in order to share my vision for Sherwood Montessori school in the next three to five years. In the next three to five years I have a vision of all lead teachers being Montessori credentialed. Teachers with Montessori credentials would be supported in continued professional development through accredited Montessori organizations emphasizing Montessori practice in the public sector. Another possible way of adding to the development of lead teachers is to offer them professional development in the newest areas of the current educational climate, such as technology and social emotional learning. Whenever adults are developing professionally from Sherwood Montessori School it should be professional development through the lens of the Montessori perspective. For example, a Butte County Office of Education class is interesting but can we find the subject we are seeking training in given by the California Montessori Project in Sacramento? Seeking professional development through Montessori programs shows commitment to our practice. I see a massive materials clean up/clean out and repurchasing program from reputable vendors so that classrooms could reflect consistency of materials within the next three to five years. Finally, I see successful classified staff members provided a pathway to develop professionally with the intention of retaining them at Sherwood and advancing them into the field of education. In three to five years I see Sherwood Montessori School considered a coveted, professional home to committed professionals, where the art of teaching and learning is honored and practiced daily.

The steps to getting to a vision in three to five years is not as simple as stating a vision. Getting to my vision begins with securing the right people. Matter of fact, the amount of people

working at Sherwood Montessori might be less for as long as an entire school year. The stress on the Sherwood employees during this transitional time would be assuaged by increased hours for classified employees or exploring the potential for medical benefits or other perks. Monetary compensation, stipends, and paid release time would encourage certified employees. This relates to professional development as well. If we were not paying for "a person" and waited for "the person" could we use the money for professional development?

No board report should be this long, especially in December, so with this I'll close. In three to five years my vision of Sherwood Montessori includes me, working with children, families, and educators in what has become my beloved professional home.

1st/2nd/3rd Lily Follrath

In the next three to five years, I envision a school environment that not only prioritizes academic excellence but also cultivates a deep appreciation for the intrinsic value of learning and the fulfillment found in meaningful work. My commitment to this vision will continue to guide my approach in the classroom, where I will integrate the Montessori philosophy with contemporary educational practices. This approach fosters an atmosphere where students not only master the foundational subjects but also discover purpose and meaning in their education. By emphasizing the inherent value of learning, I aim to help students recognize that life itself is a form of work, and that when work is meaningful, it brings fulfillment. Educators can empower students to view every task—whether academic or personal—as an opportunity for growth, responsibility, and contribution.

Central to this vision is the creation of a culture of accountability, where students take responsibility for their learning and behavior both at school and at home. Strong, team-oriented communication between educators and families will be crucial in reinforcing this sense of responsibility. Consistent engagement and support for all children throughout their academic journey will underscore the importance of their educational experiences, as these experiences directly impact their future success and endeavors.

Equally important is fostering a spirit of collaboration across grade levels, through group projects, and shared exploration. Collaborative learning not only inspires creativity and diverse problem-solving but also nurtures a strong sense of community in which students learn from one another. Older students, in particular, will be encouraged to mentor younger peers, reinforcing the value of collaboration and creating opportunities for cross-grade-level connections. This emphasis on student-centered learning will deepen academic engagement, as students take on small teaching roles, lead discussions, and guide academic work in areas where they have expertise to share. Additionally, tools like IXL will facilitate collaborative learning, allowing students to address individual academic gaps while offering peer support, fostering a collective sense of progress and community as they strengthen their math and literacy skills.

In addition, I will continue blending Montessori practices with standardized educational expectations. Maintaining the Montessori three-hour work period, establishing strong links between Montessori tools and standardized curricula, and emphasizing the value of choice in academic work will encourage students to pursue their interests and develop positive

associations between work and enjoyment. Self-directed, project-based learning will help students tap into their intrinsic interests, turning even small sparks of passion into meaningful opportunities for exploration, learning, and contribution. This approach not only allows students to discover what excites them, but also enables them to recognize that their academic and life experiences serve as a foundation for future growth.

I also aim to address the impact of media consumption on students' academic engagement. At school, I promote a media-free environment that encourages students to focus on real-world topics, while reducing distractions related to video games and fictional characters. I have observed that excessive media exposure at home can divert attention away from academic pursuits, making school appear less engaging and more like a chore. Reducing media consumption will help students develop a stronger connection to their learning and foster a more meaningful academic experience.

Ultimately, my goal is to create an environment where students understand that learning is not a chore but a lifelong process of discovery and personal fulfillment. By aligning academic goals with personal interests, promoting collaboration, and providing real-world applications, we can help students develop a passion for learning that will stay with them throughout their lives, empowering them to make meaningful contributions to their communities and beyond.

4th/5th/6th-Anne Adams

This month, I see that you've asked us to share our vision of Sherwood in five years. Big picture! Blue sky! Let's do this!

Within 5 years, I'd like for our school to be recognized in the Chico community as one of a handful of high-integrity alternative schools that help children access a mindful peer group and a healthy lifestyle as well as a high-quality, multifaceted education. I think that to achieve this, we need to protect our brand as the only Montessori Elementary school in town by (as Marlo mentions) having all lead teachers be Montessori credentialed, and all programs be Montessori-compatible.

Families who are choosing between Montessori, Open Classroom, Waldorf, Home School, and other alternative school formats for idealistic reasons should put Sherwood on their short list more often than they already do, and when they visit us, they should be able to observe both teachers and students upholding timeless, universal virtues, such as:

- grace, courtesy, wisdom, and the Golden Rule
- DIY skills including design, cultivation, construction, maintenance and repair (rather than single-use, instant-gratification habits)
- early literacy (which is already a hallmark of Montessori practice that leads to lifelong learning)

- awareness and appreciation of many world traditions of folklore, history and heritage (as opposed to falling for the latest memes and fads)

- community self-entertainment through live original music, dance, art and theater.

Of course, alongside these timeless skills, our students must also attain contemporary ones—especially online learning and typewritten communication. I feel very positive about the programs Sherwood has gradually curated and allowed students to access online, particularly the "Reading A to Z," Typing.com, and IXL platforms. These programs are straightforward, adaptive, multi-level and user-friendly, and their content is reliably wholesome and positive. Even though they're designed to be used solo, my class has achieved more growth this year by using computers in work pairs, explaining their reasoning to a partner before answering each question. One more program I'm still hoping to add to our routine is MuseScore, a music-writing program that allows students to create sheet music and access instant playback to hear what they've written. Using digital tools like these as well as analog ones, we can create a culture of patience, helpfulness, critical thinking, self-expression, and mutual encouragement.

My eloquent colleagues are voicing much more that we can do to shore up Sherwood's future, and I hope their ideas will be honored. This year, I feel a burgeoning sense of cooperation and mutual respect among Sherwood teachers. I hope this will continue, and see us through the next five years.

4th /5th/6th -Chris Wenger

My vision for the school would be to cultivate an environment of intellectual curiosity and passion, where "free choice" really does mean freedom for students to choose within academic subjects and pursue them at a rate that makes sense individually. This would mean that students are held accountable for making good choices, and that teachers are also held accountable for making sure their prepared environments can address the needs of diverse learners, from those struggling all the way to those working beyond their grade level.

For my own class, that would mean expanding availability of geometry and math tools, and continuing to find language arts tools that help students become the best and most accurate communicators that they can become. This is also achieved through opening classroom doors with other teachers, thus expanding our resources. We have already been implementing this, and I feel it has produced greater academic results than I was seeing prior to this.

I believe that Sherwood should be a desirable destination for families seeking an alternative to standard public school. With the talents and dedication of this diverse group of teachers, I believe we can be seen as a pillar of the educational community, igniting the passion and love of learning in our students and preparing them for the challenges of tomorrow.

7th/8th-Stacy Gertz

My vision for our school in the next 3-5 years is that we expand our marketing in order to increase our population, to enhance our facility, and to increase teacher pay and benefits.

There are so many events in Chico that are child-based that we don't attend-perhaps offer a

rotating, reasonable, stipend for our staff to attend and promote. Maybe, synergize with places like The Children's Museum, dance and karate studios…with co-op marketing in a win-win mode. We should concentrate on increasing our social media to gain followers and attract more families-I'm sure we have some tech-savvy staff members that would appreciate a small stipend to achieve this.

I think our library could be put to better use! For instance, create a media center-again - reasonable staff stipends to work on the project on the weekends-doesn't have to be a lot. We can all use extra money to create profound results and presentations of our school.

I'd be glad to explain my ideas in further detail at a board meeting.

P.E.-Kevin

My vision for Sherwood Montessori's Physical Education program over the next three to five years is to establish a vibrant, inclusive, and well-equipped environment that promotes physical, mental, and social well-being. This includes developing a dedicated, multipurpose facility that supports year-round activities, expanding our resources to offer diverse and adaptive equipment, and integrating wellness programming, such as yoga and team building exercises, into the curriculum. To achieve this, we should conduct a needs assessment with input from staff, students, and families to identify priorities, secure funding through grants, partnerships, and fundraisers, and advocate for long term facility planning. Additionally, providing ongoing professional development for staff and fostering partnerships with local organizations will enhance the quality of our programming. By taking these steps, we can ensure Sherwood Montessori's PE program becomes an integral part of our student's education, fostering lifelong health, wellness, and community connection.

Learning Center-Leslie

What is your vision for the school in the next three to five years, and what steps do you think we should take to achieve it?"

My vision for the school in the next three to five years is for each student to have a variety of self-regulation skills as well as social skills. One step we need to take to achieve it is to keep up with our SEL curriculum. Teachers need to continue to use the SEL curriculum with fidelity. Another step is for the counselors to do a social skills group or a self-regulation group. I know we are already in the process of planning one and I think it would be so helpful for those few students who need more explicit teaching. Our Positive Discipline program at our school is very data based and effective. We should continue to teach and re-teach positive behaviors throughout the year as well as keep track of behavioral data through majors and minors. We should also keep having our community celebrations to celebrate positive behaviors, bring students a sense of community, and teach specific values.

I'd also like students to not bully other students. Our school overall is a positive and kind place but sometimes bullying does occur. We have a well written out bullying policy in the school handbook and I think it would be helpful for each teacher to remind/ teach their students about what to do if you spot someone getting bullied, and what to do if

you get bullied. I'd also like to see more big buddy/ little buddy interactions for teaching SEL skills and self-regulation skills.

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **School Director Report**

Date: December 19, 2024

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Legislative

- CUSD will be considering our charter renewal this year. In October, I presented student achievement data that our authorizer is required to consider, and it looks very good. We now have fall data collection adding to our story of student achievement, and it is still looking good.
- In early October, Heather Fisher, my assistant, and I attended a human resources summit hosted by our insurance company to learn about updates in employment law and get more training in good practices.

Community

- At the end of September, we had a wonderful International Fall Festival event organized by the SMPO.
- In early October we had a well-attended Montessori 101 parent education event.
- We are now conducting regular school tours for interested parents.
- Community celebrations we've had

Safety

- Construction has begun on the new buzz-in security gate system. It is anticipated to be completed over the break. I will meet with CUSD representatives after its installation to go over any new safety protocols or procedures that need to be in place.

SHERWOOD MONTESSORI

To: Board of Directors

From: Pat Casey, Business Manager

Subject: **Agenda Item, Treasurer's Report**

Date: December 19, 2024, Board Meeting

Bank statement reconciliation

- The Business Manager has verified that the beginning and ending cash balances on Sherwood's bank statement for the month of October 2024 reconciled with and matched those of the school's internal reports. The bank Ending Balance cash totaled $ 589,893.54 as of October 31,2024 for the checking account.
- The expenses in October were for the normal operating cost for the school.

Profit & Loss

The September 2024 Profit & Loss report shows a Net Income of $ -275,003, with added amounts of $66,519 for October LCF funds deposited in November 2024 along with $29,060 Title I, $7,483 for ELOP, and $1,537 for Prop 28 Art/Music. The actual Net for October 2024 is $ -170,404.

Cash Flow

The school will end the year with a positive cash balance based on P2 ADA of 107.

Sherwood Montessori
Profit & Loss YTD Comparison
July through October 2024

	Jul - Oct 24
Ordinary Income/Expense	
Income	
8000-Revenues	326,214
Total Income	326,214
Gross Profit	326,214
Expense	
1000 Certificated Salaries	180,772
2000 Classified Salaries	147,484
3000-Employee Benefits	103,409
4000-Books and Supplies	21,048
5000 Services/Other Op. Exp.	148,504
Total Expense	601,217
Net Ordinary Income	-275,003
Net Income	**-275,003**

Sherwood Montessori
Board of Directors - Vendor Payments Report
October 2024

Type	Date	Num	Name	Memo	Account	Amount
Check	10/01/2024	7674	LESLIE CAREY	LIGHT COVER-DECOR-MICR...	Instructional Supplies	631.72
Check	10/01/2024	7675	Adam Mankoski	INDUCTION FEE REIM	Instructional Supplies	1,800.00
Check	10/01/2024	7676	Anne Adams	INDUCTION FEE REIMB	Instructional Supplies	1,800.00
Check	10/01/2024	DBT	Amazon.com	YOGA MATS	Instructional Supplies	54.08
Check	10/01/2024	ACH	CharterSAFE	BILLED PREMIUM - LIABILIT...	5400-Liability Insurance	2,653.00
Check	10/01/2024	ACH	CharterSAFE	BILLED PREMIUM - LIABILIT...	3601-Workers Comp	1,351.00
Check	10/01/2024	DBT	Office Depot	SUPPLIES	Office Supplies	71.80
Check	10/01/2024	ACH	Macquarie Equipment Capital...	Kyocera Copier Lease 2024 O...	Copier Lease	223.00
Check	10/01/2024	9915	Chico Unified School District	2023-24 FUA- INV 25-00020 2...	CUSD FUA Charges	2,500.42
Check	10/01/2024	9916	Advanced Document	SERVICE - 2024 JULY	Copier Lease	32.02
Check	10/01/2024	9914	PARK AVE PEST CONTROL	SERVICE 2024 SEPT	Pest Control	110.00
Check	10/02/2024	7677	Casandra Hensley	summer fee return	Billed Services	300.00
Check	10/02/2024	DBT	SUPREME SCHOOL SUPPLY	STUDENT HEALTH RECORD	Office Supplies	198.47
Check	10/02/2024	DBT	EDUCATION.COM	ANNUAL SUBSCRIPTION	5300-Dues and Membership	59.94
Check	10/02/2024	9919	Hernandez Cleaning Service	SERVICE 2024 SEPT	Housekeeping Services	4,600.00
Check	10/02/2024	9917	Advanced Document	3456600	Copier Lease	500.42
Check	10/02/2024	EFT	Comcast 4454	SERVICE - 2024 OCT	Internet Service Provider	472.09
Check	10/02/2024	EFT	California Water Service Com...	SERVICE - 2024 SEPT	Water	76.31
Check	10/02/2024	9918	Butte County Tax Collector	2023-24 PROP TAXES - EXE...	Property Tax	23.04
Check	10/03/2024	DBT	SUPREME SCHOOL SUPPLY	TARDY SLIPS-EARLY DISMIS...	Office Supplies	54.41
Check	10/04/2024	DBT	ARCO PUMPPASS	Gas cards	5200-Travel and Conferences	100.00
Check	10/07/2024	DBT	300 CAPITAL MALL SACRA...	PARKING - CHARTER SAFE ...	5200-Travel and Conferences	22.00
Check	10/07/2024	DBT	ARCO PUMPPASS	Gas cards	5200-Travel and Conferences	100.00
Check	10/08/2024	DBT	USPS	MAILING	Postage	7.50
Check	10/09/2024	DBT	ARCO PUMPPASS	Gas cards	5200-Travel and Conferences	100.00
Check	10/09/2024	9922	Stacy .Gertz	PERSONAL ITEM REPLACM...	Office Supplies	41.68
Check	10/09/2024	EFT	Heather Fisher	ARCO GAS CARD	5200-Travel and Conferences	100.00
Check	10/09/2024	9921	Barney James Kerr	HOURS 7.5 X $33.00=247.50 ...	Contracted Service	247.50
Check	10/10/2024	EFT	Waste Management	SERVICE - 2024 SEPT	Trash/Recycling	147.09
Check	10/10/2024	9923	City of Chico - sewer	SEPT 2024 BILLING	Sewer	32.31
Check	10/11/2024	9910	Focal Point Landscape Supply	WALK ON BARK	Maintenance Supplies	202.43
Check	10/11/2024	DBT	Costco	SNACKS	Food (Instructional)	467.01
Check	10/14/2024	DBT	Raley's	OFFICE SUPPLIES	Office Supplies	12.73
Check	10/15/2024	7678	Nic Jones	LIVESCAN	LiveScan and TB Test Services	68.00
Check	10/15/2024	DBT	North State Parent Magazine	ADVERTISING	Advertising	460.00
Check	10/15/2024	ACH	COSTCO VISA CARD	THRU 15TH PURCHASES 20...	SHERWOOD COSTCO VISA	315.01
Check	10/15/2024	DBT	Amazon.com	PAPER PENS OFFICE	Office Supplies	29.20
Check	10/15/2024	DBT	Amazon.com	PAINT	Instructional Supplies	138.23
Check	10/15/2024	DBT	Amazon.com	RETRACTABLE BADGE ID	Instructional Supplies	19.46
Check	10/15/2024	DBT	Amazon.com	APRON W/POCKETS 1:1	Instructional Supplies	4.86
Check	10/16/2024	EFT	PG & E	SERVICE 2023 SEPT	Electricity	989.97
Check	10/16/2024	DBT	Amazon.com	CLOCK/TIMER COUNSELING	Instructional Supplies	45.45
Check	10/17/2024	DBT	NCS Pearson INC.	GLOBAL SCORE REPORT	Instructional Supplies	2.75
Check	10/17/2024	DBT	Amazon.com	ENGINEERING BOOK	Instructional Supplies	9.74
Check	10/17/2024	DBT	Amazon.com	LIBRARY A-Z DIVIDERS	Instructional Supplies	39.45
Check	10/17/2024	DBT	Amazon.com	SENSORT BRUSH FOR 1:1	Instructional Supplies	12.98
Check	10/17/2024	DBT	Amazon.com	SONGBOOK PLAYBOOK	Instructional Supplies	47.97
Check	10/17/2024	DBT	University Box Office	TICKETS TO PLAYS	PROP 28 ART-MUSIC 6770	672.00
Check	10/18/2024	DBT	Wufoo	SERVICE - 2024 OCTOBER	Online List Management	19.00
Check	10/18/2024	EFT	Heather Fisher	MILEAGE - SAC HILTON	5200-Travel and Conferences	118.59
Check	10/18/2024	EFT	Comcast Business 9110	SERVICE - 2024 SEPTEMBER	Telephone, Landline	189.18
Check	10/18/2024	DBT	Amazon.com	CLIPBOARD W/ STORAGE F...	Instructional Supplies	9.58
Check	10/18/2024	DBT	Amazon.com	PAINT	ART-MUSIC	12.22
Check	10/20/2024	DBT	Amazon.com	SMART CARDS SCIENCE EX...	Instructional Supplies	20.69
Check	10/21/2024	7679	Stacy .Gertz	MTSS STIPEND	MTSS STIPEND	1,000.00
Check	10/21/2024	DBT	Amazon.com	MATH CARDS	Instructional Supplies	10.42
Check	10/22/2024	DBT	Amazon.com	WOBBLE CUSHION FOCUS ...	Instructional Supplies	33.55
Check	10/22/2024	DBT	Amazon.com	WOBBLE CHAIR PILLOWS	Instructional Supplies	106.05
Check	10/22/2024	DBT	Amazon.com	MONTHLY PRINE CHARGE	Office Supplies	16.23
Check	10/23/2024	9924	Stacy .Gertz	SILVERWARE-POSTERS-LE...	Instructional Supplies	39.01
Check	10/23/2024	EFT	Michelle Yezbick		5200-Travel and Conferences	1,000.00
Check	10/23/2024	DBT	Great Harvest Bread Co.	LUNCH MEETING PBIS LCAP...	LCAP	57.61
Check	10/24/2024	ACH	ANTHEM BLUE CROSS	BILLING NOVEMBER 2024	3401-Health Benefits	7,944.56
Check	10/25/2024	9925	Adam Mankoski	PUMPKINS	Instructional Supplies	86.00
Check	10/25/2024	EFT	Heather S. Fisher	Mileage reimbursement	5200-Travel and Conferences	17.75
Check	10/25/2024	DBT	Sheet Music Plus	SHEET MUSIC	ART-MUSIC	7.50
Check	10/25/2024	DBT	Costco		ELOP - 2600	454.43
Check	10/26/2024	DBT	Amazon.com	WOBBLE CUSHION FOCUS ...	Instructional Supplies	19.47
Check	10/28/2024	9912	Chico Country Day School	INV 10025-00140 NURSING S...	Contracted Service	1,647.77
Check	10/28/2024	DBT	Amazon.com	PAPER, BATTERIES	Office Supplies	39.42
Check	10/28/2024	DBT	Amazon.com	PAPER, BATTERIES	Instructional Supplies	39.42
Check	10/28/2024	DBT	Amazon.com	SELF DEFENSE PUNCH PAD	4300-Materials and Supplies	110.81
Check	10/29/2024	EFT	Comcast 4454	SERVICE - 2024 JUN-JUL	Internet Service Provider	472.39
Check	10/29/2024	9928	Chico Unified School District	2023-24 FUA- INV 25-00032 S...	CUSD FUA Charges	2,458.66

Type	Date	Num	Name	Memo	Account	Amount
Check	10/29/2024	EFT	California Water Service Com...	SERVICE - 2024 SEPTEMBER	Water	53.87
Check	10/29/2024	DBT	UNITED STATES POSTAL S...	MAILING STUDENT RECORDS	Postage	9.90
Check	10/30/2024	9929	RACHEL PRIDDY	SUPPLIES- PROP28/LCAP	ART-MUSIC	145.62
Bill	10/31/2024	2024/2...	Pat Casey	CONTRACT SERVICE 2024-2...	Business Manager Services	5,000.00
Check	10/31/2024	DBT	Johnny's Chico Lock and Safe	KEYS	Office Supplies	28.02
TOTAL						**43,114.76**

2024-25	FUNDING AT 117 ADA	FUNDING AT 107 ADA			FUNDS TIED TO STATE TAX COLLECTIONS
12/19/2024	127 Enroll. x 92% attendance	115 Enroll. x 92% attendance	CHANGE		
ORIGINAL BUDGET	2024-25 ORIGINAL BUDGET	2024-25 1ST INTERIM BUDGET			
Revenue					
8011 Local Control Funding	*658,137*	*739,101*			
8012 Education Protection Act	*368,195*	*194,678*			
8096 In Lieu Taxes	*350,000*	*347,319*			
Subtotal LCFF Revenues	*1,376,332*	*1,281,098*	(95,234)	*7.68%*	1,376,332
8290 - TITLE I	**50,000**	**50,000**	-		
8181 - Spec. Educ.- SELPA Fed	15,754	15,000	-		
8311 - Spec. Educ. - SELPA State	92,337	95,000	-		
8312 - Spec. Educ. - SELPA ERMHS	5,600	10,000	-		
8550 - Mandates Block Grant	2,500	2,500	-		
8560 - State Lottery	25,000	25,000	-		
8590 - ELOP	*70,000*	*88,000*	-		70,000
8590 - UPK - LCFF CALC	*43,075*	*20,000*	-		43,075
8699 Other Local Revenue	3,000	3,000	-		
TOTAL REVENUES	**1,683,598**	**1,589,598**	-		*1,489,407*
Expense					
1000 Certificated Salaries	559,300	560,800		28%	
2000 Classified Salaries	581,411	560,031		29%	
3000 Employee Benefits	362,229	372,035		18%	
SUBTOTAL	*1,502,940*	*1,492,866*		**75%**	
4100 Texts and Core Curricula	1,500	500			
4200 Reference Materials	1,500	3,000			
4300 Materials and Supplies	55,200	36,800			
4400 NonCap Equipment	3,000	3,000			
4700 Food (Nutrition)	800	800			
SUBTOTAL	*62,000*	*44,100*		3%	
5200 Travel and Conferences	5,400	3,000			
5300 Dues and Memberships	2,000	4,000			
5400 Property/Liability Insurance	40,000	38,000			
5500 Operations / Housekeeping	91,000	94,900			
5600 Rentals, Leases, and Repairs	13,000	12,000			
5800 Prof. & Consulting Services	269,000	292,500		**13%**	
5900 Communications	28,300	42,600			
SUBTOTAL	*448,700*	*487,000*		22%	
TOTAL EXPENDITURES	**2,013,640**	**2,023,966**	**183,156**	100%	
Net Income	*(330,042)*	*(434,368)*	**ADA Equiv.**	**-30**	
Restricted Funds - Prior Year	**44,000**				
Net Income - Unrestricted	**(286,042)**	**(434,368)**	**ADA Equiv.**	**-26**	
Unassigned/Unappropriated - Prior Year	**600,000**	**1,031,159**			
Net Unassigned/Unappropriated	**313,958**	**596,791**			
Unassigned/Unappropriated - Yr End Proj..	**193,958**	**381,791**	**ADA Equiv.**	**18**	
Reserve - Economic Uncertainties	**120,000**	**120,000**	**Est. 1 mos. salary/benes.**		

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Prop 39 Dispute of Enrollment Projections**

Date: December 19, 2024

SUMMARY

CUSD has responded to our request for facilities.

DISCUSSION

CUSD has responded to our request for facilities with an offer of space equal to the space we have this year.

ACTION REQUESTED

Accept response.

Attachment: Prop 39 Request Response

Administrative Offices
1163 E. Seventh Street
Chico, CA 95928-5999

530 / 891-3000
fax: 891-3220
www.ChicoUSD.org

Facilities Department
2455 Carmichael Drive
Chico, CA 95928

(530) 891-3209
Fax:(530) 891-3190

VIA ELECTRONIC AND CERTIFIED MAIL

November 22, 2024

Ms. Michelle Yezbick, School Director
Sherwood Montessori
1010 Cleveland Avenue
Chico, CA 95928

Re: Use of Chico Unified School District Facilities in 2025/26

Dear Ms. Yezbick:

This letter responds to Sherwood Montessori's request for facilities under Proposition 39 for 2025-2026. The District disputes the Charter Schools enrollment projections for TK and K grade levels and does not understand what methodology is provided to justify the increases.

However, the District does agree that Sherwood shall be provided space according to Proposition 39 and suggests waiving the procedural requirements of the process for the 2025-26 school year. If the Charter School agrees that the Charter School shall occupy the same facilities at Chapman Elementary School for 2025/26 school year that the Charter is currently offered, please review the agreement language below and sign on page two.

The parties confirm that they are willing to waive the procedural requirements of Proposition 39 and its implementing regulations (Title 5 California Code of Regulations Section 11969.9.), and proceed directly to an issuance of a Final Offer of facilities containing the facilities currently occupied by the Charter School, namely, the continued shared use of CUSD facilities at Chapman Elementary School, 1071 East 16th Street, Chico, CA 95928 for its Grades K-8 program, as set forth in the District's Final Offer of Facilities for the 2025-2026 school year. We will send a Final Offer no later than April 1, 2025, as well as a proposed Facility Use Agreement, under separate cover.

Sincerely,

Julia M. Kistle

Julie Kistle
Director, Facilities and Construction

I agree to the above-stated terms and represent that I have the authority to enter this agreement and bind Sherwood Montessori Charter School and its governing board.

December 2, 2024

Michelle Yezbick, School Director
Sherwood Montessori

cc: Jaclyn Kruger, Deputy Superintendent, Business Services
Heather Sufuentes, Director, Elementary Education
Kelly Staley, Superintendent

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Measure K Project Completion Report**

Date: December 19, 2024

SUMMARY

This report is to close the various projects funded by Measure K over the years and have unspent funds directed back to Sherwood's allocation.

DISCUSSION

Several projects (A-I) have been completed using Measure K funds. The Escape report provided by CUSDs accountant has been used to determine which projects had overages and which came in under budget with funds to return to the allocation. After approval by this board, the report will be taken to the Measure K Charter School Committee for approval and then to the Chico Unified School District's Board of Education.

ACTION REQUESTED:

Approve report.

Attachments: Measure K Project Completion Report, Escape report, worksheet with project balances

Measure K Charter School Facilities Committee
Project Completion Report

GENERAL INFORMATION:

Submission Meeting Date	December 18, 2024
Name of School	Sherwood Montessori
Address of School	1010 Cleveland Ave.
Contact Name	Michelle Yezbick
Contact Phone/Email	530-345-6600 michelle@sherwoodmontessori.org
Year Established	2010
Charter Renewal Date	January, 2017
CDS Code	04-61424-00121475
Charter Number	1166
Website	www.sherwoodmontessori.org

PROJECT A: Planning Funds for Relocatable Project A

1. **Type of Project:**
   - __X___ Planning
   - _____ Construction
   - _____ Health Safety (Including ADA)
   - _____ Modernization/Repair/Renovation/Improve
   - _____ Purchase or lease Project
   - _____ Other (including FF&E)

2. **Project Narrative:**
   Planning funds for the Relocatable Project A $25,000 was approved by the Measure K Committee on 9/5/2017 and by the CUSD Board on 9/20/2017. This project is now complete and the remaining funds from the allocation should be returned to the charter's Measure K allocation.

3. **Project Funds to be Returned:**

Funds Allocated		25,000
Funds Used in 17/18	10,331.69	
Funds Used in 18/19	7,632.44	
Funds Used in 19/20	1,387.45	
Less: Total Funds Used		19,351.58
Funds Returned		5,648

For Committee Use:

All necessary documents were included: **__X___ yes _____no**

Attach: 1) Escape report from CUSD for all years with spending, and 2) worksheet that balances to the Escape report.

MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: _____

Attestation of Committee Secretary: _____

PROJECT B: Construction Funds for Relocatable Project A

1. **Type of Project:**
   - _____ Planning
   - ___X__ Construction
   - _____ Health Safety (Including ADA)
   - _____ Modernization/Repair/Renovation/Improve
   - _____ Purchase or lease Project
   - _____ Other (including FF&E)

2. **Project Narrative:**
   Construction funds for the Relocatable Project A $375,000 was approved by the Measure K Committee on 1/8/2018 and by the CUSD Board on 1/17/2018. This project is now complete and the remaining funds from the allocation should be returned to the charter's Measure K allocation.

3. **Project Funds to be Returned:**

Funds Allocated		375,000
Funds Used in 17/18	186,796.79	
Funds Used in 18/19	183,758.44	
Funds Used in 19/20	1,937.50	
Less: Total Funds Used		372,492.73
Funds Returned		2,507

For Committee Use:

All necessary documents were included: **__X___ yes _____no**

Attach: 1) Escape report from CUSD for all years with spending, and 2) worksheet that balances to the Escape report.

MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: _____

Attestation of Committee Secretary: _____

PROJECT C: Furnishing & Equipment for Relocatable Project A

1. **Type of Project:**
   - _____ Planning
   - _____ Construction
   - _____ Health Safety (Including ADA)
   - _____ Modernization/Repair/Renovation/Improve
   - _____ Purchase or lease Project
   - ___X__ Other (including FF&E)

2. **Project Narrative:**
   F&E for the Relocatable Project A $23,800 was approved by the Measure K Committee on 6/11/2019 and by the CUSD Board on 6/26/2019. This project is now complete and the remaining funds from the allocation should be returned to the charter's Measure K allocation.

3. **Project Funds to be Returned:**

Funds Allocated		23,800
Funds Used in 17/18		
Funds Used in 18/19		
Funds Used in 19/20	14,875.86	
Less: Total Funds Used		14,875.86
Funds Returned		8,924

For Committee Use:

All necessary documents were included: **__X___ yes _____no**

Attach: 1) Escape report from CUSD for all years with spending, and 2) worksheet that balances to the Escape report.

MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: _____

Attestation of Committee Secretary: _____

PROJECT D: Planning for Relocatable Project B

1. **Type of Project:**
   - __X___ Planning
   - _____ Construction
   - _____ Health Safety (Including ADA)
   - _____ Modernization/Repair/Renovation/Improve
   - _____ Purchase or lease Project
   - _____ Other (including FF&E)

2. **Project Narrative:**
Planning funds for the Relocatable Project B - $40,000 was approved by the Measure K Committee on 6/11/2019 and by the CUSD Board on 6/26/2019. This project is now complete and the remaining funds from the allocation should be returned to the charter's Measure K allocation.

3. **Project Funds to be Returned:**

Funds Allocated		40,000
Funds Used in 19/20	28,174.09	
Funds Used in 20/21		
Funds Used in 21/22	8,515	
Less: Total Funds Used		36,689.09
Funds Returned		3,311

For Committee Use:

All necessary documents were included: **__X___ yes _____no**

Attach: 1) Escape report from CUSD for all years with spending, and 2) worksheet that balances to the Escape report.

MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: _____

Attestation of Committee Secretary: _____

PROJECT E: Relocatable Project A Overages

1. **Type of Project:**
_____ Planning
__X___ Construction
_____ Health Safety (Including ADA)
_____ Modernization/Repair/Renovation/Improve
_____ Purchase or lease Project
_____ Other (including FF&E)

2. **Project Narrative:**
Overage construction funds for the Relocatable Project A $130,000 was approved by the Measure K Committee on 8/26/2019 and by the CUSD Board on 9/4/2019. This project is now complete and the remaining funds from the allocation should be returned to the charter's Measure K allocation.

3. **Project Funds to be Returned:**

Funds Allocated		130,000
Funds Used in 18/19	22,411.45	
Funds Used in 19/20	96,700.86	

Less: Total Funds Used		119,112.31
Funds Returned		10,888

For Committee Use:

All necessary documents were included: **__X___ yes _____no**

Attach: 1) Escape report from CUSD for all years with spending, and 2) worksheet that balances to the Escape report.

MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: _____

Attestation of Committee Secretary: _____

PROJECT F: Construction Relocatable Project B

1. **Type of Project:**
   - _____ Planning
   - __X___ Construction
   - _____ Health Safety (Including ADA)
   - _____ Modernization/Repair/Renovation/Improve
   - _____ Purchase or lease Project
   - _____ Other (including FF&E)

2. **Project Narrative:**
   Construction funds for the Relocatable Project B $366,379 was approved by the Measure K Committee on 11/18/2019 and by the CUSD Board on 12/11/2019. This project is now complete and the remaining funds from the allocation should be returned to the charter's Measure K allocation.

3. **Project Funds to be Returned:**

Funds Allocated		366,379
Funds Used in 19/20	83,873.99	
Funds Used in 20/21	88,349.02	
Funds Used in 21/22	172,026.21	
Less: Total Funds Used		344,249.22
Funds Returned		22,130

For Committee Use:

All necessary documents were included: **__X___ yes _____no**

Attach: 1) Escape report from CUSD for all years with spending, and 2) worksheet that balances to the Escape report.

MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: _____

Attestation of Committee Secretary: _____

PROJECT G: Relocatable Project B Overages

1. **Type of Project:**
   - _____ Planning
   - __X___ Construction
   - _____ Health Safety (Including ADA)
   - _____ Modernization/Repair/Renovation/Improve
   - _____ Purchase or lease Project
   - _____ Other (including FF&E)

2. **Project Narrative:**
   Planning funds for the Relocatable Project B $25,000 was approved by the CUSD Board on 7/15/2020. This project is now complete and there are no remaining funds. Overages from this project should be subtracted from the charter's Measure K allocation.

3. **Project Funds to be Returned:**

Funds Allocated		25,000
Funds Used in 20/21	42,362.77	
Funds Used in 21/22	24,827.22	
Less: Total Funds Used		67,189.99
Funds Returned		-42,190

For Committee Use:

All necessary documents were included: **__X___ yes _____no**

Attach: 1) Escape report from CUSD for all years with spending, and 2) worksheet that balances to the Escape report.

MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: _____

Attestation of Committee Secretary: _____

PROJECT H: Furnishing & Equipment for Relocatable Project B

1. **Type of Project:**
   - _____ Planning
   - _____ Construction
   - _____ Health Safety (Including ADA)
   - _____ Modernization/Repair/Renovation/Improve
   - _____ Purchase or lease Project
   - ___X__ Other (including FF&E)

2. **Project Narrative:**
   F&E for the Relocatable Project B $20,000 was approved by the Measure K Committee on 4/26/2021 and by the CUSD Board on 6/23/2021. This project is now complete and there are no remaining funds. Overages from this project should be subtracted from the charter's Measure K allocation.

3. **Project Funds to be Returned:**

Funds Allocated		20,000
Funds Used in 20/21	8,382	
Funds Used in 21/22	13,050.32	
Funds Used in 22/23	1,439.49	
Less: Total Funds Used		22,871.81
Funds Returned		-2,872

For Committee Use:

All necessary documents were included: **__X___ yes _____no**

Attach: 1) Escape report from CUSD for all years with spending, and 2) worksheet that balances to the Escape report.

MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: _____

Attestation of Committee Secretary: _____

PROJECT I: TK/K and Office Furnishings & Equipment

1. **Type of Project:**
   - _____ Planning
   - _____ Construction
   - _____ Health Safety (Including ADA)
   - _____ Modernization/Repair/Renovation/Improve
   - _____ Purchase or lease Project
   - ___X__ Other (including FF&E)

2. **Project Narrative:**
   F&E for TK/K and Office $12,000 was approved by the Measure K Committee on 8/22/2022 and by the CUSD Board on 10/5/2022. This project is now complete and the remaining funds from the allocation should be returned to the charter's Measure K allocation.

3. **Project Funds to be Returned:**

Funds Allocated		12,000
Funds Used in 22/23	7,590.58	
Less: Total Funds Used		7,590.58
Funds Returned		4,409

For Committee Use:

All necessary documents were included: **__X___ yes _____no**

Attach: 1) Escape report from CUSD for all years with spending, and 2) worksheet that balances to the Escape report.

MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: _____

Attestation of Committee Secretary: _____

	A	B	C	D	E	F	G	H	I	
Project	**Planning A**	**Relo Project A**	**F&E A**	**Planning B**	**Project A Overages**	**Relo Project B**	**Project B Additional**	**Project B F&E**	**TK/K & Office F & E**	**TOTALS**
Board Approved Date	**9/20/2017**	**1/17/2018**	**6/26/2019**	**6/26/2019**	**9/4/2019**	**12/11/2019**	**7/15/2020**	**6/23/2021**	**10/5/2022**	
Approved for Project	**25,000**	**375,000**	**23,800**	**40,000**	**130,000**	**366,379**	**25,000**	**20,000**	**12,000**	**1,017,179**
Expenses	**19,352**	**372,493**	**14,876**	**36,689**	**119,112**	**344,249**	**67,190**	**22,872**	**7,591**	**441,902**
(Over)/Under Expended	**5,648**	**2,507**	**8,924**	**3,311**	**10,888**	**22,130**	**-42,190**	**-2,872**	**4,409**	**36,805**
spent in 2017-2018	**10,331.69**	**186,796.79**								**197,128**
spent in 2018-2019	**7,632.44**	**183,758.44**			**22,411.45**					**213,802**
spent in 2019-2020	**1,387.45**	**1,937.50**	**14,875.86**	**28,174.09**	**96,700.86**	**83,873.99**				**226,950**
spent in 2020-2021						**88,349.02**	**42,362.77**	**8,382.00**		**139,094**
spent in 2021-2022				**8,515.00**		**172,026.21**	**24,827.22**	**13,050.32**		**218,419**
spent in 2022-2023								**1,439.49**	**7,590.58**	**9,030**
Total spent	**19,351.58**	**372,492.73**	**14,875.86**	**36,689.09**	**119,112.31**	**344,249.22**	**67,189.99**	**22,871.81**	**7,590.58**	**1,004,423**
Funds to be returned	**5,648**	**2,507**	**8,924**	**3,311**	**10,888**	**22,130**	**-42,190**	**-2,872**	**4,409**	**12,756**

Activity for Dates 09/20/2017 to 06/30/2024

Ref#	Pay To Name		Journal #	Description	Trans Dt	Encumbered	Expenditure	Net Change to Balance
23-9805-0-0000-8100-4300-420-6100 Sherwood F&E,Material-Sup								
P20-00259	WORTHINGTON DIRECT		EN20-01133	Furniture for Sherwood Montessori	07/03/19	857.62		857.62-
P20-00259	WORTHINGTON DIRECT		EN20-01134	Furniture for Sherwood Montessori	07/03/19	857.62-		
P20-00259	WORTHINGTON DIRECT		EN20-01135	Furniture for Sherwood Montessori	07/03/19	857.62		857.62-
P20-00259	WORTHINGTON DIRECT		EN20-01217	Furniture for Sherwood Montessori	07/09/19	.23-		857.39-
P20-00443	Home Science Tools		EN20-02289	Triple beams for Sherwood Montessori	08/05/19	535.98		1,393.37-
P20-00445	School Outfitters		EN20-02318	Stools & tables for Sherwood Montessori	08/05/19	3,740.71		5,134.08-
P20-00445	School Outfitters		EN20-03272	Stools & tables for Sherwood Montessori	08/20/19	3,740.71-		1,393.37-
P20-00445	School Outfitters		EX20-02360	Stools & tables for Sherwood Montessori	08/20/19		2,385.37	3,778.74-
P20-00445	School Outfitters		EX20-02361	Stools & tables for Sherwood Montessori	08/20/19		1,355.34	5,134.08-
P20-00443	Home Science Tools		EN20-03673	Triple beams for Sherwood Montessori	08/27/19	535.98-		4,598.10-
P20-00443	Home Science Tools		EX20-02584	Triple beams for Sherwood Montessori	08/27/19		542.93	5,141.03-
P20-00259	WORTHINGTON DIRECT		EN20-06010	Furniture for Sherwood Montessori	10/01/19	857.39-		4,283.64-
P20-00259	WORTHINGTON DIRECT		EX20-05179	Furniture for Sherwood Montessori	10/01/19		857.39	5,141.03-
P20-00975	Amazon.Com		EN20-06279	Smart TV for Sherwood science lab	10/03/19	343.19		5,484.22-
P20-00975	Amazon.Com		EN20-07044	Smart TV for Sherwood science lab	10/15/19	343.19-		5,141.03-
P20-00975	Amazon.Com		EX20-06457	Smart TV for Sherwood science lab	10/15/19		350.19	5,491.22-
			GJ20-00204	R/C School Specialty Inc-Bookshelf for Sh	11/05/19		397.98	5,889.20-
P20-01300	Home Depot	6035-3225-027	EN20-09110	Storage Cabinet-Sherwood	11/19/19	246.13		6,135.33-
P20-01300	Home Depot	6035-3225-027	EN20-10783	Storage Cabinet-Sherwood	01/07/20	246.13-		5,889.20-
P20-01300	Home Depot	6035-3225-027	EX20-11338	Storage Cabinet-Sherwood	01/07/20		196.90	6,086.10-
P20-01664	SCHOOLSin LLC		EN20-12072	Storage Shelves Sherwood Montessori	01/29/20	1,011.82		7,097.92-
P20-01664	SCHOOLSin LLC		EN20-12073	Storage Shelves Sherwood Montessori	01/29/20	.01		7,097.93-
P20-01664	SCHOOLSin LLC		EN20-12091	Storage Shelves Sherwood Montessori	01/30/20	1,011.83-		6,086.10-
P20-01664	SCHOOLSin LLC		EN20-12092	Storage Shelves Sherwood Montessori	01/30/20	1,011.83		7,097.93-
P20-01664	SCHOOLSin LLC		EN20-13719	Storage Shelves Sherwood Montessori	03/03/20	1,011.83-		6,086.10-
P20-01664	SCHOOLSin LLC		EX20-14639	Storage Shelves Sherwood Montessori	03/03/20		1,011.83	7,097.93-
P21-00117	School Outfitters		EN21-00909	Picnic Tables - School Outfitters Sherwooc	07/08/20	2,724.02		9,821.95-
P21-00117	School Outfitters		EN21-02348	Picnic Tables - School Outfitters Sherwooc	08/18/20	2,724.02-		7,097.93-
				Account Total	06/30/24	.00	7,097.93	
23-9805-0-0000-8100-4400-420-6100 Sherwood F&E,NonCapEquip								
P20-00259	WORTHINGTON DIRECT		EN20-01133	Furniture for Sherwood Montessori	07/03/19	4,427.24		4,427.24-
P20-00259	WORTHINGTON DIRECT		EN20-01134	Furniture for Sherwood Montessori	07/03/19	4,427.24-		
P20-00259	WORTHINGTON DIRECT		EN20-01135	Furniture for Sherwood Montessori	07/03/19	4,427.24		4,427.24-
P20-00259	WORTHINGTON DIRECT		EN20-01217	Furniture for Sherwood Montessori	07/09/19	1.20-		4,426.04-
P20-00259	WORTHINGTON DIRECT		EN20-06010	Furniture for Sherwood Montessori	10/01/19	4,426.04-		
P20-00259	WORTHINGTON DIRECT		EX20-05179	Furniture for Sherwood Montessori	10/01/19		4,426.05	4,426.05-

Activity for Dates 09/20/2017 to 06/30/2024

Ref#	Pay To Name	Journal #	Description	Trans Dt	Encumbered	Expenditure	Net Change to Balance
23-9805-0-0000-8100-4400-420-6100 Sherwood F&E,NonCapEquip (continued)							
P20-01001	Home Depot	6035-3225-027 EN20-06346	Tuff Shed for Sherwood Montessori	10/04/19	3,390.17		7,816.22-
P20-01001	Home Depot	6035-3225-027 EN20-09546	Tuff Shed for Sherwood Montessori	11/26/19	3,390.17-		4,426.05-
P20-01001	Home Depot	6035-3225-027 EX20-09637	Tuff Shed for Sherwood Montessori	11/26/19		20.00	4,446.05-
P20-01001	Home Depot	6035-3225-027 EX20-09638	Tuff Shed for Sherwood Montessori	11/26/19		20.00	4,466.05-
P20-01001	Home Depot	6035-3225-027 EX20-09639	Tuff Shed for Sherwood Montessori	11/26/19		3,088.00	7,554.05-
P20-01001	Home Depot	6035-3225-027 EX20-09639	Unpaid Tax	11/26/19		223.88	7,777.93-
			Account Total	06/30/24	.00	7,777.93	
23-9805-0-0000-8100-5800-420-6100 Sherwood F&E,Prof-Consult							
P18-01303	EAGLE ARCHITECTS	EN18-07263	Architect services for relo classroom	10/24/17	8,470.00		8,470.00-
P18-01303	EAGLE ARCHITECTS	EN18-07264	Architect services for relo classroom	10/24/17	8,470.00-		
P18-01303	EAGLE ARCHITECTS	EN18-07265	Architect services for relo classroom	10/24/17	8,470.00		8,470.00-
P18-01303	EAGLE ARCHITECTS	EN18-07895	Architect services for relo classroom	10/31/17	1,900.00-		6,570.00-
P18-01303	EAGLE ARCHITECTS	EX18-07192	Architect services for relo classroom	10/31/17		1,900.00	8,470.00-
R18-02477	EAGLE ARCHITECTS	EN18-10007	Architect services for Meas K project	12/08/17	16,440.00		24,910.00-
R18-02477	EAGLE ARCHITECTS	EN18-10008	Architect services for Meas K project	12/08/17	16,440.00-		8,470.00-
R18-02477	EAGLE ARCHITECTS	EN18-10009	Architect services for Meas K project	12/08/17	16,440.00		24,910.00-
R18-02477	EAGLE ARCHITECTS	EN18-10011	Architect services for Meas K project	12/08/17	16,440.00-		8,470.00-
P18-01303	EAGLE ARCHITECTS	EN18-10013	Architect services for relo classroom	12/08/17	7,970.00		16,440.00-
P18-01303	EAGLE ARCHITECTS	EN18-10769	Architect services for relo classroom	12/20/17	3,047.66-		13,392.34-
P18-01303	EAGLE ARCHITECTS	EX18-10793	Architect services for relo classroom	12/20/17		3,047.66	16,440.00-
P18-01818	EAGLE ARCHITECTS	EN18-11134	Architect svcs for PGE new service	01/08/18	925.00		17,365.00-
P18-01818	EAGLE ARCHITECTS	EN18-11556	Architect svcs for PGE new service	01/16/18	925.00-		16,440.00-
P18-01818	EAGLE ARCHITECTS	EX18-11630	Architect svcs for PGE new service	01/16/18		925.00	17,365.00-
P18-01303	EAGLE ARCHITECTS	EN18-12328	Architect services for relo classroom	01/30/18	3,050.83-		14,314.17-
P18-01303	EAGLE ARCHITECTS	EX18-12532	Architect services for relo classroom	01/30/18		3,050.83	17,365.00-
		GJ18-00315	Allocate M. Weissenborn July charter exp	02/13/18		27.78	17,392.78-
		GJ18-00315	Allocate M. Weissenborn Aug charter exp	02/13/18		138.89	17,531.67-
		GJ18-00315	Allocate M. Weissenborn Sept charter exp	02/13/18		80.55	17,612.22-
		GJ18-00315	Allocate M. Weissenborn Oct charter exp M	02/13/18		29.16	17,641.38-
		GJ18-00315	Allocate M. Weissenborn Dec charter exp	02/13/18		180.56	17,821.94-
P18-01303	EAGLE ARCHITECTS	EN18-13666	Architect services for relo classroom	02/20/18	8,441.51-		9,380.43-
P18-03240	Butte County Treasurer	EN18-20493	Plan check Sherwood Montessori	06/18/18	700.00		10,080.43-
P18-03240	Butte County Treasurer	EN18-20494	Plan check Sherwood Montessori	06/18/18	700.00-		9,380.43-
P18-03240	Butte County Treasurer	EN18-20495	Plan check Sherwood Montessori	06/18/18	700.00		10,080.43-
P18-03242	Butte County Treasurer	EN18-20805	Sherwood Montessori leach trench applic f	06/19/18	111.00		10,191.43-
		GJ18-00474	Allocate Weisenborn Charger exp Jan	06/19/18		16.66	10,208.09-

Activity for Dates 09/20/2017 to 06/30/2024

Ref#	Pay To Name	Journal #	Description	Trans Dt	Encumbered	Expenditure	Net Change to Balance
23-9805-0-0000-8100-5800-420-6100 Sherwood F&E,Prof-Consult (continued)							
		GJ18-00474	Allocate Weisenborn Charger exp Feb	06/19/18		33.33	10,241.42-
		GJ18-00474	Allocate Weisenborn Charger exp Mar	06/19/18		13.89	10,255.31-
		GJ18-00474	Allocate Weisenborn Charger Apr	06/19/18		51.39	10,306.70-
		GJ18-00474	Allocate Weisenborn Charger exp May	06/19/18		5.55	10,312.25-
P18-03240	Butte County Treasurer	EN18-21151	Plan check Sherwood Montessori	06/26/18	700.00-		9,612.25-
P18-03242	Butte County Treasurer	EN18-21152	Sherwood Montessori leach trench applic f	06/26/18	111.00-		9,501.25-
P18-03240	Butte County Treasurer	EX18-23198	Plan check Sherwood Montessori	06/26/18		700.00	10,201.25-
P18-03242	Butte County Treasurer	EX18-23199	Sherwood Montessori leach trench applic f	06/26/18		111.00	10,312.25-
		GJ18-00628	Allocate M. Weissenborn AP18-00552 to c	06/30/18		19.44	10,331.69-
P19-00381	Butte County Treasurer	EN19-02062	Sherwood Montessori plan checking fee	08/01/18	700.00		11,031.69-
P19-00381	Butte County Treasurer	EN19-02462	Sherwood Montessori plan checking fee	08/07/18	700.00-		10,331.69-
P19-00381	Butte County Treasurer	EX19-01557	Sherwood Montessori plan checking fee	08/07/18		700.00	11,031.69-
P19-00544	Butte County Treasurer	EN19-03323	Sherwood Permit Fees	08/21/18	1,802.42		12,834.11-
P19-00544	Butte County Treasurer	EN19-03790	Sherwood Permit Fees	08/28/18	1,802.42-		11,031.69-
P19-00544	Butte County Treasurer	EX19-02862	Sherwood Permit Fees	08/28/18		1,802.42	12,834.11-
P19-00754	Butte County Treasurer	EN19-04794	County Inspection Deposit for Sherwood P	09/13/18	700.00		13,534.11-
P19-00754	Butte County Treasurer	EN19-05184	County Inspection Deposit for Sherwood P	09/18/18	700.00-		12,834.11-
P19-00754	Butte County Treasurer	EX19-04308	County Inspection Deposit for Sherwood P	09/18/18		700.00	13,534.11-
		BR19-00132	1st Interim Update,BR19-048,Fund 23	11/16/18			10,034.11-
		GJ19-00194	Allocate M.Weissenborn Charter exp July	01/04/19		70.83	10,104.94-
		GJ19-00194	Allocate M.Weissenborn Charter exp Aug	01/04/19		28.12	10,133.06-
		GJ19-00194	Allocate M.Weissenborn Charter exp Sept	01/04/19		15.62	10,148.68-
		GJ19-00194	Allocate M.Weissenborn Charter exp Oct	01/04/19		150.00	10,298.68-
CA19-00056	David C. Hurd	EN19-12898	DSA Inspection - Fund 23	03/04/19	2,000.00		12,298.68-
	Chico Enterprise Record	EX19-15428	Sherwood Elementary School Oroville	03/26/19		768.60	13,067.28-
CA19-00056	David C. Hurd	EN19-15001	DSA Inspection - Fund 23	04/09/19	420.00-		12,647.28-
CA19-00056	David C. Hurd	EX19-16647	DSA Inspection - Fund 23	04/09/19		420.00	13,067.28-
	Applied Testing Consultants	EX19-17409	Sherwood Montessori	04/23/19		660.00	13,727.28-
CA19-00056	David C. Hurd	EN19-17235	DSA Inspection - Fund 23	05/14/19	280.00-		13,447.28-
CA19-00056	David C. Hurd	EX19-19252	DSA Inspection - Fund 23	05/14/19		280.00	13,727.28-
	Mobile Mini Inc	EX19-19992	600228	05/23/19		365.00	14,092.28-
CA19-00056	David C. Hurd	EN19-18941	DSA Inspection - Fund 23	06/11/19	1,160.00-		12,932.28-
	Mobile Mini Inc	EX19-21309	SHERWOOD	06/11/19		165.62	13,097.90-
CA19-00056	David C. Hurd	EX19-21551	DSA Inspection - Fund 23	06/11/19		440.00	13,537.90-
CA19-00056	David C. Hurd	EX19-21552	DSA Inspection - Fund 23	06/11/19		720.00	14,257.90-
		IF19-00005	R/C David C Hurd: DSA Inspection - Loma	06/11/19		720.00-	13,537.90-

Activity for Dates 09/20/2017 to 06/30/2024

Ref#	Pay To Name	Journal #	Description	Trans Dt	Encumbered	Expenditure	Net Change to Balance
23-9805-0-0000-8100-5800-420-6100 Sherwood F&E,Prof-Consult (continued)							
		GJ19-00429	Allocate M Weissenborn Charter exp Nov	06/13/19		34.37	13,572.27-
		GJ19-00429	Allocate M Weissenborn Charter exp Jan 2	06/13/19		103.12	13,675.39-
		GJ19-00429	Allocate M Weissenborn Charter exp Feb 2	06/13/19		46.88	13,722.27-
		GJ19-00429	Allocate M Weissenborn Charter exp Mar 2	06/13/19		145.31	13,867.58-
		GJ19-00430	Allocate M Weissenborn Charter exp Apr 2	06/13/19		137.50	14,005.08-
		GJ19-00430	Allocate M Weissenborn Charter exp May	06/13/19		204.68	14,209.76-
CA19-00056	David C. Hurd	AP19-00619	DSA Inspection - Fund 23	06/30/19		160.00	14,369.76-
	Mobile Mini Inc	AP19-00704	600228	06/30/19		165.62	14,535.38-
CA19-00056	David C. Hurd	EN19-19940	DSA Inspection - Fund 23	06/30/19	20.00		14,555.38-
CA19-00056	David C. Hurd	EN19-20115	DSA Inspection - Fund 23	06/30/19	160.00-		14,395.38-
		GJ19-00479	Allocate M. Weissenborn charter exp June	06/30/19		68.75	14,464.13-
CA20-00017	David C. Hurd	EN20-02102	DSA Inspection - Fund 23	07/31/19	400.00		14,864.13-
	Mobile Mini Inc	EX20-01462	600228	08/06/19		165.62	15,029.75-
CA20-00017	David C. Hurd	EN20-02873	DSA Inspection - Fund 23	08/13/19	160.00-		14,869.75-
CA20-00017	David C. Hurd	EX20-01910	DSA Inspection - Fund 23	08/13/19		160.00	15,029.75-
	Mobile Mini Inc	EX20-03697	600228	09/10/19		165.62	15,195.37-
	Mobile Mini Inc	EX20-05177	Sherwood	10/01/19		165.62	15,360.99-
	MOBILE MINI SOLUTIONS	EX20-07548	SHERWOOD	10/29/19		165.62	15,526.61-
		GJ20-00206	S-607 R/C Weissenborn Jul-Sep Exp from	11/21/19		190.63	15,717.24-
		GJ20-00206	S-607 R/C Weissenborn Jul-Sep Exp from	11/21/19		165.63	15,882.87-
		GJ20-00206	S-607 R/C Weissenborn Jul-Sep Exp from	11/21/19		131.25	16,014.12-
CA20-00012	Michael Weissenborn	EN20-09910	Facilities Consultant-Fund 31	12/06/19	700.00		16,714.12-
CA20-00012	Michael Weissenborn	EN20-09997	Facilities Consultant-Fund 31	12/10/19	700.00-		16,014.12-
CA20-00012	Michael Weissenborn	EN20-10001	Facilities Consultant-Fund 31	12/10/19	799.49		16,813.61-
CA20-00012	Michael Weissenborn	EN20-10070	Facilities Consultant-Fund 31	12/10/19	799.49-		16,014.12-
CA20-00038	Michael Weissenborn	EN20-10073	Facilities Consultant-Fund 23	12/10/19	700.00		16,714.12-
	Mobile Mini Inc	EX20-10339	CHS	12/10/19		156.59	16,870.71-
CA20-00038	Michael Weissenborn	EN20-10176	Facilities Consultant-Fund 23	12/11/19	18.75-		16,851.96-
CA20-00038	Michael Weissenborn	EX20-10487	Facilities Consultant-Fund 23	12/11/19		18.75	16,870.71-
CA20-00038	Michael Weissenborn	EN20-10825	Facilities Consultant-Fund 23	01/07/20	9.37-		16,861.34-
CA20-00038	Michael Weissenborn	EX20-11420	Facilities Consultant-Fund 23	01/07/20		9.37	16,870.71-
CA20-00017	David C. Hurd	EN20-15838	DSA Inspection - Fund 23	05/11/20	240.00-		16,630.71-
P20-02200	GLOBAL MODULAR INC	EN20-15987	36x40 Modular Classroom Project #2	05/14/20	152,498.16		169,128.87-
P20-02200	GLOBAL MODULAR INC	EN20-16009	36x40 Modular Classroom Project #2	05/15/20	152,498.16-		16,630.71-
		AR20-06168	Refund for ROS047-150-111,047,160-003	06/02/20		107.25-	16,523.46-
		AR20-06322	Refund for ROS047-150-111,047,160-003	06/02/20		107.25	16,630.71-

Activity for Dates 09/20/2017 to 06/30/2024

Ref#	Pay To Name	Journal #	Description	Trans Dt	Encumbered	Expenditure	Net Change to Balance
23-9805-0-0000-8100-5800-420-6100 Sherwood F&E,Prof-Consult (continued)							
		AR20-06458	Refund for ROS047-150-111,047,160-003	06/02/20		107.25-	16,523.46-
CA20-00038	Michael Weissenborn	EN20-17946	Facilities Consultant-Fund 23	06/30/20	671.88-		15,851.58-
			Account Total	06/30/24	.00	19,351.58	
23-9805-0-0000-8500-6200-420-6100 Sherwood F&E,BldgImprovem							
P18-02158	GLOBAL MODULAR INC	EN18-13442	New Sherwood Portables	02/14/18	158,800.00		158,800.00-
P18-02158	GLOBAL MODULAR INC	EN18-13655	New Sherwood Portables	02/20/18	158,800.00-		
P18-02158	GLOBAL MODULAR INC	EX18-14253	New Sherwood Portables	02/20/18		158,000.00	158,000.00-
P18-02221	EAGLE ARCHITECTS	EN18-13677	Architect svcs for 2 relocatable classrooms	02/21/18	38,020.00		196,020.00-
P18-02293	Butte County Treasurer	EN18-13932	Plan Check fees for Sherwood Relos	02/27/18	4,680.28		200,700.28-
P18-02221	EAGLE ARCHITECTS	EN18-14024	Architect svcs for 2 relocatable classrooms	02/27/18	5,946.25-		194,754.03-
P18-02221	EAGLE ARCHITECTS	EX18-14477	Architect svcs for 2 relocatable classrooms	02/27/18		5,946.25	200,700.28-
P18-02293	Butte County Treasurer	EN18-14500	Plan Check fees for Sherwood Relos	03/06/18	4,680.28-		196,020.00-
P18-02293	Butte County Treasurer	EX18-15104	Plan Check fees for Sherwood Relos	03/06/18		4,680.28	200,700.28-
	Pacific Gas & Electric Co	EX18-15745	Sherwood	03/13/18		2,500.00	203,200.28-
P18-02221	EAGLE ARCHITECTS	EN18-15504	Architect svcs for 2 relocatable classrooms	03/27/18	15,670.26-		187,530.02-
P18-02221	EAGLE ARCHITECTS	EX18-16515	Architect svcs for 2 relocatable classrooms	03/27/18		15,670.26	203,200.28-
P18-02221	EAGLE ARCHITECTS	EN18-21651	Year End Closing	06/30/18	16,403.49-		186,796.79-
P18-02221	EAGLE ARCHITECTS	EN19-01111	Year End Closing	07/01/18	16,403.49		203,200.28-
	EAGLE ARCHITECTS	EX19-01323	Sherwood Montessori	07/31/18		1,915.00	205,115.28-
	EAGLE ARCHITECTS	EX19-04313	Sherwood Montessori	09/18/18		14,505.00	219,620.28-
P18-02221	EAGLE ARCHITECTS	EN19-08111	Architect svcs for 2 relocatable classrooms	11/06/18	2,545.70-		217,074.58-
P18-02221	EAGLE ARCHITECTS	EX19-07966	Architect svcs for 2 relocatable classrooms	11/06/18		2,545.70	219,620.28-
		BR19-00132	1st Interim Update,BR19-048,Fund 23	11/16/18			184,620.28-
P18-02221	EAGLE ARCHITECTS	EN19-10151	Architect svcs for 2 relocatable classrooms	01/08/19	5,570.00-		179,050.28-
P18-02221	EAGLE ARCHITECTS	EX19-10729	Architect svcs for 2 relocatable classrooms	01/08/19		5,570.00	184,620.28-
P19-01824	Pacific Gas & Electric Co	EN19-12091	PG&E New Service Sherwood	02/14/19	2,252.69		186,872.97-
P19-01825	Butte County Treasurer	EN19-12092	Permit #B18-2189 Sherwood	02/14/19	379.11		187,252.08-
P19-01826	Butte County Treasurer	EN19-12094	Permit #B18-0605 Sherwood	02/14/19	2,458.39		189,710.47-
P19-01827	Butte County Treasurer	EN19-12095	Permit #B18-0609 Sherwood	02/14/19	2,458.39		192,168.86-
P19-01826	Butte County Treasurer	EN19-12225	Permit #B18-0605 Sherwood	02/20/19	2,458.39-		189,710.47-
P19-01827	Butte County Treasurer	EN19-12226	Permit #B18-0609 Sherwood	02/20/19	2,458.39-		187,252.08-
P19-01825	Butte County Treasurer	EN19-12227	Permit #B18-2189 Sherwood	02/20/19	379.11-		186,872.97-
P19-01826	Butte County Treasurer	EX19-12909	Permit #B18-0605 Sherwood	02/20/19		2,458.39	189,331.36-
P19-01827	Butte County Treasurer	EX19-12910	Permit #B18-0609 Sherwood	02/20/19		2,458.39	191,789.75-
P19-01825	Butte County Treasurer	EX19-12911	Permit #B18-2189 Sherwood	02/20/19		379.11	192,168.86-
P18-02221	EAGLE ARCHITECTS	EN19-12403	Architect svcs for 2 relocatable classrooms	02/22/19	4,125.00-		188,043.86-

Activity for Dates 09/20/2017 to 06/30/2024

Ref#	Pay To Name	Journal #	Description	Trans Dt	Encumbered	Expenditure	Net Change to Balance
23-9805-0-0000-8500-6200-420-6100 Sherwood F&E,BldgImprovem (continued)							
P18-02221	EAGLE ARCHITECTS	EX19-13055	Architect svcs for 2 relocatable classrooms	02/22/19		4,125.00	192,168.86-
P19-01824	Pacific Gas & Electric Co	EN19-12596	PG&E New Service Sherwood	02/26/19	2,252.69-		189,916.17-
P19-01824	Pacific Gas & Electric Co	EX19-13455	PG&E New Service Sherwood	02/26/19		2,252.69	192,168.86-
	Pacific Gas & Electric Co	EX19-13711	Sherwood Montessori. Replacement check	02/28/19		2,252.69	194,421.55-
P18-02221	EAGLE ARCHITECTS	EN19-14563	Architect svcs for 2 relocatable classrooms	04/02/19	2,016.73-		192,404.82-
P18-02221	EAGLE ARCHITECTS	EX19-15999	Architect svcs for 2 relocatable classrooms	04/02/19		2,016.73	194,421.55-
	ANTHEM BUILDERS INC	EX19-16644	Sherwood	04/09/19		49,343.95	243,765.50-
		AR19-05175	Duplicate PG&E pymt refunded to Sherwo	04/26/19		2,252.69-	241,512.81-
	ANTHEM BUILDERS INC	EX19-19247	Sherwood	05/14/19		32,738.33	274,251.14-
	Applied Testing Consultants	EX19-19621	Sherwood Montessori	05/21/19		620.00	274,871.14-
	ANTHEM BUILDERS INC	EX19-22035	Sherwood	06/18/19		22,411.45	297,282.59-
	ANTHEM BUILDERS INC	AP19-00618	Sherwood Montesorri	06/30/19		62,830.15	360,112.74-
P18-02221	EAGLE ARCHITECTS	EN19-20296	Year End Closing	06/30/19	2,146.06-		357,966.68-
P18-02221	EAGLE ARCHITECTS	EN20-01637	Year End Closing	07/01/19	2,146.06		360,112.74-
P18-02221	EAGLE ARCHITECTS	EN20-01811	Architect svcs for 2 relocatable classrooms	07/23/19	1,777.50-		358,335.24-
P18-02221	EAGLE ARCHITECTS	EX20-01094	Architect svcs for 2 relocatable classrooms	07/23/19		1,777.50	360,112.74-
P18-02221	EAGLE ARCHITECTS	EN20-03083	Architect svcs for 2 relocatable classrooms	08/19/19	3,186.44		363,299.18-
P18-02221	EAGLE ARCHITECTS	EN20-03190	Architect svcs for 2 relocatable classrooms	08/20/19	3,555.00-		359,744.18-
	Applied Testing Consultants	EX20-02137	Sherwood Monessori	08/20/19		160.00	359,904.18-
P18-02221	EAGLE ARCHITECTS	EX20-02141	Architect svcs for 2 relocatable classrooms	08/20/19		3,555.00	363,459.18-
	ANTHEM BUILDERS INC	EX20-02581	Sherwood Montesorri	08/27/19		77,153.87	440,613.05-
	ANTHEM BUILDERS INC	EX20-04477	Sherwood	09/17/19		1,620.99	442,234.04-
	GLOBAL MODULAR INC	EX20-04921	Short paid by $800	09/24/19		800.00	443,034.04-
	ANTHEM BUILDERS INC	EX20-07297	Retention final payment	10/28/19		12,952.56	455,986.60-
P20-01309	EAGLE ARCHITECTS	EN20-08609	Architectural Services for Sherwood Phase	11/12/19	38,445.00		494,431.60-
	ANTHEM BUILDERS INC	EX20-08504	Sherwood Fire Permit	11/12/19		618.44	495,050.04-
P20-01378	Butte County Treasurer	EN20-09842	Permit Fees for Sherwood Phase 2	12/05/19	3,266.01		498,316.05-
P20-01378	Butte County Treasurer	EN20-09843	Permit Fees for Sherwood Phase 2	12/05/19	3,266.01-		495,050.04-
P20-01378	Butte County Treasurer	EN20-09844	Permit Fees for Sherwood Phase 2	12/05/19	3,045.23		498,095.27-
P20-01378	Butte County Treasurer	EN20-10140	Permit Fees for Sherwood Phase 2	12/10/19	3,045.23-		495,050.04-
P20-01309	EAGLE ARCHITECTS	EN20-10141	Architectural Services for Sherwood Phase	12/10/19	3,320.00-		491,730.04-
P20-01378	Butte County Treasurer	EX20-10464	Permit Fees for Sherwood Phase 2	12/10/19		3,045.23	494,775.27-
P20-01309	EAGLE ARCHITECTS	EX20-10465	Architectural Services for Sherwood Phase	12/10/19		3,320.00	498,095.27-
P20-01309	EAGLE ARCHITECTS	EN20-10782	Architectural Services for Sherwood Phase	01/07/20	21,612.53-		476,482.74-
P20-01309	EAGLE ARCHITECTS	EX20-11335	Architectural Services for Sherwood Phase	01/07/20		9,665.03	486,147.77-
P20-01309	EAGLE ARCHITECTS	EX20-11336	Architectural Services for Sherwood Phase	01/07/20		11,947.50	498,095.27-

Activity for Dates 09/20/2017 to 06/30/2024

Ref#	Pay To Name	Journal #	Description	Trans Dt	Encumbered	Expenditure	Net Change to Balance
23-9805-0-0000-8500-6200-420-6100 Sherwood F&E,BldgImprovem (continued)							
P20-01541	Butte County Treasurer	EN20-11171	Plan Check Fees for Sherwood Phase 2	01/14/20	700.00		498,795.27-
P20-01541	Butte County Treasurer	EN20-11509	Plan Check Fees for Sherwood Phase 2	01/21/20	700.00-		498,095.27-
P20-01541	Butte County Treasurer	EX20-12101	Plan Check Fees for Sherwood Phase 2	01/21/20		700.00	498,795.27-
P20-01986	EAGLE ARCHITECTS	EN20-14594	Develop Sherwood off site improvements	03/24/20	4,955.00		503,750.27-
P20-02200	GLOBAL MODULAR INC	EN20-16012	36x40 Modular Classroom Project #2	05/15/20	152,498.16		656,248.43-
P20-01986	EAGLE ARCHITECTS	EN20-16384	Develop Sherwood off site improvements	05/27/20	4,009.50-		652,238.93-
P20-01986	EAGLE ARCHITECTS	EX20-18655	Develop Sherwood off site improvements	05/27/20		4,009.50	656,248.43-
P20-01309	EAGLE ARCHITECTS	EN20-16744	Architectural Services for Sherwood Phase	06/09/20	2,435.83-		653,812.60-
P20-01309	EAGLE ARCHITECTS	EX20-19568	Architectural Services for Sherwood Phase	06/09/20		2,435.83	656,248.43-
		AR20-06648	Refund on Demo Costs - 1071 E 16th St	06/16/20		8,000.00-	648,248.43-
P20-02200	GLOBAL MODULAR INC	EN20-17352	36x40 Modular Classroom Project #2	06/23/20	45,749.45-		602,498.98-
P20-02200	GLOBAL MODULAR INC	EX20-20090	36x40 Modular Classroom Project #2	06/23/20		45,749.45	648,248.43-
P20-02310	Butte County Treasurer	EN20-17427	B19-4144 Permit for land development	06/25/20	1,051.00		649,299.43-
P20-02200	GLOBAL MODULAR INC	AP20-00086	36x40 Modular Classroom Project #2	06/30/20		38,124.54	687,423.97-
P20-02200	GLOBAL MODULAR INC	AP20-00380	Year End Closing	06/30/20		68,624.17	756,048.14-
P20-02310	Butte County Treasurer	EN20-17655	B19-4144 Permit for land development	06/30/20	1,051.00-		754,997.14-
P20-02200	GLOBAL MODULAR INC	EN20-17844	36x40 Modular Classroom Project #2	06/30/20	38,124.54-		716,872.60-
P20-01986	EAGLE ARCHITECTS	EN20-17882	Year End Closing	06/30/20	945.50-		715,927.10-
P20-01309	EAGLE ARCHITECTS	EN20-18004	Year End Closing	06/30/20	11,076.64-		704,850.46-
P20-02200	GLOBAL MODULAR INC	EN20-18089	Year End Closing	06/30/20	68,624.17-		636,226.29-
P20-02310	Butte County Treasurer	EX20-20358	B19-4144 Permit for land development	06/30/20		1,051.00	637,277.29-
		GJ20-00502	Reverse AP20-00380; PO was cancelled i	06/30/20		68,624.17-	568,653.12-
P20-01986	EAGLE ARCHITECTS	EN21-00889	Year End Closing	07/01/20	945.50		569,598.62-
P20-01309	EAGLE ARCHITECTS	EN21-00940	Year End Closing	07/01/20	11,076.64		580,675.26-
P20-02200	GLOBAL MODULAR INC	AP21-00006	Requisition was manually completed	08/20/20		68,624.17-	512,051.09-
P20-01309	EAGLE ARCHITECTS	EN21-02664	Architectural Services for Sherwood Phase	08/20/20	11,076.64-		500,974.45-
P20-01986	EAGLE ARCHITECTS	EN21-02667	Develop Sherwood off site improvements	08/20/20	945.50-		500,028.95-
		GJ21-00035	Reversed AP20-00380 in 19-20; PO was c	08/20/20		68,624.17	568,653.12-
		AR22-01559	Refund on P20-02310	10/18/21		73.25-	568,579.87-
		GJ22-00078	S-373 Corr AR22-01559 S/B Fund 31	10/20/21		73.25	568,653.12-
			Account Total	06/30/24	.00	603,653.12	
31-9805-0-0000-8100-4300-420-6100 Sherwood F&E,Material-Sup							
P21-00237	School Outfitters	EN21-01672	Picnic Tables - School Outfitters Sherwood	08/06/20	2,724.02		2,724.02-
P21-00117	School Outfitters	EX21-01087	Picnic Tables - School Outfitters Sherwood	08/18/20		2,724.02	5,448.04-
P21-00237	School Outfitters	EN21-04682	Picnic Tables - School Outfitters Sherwood	10/01/20	2,724.02-		2,724.02-
		BR21-00236	2nd Interim Budget Adj.,BR21-065,Fund 3	02/16/21			.98

Activity for Dates 09/20/2017 to 06/30/2024

Ref#	Pay To Name	Journal #	Description	Trans Dt	Encumbered	Expenditure	Net Change to Balance
31-9805-0-0000-8100-4300-420-6100 Sherwood F&E,Material-Sup (continued)							
P22-00246	School Outfitters	EN22-00939	Plastic Picnic Tables- Sherwood School O	07/01/21	5,171.23		5,170.25-
P22-00246	School Outfitters	EN22-01188	Plastic Picnic Tables- Sherwood School O	07/07/21	5,171.23-		.98
P22-00349	School Specialty LLC	EN22-01790	Sherwood furniture - School Specialty	07/27/21	2,854.88		2,853.90-
P22-00349	School Specialty LLC	EN22-01792	Sherwood furniture - School Specialty	07/27/21	2,854.88-		.98
P22-00349	School Specialty LLC	EN22-01794	Sherwood furniture - School Specialty	07/27/21	2,854.88		2,853.90-
P22-00984	School Outfitters	EN22-06248	Bookcases - School Outfitters Sherwood	10/13/21	2,241.85		5,095.75-
P22-00984	School Outfitters	EN22-06252	Bookcases - School Outfitters Sherwood	10/13/21	2,241.85-		2,853.90-
P22-00984	School Outfitters	EN22-06253	Bookcases - School Outfitters Sherwood	10/13/21	2,499.01		5,352.91-
P22-00984	School Outfitters	EN22-06254	Bookcases - School Outfitters Sherwood	10/13/21	2,499.01-		2,853.90-
P22-00984	School Outfitters	EN22-06255	Bookcases - School Outfitters Sherwood	10/13/21	2,499.01		5,352.91-
P22-00984	School Outfitters	EN22-06257	Bookcases - School Outfitters Sherwood	10/13/21	2,499.01-		2,853.90-
P22-00984	School Outfitters	EN22-06258	Bookcases - School Outfitters Sherwood	10/13/21	2,499.01		5,352.91-
P22-00985	Home Depot 6035-3225-027	EN22-06259	Storage Cabinet - Sherwood	10/13/21	968.73		6,321.64-
P22-00985	Home Depot 6035-3225-027	EN22-06261	Storage Cabinet - Sherwood	10/13/21	968.73-		5,352.91-
P22-00984	School Outfitters	EN22-06271	Bookcases - School Outfitters Sherwood	10/13/21	2,499.01-		2,853.90-
		BR22-00014	1st Interim Adjustments	10/29/21			146.10
P22-01270	Amazon Capital Services	EN22-08352	Storage shelf Sherwood- Amazon	11/18/21	353.91		207.81-
P22-01270	Amazon Capital Services	EN22-08353	Storage shelf Sherwood- Amazon	11/18/21	353.91-		146.10
P22-01270	Amazon Capital Services	EN22-08354	Storage shelf Sherwood- Amazon	11/18/21	353.91		207.81-
P22-01270	Amazon Capital Services	EN22-09594	Storage shelf Sherwood- Amazon	12/14/21	353.91-		146.10
P22-01270	Amazon Capital Services	EX22-08169	Storage shelf Sherwood- Amazon	12/14/21		353.91	207.81-
P22-00349	School Specialty LLC	EN22-11364	Sherwood furniture - School Specialty	02/01/22	2,854.88-		2,647.07
P22-00349	School Specialty LLC	EX22-09998	Sherwood furniture - School Specialty	02/01/22		2,854.88	207.81-
P22-02362	HOME DEPOT PRO INSTITUTIONAL	EN22-17453	F&E - Sherwood	05/26/22	890.45		1,098.26-
P22-02365	Amazon Capital Services	EN22-17460	Playsets Lifetime - Sherwood	05/26/22	32.16		1,130.42-
P22-02405	WonderPlay, Inc	EN22-17993	Anchor Kit - Sherwood	06/08/22	85.75		1,216.17-
P22-02405	WonderPlay, Inc	EN22-18025	Anchor Kit - Sherwood	06/08/22	18.95		1,235.12-
P22-02417	Amazon Capital Services	EN22-18116	Fence slats & border - Sherwood	06/09/22	4,030.72		5,265.84-
P22-02424	Wayfair Attn: Orders	EN22-18164	Shelves Wayfair - Sherwood	06/13/22	2,788.29		8,054.13-
P22-02365	Amazon Capital Services	EN22-18592	Playsets Lifetime - Sherwood	06/16/22	1.54-		8,052.59-
P22-02417	Amazon Capital Services	AP22-00450	Fence slats & border - Sherwood	06/30/22		4,193.90	12,246.49-
P22-02365	Amazon Capital Services	AP22-00563	Year End Closing	06/30/22		30.62	12,277.11-
P22-02405	WonderPlay, Inc	AP22-00612	Anchor Kit - Sherwood	06/30/22		104.70	12,381.81-
P22-02424	Wayfair Attn: Orders	AP22-00613	Shelves Wayfair - Sherwood	06/30/22		2,788.29	15,170.10-
P22-02417	Amazon Capital Services	EN22-19475	Fence slats & border - Sherwood	06/30/22	4,030.72-		11,139.38-
P22-02365	Amazon Capital Services	EN22-19543	Year End Closing	06/30/22	30.62-		11,108.76-

Activity for Dates 09/20/2017 to 06/30/2024

Ref#	Pay To Name	Journal #	Description	Trans Dt	Encumbered	Expenditure	Net Change to Balance
31-9805-0-0000-8100-4300-420-6100 Sherwood F&E,Material-Sup (continued)							
P22-02362	HOME DEPOT PRO INSTITUTIONAL	EN22-19652	Year End Closing	06/30/22	890.45-		10,218.31-
P22-02405	WonderPlay, Inc	EN22-19713	Anchor Kit - Sherwood	06/30/22	104.70-		10,113.61-
P22-02424	Wayfair Attn: Orders	EN22-19714	Shelves Wayfair - Sherwood	06/30/22	2,788.29-		7,325.32-
P23-00162	WonderPlay, Inc	EN23-00807	Additional Anchor Kit - Sherwood	07/01/22	104.70		7,430.02-
P22-02362	HOME DEPOT PRO INSTITUTIONAL	EN23-01093	Year End Closing	07/01/22	890.45		8,320.47-
P23-00367	HOME DEPOT PRO INSTITUTIONAL	EN23-01925	Pergola, shade cover, camera - Sherwood	08/08/22	890.45		9,210.92-
P23-00162	WonderPlay, Inc	EN23-02122	Additional Anchor Kit - Sherwood	08/09/22	104.70-		9,106.22-
P23-00162	WonderPlay, Inc	EX23-01583	Additional Anchor Kit - Sherwood	08/09/22		104.70	9,210.92-
P22-02362	HOME DEPOT PRO INSTITUTIONAL	EN23-02764	F&E - Sherwood	08/23/22	1.98-		9,208.94-
P23-00367	HOME DEPOT PRO INSTITUTIONAL	EN23-04439	Pergola, shade cover, camera - Sherwood	09/20/22	871.07-		8,337.87-
P22-02362	HOME DEPOT PRO INSTITUTIONAL	EN23-04440	F&E - Sherwood	09/20/22	888.47-		7,449.40-
P23-00367	HOME DEPOT PRO INSTITUTIONAL	EX23-03518	Pergola, shade cover, camera - Sherwood	09/20/22		871.07	8,320.47-
P22-02362	HOME DEPOT PRO INSTITUTIONAL	EX23-03519	F&E - Sherwood	09/20/22		19.05	8,339.52-
		BR23-00061	1st Interim Update	10/31/22			7,139.52-
P23-01221	WonderPlay, Inc	EN23-06799	3rd Anchor Kit - Sherwood	10/31/22	104.70		7,244.22-
P23-01279	School Specialty LLC	EN23-07485	Activity Table - Sherwood School Specialty	11/15/22	338.60		7,582.82-
P23-01221	WonderPlay, Inc	EN23-07551	3rd Anchor Kit - Sherwood	11/15/22	104.70-		7,478.12-
P23-01221	WonderPlay, Inc	EX23-06992	3rd Anchor Kit - Sherwood	11/15/22		106.07	7,584.19-
P23-00367	HOME DEPOT PRO INSTITUTIONAL	EN23-10677	Pergola, shade cover, camera - Sherwood	01/26/23	19.38-		7,564.81-
P23-01279	School Specialty LLC	EN23-11545	Activity Table - Sherwood School Specialty	02/08/23	338.60-		7,226.21-
P23-01279	School Specialty LLC	EN23-11575	Activity Table - Sherwood School Specialty	02/08/23	338.60		7,564.81-
P23-01279	School Specialty LLC	EN23-12922	Activity Table - Sherwood School Specialty	03/07/23	338.60-		7,226.21-
P23-01279	School Specialty LLC	EX23-13051	Activity Table - Sherwood School Specialty	03/07/23		338.60	7,564.81-
			Account Total	06/30/24	.00	14,489.81	
31-9805-0-0000-8100-4400-420-6100 Sherwood F&E,NonCapEquip							
P22-00984	School Outfitters	EN22-06248	Bookcases - School Outfitters Sherwood	10/13/21	656.43		656.43-
P22-00984	School Outfitters	EN22-06252	Bookcases - School Outfitters Sherwood	10/13/21	656.43-		
P22-00984	School Outfitters	EN22-06253	Bookcases - School Outfitters Sherwood	10/13/21	913.59		913.59-
P22-00984	School Outfitters	EN22-06254	Bookcases - School Outfitters Sherwood	10/13/21	913.59-		
P22-00984	School Outfitters	EN22-06255	Bookcases - School Outfitters Sherwood	10/13/21	913.59		913.59-
P22-00984	School Outfitters	EN22-06257	Bookcases - School Outfitters Sherwood	10/13/21	913.59-		
P22-00984	School Outfitters	EN22-06258	Bookcases - School Outfitters Sherwood	10/13/21	913.59		913.59-
P22-00985	Home Depot 6035-3225-027	EN22-06267	Storage Cabinet - Sherwood	10/13/21	968.73		1,882.32-
P22-00984	School Outfitters	EN22-06271	Bookcases - School Outfitters Sherwood	10/13/21	913.59-		968.73-
P22-00984	School Outfitters	EN22-06272	Bookcases - School Outfitters Sherwood	10/13/21	3,412.60		4,381.33-
P22-00984	School Outfitters	EN22-06276	Bookcases - School Outfitters Sherwood	10/13/21	3,412.60-		968.73-

Activity for Dates 09/20/2017 to 06/30/2024

Ref#	Pay To Name		Journal #	Description	Trans Dt	Encumbered	Expenditure	Net Change to Balance
31-9805-0-0000-8100-4400-420-6100 Sherwood F&E,NonCapEquip (continued)								
P22-00984	School Outfitters		EN22-06277	Bookcases - School Outfitters Sherwood	10/13/21	3,412.60		4,381.33-
P22-00984	School Outfitters		EN22-06278	Bookcases - School Outfitters Sherwood	10/13/21	3,412.60-		968.73-
P22-00984	School Outfitters		EN22-06284	Bookcases - School Outfitters Sherwood	10/13/21	3,412.60		4,381.33-
P22-00985	Home Depot	6035-3225-027	EN22-06354	Storage Cabinet - Sherwood	10/15/21	99.00-		4,282.33-
P22-00985	Home Depot	6035-3225-027	EN22-06355	Storage Cabinet - Sherwood	10/15/21	869.73-		3,412.60-
P22-00985	Home Depot	6035-3225-027	EN22-06356	Storage Cabinet - Sherwood	10/15/21	869.73		4,282.33-
			BR22-00014	1st Interim Adjustments	10/29/21			717.67
P22-01146	Amazon Capital Services		EN22-07410	Storage Cabinet - Sherwood	11/01/21	1,281.43		563.76-
P22-00985	Home Depot	6035-3225-027	EN22-07643	Storage Cabinet - Sherwood	11/03/21	869.73-		305.97
P22-01146	Amazon Capital Services		EN22-08644	Storage Cabinet - Sherwood	11/30/21	1,281.43-		1,587.40
P22-01146	Amazon Capital Services		EX22-07347	Storage Cabinet - Sherwood	11/30/21		1,181.56	405.84
P22-00984	School Outfitters		EN22-09671	Bookcases - School Outfitters Sherwood	12/14/21	3,412.60-		3,818.44
P22-00984	School Outfitters		EX22-08303	Bookcases - School Outfitters Sherwood	12/14/21		818.02	3,000.42
P22-00984	School Outfitters		EX22-08304	Bookcases - School Outfitters Sherwood	12/14/21		2,415.24	585.18
P22-02362	HOME DEPOT PRO INSTITUTIONAL		EN22-17453	F&E - Sherwood	05/26/22	2,572.93		1,987.75-
P22-02365	Amazon Capital Services		EN22-17455	Swingset Lifetime - Sherwood	05/26/22	803.30		2,791.05-
P22-02365	Amazon Capital Services		EN22-17457	Swingset Lifetime - Sherwood	05/26/22	803.30-		1,987.75-
P22-02365	Amazon Capital Services		EN22-17458	Swingset Lifetime - Sherwood	05/26/22	4,730.81		6,718.56-
P22-02365	Amazon Capital Services		EN22-17459	Swingset Lifetime - Sherwood	05/26/22	4,730.81-		1,987.75-
P22-02365	Amazon Capital Services		EN22-17460	Playsets Lifetime - Sherwood	05/26/22	4,730.81		6,718.56-
P22-02365	Amazon Capital Services		EN22-18592	Playsets Lifetime - Sherwood	06/16/22	225.85-		6,492.71-
P22-02365	Amazon Capital Services		AP22-00563	Year End Closing	06/30/22		4,504.96	10,997.67-
P22-02365	Amazon Capital Services		EN22-19543	Year End Closing	06/30/22	4,504.96-		6,492.71-
P22-02362	HOME DEPOT PRO INSTITUTIONAL		EN22-19652	Year End Closing	06/30/22	2,572.93-		3,919.78-
P22-02362	HOME DEPOT PRO INSTITUTIONAL		EN23-01093	Year End Closing	07/01/22	2,572.93		6,492.71-
P23-00358	HOME DEPOT PRO INSTITUTIONAL		EN23-01924	Sherwood-Slide Swingset	08/08/22	3,967.18		10,459.89-
P23-00367	HOME DEPOT PRO INSTITUTIONAL		EN23-01925	Pergola, shade cover, camera - Sherwood	08/08/22	2,572.93		13,032.82-
P22-02365	Amazon Capital Services		EX23-01446	Playsets Lifetime - Sherwood	08/09/22		32.16-	13,000.66-
P22-02365	Amazon Capital Services		AP23-00004	Liability released due to final payment	08/23/22		.01-	13,000.65-
P22-02362	HOME DEPOT PRO INSTITUTIONAL		EN23-02764	F&E - Sherwood	08/23/22	5.73-		12,994.92-
P23-00367	HOME DEPOT PRO INSTITUTIONAL		EN23-04439	Pergola, shade cover, camera - Sherwood	09/20/22	2,516.94-		10,477.98-
P22-02362	HOME DEPOT PRO INSTITUTIONAL		EN23-04440	F&E - Sherwood	09/20/22	2,567.20-		7,910.78-
P23-00367	HOME DEPOT PRO INSTITUTIONAL		EX23-03518	Pergola, shade cover, camera - Sherwood	09/20/22		2,516.94	10,427.72-
P22-02362	HOME DEPOT PRO INSTITUTIONAL		EX23-03519	F&E - Sherwood	09/20/22		55.05	10,482.77-
P23-00358	HOME DEPOT PRO INSTITUTIONAL		EN23-05279	Sherwood-Slide Swingset	10/04/22	3,967.18-		6,515.59-
P23-00358	HOME DEPOT PRO INSTITUTIONAL		EX23-04168	Sherwood-Slide Swingset	10/04/22		3,967.18	10,482.77-

Activity for Dates 09/20/2017 to 06/30/2024

Ref#	Pay To Name	Journal #	Description	Trans Dt	Encumbered	Expenditure	Net Change to Balance
31-9805-0-0000-8100-4400-420-6100 Sherwood F&E,NonCapEquip (continued)							
		BR23-00061	1st Interim Update	10/31/22			3,882.77-
P23-01278	Amazon Capital Services	EN23-07484	Desks - Sherwood Amazon	11/15/22	1,106.84		4,989.61-
P23-01278	Amazon Capital Services	EN23-07809	Desks - Sherwood Amazon	11/21/22	23.25-		4,966.36-
P23-01278	Amazon Capital Services	EN23-09292	Desks - Sherwood Amazon	12/20/22	1,083.59-		3,882.77-
P23-01278	Amazon Capital Services	EX23-08860	Desks - Sherwood Amazon	12/20/22		1,083.58	4,966.35-
P23-00367	HOME DEPOT PRO INSTITUTIONAL	EN23-10677	Pergola, shade cover, camera - Sherwood	01/26/23	55.99-		4,910.36-
			Account Total	06/30/24	.00	16,510.36	
31-9805-0-0000-8100-5800-420-6100 Sherwood F&E,Prof-Consult							
P22-00984	School Outfitters	EN22-06248	Bookcases - School Outfitters Sherwood	10/13/21	514.32		514.32-
P22-00984	School Outfitters	EN22-06252	Bookcases - School Outfitters Sherwood	10/13/21	514.32-		
			Account Total	06/30/24	.00	.00	
31-9805-0-0000-8500-6200-420-6100 Sherwood F&E,BldgImprovem							
P21-00279	EAGLE ARCHITECTS	EN21-01665	Architectural Services for Sherwood Phase	08/06/20	11,076.64		11,076.64-
P21-00235	EAGLE ARCHITECTS	EN21-01669	Develop Sherwood off site improvements	08/06/20	945.50		12,022.14-
P21-00236	GLOBAL MODULAR INC	EN21-01670	36x40 Modular Classroom Project #2	08/06/20	68,624.17		80,646.31-
	ROBERTSON ERICKSON	EX21-01956	Sherwood	09/01/20		1,285.00	81,931.31-
	ROBERTSON ERICKSON	EX21-03520	Sherwood	10/06/20		1,562.50	83,493.81-
	Butte County Treasurer	EX21-04603	Sherwood Montessori off-site document su	10/27/20		800.00	84,293.81-
	ROBERTSON ERICKSON	EX21-04810	Sherwood	10/27/20		555.00	84,848.81-
	ROBERTSON ERICKSON	EX21-05908	Sherwood	11/17/20		1,442.50	86,291.31-
P21-00236	GLOBAL MODULAR INC	EN21-07566	36x40 Modular Classroom Project #2	11/24/20	30,499.63-		55,791.68-
P21-00236	GLOBAL MODULAR INC	EX21-06299	36x40 Modular Classroom Project #2	11/24/20		30,499.63	86,291.31-
	ROBERTSON ERICKSON	EX21-07195	Sherwood	12/15/20		475.00	86,766.31-
	ROBERTSON ERICKSON	EX21-08568	Sherwood	01/26/21		360.00	87,126.31-
		BR21-00236	2nd Interim Budget Adj.,BR21-065,Fund 3	02/16/21			123.69
	ROBERTSON ERICKSON	EX21-10059	Sherwood	02/23/21		87.50	36.19
	ROBERTSON ERICKSON	EX21-11087	Sherwood	03/16/21		540.00	503.81-
P21-01583	Chico Enterprise Record	EN21-11760	Ad for Site work - Sherwood Relo	03/17/21	894.14		1,397.95-
P21-01583	Chico Enterprise Record	EN21-13172	Ad for Site work - Sherwood Relo	04/20/21	894.14-		503.81-
P21-01583	Chico Enterprise Record	EX21-12215	Ad for Site work - Sherwood Relo	04/20/21		894.14	1,397.95-
	ROBERTSON ERICKSON	EX21-12322	Sherwood	04/20/21		327.50	1,725.45-
P21-00279	EAGLE ARCHITECTS	EN21-13626	Architectural Services for Sherwood Phase	04/27/21	3,420.00-		1,694.55
P21-00279	EAGLE ARCHITECTS	EX21-12566	Architectural Services for Sherwood Phase	04/27/21		3,420.00	1,725.45-
P21-02110	Butte Co Recorder	EN21-14803	Deliver Check to Laura Recording Fee She	05/18/21	114.00		1,839.45-
P21-02110	Butte Co Recorder	EN21-14940	Deliver Check to Laura Recording Fee She	05/20/21	114.00-		1,725.45-
P21-02110	Butte Co Recorder	EX21-13498	Deliver Check to Laura Recording Fee She	05/20/21		114.00	1,839.45-

Activity for Dates 09/20/2017 to 06/30/2024

Ref#	Pay To Name	Journal #	Description	Trans Dt	Encumbered	Expenditure	Net Change to Balance
31-9805-0-0000-8500-6200-420-6100 Sherwood F&E,BldgImprovem (continued)							
	ROBERTSON ERICKSON	EX21-13821	Sherwood	05/25/21		195.00	2,034.45-
P21-00279	EAGLE ARCHITECTS	EN21-16221	Architectural Services for Sherwood Phase	06/15/21	1,952.50-		81.95-
P21-00279	EAGLE ARCHITECTS	EX21-14838	Architectural Services for Sherwood Phase	06/15/21		1,952.50	2,034.45-
	ROBERTSON ERICKSON	EX21-15143	Sherwood	06/22/21		982.50	3,016.95-
	Applied Testing Consultants	EX21-15327	Testing at Sherwood Montessori	06/22/21		1,150.00	4,166.95-
	Applied Testing Consultants	EX21-15611	Sherwood Montessori	06/29/21		330.00	4,496.95-
	R&R Horn, Inc.	AP21-00451	Sherwood	06/30/21		45,742.50	50,239.45-
	R&R Horn, Inc.	AP21-00452	Sherwood	06/30/21		43,652.50	93,891.95-
P21-00279	EAGLE ARCHITECTS	EN21-17584	Year End Closing	06/30/21	5,704.14-		88,187.81-
P21-00235	EAGLE ARCHITECTS	EN21-17585	Year End Closing	06/30/21	945.50-		87,242.31-
P21-00236	GLOBAL MODULAR INC	EN21-17646	Year End Closing	06/30/21	38,124.54-		49,117.77-
P22-00020	Applied Testing Consultants	EN22-00100	Special Inspection ATC- Sherwood	07/01/21	3,540.00		52,657.77-
P22-00068	ROBERTSON ERICKSON	EN22-00354	Engineering/Planning - Sherwood ER	07/01/21	38,775.00		91,432.77-
P21-00279	EAGLE ARCHITECTS	EN22-01464	Year End Closing	07/01/21	5,704.14		97,136.91-
P21-00235	EAGLE ARCHITECTS	EN22-01465	Year End Closing	07/01/21	945.50		98,082.41-
P21-00236	GLOBAL MODULAR INC	EN22-01502	Year End Closing	07/01/21	38,124.54		136,206.95-
P21-00279	EAGLE ARCHITECTS	EN22-02502	Architectural Services for Sherwood Phase	08/10/21	1,952.50-		134,254.45-
	R&R Horn, Inc.	EX22-01423	Sherwood	08/10/21		98,488.87	232,743.32-
P21-00279	EAGLE ARCHITECTS	EX22-01595	Architectural Services for Sherwood Phase	08/10/21		1,952.50	234,695.82-
P22-00020	Applied Testing Consultants	EN22-02881	Special Inspection ATC- Sherwood	08/17/21	615.00-		234,080.82-
P22-00020	Applied Testing Consultants	EX22-01828	Special Inspection ATC- Sherwood	08/17/21		615.00	234,695.82-
P21-00279	EAGLE ARCHITECTS	EN22-02937	Architectural Services for Sherwood Phase	08/18/21	153.36		234,849.18-
P21-00236	GLOBAL MODULAR INC	EN22-03373	36x40 Modular Classroom Project #2	08/24/21	22,874.72-		211,974.46-
P21-00236	GLOBAL MODULAR INC	EX22-02187	36x40 Modular Classroom Project #2	08/24/21		22,874.72	234,849.18-
P21-00279	EAGLE ARCHITECTS	EN22-03725	Architectural Services for Sherwood Phase	08/31/21	3,905.00-		230,944.18-
P21-00236	GLOBAL MODULAR INC	EN22-03726	36x40 Modular Classroom Project #2	08/31/21	15,249.82-		215,694.36-
P21-00279	EAGLE ARCHITECTS	EX22-02332	Architectural Services for Sherwood Phase	08/31/21		3,905.00	219,599.36-
P21-00236	GLOBAL MODULAR INC	EX22-02333	36x40 Modular Classroom Project #2	08/31/21		15,249.82	234,849.18-
	R&R Horn, Inc.	EX22-03256	fees for Sherwood portable	09/21/21		43,957.81	278,806.99-
		GJ22-00078	S-373 Corr AR22-01559 S/B Fund 31	10/20/21		73.25-	278,733.74-
		BR22-00014	1st Interim Adjustments	10/29/21			48,733.74-
	R&R Horn, Inc.	EX22-06859	Facilities work- Sherwood portable	11/16/21		12,202.20	60,935.94-
P21-00235	EAGLE ARCHITECTS	EN22-09450	Develop Sherwood off site improvements	12/13/21	945.50-		59,990.44-
P22-00068	ROBERTSON ERICKSON	EN22-18398	Engineering/Planning - Sherwood ER	06/14/22	38,775.00-		21,215.44-
P22-00020	Applied Testing Consultants	EN22-19649	Special Inspection ATC- Sherwood	06/30/22	2,925.00-		18,290.44-
			Account Total	06/30/24	.00	335,540.44	

Selection Filtered by User Permissions, (Org = 1, Online/Offline = N, Fiscal Year = 2024, Start Date = 9/20/2017, Unposted JEs? = N, Assets and Liabilities? = N, Restricted? = Y, Object = 1-7, Resource = 9805, Obj Digits = 0, Page Break Lvl =)

Activity for Dates 09/20/2017 to 06/30/2024

Ref#	Pay To Name	Journal #	Description	Trans Dt	Encumbered	Expenditure	Net Change to Balance
32-9805-0-0000-8100-4300-420-6100 Sherwood F&E,Material-Sup							
P23-01279	School Specialty LLC	EN23-11546	Activity Table - Sherwood School Specialty	02/08/23	338.60		338.60-
P23-01279	School Specialty LLC	EN23-11574	Activity Table - Sherwood School Specialty	02/08/23	338.60-		
R23-02583	School Specialty LLC	EN23-11588	Activity Table - Sherwood School Specialty	02/08/23	363.15		363.15-
R23-02583	School Specialty LLC	EN23-11600	Activity Table - Sherwood School Specialty	02/08/23	363.15-		
P23-01805	School Specialty LLC	EN23-11601	Activity Table - Sherwood School Specialty	02/08/23	338.60		338.60-
P23-01805	School Specialty LLC	EN23-18157	Activity Table - Sherwood School Specialty	06/15/23	338.60-		
			Account Total	06/30/24	.00	.00	
			Total for Expense Accounts		**.00**	**1,004,421.17**	**630,146.17-**
			Total for Org 001 and Expense accounts		**.00**	**1,004,421.17**	**630,146.17-**

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Measure K Project Proposal: Roof**

Date: December 19, 2024

SUMMARY

This proposal is to use Measure K funds to repair roof leaks at 1010 Cleveland.

DISCUSSION

Roof leaks on the buildings at 1010 Cleveland have been addressed and repaired by the contractor who originally provided the buildings. After approval by this board, the proposal will be taken to the Measure K Charter School Committee for approval and then to the Chico Unified School District's Board of Education.

ACTION REQUESTED:

Approve proposal.

Attachment: Measure K Project Proposal: Roof

Measure K Charter School Facilities Committee
Project Recommendation Form for Consideration by CUSD Board of Trustees

GENERAL INFORMATION:

Submission Meeting Date	December 18, 2024
Name of School	Sherwood Montessori
Address of School	1010 Cleveland Ave.
Contact Name	Michelle Yezbick
Contact Phone/Email	530-345-6600 michelle@sherwoodmontessori.org
Year Established	2010
Charter Renewal Date	January, 2017
CDS Code	04-61424-00121475
Charter Number	1166
Website	www.sherwoodmontessori.org

1. **Type of Project:**
   - _____ Planning
   - _____ Construction
   - _____ Health Safety (Including ADA)
   - __X__ Modernization/Repair/Renovation/Improve
   - _____ Purchase or Lease Project
   - _____ Other (including FF&E)

2. **Project Narrative:**

Item	Estimated cost
Roof repair	$6,000

3. **Charter School Property Project Location**: *(If project location is different from address above.)*
   _____

   a. Does your school currently operate on a CUSD School Site: ___X__ yes _____ no
   b. Does your school lease property/buildings from a private owner: _____ yes ___X__ no

   Note: Sherwood also operates on a site it owns, adjacent to Chapman Elementary, at 1010 Cleveland Ave.

4. **Current enrollment and ADA: ___115_____**

5. **Financial Questions**
   a. Was your prior annual audit report free of any negative findings? __X__ yes _____ no
   (if no, please explain)

   b. What were your cash reserves as a percent of expenditures at the end of the prior fiscal year?
   39.91%

6. **Project Schedule**
   Please briefly describe the timeline for the project planning and completion.
   Roof repairs were needed to protect three buildings bought with bond money from leaks.

7. **Preliminary Estimate (Cost)**

Measure K Allocation	$1,402,006
Less Previously Allocated Funds	$1,074,625
Less Current Project Funds Requested	$6,000
Remaining Allocation	$1,068,625

School Facilities Projects to be Funded with Proceeds of Bonds

"Bond proceeds will be expended to repair, modernize, replace, renovate, expand, construct, acquire, equip, furnish and otherwise improve the classrooms and school facilities the [charter's] existing schools, new school sites, and other [charter] owned properties to provide equity among campuses, improved facilities, and student access to instructional technology."—Measure K

Documentation *(please indicate those completed)*

All Projects

Project Narrative: general scope of work	__X___ *Included*
Enrollment Capacity: Current Facility and/or Proposed	__X__ *Included*
Preliminary Estimate (Cost)	__X___ *Included*
Project Schedule	__X___ *Included*

Building/Modernization/Renovation Projects

Feasibility Study and Site Review	_____ *Included* __X_ *Not Applicable*
Enrollment Capacity: Current Facility and/or Proposed	__X___ *Included*___ *Not Applicable*
Pre-Schematics *(to be completed by a District approved architect and/or engineering team)*	_____ *Included* __X_ *Not Applicable*
Facility Assessment	_____ *Included* __X_ *Not Applicable*
Schematic Drawing(s) *(areas of work)*	_____ *Included* _X__ *Not Applicable*
CEQA Process Determination *(pre-CEQA-form)*	_____ *Included* _X__ *Not Applicable*
Design Development Drawings	_____ *Included* _X_ *Not Applicable*
Design or Bid Estimate	_____ *Included* _X__ *Not Applicable*
Construction Documents	_____ *Included* _X__ *Not Applicable*

For Committee Use:

All necessary documents were included: **_X___ yes** **_____no**
(if no: request for additional documentation)

CORE QUESTIONS:

1. Does the project fall under the bond language? yes

2. Given the life span of a bond, is the project an appropriate use of funds? yes
3. Has the school demonstrated the feasibility of project completion? yes
4. Has the local school board approved the project? yes

MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: _____

Attestation of Committee Secretary: _____

For questions or clarifications relative to the completion of this application, please contact:
Kevin Bultema at kbultema@chicousd.org or (530) 891-3000 x. 112

GLOBAL MODULAR
Incorporated

450 Commerce Ave, Atwater CA 95301
Proposal
February 26, 2024

Sherwood Montessori
Attention: Michelle Yezbick
1071 East 16th Street, Chico, CA 95926

Re: Leak preventive roof coating for (2) 24x40 and (1) 36x40 Modular Classrooms.

Type of Work: Apply water sealing roof coating for leak protection.

Note: Before work can commence, please make sure roof is cleared of all leaves and debris.

- Prep Roof for roof coating
- Seal all potential roof penetrations with construction sealant
- First application: apply preparatory coating
- Apply wet coat with grit
- Apply "Henrys Roof Coating Seal"
- Replace all damaged existing ceiling tiles

Total Cost: $6,000.00

Global Invoice Due Upon Completion

ACCEPTANCE AND PRICING

Quotation submitted by: Duane Hamilton **209-769-5508**

Accepted by: _____ **Date:** 2/27/2024

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Measure K Project Proposal: Air Conditioners**

Date: December 19, 2024

SUMMARY

This proposal is to use Measure K funds to replace broken air conditioners at 1010 Cleveland.

DISCUSSION

The air conditioners on the library/kitchen building at 1010 Cleveland are broken and need to be replaced. After approval by this board, the proposal will be taken to the Measure K Charter School Committee for approval and then to the Chico Unified School District's Board of Education.

ACTION REQUESTED:

Approve proposal.

Attachment: Measure K Project Proposal: Air Conditioners

Measure K Charter School Facilities Committee
Project Recommendation Form for Consideration by CUSD Board of Trustees

GENERAL INFORMATION:

Submission Meeting Date	December 18, 2024
Name of School	Sherwood Montessori
Address of School	1010 Cleveland Ave.
Contact Name	Michelle Yezbick
Contact Phone/Email	530-345-6600 michelle@sherwoodmontessori.org
Year Established	2010
Charter Renewal Date	January, 2017
CDS Code	04-61424-00121475
Charter Number	1166
Website	www.sherwoodmontessori.org

1. **Type of Project:**
   - _____ Planning
   - _____ Construction
   - _____ Health Safety (Including ADA)
   - __X__ Modernization/Repair/Renovation/Improve
   - _____ Purchase or Lease Project
   - _____ Other (including FF&E)

2. **Project Narrative:**

Item	Estimated cost
Air Conditioning Replacement	$16,000

3. **Charter School Property Project Location**: *(If project location is different from address above.)*
   _____

   a. Does your school currently operate on a CUSD School Site: ___X__ yes _____ no
   b. Does your school lease property/buildings from a private owner: _____ yes ___X__ no

   Note: Sherwood also operates on a site it owns, adjacent to Chapman Elementary, at 1010 Cleveland Ave.

4. **Current enrollment and ADA: ___115_____**

5. **Financial Questions**
   a. Was your prior annual audit report free of any negative findings? __X__ yes _____ no
   (if no, please explain)

   b. What were your cash reserves as a percent of expenditures at the end of the prior fiscal year?
   39.91%

6. **Project Schedule**
   Please briefly describe the timeline for the project planning and completion.

The two air conditioning units on the library/kitchen triple wide relocatable building are broken and in need of replacement.

7. **Preliminary Estimate (Cost)**

Measure K Allocation	$1,402,006
Less Previously Allocated Funds	$1,074,625
Less Current Project Funds Requested	$16,000
Remaining Allocation	$1,058,625

School Facilities Projects to be Funded with Proceeds of Bonds

"Bond proceeds will be expended to repair, modernize, replace, renovate, expand, construct, acquire, equip, furnish and otherwise improve the classrooms and school facilities the [charter's] existing schools, new school sites, and other [charter] owned properties to provide equity among campuses, improved facilities, and student access to instructional technology."—Measure K

Documentation ***(please indicate those completed)***

All Projects

Project Narrative: general scope of work __X___ *Included*

Enrollment Capacity: Current Facility and/or Proposed __X__ *Included*

Preliminary Estimate (Cost) __X___ *Included*

Project Schedule __X___ *Included*

Building/Modernization/Renovation Projects

Feasibility Study and Site Review _____ *Included* __X_ *Not Applicable*

Enrollment Capacity: Current Facility and/or Proposed __X___ *Included*___ *Not Applicable*

Pre-Schematics *(to be completed by a District approved architect and/or engineering team)* _____ *Included* __X_ *Not Applicable*

Facility Assessment _____ *Included* __X_ *Not Applicable*

Schematic Drawing(s) *(areas of work)* _____ *Included* _X__ *Not Applicable*

CEQA Process Determination *(pre-CEQA-form)* _____ *Included* _X__ *Not Applicable*

Design Development Drawings _____ *Included* _X_ *Not Applicable*

Design or Bid Estimate _____ *Included* _X__ *Not Applicable*

Construction Documents _____ *Included* _X__ *Not Applicable*

For Committee Use:

All necessary documents were included: **__**X**___ yes** **_____no**
(if no: request for additional documentation)

CORE QUESTIONS:

1. Does the project fall under the bond language? yes
2. Given the life span of a bond, is the project an appropriate use of funds? yes
3. Has the school demonstrated the feasibility of project completion? yes

4. Has the local school board approved the project? yes

MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: _____

Attestation of Committee Secretary: _____

For questions or clarifications relative to the completion of this application, please contact:
Kevin Bultema at kbultema@chicousd.org or (530) 891-3000 x. 112

Invoice

Royal Aire Inc
2530 Zanella Way
Ste A
Chico CA 95928
530-899-9999 FAX: 866-899-1605
Lic # 510286

Account # 142972

Invoice # 749735
Date: 9/16/2024
Page # 1 of 1

SHERWOOD MONTESSORI
1010 CLEVELAND AVE
CHICO CA 95928

Service At:
SHERWOOD MONTESSORI
1010 CLEVELAND AVE
CHICO CA 95928

Service Date 9/16/2024 PO # Job # 443139 Contract # Claim #

TOOK PHOTOS FOR ESTIMATES ON BOTH UNITS

Recommendations
INSTALL 3T HP BARD UNIT 5 YRS PARTS, 1 YR LABOR ALL TAX, LABOR & MATERIAL TO COMPLETE JOB
INCLUDED: $15,072 - PER UNIT EMAILED ESTIMATE - CH

UNIT COST: $9,072
LABOR: $2,500
PERMITS & PRESSURE TESTING : $1,000
SUPPLIES/ DISPOSAL OF OLD UNIT- ELECTRICAL, PIPE, SEALANT & MISC MATERIAL $2,500
TOTAL PER UNIT: $15,072 - EMAILED QUOTE BREAK DOWN - CH

Description Of Service	Quantity	Unit Price	Extended Price	Tax
ESTIMATES	1	$0.00	$0.00	
		Total	$0.00	

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Charter Renewal Draft**

Date: December 19, 2024

SUMMARY

The school director has prepared a draft of the Charter for renewal.

DISCUSSION

The school director has been working on updating our charter for renewal with the Chico Unified School District as our authorizer. The renewed charter would cover the next five years until June 30, 2030.
The process to renew the charter includes presenting the materials at a public meeting in January, and then returning the following month to have our public hearing. At the public hearing, the school board will vote on the renewal.

Changes from the previous charter include:

1. Added to assurances: Will not discriminate against any pupil on the basis of gender, gender identity, gender expression, or immigration status
2. Enrollment model and corresponding financial models
3. Current board members
4. Transitional kindergarten is included, and an all day TK/K schedule
5. Reference to an updated Montessori curriculum to standards alignment
6. SBIT (Student Based Intervention Team) is now SST (Student Success Team)
7. Formative assessments are updated
8. References to AYP (Adequate Yearly Progress) and API (Academic Performance Index) are omitted or replaced with current achievement measure references
9. Section 2.5 State Priorities updated with current LCAP content
10. Behaviorl referral data added to assessment tools list
11. References to CELDT assessment for students learning English in school updated with ELPAC, the current assessment tool used in California

12. Job descriptions updated to match current Employee Handbook content
13. Structure of SMPO updated to match the less structured organization currently in place
14. Section 8.1 Age Policy updated with current transitional kindergarten age requirements
15. School calendar and Family Handbook updated
16. Board bylaws updated with board approved revisions

ACTION REQUESTED

Approve draft



Charter for the Renewal of Sherwood Montessori
A California Public School

Submitted to the Chico Unified School District

February 2025

i. AFFIRMATIONS/ASSURANCES

As the authorized representative of the applicant, I, Tina Hanson-Lewis, hereby certify that the information submitted in this application for the charter renewal for the Sherwood Montessori Charter School to be authorized by the Chico Unified School District ("Authorizer" or "SBE"), and to be located within the boundaries of the CUSD (the "District") is true to the best of our knowledge and belief; we also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter renewal, Sherwood Montessori:

- Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other state-wide standards authorized in state statutes, or student assessments applicable to students in non-charter public schools. [Ref. Education Code §47605.6(d)(1)]
- Will be deemed the exclusive public school employer of the employees of Sherwood Montessori for purposes of the Educational Employment Relations Act. [Ref. Education Code §47605.6(b)(5)(M)]
- Will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code §47605.6(e)(1)]
- Will not charge tuition or charge for anything incidental to instruction such as field trips, materials and supplies. [Ref. Education Code §47605.6(e)(1)]
- Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case admission will be determined as specified herein. Admission to the charter school shall not be determined based upon the residence of the pupil or his or her parents, except as authorized by law. [Ref. Education Code §47605.6(e)(2)(B)]
- Will not discriminate against any pupil on the basis of the characteristics listed in §220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in §422.55 of the Penal Code, or association with an individual who has any of the aforementioned characteristics ,including immigration status, equal rights, and opportunities in the educational institutions of the state,). [Ref. Education Code §47605.6(e)(1)]
- Will adhere to all provisions of federal law related to students with disabilities including, but not limited to, §504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Act (IDEA).
- Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations §11967.5.1(f)(5)]
- Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605.6(l)]
- Will at all times maintain all necessary and appropriate insurance coverage.
- Will notify the superintendent of the school district or the superintendent's designee of the pupil's last known address within 30 days if a pupil is expelled or leaves the charter

school without graduating or completing the school year for any reason, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or a report card, and health information.

- Will not operate satellite schools, campuses, sites, resource centers, or meeting spaces not identified in the charter without the prior written approval of the Executive Director of the State Board of Education ("SBE"), based primarily on the advice of the Charter Schools Division staff.
- Will follow Education Code section 221.5, which states that a pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records.
- Will follow any and all other federal, state, and local laws and regulations that apply to the charter school including but not limited to:
    1. Sherwood Montessori shall maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection.
    2. Sherwood Montessori shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
    3. Sherwood Montessori shall comply with any jurisdictional limitations to locations of its facilities.
    4. Sherwood Montessori shall comply with all laws establishing the minimum and maximum age for public school enrollment.
    5. Sherwood Montessori shall comply with all applicable portions of the Every Child Succeeds Act.
    6. Sherwood Montessori shall comply with the Public Records Act.
    7. Sherwood Montessori shall comply with the Family Educational Rights and Privacy Act.

Tina Hanson-Lewis Date

ii. MISSION STATEMENT

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.

Core Values:

To successfully implement and sustain this mission, the school will be founded on the following core values:

- To creatively apply the Montessori method toward reaching high academic standards, while emphasizing core subjects
- To maintain a diverse total school population through inclusive mixed-aged, mentor-based classrooms that welcome all students
- To place emphasis on collaboration, problem-solving, and self-directed goal-setting for each Montessori student according to developmental readiness
- To nurture a commitment toward sustainability and environmental awareness locally and globally, both in Chico and in the greater world
- To apply firm standards of conduct, emphasizing mutual respect, honesty, and courtesy
- To employ creative, passionate, and engaged teachers who are committed to the Montessori philosophy
- To nurture high parental involvement and collaboration in all areas of education and governance

iii. CHARTER SCHOOL INTENT AND CHARTER ASSURANCES

In 1992, the California Legislature enacted the Charter Schools Act of 1992. §47601 of the California Education Code states that it is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

a) Improve pupil learning;

b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving;

c) Encourage the use of different and innovative teaching methods;

d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;

e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system;

f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems;

g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The Charter Schools Act (or "the Act") (Education Code §47600 *et seq*.) requires each charter school to have a "charter" that outlines at least the sixteen (16) mandatory items of the Act. The following provisions of this charter coincide with the requirements of §47605 of the Act.

Table of Contents

i. AFFIRMATIONS/ASSURANCES 2
ii. MISSION STATEMENT 4
iii. CHARTER SCHOOL INTENT AND CHARTER ASSURANCES 5
1.0 EDUCATIONAL PROGRAM 9
1.1 Targeted School Populations 9
1.2 School Calendar 10
1.3 What Does it Mean to be an Educated Person in the 21st Century? 10
1.4 Curricular Goals and Alignment of Outcomes with State Standards 11
1.5 Educational Philosophy 11
1.6 Academic Overview Montessori Approach to Education 12
1.7 Classroom Structure 14
1.8 Curriculum and Instructional Design 14
1.10 Plan for Students who are Academically High Achieving 15
1.11 Plan for Students who are English Learners 15
1.12 Plan for Students with Special Education Needs/Section 504 of the Rehabilitation Act/ Americans with Disabilities Act 16
1.13 Special Education Services 16
1.14 Student Success Team 19
2.0 MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA 20
2.1 Curricular Goals and Alignment of Outcomes with State Standards and Common Core Standards 20
2.2 Expectations of Exit Outcomes 21
2.3 Affirmations 21
3.0 ASSESSMENT OF STUDENT PROGRESS 31
3.1 Assessment Tools 31
3.2 Alignment of Assessment to the Mission Statement and Montessori Philosophy 31
3.3 English Learners (EL) 32
3.4 Assessment Summary 33
4.0 GOVERNANCE STRUCTURE OF SCHOOL 33
4.1 Relationship between Sherwood Montessori and the CUSD 34
4.2 Charter School Operations 35
4.3 Parent Involvement in the Sherwood Parent Organization 39
5.0 EMPLOYEE QUALIFICATIONS 39
5.1 Administration Qualifications 40
5.2 Instructor Qualifications 40
6.0 HEALTH AND SAFETY PROCEDURES 41
6.1 Safety Plan 42
6.2 Additional Health Policies 42
6.3 Safe Building Policies 42
7.0 MEANS TO ACHIEVE A RACIAL AND ETHNIC BALANCE REFLECTIVE OF DISTRICT 42
7.1 Practices and Policies to Promote Diversity 43
8.0 ADMISSIONS 43

8.1 Age Policy 44
8.2 Admission Requirements 44
8.3 Application Process and Preferences 44
9.0 FINANCIAL AND PROGRAMMATIC AUDIT 45
9.1 Fiscal Year and Reporting Deadlines 45
9.2 Contracting and Overseeing the Independent Audit 46
9.3 Qualifications of the Auditor 46
9.4 Scope of the Financial Audit 46
9.5 Programmatic Audit 46
10.0 PUPIL SUSPENSION AND EXPULSION/DUE PROCESS 47
10.1 Grounds for Suspension and Expulsion of Students 48
10.2 Enumerated Offenses 48
10.3 Suspension Procedure 50
10.4 Authority to Expel 50
10.5 Expulsion Procedures 50
10.6 Record of Hearing 51
10.7 Presentation of Evidence 51
10.8 Written Notice to Expel 52
10.9 Disciplinary Records 52
10.10 Expelled Pupils/Alternative Education 52
10.11 Rehabilitation Plans 52
10.12 Readmission 52
12.0 ATTENDANCE ALTERNATIVES 53
13.0 DESCRIPTION OF EMPLOYEE RIGHTS 53
13.1 Collective Bargaining Contracts of the Chico Unified School District 53
14.0 DISPUTE RESOLUTION 54
14.1 Public Comments 54
14.2 Disputes arising from within Sherwood Montessori 54
14.3 Disputes between Sherwood Montessori and the CUSD 54
14.4 Oversight, Reporting, Revocation, and Renewal 54
15.0 LABOR RELATIONS 55
16.0 SCHOOL CLOSURE 55
16.1 Closure Process 55
16.2 Final Audit and Maintenance and Transfer of Student Records 55
17.0 MEMBERS OF THE BOARD OF DIRECTORS 56
17.1 History of the Founding Board 56
17.2 Composition of the Founding Board 56
17.3 Current Board of Directors 58
18.0 LOCATION OF THE SCHOOL WITHIN CUSD BOUNDARIES 58
19.0 GRADE LEVELS SERVED 58
20.0 FINANCIAL AND ORGANIZATIONAL ACCOUNTABILITY 59
20.1 Procedure for the Development of the Annual Budget 59
20.2 Reporting of Annual Budget and Interim Reports 60
20.3 Legal Compliance of Budget 60
APPENDIX A1.0 FINANCIAL PLAN 61
A1.1 Budget Details 61
A1.2 Revenue Assumptions 61
A1.3 Expenditures Assumptions 62
A1.4 Reserves 63

A1.5 Yearly Projections 63
APPENDIX A2.0 IMPACT STATEMENT 65
A2.1 Estimated Enrollment Model 65
A2.2 Lateral Transferability within CUSD 66
A2.3 Relationship with CUSD 66
A2.4 Civil Liability 66
A2.5 Risk Management 67
A2.6 Administrative Services 67
APPENDIX A3.0 SPECIAL EDUCATION 67
APPENDIX A4.0 ANNUAL REPORTS TO CUSD 67
APPENDIX A5.0 CURRICULUM EXAMPLES 68
APPENDIX A6.0 2024-2025 SCHOOL CALENDAR 72
APPENDIX A7.0 ARTICLES OF INCORPORATION 77
APPENDIX A8.0 SHERWOOD MONTESSORI BYLAWS 80
APPENDIX A9.0 SHERWOOD MONTESSORI FAMILY HANDBOOKS.....

1.0 EDUCATIONAL PROGRAM

Cal. Ed. Code § 47605(b)(5)(A)(i): "A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

(ii) A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals."

1.1 Targeted School Populations

Sherwood Montessori is a public charter school within the Chico Unified School District serving those students who best learn through an open-structure style built upon the Montessori philosophy. Learning styles do not necessarily follow racial or financial categories, so we are building a learning community that reflects the diversity of the greater Chico area. There were 89 students enrolled at the close of our inaugural year in grades Kindergarten through Eighth, housed in multi-age classrooms. We project expansion in the next five years to reach a maximum population of 146.

	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
TK	15	18	18	18	18
K	18	20	20	20	20
1	17	16	16	16	16
2	14	16	16	16	16
3	10	14	16	16	16
4	11	10	14	16	16
5	9	11	10	14	16
6	15	9	9	10	10
7	6	15	9	9	9
8	9	6	15	9	9
Total	124	135	143	144	146

These target values are in line with other successful charter Montessori schools in California, normalized to the population of the Butte County.

Based on comparisons with other successful charter Montessori elementary and middle schools in California, the school will continue to attract these populations:

- Students who have been unsuccessful at their traditional public school, whether they are

high-achieving or low-achieving. This happens at all grade levels so we have modeled in an increase in population through the higher years and also from year to year;
- Home-schooled students who feel that they would like to be in a school setting with a different social aspect but still want the self-guided program;
- Children who have been pleased with their Montessori education at a private preschool.

There is much diversity among these student populations but there are three common links among the students who thrive at a Montessori school: 1) the capability to work independently, 2) the excitement of being self-motivated and with a level of ownership over their learning environment, and 3) an interest in the Montessori philosophy.

Success at Montessori schools has been linked to a well-developed environment of learning, with specially designed tools and resources that are not common in a traditional classroom. Use of these tools does not impact the types of learning goals, but rather the means of achieving those goals. Therefore, California Montessori charters tend to foster high rates of growth for their students.

Why this high level of success? Educators believe it starts with the freedom that comes from the responsibility of self-directed learning. Compared to a traditional school, students in a Montessori school are asked to make more choices and have more control. This methodology has proven most successful for the student who has difficulty fitting into a teacher-directed classroom that is designed to successfully educate the majority population but may not be suited to match his or her specific developmental stages and learning styles. Furthermore, students who are having difficulty adjusting to a classroom that is not aligned with their strengths and natural interests suffer from a greater disappointment in school, leading to a lessening of reaching their goals and lower attendance rates.

In summary, Montessori charter schools have a proven success record based on both student academic growth and, perhaps more importantly, the positive outlook and increased self-esteem of those students who have difficulties reaching their potentials in a traditional classroom.

1.2 School Calendar

Sherwood Montessori will follow the required minimum instructional minutes. For Transitional Kindergarten through third grade, the day will begin at 8:45 and end at 2:50. The upper elementary(fourth through sixth grade) and middle school classrooms (seventh and eighth grade) will begin at 8:45 and end at 2:55 each day. Each day will include an hour-long lunch period that will include a minimum of 30 minutes for free play.

The academic year will begin on or before September 30 each year and will include Chico Unified District designated holidays as per Education Code 37220 and 45205. There shall be 180 instructional days per year unless the state mandates a different number of school days. A model of instructional minutes is included as Appendix A6.0.

1.3 What Does it Mean to be an Educated Person in the 21st Century?

An educated person living in the 21st century has critical thinking skills to analyze the complex relationships that surround us, including the globalization of our world. Students who are educated within the Montessori framework learn the skills of taking initiative in solving problems creatively, persisting with challenges, and working with others to better our environment. For example, students at Sherwood Montessori learn how to take care of their environment through class discussion and hands on activities in the classrooms and gardens at the school at all grade levels.

To be fully educated and active *participants* in the 21st century, our students are exposed to concepts in Math and Science throughout the curriculum. The major tenet of the Montessori philosophy is to educate the 'whole child.' While there are several ways to interpret and implement this concept, the curriculum should be designed to show connections between the topics. In particular, recent studies have shown weakening skills among U.S. students in Math and Science. Sherwood Montessori follows the examples established by other Montessori charter schools for teaching to the State of California standards in Math and Science, while employing the whole-child Montessori approach.

To be fully engaged as educated *citizens* in the 21st century, our students matriculate through a rich curriculum that focuses on communication skills. As opposed to a tradition view that emphasizes the construction of arguments, the teachers at Sherwood Montessori also build listening skills through group engagement and mentoring practices. By creating an open-structured, multi-age classroom, the students learn to respect each other in conversation and formulate clear and concise arguments. Sherwood Montessori will continue the strong Montessori emphasis on Reading/Language Arts to achieve this strength.

In addition to drawing attention to Critical Thinking and Communication, students at Sherwood Montessori develop identities as global citizens through the traditional Montessori Social Studies curriculum. As with all areas of the Montessori curriculum, the Social Studies materials move the learner from the whole to parts, starting first with an individual's place within the universe before introducing continents, then countries, then regions and states. This progression was designed to counter the development of ethnocentrism by reversing the trend of starting with local content and moving out to the larger world to best educate and engage our students for their individual roles in the 21st century.

1.4 Curricular Goals and Alignment of Outcomes with State Standards

Sherwood Montessori fosters high academic standards through the thoughtful application of the state content requirements and Montessori standards. Sherwood Montessori standards are fully aligned with the Common Core State Standards (CCSS), Content Standards, and Curriculum Frameworks and will align any other standards the State of California chooses to adopt. Examples of how traditional Montessori curriculum and the CCSS align can be seen on the National Center for Montessori in the Public Sector's (NCMPS) website at: https://www.public-montessori.org/the-montessori-curriculum-to-standards-alignment-mcsa/. The organization's document series, *Montessori Curriculum to Standards Alignment* (2022) display how the Montessori standards are congruent with the CCSS and vice versa. Teachers at Sherwood Montessori have the academic freedom to use the documents as a guide rather than a prescription for achieving the CCSS goals. Sherwood Montessori offers a fresh approach to meeting the educational and social needs of students.

1.5 Educational Philosophy

The program philosophy is rooted in the success of the Montessori method, developed by Maria Montessori, a doctor, research scientist and educator from the late 1800s-early 1900s. The philosophy is based on Maria Montessori's observations that children have a natural desire to learn, and that stages of development exist for which there should be corresponding educational environments and trained teachers who prepare these environments. In the Montessori classroom, students are allowed to learn independently in a prepared environment with teachers who guide and serve as links between the student and the environment.

Montessori teachers move through the room, observing students and stepping in as children

encounter difficulties. The teachers do give direct instruction, but they then allow the children to work on mastering skills somewhat independently. When children are working productively, teachers observe and assess the students' advancements so that they can show the students new skills once they have mastered the initial concepts. Montessori teachers are vigilant observers, seeking each learner's "zone of proximal development" as described by Lev Vygotsky, or "sensitive periods" as described by Maria Montessori. This enables students to be continually challenged but allows them to take the time that they need to learn and grow at a comfortable pace.

By providing freedom of choice, an enriched learning environment is created that cultivates individuals who learn to make independent decisions and to solve problems creatively. Students learn to develop healthy social relationships, to develop skills in concentration, and to master basic academic and life skills. At Sherwood Montessori, students will be challenged to create, explore and imagine. Sherwood Montessori will provide students with a lifelong gift—the opportunity to fully develop their innate intellectual, physical, social and emotional potential. Sherwood Montessori will encourage parents to be an integral part of their child's education by learning about the Montessori philosophy, observing in the classrooms, participating in school/community events and volunteering in the school.

Children in Montessori schools choose their own activities, moving along to another lesson when they are ready. Children can work independently, in tandem with another child, or as part of a small group, but all children are welcomed and encouraged to explore at their own pace. Montessori schools set aside large blocks of time of at least three hours long, allowing the students ample opportunities for concentrated work and exploration. Montessori students are encouraged to do and think for themselves during this work time, promoting confidence and problem-solving skill development. It is this form of open structure that fosters self-guidance and the development of self-pacing in each student, regardless of previous experiences and training.

The Montessori teaching approach is unique in many ways, not the least of which is the hands-on characteristic, in which kids learn by doing, rather than by being merely told or by being shown. In addition to textbooks, materials for language and mathematics consist of hands-on activities. Other subjects, including geography, zoology, art, music, and science are also taught through hands-on experiencing to supplement the texts. Classrooms also host class pets and tend living gardens.

1.6 Academic Overview Montessori Approach to Education

The Montessori philosophy was developed to enhance a child's opportunities for learning, relevant to the student's relationship to the world around her/him. Over the years, the philosophy has evolved to challenge the whole child's personality and intellect in a variety of multicultural settings. The Montessori teaching system is based on a strong integration of adult to child observations and practical hands-on activities. Classroom materials offer learning experiences in a clear, concrete manner. Students are encouraged to use motor and intellectual discovery when working with these materials. There is an emphasis on the sequential and orderly acquisition of both motor and cognitive skills. This ordered work method also allows for individualization and usually offers a two- to three-year age span within the classroom, enabling students to work and learn at their own pace, as well as in group settings. The integration of varied age spans allows older students to gain confidence by working and role modeling materials with younger students. Collaborative learning and projects completed in groups encourage students to teach and learn with each other. This combination of order and freedom is facilitated by what is called the "prepared environment." As stated above, there is a strong belief that children learn best

independently in a prepared environment with teachers who guide and serve as the links between the student and the educational environment.

A well-prepared Montessori learning environment is given careful attention, allowing and encouraging the child accessibility to all materials they need in performing and experiencing the step-by-step process of individual work. The classroom is thus arranged in a series of easily accessible shelves designed to accommodate specific work areas. This framework of organization gives accessibility to the necessary learning materials and frees the student to concentrate on the work, allowing an increase in independence and responsibility. As a result, students develop internal, rather than external, referencing. The teacher is also better able to observe the total classroom environment. At Sherwood Montessori, each classroom will follow these concepts and will be carefully designed to provide for the developmental needs of the students.

Designated areas of the classroom consist of materials to support learning in the core subjects of reading, language arts, mathematics and geometry, while also providing a concentration in the areas of history, geography, and natural sciences. Cultural subjects such as art, music, second languages, and physical education are interwoven throughout the school day. Each class contains materials that teach specific concepts for the particular age range. Class materials are designed in a logical sequence of skill acquisition and concept building, while reinforcing the development of abstract thinking. In this way, the students observe and experience a movement toward self-set goals. The learning materials initially isolate knowledge to one concept at a time in a concrete, manipulative style. Over time, the child progresses toward an abstract, more divergent level of evaluation.

With the Montessori teacher as a facilitator of information, they are responsible for the prepared environment. Through observation, the teacher assesses the maturity levels, capabilities and educational needs of each student. As a result of these observations, teachers make adjustments in individual learning plans, both academically and behaviorally. The student who is in a period of self-directed activity can be given much freedom regarding choice of activities. All students can work at their own speed, and must demonstrate mastery of materials before moving on, by successfully completing key learning experiences.

In addition to the academic priorities, Montessori philosophy addresses the intellectual, social, emotional, and moral education of the child:

- **The intellectual objective** of the Montessori program is to develop each student's intellectual and creative potential to the fullest. The focus is to guide the students through an academic curriculum that will provide them with the necessary skills to function as a contributing member of society. The learning atmosphere will balance work and fun, thereby helping students to like what they are learning and create a hunger for more learning.
- **The social objective** is to model and interact with each other with courtesy, graciousness and gratitude. We emphasize cooperation rather than competition. Our goal is to foster unity and dignity among staff and students, parents and friends. Students will be guided toward understanding that the way to achieve peace and justice in the world is through cooperation, sharing, and caring.
- **The emotional objective** is to build a positive self-image. The successful child will have a stronger awareness of her own feelings and will be sensitive toward the feelings of others. From an early age, children understand how their emotional state affects others, and our goal is to nurture that natural empathy.
- **The moral objective** is to strive toward a high moral standard of showing love and concern for all one meets in one's daily life. The concept of inner peace will be concretely

fostered in the beauty, serenity, and order of the environment. Our goal is to move toward world peace by understanding our responsibilities to respect each other and our environment.

1.7 Classroom Structure

Fundamental to Montessori theory is the multi-grade classroom. The Montessori classroom structure is comprised of early childhood classrooms (ages 3-6), lower elementary classrooms (ages 6-9), upper elementary classrooms (ages 9-12) and middle school (ages 12-15). In some models, the multi-age classrooms can be arranged grades 1-2, 3-4, 5-6, and 7-8. The distribution is based more on school needs than on specific curricular goals.

Lower Elementary classrooms emphasize and understand that the lower elementary student is beginning to move from the concrete to the abstract, and from a limited world view to inquiry into the big questions of life. Students during this period have a curiosity about time, human relationships, and the variety and splendor of the world. The "Great Lessons" in biology, history, astronomy, botany, zoology, and human evolution satisfy this curiosity, and form the backbone of the curriculum at this age. Work in mathematics, language, geometry, is experiential and kinesthetic. Students get daily exercise in spelling, handwriting, grammar, and computational accuracy. Children begin to take responsibility for their weekly work plan, building judgment, and time-management and resource skills. Traditional academic studies continue to be individually adjusted to the student's proficiency and sequenced for uninterrupted progression, providing appropriate activities for both the child who needs extra support and the child who advances rapidly with independence.

Upper Elementary and Middle School classrooms emphasize advanced work in mathematics, history and cultural studies. Geography, natural sciences, writing, literature, foreign language, arts, and music are built naturally from the Lower Elementary years. Year-long cultural studies units cover of a variety of subjects, such as ancient civilizations, American history and the study of early humans. The science curriculum cycles through physical science, Earth and space science and life science over three-year periods, emphasizing engineering, design, technology and application at each level.

Practical life lessons at this level are largely student-directed, and include preparation for artistic performances, cooking and planning for events, or organizing community events or fundraisers for the annual class trips. An expectation of community service affirms the sense of social interdependence emerging at this age. Students in these classes collectively create a respectful, self-reliant community.

Assignments at this level often include a wider range of creative choices in how to present material, furthering the student's capability as a self-directed learner, an attribute Montessori children carry with them throughout life.

1.8 Curriculum and Instructional Design

Sherwood Montessori's curricula will meet state adopted standards in all curriculum areas by offering a standards-aligned instructional program that utilizes evidence-based curriculum delivered through the Montessori method. As stated, Appendix A5.0 displays how the Montessori standards are congruent with the CCSS and vice versa. This model is based on other successful Montessori charter schools in states that have adopted the Common Core State Standards.

1.9 Plan for Students who are Academically Low Achieving

Montessori techniques and teachings were initially developed for students who were deemed academically disadvantaged. Using the child-centered approach, students who are academically low achieving will find a tactile approach to learning, a self-paced curriculum that develops along with the student, and benchmark key experiences that demonstrate a level of mastery that enables them to move forward in the curriculum. Sherwood Montessori understands and supports the research that not all students progress at the same rate. By design, Montessori classrooms are able to reach the low achieving as well as high achieving student by employing the methods listed above as well as by having smaller class sizes. In addition to being trained in the Montessori method, all teachers are diligent to recognize when students are having difficulties, including using data to make these determinations, and use the Student Success Team (SST) process (discussed below) to assist and intervene. Further explanation of Special Education services is included in section 1.12.

In addition to the SST process, access to additional academic support will be available during and outside the school day. Supplemental materials are available for students and parents as well as additional professional development for the teacher.

1.10 Plan for Students who are Academically High Achieving

All students attending Sherwood Montessori are placed in the curriculum at their appropriate functioning level. Students who are academically high achieving will continue to work in their age-appropriate classroom but at their individual instructional level. This allows students who are advanced in any subject matter to work ahead in all course work and also allows for students who have a specific aptitude in one or more subject areas to work ahead in those specific subjects. In addition to being placed at their appropriate functioning level, students who are high achieving have access to specialty teachers or tutors for more directed guidance, and opportunities for concurrent enrollment in cooperating local high schools and colleges.

Students whose needs are not being met by working at their functioning level and for who enrichment programs are not sufficient are referred to the SST process so that an individualized plan can be developed which takes into account the student's strengths and needs.

1.11 Plan for Students who are English Learners

Sherwood Montessori follows all State and Federal mandates regarding English Learners. As part of the enrollment process, students are identified as an English Learner through the home survey. Students who are English learners attending Sherwood Montessori have full access to the school's curriculum and all teachers of students who are English Learners have English Learner authorization. Teachers plan instruction for students that promote the development and acquisition of proficient English language skills by employing Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD) strategies. In addition to the Montessori methods and strategies aforementioned, all students identified as English Learners offered additional time in the area of Reading Language Arts above the required minimum in order to assist students with achieving proficiency in English. All English Learners will be administered the ELPAC test until a student meets the minimum requirements to be reclassified as English Language Proficient.

1.12 Plan for Students with Special Education Needs/Section 504 of the Rehabilitation Act/ Americans with Disabilities Act

Montessori philosophy believes and emphasizes that students with different learning abilities and learning modalities can benefit from being integrated into the general classroom. The Montessori method is in agreement with the approach of addressing the needs of a student on an Individual Education Program (IEP), for the Montessori approach is focused on the individual student and provides an environment that allows students to learn and progress at their own rates and according to their individual capabilities. Moreover, the Montessori classroom provides flexibility to support diverse learners.

Sherwood Montessori complies with all applicable Federal and State Laws, including but not limited to Individuals with Disabilities Education and Improvement Act of 2004 (IDEA 2004), Section 504 of Rehabilitation Act (Section 504), The Americans Disabilities Act (ADA), and the California Education Code. Sherwood Montessori also meets the requirement of Search and Serve/Child Find for Special Education services

Sherwood Montessori is a public school within the chartering entity for the provisions of conformity with Education Code 47641(b), thus Sherwood Montessori is responsible for ensuring that all students enrolled will receive special education and instruction consistent with their Individual Education Program (IEP).

1.13 Special Education Services

Sherwood Montessori provides a continuum of special education services including child find, referral, assessment, Individualized Education Program (IEP) process and delivery of services. The school will find children who may be in need of special education and related services.

Continuum of services: Sherwood Montessori recognizes its responsibility to offer a full continuum of services to all students with special needs who are enrolled. The continuum of placements that Sherwood Montessori provides, or will contract to provide, are based on individual need and may include: modified instruction in regular education classrooms, placement in a resource specialist program (Mild-Moderate Program), and Designated Instructional Services including speech therapy, occupational therapy, adaptive physical education, behavioral therapy, low incidence services, etc.

As a Local Education Area (LEA), Sherwood Montessori provides the placement appropriate to meet each child's needs, even if that means providing and funding a more restrictive setting, such as nonpublic school or residential placement.

Child Find: Sherwood Montessori complies fully with Education Code § 56300, 56301, and 56040, in our efforts to search for, assess, identify, and serve any pupils with disabilities who are in need of special education and related services.

Sherwood Montessori's enrollment forms help staff identify students with disabilities requiring special services and promptly provide the appropriate services by including a section for parents to indicate any previous assessments for the purposes of identifying their student for special education; a current or previous Section 504 Accommodation Plan; or a current or previous IEP. Sherwood Montessori will assist parents in completing all the required forms and answer any questions they may have.

In addition, Sherwood has a Multiple Tiered System of Support (MTSS) to approach ensuring that students needing assistance are identified and supported as soon as indicated. Students in grades TK-8 are assessed, at a minimum, at the beginning and end of each year utilizing the assessments described below. Students are identified as At or Above Grade Level,

Pre-SST/Supported with Modifications (Tier 1), SST/Intervention (Tier 2), or Intensive Intervention (students with disabilities needing special education services, Tier 3).

Transitional kindergarten and kindergarten students are assessed in letter and sound identification, phonics knowledge using the Basic Phonics Skills Test (BPST) or the Montessori Remedial Reading Pathways (MRRP) assessment, benchmark text assessments (beginning with pre-reading skills), number identification, and oral counting and quantity discrimination. First graders or other students who are pre-readers or emergent readers are also assessed using the BPST or MRRP, an Orton-Gillingham based tool similar to the BPST. Before June, 2025, Sherwood will select a screening tool from the list approved by the California Department of Education's Reading Difficulties Risk Screener Selection Panel. At the beginning of each school year, all students are given grade level benchmark book assessments to determine baseline scores. Students in grades one through eight are given the Star Math and Reading or Early Literacy assessments from Renaissance. Kindergarten students are administered the Star Early Literacy assessment and teacher-created assessments for math using manipulatives.

Students scoring between the 75th and 100th percentile are identified as At or Above Grade Level with the goal of at least one grade-level progress and advancement to the next grade level by year's end. Students in this range who fall below the 75th percentile will be reviewed for possible referral to begin the Tier 1 with Support and Modifications process.

Interventions and modifications are put in place in regular education classrooms for students who score below the 75th percentile expected grade level performance upon review of assessment data. These students are considered Pre-SST/Supported with Modifications. If a student does not respond to interventions or attempts to modify the curriculum within six to eight weeks, a referral to the SST is made.

Students who score below the 25th percentile are referred to intensive intervention through the SST process. These students are identified as potentially needing special education services. The maximum amount of intervention support is given, and data is collected weekly by the intervention teachers and regular education teachers to be reviewed in the SST process. If students functioning at this level do not show improvement in 6 to 16 weeks, depending on the severity of the deficit, a referral to special education assessment is considered. Possible exceptions are documented, e.g.: when attendance has not been regular.

Referral: SSTs are formed for students at Tier 1 who are not responsive to evidence-based interventions and methodologies administered in the general education environment and/or in a small group setting. They are also formed for students who are referred for special education assessment by parents, teachers, community members or organizations.

The SST members review the student's progress with Tier 2 interventions through assessments, outcome data collected from interventions including IXL Math, letter and sound identification, Basic Phonics Skills Tests/Montessori Remedial Reading Pathways, Star Early Literacy, Reading and Math assessments, developmental spelling assessments, benchmark book assessments, and teachers' anecdotal notes regarding student response to modifications and interventions. The team will determine the effectiveness of the interventions received by the student and make further recommendations. Before a student can be referred for special education assessment, interventions must be implemented for an appropriate amount of time based on student need and outcomes reviewed by the SST. In general, Sherwood Montessori recommends students have received at least two different interventions for at least two intervention cycles (12 to 16 weeks) before the student is referred for special education assessment. If the SST determines the student is not making progress after the recommended interventions have been implemented, the SST will refer the student for an initial evaluation to identify any possible disability and potential eligibility for special education services. However, Sherwood understands that some situations may require referral prior to this time. In addition,

Sherwood understands that a parent may a request an assessment for special education at any time.

Initial and Triennial Assessments: When students require an initial evaluation to determine if they meet eligibility requirements to receive special education, the school generates a referral for special education eligibility assessment and monitors all legal timelines. A proposed assessment plan is developed within 15 calendar days of referral for assessment offering testing and explaining the instruments to be used in all areas of suspected disabilities. The School Director will coordinate qualified personnel to provide the required testing using a variety of assessment tools and strategies to gather relevant cognitive, functional, developmental, communication, social, emotional, behavioral, and academic information to determine whether the student qualifies for special education and related services. Within the 60-day timeline, the school completes the assessment and convenes an IEP team meeting to determine eligibility, and, for eligible students, develop an offer of a free, appropriate public education ("FAPE"). Prior to the meeting, the school generally will distribute written assessment reports to the parent, generate an IEP meeting notice including Prior Written Notice when applicable. Sherwood will develop and facilitate the IEP meeting and distribute copies of the IEP to appropriate personnel.

At least once every three years, a student must be provided a reassessment to determine their continued eligibility to receive special education and the appropriate provision of services. Sherwood Montessori will adhere to the 60-day timeline for initial and triennial reviews and will maintain a database to ensure that all evaluations are held within these mandated timelines. Sherwood Montessori understands that a legally compliant triennial is not a file review of data collected in past assessments but includes reports on current data collected from all appropriate assessments used to determine a student's continued eligibility for an IEP.

English Learner Special Education Students: Generally, before a student with second language needs is referred for special education, Sherwood Montessori will determine their level of English proficiency according to the English Language Proficiency Assessment for California (ELPAC), when adopted, to ensure their acquisition of language skills is not the reason for lower academic performance. The student will receive interventions according to the school's 3 Tier system to support language acquisition and academic development. If the student is referred for a special education assessment, personnel fluent in a student's native language and familiar with their native culture will participate during the SST processes, and during referral, assessment, and identification to determine the student's eligibility to receive special education.

Individualized Education Program Process: Sherwood Montessori understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team. The IEP team is comprised of the parent (and/or his or her requested representative[s]); not less than one general education teacher; at least one special education teacher of the pupil, or if appropriate at least one special education provider of the pupil; an administrative representative who meets the requirements of 20 U.S.C. §1414(d)(1)(B)(iv) and Education Code § 56341; at the discretion of the parent or Sherwood, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; an individual who can interpret the instructional implications of evaluation results (when necessary); and whenever appropriate the student.

An IEP will be convened within 60 calendar days from the date of parent consent to an assessment to determine whether a student is/remains eligible for special education and related services. For initial and triennial IEPs, Sherwood will ensure the IEP team will consist of the student's parent(s), school psychologist, any other individual (e.g., occupational therapist) qualified to interpret assessment results conducted for that particular student, general education teacher, special education teacher, health related personnel, school administrator, any community/agency who may interact with the student, any other assessor, and the student when

appropriate. If the IEP team determines the student meets the criteria for one or more of the categories of disabilities and requires special education and related services as a result of his disability or disabilities, the IEP team will develop an IEP as explained below.

The IEP will include all required components and will be written on El Dorado County Special Education Local Plan Area (SELPA) forms. Each IEP will include the following:

1. A statement of the student's present levels of academic achievement and functional performance.
2. The rationale for placement decisions.
3. The services the student will receive and the means for delivering those services.
4. A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered.
5. Measurable annual goals and short-term objectives focusing on the student's current level of performance.
6. A description of how the student's progress toward meeting the annual goals will be measured and monitored, and when reports will be provided.
7. Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments.

A copy of the IEP will be given to the parent/guardian in accordance with state laws and SELPA policies.

The Director of MTSS for Sherwood Montessori or appropriate case manager for the student will facilitate IEP meetings, and along with special education personnel, ensure parents understand their Procedural Safeguards and due process rights. Parent will receive a copy of their Procedural Safeguards at least annually. The IEP team will review the child's IEP periodically, but not less frequently than annually.

Students Enrolling with an Existing IEP: When a student with an IEP transfers to Sherwood Montessori they will be provided an interim special education placement providing the services or comparable services in their IEP. A new IEP will be written on the corresponding El Dorado County SELPA forms within 30 days to ensure it is appropriate for the new school setting and will be revised as necessary by the IEP team. Sherwood Montessori will not deny or discourage enrollment of any student regardless of the nature of the disability or the services that would be required to effectively serve the student.

Transition: Eighth grade students enrolled in Sherwood moving into high school in the following school year will have their transition needs addressed by inviting staff from the high school the student will attend to the transition IEP meeting. The IEP team will document the proposed high school courses of study and interventions on the IEP. Sherwood Montessori will comply with all laws and SELPA policies governing assessment for and development of an individual transition plan for students.

Delivery of Services: Sherwood Montessori will contract for or hire qualified staff who possesses appropriate special education credential(s) to provide special education services as described in a student's IEP. We will directly employ or contract a special education teacher, a school psychologist, and all other related service providers, e.g.: a school nurse, an occupational therapist, a speech and language pathologist, and others as the needs of the students and their IEPs dictate. Sherwood Montessori shall be responsible for all special education costs in excess of revenues received through the El Dorado County SELPA's Funding Allocation Plan.

1.14 Student Success Team

The Student Success Team (SST) is a general education function and is composed of the SST Coordinator, student's teacher, parent and other school personnel, depending on the nature of the

referral. The primary function of the SST is to identify, discuss and recommend interventions to address the needs of the student and to support the teacher in meeting these identified needs. Anyone who has a concern for a student may refer the student to the SST for consideration. As the success of every student is a primary pillar of Sherwood Montessori, students who are identified by their teacher as needing extra support or services, whether because of academic troubles, being a high achieving student who needs additional challenges, issues with behavior or emotional issues, or other concerns will be referred to the SST. The SST process will involve the identification of the student's strengths, areas of concern and a written plan with goals that outline strategies, interventions and a timeline to meet the defined goals. A follow-up meeting is scheduled at the meeting so the SST can review progress or continuing concerns; follow-up meetings are typically held every 6-8 weeks until the student is exited from the SST program. Students may be exited at the time the team determines, given analysis of appropriate data, that the goals have been reached.

If the identified strategies/interventions are not successful, the student may be referred for an assessment for special education services. However, a student's parent or teacher may request an assessment for special education at any time.

Sherwood Montessori will comply with all requirements pursuant to California Education Code § 47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). Please refer to the table in Element 2: Measurable Pupil Outcomes for the schoolwide goals for relevant sub-groups and corresponding assessments. Sherwood Montessori will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

2.0 MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." Cal. Ed. Code § 47605(b)(5)(B).

2.1 Curricular Goals and Alignment of Outcomes with State Standards and Common Core Standards

Sherwood Montessori fosters high academic standards through the thoughtful application of the state content requirements and Montessori standards. Sherwood Montessori standards are fully aligned with the California State content standards as well as the Common Core Standards. To demonstrate this alignment, examples of the mapping of CCSS for Math and Geometry and for Language Arts and Literacy developed by the Association Montessori International/USA for Kindergarten-6th Grade are attached as Appendix A5.0. The mapping displays how the Montessori standards are congruent with the traditional state standards and *vice versa*. Academic

skills and knowledge for language arts and mathematics and the Montessori activities, materials, and resources that relate to the acquisition of these are addressed in the Curriculum Guide.

2.2 Expectations of Exit Outcomes

The following outcomes and methods of measurement are outlined below:

- Sherwood Montessori students will meet or exceed state and federal accountability requirements in all academic areas as measured by state and federal mandated assessments.
- The overall participation rate in the California Assessment of Student Performance and Progress (CAASPP) test will meet or exceed 95%. This objective will be measured using CAASPP participation data.
- Sherwood Montessori will demonstrate a minimum attendance rate of 92% with a goal of 95%. This data will be measured through daily attendance records.
- Sherwood Montessori students will meet or exceed, on average, a year's growth academically as measured by academic progress data collected by a tool adopted by the California State Board of Education (SBE) pursuant to California *Education Code* Section 47607.2.
- Assessment of each student's physical health in grade 5 and 7 will be determined by a Physical Fitness Test. Appropriate resources will be offered as required.

2.3 Affirmations

Students at Sherwood Montessori are taught in accordance with all California State Board of Education published standards and the Common Core Standards in the following areas, as applicable per grade level:

- Reading/Language Arts
- Mathematics
- Science
- History/Social Science

Sherwood Montessori shall meet these standards and conduct the pupil assessments required pursuant to §60605(c)(1) of the California Education Code and any other standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

Sherwood Montessori provides the instructional support necessary for English Learners to attain mastery of the English Language Development state standards.

2.4 Independent Study and Homeschool Options

Sherwood Montessori currently offers short-term Independent Study for enrolled students as a temporary, voluntary instructional alternative to the classroom. Through Independent Study, students may explore new curricular avenues or fulfill promotion requirements when the classroom is not practical. Students who utilize this temporary avenue have access to the same services and resources available to the other students at the school. As a voluntary program, no student shall be required to participate in Independent Study. The minimum number of consecutive days eligible to participate in Independent Study shall be one and the maximum shall be thirty. The work contracted for Independent Study must be completed on the days specified and must align with the missed classroom days as published on the annual school calendar (Education Code 57147.5). One assignment may be

missed for each of three school days' worth of work on the Independent Study Contract. Assigned work must be turned in within five (5) school days upon the student's return to school. If a student fails to complete an Independent Study assignment without valid reasons, the School Director conducts an evaluation to determine if the student should be allowed to utilize this voluntary program at a later date. All findings will be kept in the student's permanent record.

Individuals with exceptional needs, as defined in Education Code 56026, may not participate in Independent Study unless his/her Individualized Education Program (IEP) specifically provides for that participation.

Temporarily disabled students may not receive individual instruction pursuant to Education Code 48206.3 through Independent Study. However, if the temporarily disabled student's parent, caregiver, or guardian and the School Director agree, the student may receive instruction through Independent Study instead of receiving the "home and hospital" instruction provided pursuant to Education Code 48206.3.

Each Independent Study Contract, signed and dated, along with attached, signed, and dated completed work, becomes part of the student's permanent record (Education Code 11703). Any evaluation finding shall be filed and maintained for a period of three years from the date of the evaluation and, if the student transfers to another California public school, the record shall be forwarded to that school.

When a complete and signed Independent Study contract is approved by the School Director, the student's attendance status for the corresponding dates is changed to "independent study," and reported as such on the school's attendance reports to the California Department of Education.

Currently, the Independent Study program is a short-term option for enrolled students and the work is assigned and evaluated by the student's classroom teacher. The school may decide in the future to expand the program to offer a more traditional homeschool program. This program would include students who are not enrolled with a classroom assignment but have an assigned teacher who will work with parents to implement curriculum and instruction outside of the school, in the home and in the community. The program will comply with all laws regulating homeschool programs.

2.5 State Priorities

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES *Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School's annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.* *Local Control Accountability Plan ("LCAP")* *Since 2014, Charter School has produced a Local Control Accountability Plan ("LCAP") using the LCAP template adopted by the State Board of Education. Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, the Charter School shall update the LCAP, including the goals and annual actions identified below. The Charter School shall submit the LCAP to its authorizer and the Butte Country Office of Education annually on or before July 1, as required by Education Code Section 47604.33.* *The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by the Charter School at the school site. Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into 'subpriorities'.*	
STATE PRIORITY #1 BASIC SERVICES The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	Sherwood Montessori will maintain 100% highly qualified credentialed teachers.
ACTIONS TO ACHIEVE GOAL	Teachers' credentials will be reviewed each year.
MEASURABLE OUTCOME	100% of core teachers will hold a valid CA Teaching Credential
BASELINE PERFORMANCE LEVEL	Over the past five years, 100% of core teachers held valid CA Teaching Credentials and appropriately assigned to grade levels/subjects commensurate with their credential.
METHOD OF MEASUREMENT	Initial and annual verification in the CALPADS annual Credential Report, credentials verified through the CA Commission on Teacher Credentialing.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	Provide a broad range of Montessori materials.

ACTIONS TO ACHIEVE GOAL	Inventory of materials will be completed. Missing or damaged materials will be purchased or replaced.
MEASURABLE OUTCOME	100% of pupils will have access to CCSS aligned materials and traditional Montessori instruction materials.
BASELINE PERFORMANCE LEVEL	Most materials are in good repair, worn or broken materials are replaced after the end of the fiscal year.
METHOD OF MEASUREMENT	Montessori Materials Inventory
SUBPRIORTY C - FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Sherwood Montessori will provide a facility in good repair and maintain recess equipment.
ACTIONS TO ACHIEVE GOAL	Repairs request system implemented and facility is being kept up. PE and recess equipment check-out system working and new materials are ordered as old wear out.
MEASURABLE OUTCOME	Maintain and improve school facility and add to PE/recess equipment.
BASELINE PERFORMANCE LEVEL	In the past five years, Sherwood has replaced worn and broken PE and recess equipment with annual purchases of new equipment.
METHOD OF MEASUREMENT	Monthly Facilities Inspection Reports are conducted by the School Director. PE and recess equipment is inspected and inventoried by our PE instructor.
<u>STATE PRIORITY #2 – IMPLEMENTATON OF COMMON CORE STATE</u> <u>STANDARDS</u> Implementation of Common Core State Standards including how EL students will be enabled to gain academic content knowledge and English language proficiency. *Note: Sherwood has not had more than 9% or 12 students who are English learners and are not addressed as a significant subgroup in the LCAP. Information about the plan for English learners can be found in section 1.11 of this charter.*	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).

ACTIONS TO ACHIEVE GOAL	Instruction will provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).
MEASURABLE OUTCOME	CAASPP scores will show continuous improvement with a schoolwide average goal of 30 points below standard in ELA and 50 points below standard in math.
BASELINE PERFORMANCE LEVEL	CAASPP scores in 2024 were 16 points below standard in ELA and 40.83 points below standards in math.
METHOD OF MEASUREMENT	CAASPP outcome scores
STATE PRIORITY #3 – PARENT INVOLVEMENT *Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*.	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Refine Student Success Team (SST) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.
ACTIONS TO ACHIEVE GOAL	Involve parent/guardians in the SST process.
MEASURABLE OUTCOME	80% of respondents to the annual Community Survey will report being satisfied or very satisfied with support given to struggling learners.
BASELINE PERFORMANCE LEVEL	In 2024, 77% of respondents to the annual Community Survey reported being satisfied or very satisfied with support given to struggling learners.
METHOD OF MEASUREMENT	Review SST files. Review parent survey results.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Ensure that parents understand the ways the school communicates with students' families. Ensure that parents understand the nature of the Montessori method of education. Improve parent involvement and volunteerism.

ACTIONS TO ACHIEVE GOAL	Office staff will review enrollment to ensure that each family has updated contact information. Teachers will assess parents' understanding of communication procedures at conferences. The value of parent education opportunities will be communicated to the parent community. The School Director will meet with the parent group leaders to continue to refine the parent volunteer opportunities communication & tracking system.
MEASURABLE OUTCOME	100% of parents contactable 90% of respondents will agree or strongly agree that they are satisfied with curriculum in terms of Montessori authenticity. 80% of respondents will agree or strongly agree that they are satisfied with the opportunities to make an impact in academic outcomes for my student/s. 35% of families will report volunteer hours; 5% of families will meet or exceeded 30 hours.
BASELINE PERFORMANCE LEVEL	100% of parents contactable 90% of respondents agree or strongly agree that they are satisfied with curriculum in terms of Montessori authenticity. 81% of respondents agree or strongly agree that they are satisfied with the opportunities to make an impact in academic outcomes for their student/s. 40% of families reported volunteer hours; 4% of families met or exceeded 30 hours
METHOD OF MEASUREMENT	Conduct surveys and review responses. Review parent volunteer hours.
SUBPRIORITY C – SEEKING PARENT INPUT FOR DECISION MAKING	
GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback and involvement in creating the LCAP and goals for the school.
ACTIONS TO ACHIEVE GOAL	Annual Community Surveys will be implemented. Parent involvement will be solicited for the LCAP Focus Group and creation of the LCAP and goals for the school.
MEASURABLE OUTCOME	At least 10% of parents will give input in the Community Survey
BASELINE PERFORMANCE LEVEL	14.37% of parents responded to an electronic survey. Parent input has been used to create and revise LCAP goals.

METHOD OF MEASUREMENT	Calculate percentage of responses to Community Survey.
STATE PRIORITY #4 – PUPIL ACHIEVEMENT Pupil achievement as measured by all of the following, as applicable: A. CAASPP B. Percentage of ELs who make progress toward English language proficiency as measure by the English Language Proficiency Assessment for California (ELPAC) *Note: Sherwood has not had more than 9% or 12 students who are English learners and are not addressed as a significant subgroup in the LCAP.* C. EL reclassification rate *Note: Sherwood has not had more than 9% or 12 students who are English learners and are not addressed as a significant subgroup in the LCAP.* D. Percentage of pupil who have passes an AP exam with a score of 3 or higher Grade level *Note: Not applicable to K-8 school.*	
SUBPRIORITY A- CAASPP	
GOAL TO ACHIEVE SUBPRIORITY	Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS). Refine Student Success Team (SST) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues. Socioeconomically disadvantaged students will have access to free or reduced lunch.
ACTIONS TO ACHIEVE GOAL	Refine Student Success Team (SST) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.
MEASURABLE OUTCOME	CAASPP scores will show continuous improvement with a schoolwide average goal of 30 points below standard in ELA and 50 points below standard in math.
BASELINE PERFORMANCE LEVEL	CAASPP scores in 2024 were 16 points below standard in ELA and 40.83 points below standards in math.
METHOD OF MEASUREMENT	CAASPP outcome scores

STATE PRIORITY #5 – STUDENT ENGAGEMENT **Pupil engagement, as measured by all of the following as applicable;** **A. School attendance rates** **B. Chronic absenteeism rates Middle school dropout rates (EC §52052.1(a)(3))** **High school drop out rates** *Note: Not applicable to K-8 school.*	
SUBPRIORITY A – STUDENT ATTENDANCE RATES **SUBPRIORITY B – CHRONIC ABSENTEEISM RATES** **SUBPRIORITY C --MIDDLE SCHOOL DROPOUT RATE**	
GOAL TO ACHIEVE PRIORITY	Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.
ACTIONS TO ACHIEVE GOAL	The school will promote regular attendance through the PBIS program and through outreach efforts to educate families on the importance of regular attendance.
MEASURABLE OUTCOME	15% Chronic Absenteeism Rate
BASELINE PERFORMANCE LEVEL	Chronic absenteeism rate 35%
METHOD OF MEASUREMENT	Decreased or maintained suspension rate Chronic absenteeism rate
STATE PRIORITY #6 – SCHOOL CLIMATE **School climate, as measured by all of the following, as applicable** **A. Pupil suspension rates** **B. Pupil expulsion rates** **C. Other local measure, including survey of pupils, parents, and teachers on the sense of safety and school connectedness**	
SUBPRORITY A – PUPIL SUPENSION RATES **SUBPRIORITY B- PUPIL EXPULSION RATES**	
GOAL TO ACHIEVE SUBPRIORITY	Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.
ACTIONS TO ACHIEVE GOAL	Refine Student Success Team (SST) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.
MEASURABLE OUTCOME	5% Suspension rate

BASELINE PERFORMANCE LEVEL	Suspension rate 5.3%
METHOD OF MEASUREMENT	Suspension rate
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Socioeconomically disadvantaged students will have access to free or reduced lunch, free after school tutoring, and free child care before and after school. Socioeconomically disadvantaged students will have access to scholarships to attend field trips.
ACTIONS TO ACHIEVE GOAL	Socioeconomically disadvantaged students will have access to free or reduced lunch and healthy snacks. Students will have access to free breakfast and lunch through Chico Unified Nutrition Services and Sherwood will provide healthy snacks. Socioeconomically disadvantaged students will have access to free after school tutoring. Students will have access to free tutoring after school as described in our after care program, socioeconomically disadvantaged students will not pay fees to participate. Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program. Students in low income will have access to scholarships to attend all field trips.
MEASURABLE OUTCOME	The majority of students will agree or strongly agree that they are happy to be students at the school. Teachers will give feedback about the importance of field trips and inclusion of all students.
BASELINE PERFORMANCE LEVEL	77% of students agreed or strongly agreed that they are happy to be students at the school. Teachers indicate that field trips are important and including all students on field trips, regardless of ability to pay, is important.
METHODS OF MEASUREMENT	Student surveys and community surveys

STATE PRIORITY #7—COURSE ACCESS **The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.** **"Broad course of study" includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)** **Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))**	
GOAL TO ACHIEVE PRIORITY	Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards. Provide a broad range of Montessori materials.
ACTIONS TO ACHIEVE GOAL	Teachers will review curriculum materials and request replacement or repair for missing or damaged materials
MEASURABLE OUTCOME	CAASPP scores will show continuous improvement with a schoolwide average goal of 30 points below standard in ELA and 50 points below standard in math. All classrooms will have a broad range of materials for the grade levels served.
BASELINE PERFORMANCE LEVEL	CAASPP scores in 2024 were 16 points below standard in ELA and 40.83 points below standards in math. All pupils have had access to traditional Montessori materials.
METHODS OF MEASUREMENT	Teachers evaluate inventory of materials and request purchase of missing or damaged materials. CAASPP scores will be evaluated.
STATE PRIORITY #8—PUPIL OUTCOMES **From the subject areas described above in #7, as applicable.**	
GOAL TO ACHIEVE SUBPRIORITY	Provide a facility in good repair and maintain recess equipment.
ACTIONS TO ACHIEVE GOAL	Monthly Facilities Inspection Reports are conducted by the school director. PE and recess equipment is inspected and inventoried by our PE instructor.

MEASURABLE OUTCOME	Facility in good repair; PE and recess equipment check-out system working and new materials are ordered as old wear out.
BASELINE PERFORMANCE LEVEL	Facility in good repair; PE and recess equipment check-out system working and new materials are ordered as old wear out.
METHODS OF MEASUREMENT	Monthly Facilities Inspection Reports PE and recess equipment inventory

3.0 ASSESSMENT OF STUDENT PROGRESS

The pupil and school outcomes listed in Section 2 are reviewed at least once annually by the School Director and teachers at Sherwood Montessori. Recommendations as to revisions to pupil and school outcomes may be made by the Director and teachers to the Sherwood Montessori Board of Directors. Material revisions to these pupil outcomes must be considered by the Chico Unified School District Board in accordance with Education Code §47607.

3.1 Assessment Tools

In order to assess students' intellectual, physical and psychological progress, data from the following are used:

- Portfolios that include representative samples of work from each of the core academic areas as well as work in the arts
- Writing samples evaluated using rubrics calibrated with ELA Standards
- Reading assessments which collect data on accuracy, fluency, and comprehension
- Developmental spelling assessments
- Math assessments measured by a tool from the SBE adopted verified data list
- Participation in community events such as poetry and story writing contests, science fairs, career days
- Curriculum-based and formative assessments
- Performance-based and skill demonstrations
- Teacher observation in classroom
- Parent-teacher conferences which are scheduled twice yearly and as needed
- Standardized tests
- California Physical Fitness Tests
- Behavior referral data

Information and observations are gathered and reviewed by each teacher on an on-going basis in order to facilitate the optimal growth and potential for each student and are summarized in each student's progress reports in December and June.

3.2 Alignment of Assessment to the Mission Statement and Montessori Philosophy

Early in their education at Sherwood Montessori, students learn self-assessment from the prepared environment of self-correcting materials and the modeling provided by the classroom teachers. Self-assessment, self-reflection, and self-correction are skills that are developed from learning in a Montessori classroom environment. Students at Sherwood Montessori experience mentoring by older students and then as mentors to younger students which provides additional self-reflective and learning opportunities. Teachers are sensitive to each student's learning needs and make adjustments and accommodations whenever required in order to facilitate each student's ability to focus on their learning. Parents are informed as needed in order to provide their child with the guidance needed outside of the school environment. The supportive, holistic, and empathic philosophy that underlies the Montessori approach to education guides this process of assessment and subsequent growth for each student and for Sherwood Montessori as a whole.

Each student's progress is documented within a progress report that is sent home in December and in June. Rather than a traditional A-B-C-D-F assessment, Sherwood Montessori uses a detailed student report that describes progress toward mastery within the core content requirements with the goal of attaining proficiency for each student by the end of the school year.

As a charter public school, Sherwood Montessori administers annual state testing assessments for all students in grades 3 through 8. The results are used as one of many indicators of students' progress and are helpful in the development of individual work plans for each student. Each spring Sherwood Montessori will participate in the CAASPP (California Assessment of Student Performance and Progress).

Annually, Sherwood Montessori will provide to CUSD a Charter School Oversight Report which will include requested information regarding the school's compliance in providing adequate management and services in the following areas:

- General Requirements of the authorizer, of Charter School Education Code, and of the MOU between Sherwood Montessori and CUSD
- Fiscal and Business Operations
- Educational Performance
- Governance
- Personnel and Human Resources
- Student Services

3.3 English Learners (EL)

Teachers at Sherwood Montessori plan instruction that supports EL students' process of becoming proficient in English. The ELPAC (English Language Proficiency Assessment for California) will be administered to Kindergarten through 8thgrade students as indicated through the home language survey. The ELPAC is given to 1) students who are newly enrolled whose primary language is not English and 2) English learners as an annual assessment. The purpose of ELPAC testing is to 1) identify students who are limited English proficient, 2) determine the level of English language proficiency, and 3) assess the progress of limited English proficient students in acquiring the skills of listening, speaking, writing, and reading in English. Teachers and students at Sherwood Montessori will be supportive of the cultural diversity in the classroom and the wider community.

Sherwood Montessori has the following goals with respect to the ELPAC:

- Identify students with limited English proficiency as early in their education as possible

- Assist students with limited English proficiency to achieve their potential in learning the English language

Teachers at Sherwood Montessori will use ELPAC scores to develop individual learning plans and to identify resources to support students as they become more proficient in the English Language. The ELPAC results will be reported in accordance with state recommendations and will be reviewed as part of the annual school progress report.

The school shall comply with a random unannounced site visitation process to enable CUSD to gather information to confirm the school's performance and compliance with the terms of this charter. Sherwood Montessori will promptly respond to all reasonable inquiries, including, but not limited to financial records pursuant to Education Code §47604.3, and shall fully comply with the Public Records Act.

3.4 Assessment Summary

It is the goal that students at Sherwood Montessori will demonstrate the following upon graduation:

- Annual progress on the CAASPP tests
- Mastery of Montessori standards
- Competency in state grade level content and performance standards
- Competency in Common Core State Standards

Upon graduation it is the goal that Sherwood Montessori students possess a diverse, empathic and thoughtful worldview. Students who graduate from Sherwood Montessori will be self-directed learners who possess the critical thinking skills and creativity with which to be active contributors in their families, school, and work environments and within the global community.

4.0 GOVERNANCE STRUCTURE OF SCHOOL

Oversight of Sherwood Montessori is charged to a voluntary Board of Directors, composed of five (5) directors. The Board is diverse in the Directors' skills and strengths, with an emphasis on long-range planning, management, responsible fiscal oversight, pedagogy, and the implementation of the Montessori philosophy. It is not necessary for Directors to be parents of current or past students. Bylaws and governance of the Board of Directors have been established to allow the group to be recognized as a 501(c)3 non-profit public benefit organization. Copies of these Bylaws and the Articles of Incorporation filed with the State of California are attached as Appendices A7.0 and A8.0.

The initial Board of Directors was composed of the seven (7) members of the Founding Board who agreed to the Articles of Incorporation. The initial term of office of the Board of Directors was three years with staggered terms of approximately one third of the Board of Directors to one, two, and three year terms. This policy was implemented in order to foster continuity, mentorship of new Directors, and sustainable practices. Applications for future Board candidates will be forwarded to an Elections Committee appointed by the Board of Directors. The Elections Committee shall review applications and present a slate of candidates to the Sherwood Montessori Parent Organization (SMPO) who shall vote for the new Director.

Incoming Directors will be assigned a Board Mentor for the first year who will work alongside the new Director to train in operations. The Bylaws specify that a Director may be elected for a second three-year term.

The Board of Directors reserves the right to amend the approved Bylaws to change the number of Directors at any regularly scheduled board meeting. Furthermore, a quorum of the Board shall be recognized as a majority of voting members. 'Major Decisions', as recognized by the Chair of the Board, will require a vote of all members of the Board.

The Board of Directors meets monthly, except in months of recess, in a publicized and accessible public setting to hear reports, to consider and adopt policies, to act on working group recommendations, and to consider requests and concerns. These meetings are advertised and conducted in compliance with the California Brown Act. Additional Special Meetings are called when necessitated and are publicized and conducted in a similar manner to monthly meetings.

Duties of the Board of Directors

As the overseeing board, the Board of Directors are charged with the following duties:

- Define and uphold the mission of Sherwood Montessori through continued development of Board policy and procedures
- Approve any charter amendments
- Develop and/or approve curriculum within the guidelines of California law and Montessori principles
- Participation in dispute resolution procedure, when needed
- Supervise disciplinary hearings for students
- Select and evaluate the School Director at Sherwood Montessori
- Approve contracts for all staff and determine levels of compensation and means for professional development
- Approve all major contracts
- Approve the school's annual budget and contract with an external auditor for an annual financial audit
- Accept or reject gifts, donations, and grants
- Oversee fundraising activities
- Communication with the Sherwood Montessori Parent Organization
- Creation of any committees as needed
- Provide a sound mentorship policy for new Board members and school staff

Any Director who has a conflict of interest or whose child has been requested to attend a disciplinary hearing, must abstain from voting on that decision and disclose any conflict to the Board. The Director will furthermore be barred from discussing the matter with other Directors or staff.

In addition to the Board of Directors, committees may be formed by the Board as per guidelines in the Bylaws as needed. Announcements of new committees will be publicized on the school website and made available to parents of current students. Furthermore, various advisors and consultants may be retained by the Board as needed. All advisors and consultants will be held accountable to the same Conflict of Interest policy as that of the Board of Directors as specified in the Bylaws.

4.1 Relationship between Sherwood Montessori and the CUSD

Sherwood Montessori is a public school, accredited by the state board, and is accountable to

the CUSD's Board of Education for purposes of ensuring compliance with applicable laws, rules, and charter provisions. Thus, upon approval of the charter renewal, the charter contract will be between Sherwood Montessori and the CUSD. Sherwood Montessori shall be authorized as a public school by the CUSD for all purposes, unless specifically stated herein. The Board of Directors shall be accountable to the CUSD Board of Education to ensure compliance with applicable laws, rules, and charter provisions. A representative of the Board of Directors will attend any required CUSD board meetings to give reports, answer questions, and offer any information the CUSD seeks in its monitoring of Sherwood Montessori. Sherwood Montessori pledges to furnish the CUSD Board of Education with copies of all policies and procedures developed with regard to any operational or educational program, upon adoption by the Board of Directors. The Board of Directors will submit a Charter School Oversight Report annually. In addition to the annual reports to the CUSD Board of Education, the Board of Directors will require monthly reports from the School Director concerning operations, budget, attendance, student discipline, and personnel matters. Sherwood Montessori will participate in all audits required by California law.

4.2 Charter School Operations

Administrative Staff—Director, Administrative Assistant and Office Manager

Daily non-instructional operations at the school are largely the responsibility of the Director, Administrative Assistant and Office Manager of the school. The activities of the Administrative Staff are monitored by the Board of Directors to ensure compliance.

Director

The role of the School Director is to foster a positive and collaborative school community with a commitment to the Montessori philosophy and methods. The Director is responsible for managing a strong team of educators and professionals who, in partnership with engaged families, strive to help all students achieve their highest potential. The Director leads both internally and externally, with responsibility for the following areas:

Educational Program

- Develop and maintain the quality implementation of Montessori pedagogy and curriculum
- Build consistency, coherence and continuity within and across school programs
- Set clear goals for student growth and success; implement strategies to achieve these goals
- Use and interpret assessments to monitor student growth and to inform instructional practices
- Analyze and use data, including "best practices," to support continuous process improvement
- Promote a supportive and respective learning environment for all students
- Ensure a system of intervention and supports for a range of student needs
- Ensuring coherence among grade levels of academic experiences of students, e.g.: ensuring that students in lower and upper elementary classrooms experience full complement of the Five Great Montessori Lessons.
- Supporting classroom teachers to implement assessments, analyze results, and make instructional choices based on data.
- Ensuring coherence in learning environments in terms of Montessori authenticity and Montessori materials appropriate for the developmental range of the students.

- Make suggestions for teachers' professional growth activities based on data collected in cooperation with classroom teachers.
- Participating actively in the school's Budget Committee.
- Participates as the LEA administrator of the Individualized Education Program (IEP) team in the identification of individuals with exceptional needs, as appropriate.

Staff Management

- Hire and retain a motivated team of teachers and staff
- Foster an inclusive and trusting environment in which staff can grow and improve
- Support and mentor staff through an effective coaching and evaluation process
- Ensure staff have access to Montessori and other professional growth opportunities

Financial and Operational Management

- Oversee the budget and manage expenses
- Prepare and analyze financial reports along with the Business Manager
- Oversee school operations including facilities, equipment, security and maintenance
- Ensure compliance with all governmental laws and regulatory requirements

Stakeholder Management

- Cultivate effective relationships with external stakeholders at the district, county and state levels
- Communicate with the Board of Directors on policies, programs, budget and other matters
- Communicate with current families to keep them informed and to ensure student satisfaction
- Cultivate relationships with prospective families through an effective admissions process
- Support staff when needed with communication with parents
- Work to maintain a positive and healthy social and emotional school climate

Strategic Planning and Leadership

- Work with Board to create and implement a strategic plan for the future direction of the school
- Plan, identify and secure funding resources to help the school achieve its mission and objectives
- Maintain and increase the school's visibility through effective marketing and outreach
- Assess and mitigate risks related to legislative and policy issues that may affect the school
- Problem-solve and manage unexpected changes; communicate effectively to the community

Administrative Assistant

The administrative assistant performs basic secretarial duties for the school and takes care of administrative details:

- Greet visitors to the school, determine the nature of business, and direct visitors to destination.
- Answer telephone to provide information, take messages, or transfer calls.
- Schedule appointments to talk with the Director or teachers and handle school communication.

- Inventory, order and dispense school supplies.
- Accept and deposit funds for student activities.
- Disburse funds, record financial transactions, and audit and balance student organizations and other school-fund accounts.
- Oversee student playground activities and monitor classroom during temporary absence of teacher.
- Assist the Director in all areas and update Director on school activities and information on a day-to-day basis.
- Use appropriate software and hardware such as, but not limited to, fax and copier machines, word processing, school database, and spreadsheet.
- Track employee absences and record changes in sick leave available for certificated staff.
- Assist Director with duties associated with promoting the school and retaining enrolled students.
- Check employee time sheets and have them ready for the director's review.
- Maintain Director's calendar of daily tasks.
- Oversee progress of "Requests" written by the Director for employees and contractors.
- Maintain staff and student email addresses and passwords.
- Maintain key inventory and provide keys to employees that need them.

Office Manager

The Office Manager and Administrative Assistant work as a team to cover the school's front office, often overlapping duties. Assigned job duties include, but are not limited to:

- In a professional and helpful manner, greet public, answer phones, and take messages as needed.
- Compile and file students' grade and attendance reports, immunization and other school records.
- Adhere to confidentiality with all communications.
- Maintain student records (immunization, health).
- Maintain school attendance records for all students using attendance software.
- Manage office interruptions, including helping students in a nurturing manner and fulfilling staff's requests.
- Manage the School Lunch Program, including maintaining paperwork for the Free and Reduced Lunch Program and communicating with the contracted lunch provider to ensure compliance with all federal, state, and local legal requirements.
- Perform a variety of clerical duties, including typing, proofreading, filing, checking records and recording information on records.
- Compile and prepare various departmental files, records and reports; search files for specified information.
- Respond to routine correspondence.
- Maintain accurate attendance records, including issuing tardy slips, verifying student absences, providing information to parents, teachers and counselors; input absences into computer; contact parents/guardians by telephone or in person regarding student absences; maintain and compile truancy reports in compliance with SARB.
- Maintain correspondence with District lunch personnel regarding the number of students receiving school lunch.

- Receive and sort incoming mail, packages and faxes.
- Take care of sick and injured students; administer basic first aid and dispense prescribed medication to individual students in accordance with District and school policy.
- Receive, sort, duplicate and distribute various instructional materials; prepare materials for student packets and other related materials for distribution.
- Record all monies received on weekly deposit slips and provide receipts to payees.
- Complete California Department of Education required data submissions, such as CALPADS and attendance reports.
- Maintains student records in the SEIS system.
- Fulfill role of Technology Coordinator for CAASPP and ELPAC.
- Maintain the school network including maintaining the Securly web filtering program.
- Set up new students with accounts in technology-based applications and make requested changes to student class placement in accounts.
- Maintain calendar of school events.
- Perform other tasks as requested.
- Maintain the school key inventory and make sure each staff member that needs a key is provided one.
- Make small repairs to the school facilities. Inform the Director when the repair needs to be performed by the District.
- Assist teachers with moving furniture and hanging or fastening items to walls.

Business Manager

Financial operations are carried out by a Business Manager. The Business Manager falls under the supervision of the School Director and also works with the Board Treasurer as needed. The Business Manager reports to the Board of Directors as needed with regards to projected changes in the budget including programmatic changes and allotment deferrals. The Business Manager works directly with the audit committee as well. The Business Manager shall hold a degree in accounting with preferred experience in non-profit accounting, charter school operations, or other educational-institute accounting.

Duties of the Business Manager

The Business Manager is charged with general bookkeeping for the school and will serve in an advisory role as regards the budget to the School Director and Treasurer of the Board of Directors. Specific duties include:

- Weekly: Verify invoices, reimbursement requests, and deposits for accuracy (amount, SACS code, funding class); print checks.

- Monthly: Create payroll; monthly profit/loss statements and cash flow analysis; oversee STRS and PERS contributions as well as Federal and State tax liabilities.

- Annual: Year-end reports as regards STRS/PERS, payroll, and tax liabilities.

- Reports: Prepare Annual Projected Budget, First and Second Interim Reports, and End of Year Expenses for Chico Unified School District; yearly accrual entries and balance restricted and unrestricted funds.

- In addition, the Business Manager may be called up to provide financial reports for grants and other requests from the CUSD, Butte County Office of Education, El Dorado Charter SELPA or California Department of Education as needed.

Based on the small size anticipated for Sherwood Montessori, the shared governance of the school—Board of Directors, School Director, teachers and parent participation—is based on a model of collaboration and accountability. As a Montessori school, the faculty and staff also encourage and respect the contribution of the students as they participate in the governance process through classroom leadership roles and stewardship of the school.

4.3 Parent Involvement in the Sherwood Parent Organization

Sherwood Montessori recognizes that parents are a vital part of the school community. The students rely on the parents for guidance and the teachers and administration need the parents to be active partners in the educational process. Furthermore, involvement of the parents is critical for success at school, at home, and as part of our community.

As such, the Board of Directors has established a Sherwood Montessori Parent Organization (SMPO) that supports the mission of the school. Meetings are regularly scheduled, and all parents are encouraged to be active participants in the organization. A representative of the SMPO will be responsible for communication between the SMPO and the Board.

Parents comprise a diverse population with many skills that can be used to support the school. One of the main tasks of the SMPO is the organization of volunteer and service activities. Activities include fostering community spirit through outreach, helping to welcome new families, promoting the school in the greater community, fundraising and implementing parental educational programs. Volunteers are also called upon to support the school with specialized tasks as needed, such as classroom support and maintenance on the school grounds. Each family strives to contribute 30 volunteer hours per year toward furthering the mission of the school in one or more of the examples listed above.

5.0 EMPLOYEE QUALIFICATIONS

All employees of Sherwood Montessori are considered employees of the Sherwood Montessori 501(c)3 non-profit public benefit corporation. To achieve the goals established in the mission statement, Sherwood Montessori strives to recruit highly qualified and enthusiastic professionals to serve in instructional, administrative, and supporting roles. Sherwood Montessori understands that the vitality of a school is the summation of its parts and all members of the community are critical.

Any offers of employment are extended contingent upon successful completion of a current Live Scan report administered by the Department of Justice and a background/reference check. The Board of Directors administers the recruitment, hiring, and background checks on the Director. The Director is responsible for the recruitment, hiring, and background checks on all the staff. The School Director is ultimately responsible for reviewing the criminal background check and ensuring that no employee of Sherwood Montessori will be hired who is barred from public school employment under provisions of state law. All candidates must submit at least three references for verification as part of the application process.

All staff maintains a current Live Scan through the Department of Justice prior to and during the entire period of employment at Sherwood Montessori. Any staff supervising children on- or

off-campus also maintains current Child First Aid/CPR certification and TB testing. All staff at Sherwood Montessori agree to adhere to maintaining a drug, alcohol, and smoke-free work place.

5.1 Administration Qualifications

The administration of the school comprises at a minimum a Director and Administrative Assistant position.

Requirements of the Director

The Director candidate must possess a minimum of a Bachelors of Arts or Science degree from an accredited institution, and demonstrate an understanding of both the Montessori Philosophy and the California Educational Code. It will be the role of the Board of Directors to design and implement a fair, equitable, and non-discriminatory evaluation process. Preference will be given to candidates with prior Montessori administration training and prior administrative experience. While it is not necessary to be credentialed as per California Education Code, candidates with administrative credentials will be given preference. Bilingual (English/Spanish) is preferred but not required.

Requirements of Administrative Assistant

Candidate must have good secretarial and communication skills, and an understanding of general bookkeeping principles both attendance and financial. Bilingual (English/Spanish) and experience at as a school administrator is preferred but not required.

5.2 Instructor Qualifications

Lead Teacher

Teachers reflect the strengths of the school. Therefore, Sherwood Montessori is committed to hiring the most qualified individuals that can demonstrate responsibility for providing both excellent education and a nurturing environment that is reflective of the school's mission. Each classroom at Sherwood Montessori will be led by a Lead Teacher who must hold a Bachelor's Degree from an accredited, degree-granting institution and a valid authorization from the California Commission on Teacher Credentialing (CCTC) to serve as a California Credentialed teacher. Teachers with additional Montessori training from a Montessori-accredited institution would be given strong preference. Highly qualified teachers with Montessori training and prior classroom experience as a lead teacher may be considered while they possess an Intern Certificate/Credential for no more than two years while actively working toward completion of their state credential.

Teachers for core classes must meet applicable "highly qualified" requirements under the Elementary and Secondary Education Act (ESEA) and hold appropriate California teaching certificates, permits, or other documents equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605 (1).

Because we anticipate Sherwood Montessori to draw a diverse student body, including English learners, teachers will have English learner authorization as defined in Assembly Bill (AB) 1871 (Ch. 660, Stats. 2008) as required. For an elementary school, this entails a combination of Commission-approved California Teacher of English Learner (CTEL) program coursework with passing scores on the CTEL examination subtest(s).

Teachers assigned to deliver services and/or oversee the delivery of instruction to students

with IEPs will be required to have appropriate special education credentials and/or licenses.

Teaching Aides

In order to maintain quality in the classroom and ensure that each student is striving and maintaining his or her goals, each classroom may support one or more paraprofessional Teaching Aides. The Teaching Aides will be held to similar high qualifications as all staff, and will be required to meet these minimum qualifications:

- Candidate must hold a high school diploma;
- Preferred candidates will have completed a minimum of two years of post-secondary study (defined as 48 semester units or greater) or hold a minimum of an Associate's degree. The coursework will include subjects specifically designed to prepare the candidate for demonstration of working knowledge of and the ability to assist in instructing reading, writing, math, or additional subjects as declared by the Sherwood Montessori Board of Directors;
- Candidate will have any additional qualifications that meet the requirement of relevant federal and state regulations associated with funding received by the school.

Specialty Teachers

The special format of Sherwood Montessori, with multi-age classrooms, allows for the flexibility of the inclusion of special programs as approved by the Board of Directors. These additional programs can be for enrichment, improvement, or other pedagogical reasons. Teaching of these additional programs will be undertaken by 'Specialty Teachers' on an as-needed basis. Specialty Teachers will be required to maintain a current Live Scan through the Department of Justice prior to and during the entire period of employment at Sherwood Montessori, current Child First Aid/CPR certification and TB testing. These positions may be filled by non-certified teachers as allowed by law. Qualifications are necessarily broad, however, the following minimum qualifications hold for Specialty Teacher positions:

- If the subject is deemed academic by the School Director (e.g., Reading/Language Arts, Science, History, etc.), the candidate shall hold a minimum Bachelor's degree from an accredited institution and prior teaching experience of elementary-aged children. The candidate should also have Montessori training in his/her subject area.
- For Visual and Performing Arts, the candidate should possess an established history of excellence in both the medium and in teaching.

6.0 HEALTH AND SAFETY PROCEDURES

Sherwood Montessori will meet all applicable local zoning and building codes and all safety regulations as prescribed by state and federal regulations. All employees of the school must submit to a criminal background check and furnish a criminal record summary as required by Education Code §44237. All staff, including volunteers and contracted employees, must behave in a manner that is professional and appropriate to an elementary school. The Board of Directors and staff recognizes the importance of the proper handling of confidential materials and respects the privacies of current and former students and their families, staff, and the Board of Directors. As a Montessori school, it will be expected that all persons at the school model behavior that is in alignment with the Montessori principles outlined in the Mission Statement, namely, to foster a community that is founded on mutual respect, honesty, and courtesy.

The Board of Directors has established a Safety Committee to monitor and ensure adherence to local fire regulations, conduct safety inspections, establish protocol for visitors, and align policies with the CUSD disaster plan. The Safety Committee will report their activities to the Board of Directors and work with the Board and the school's insurance carriers to develop, implement, and continually improve a Safety Plan.

6.1 Safety Plan

- A Comprehensive School Safety Plan will be on record with the Board of Directors and all staff will be trained on the elements of the plan. The Plan will be updated annually prior to the opening of the school and as needed.
- The Safety Plan will clearly state procedures for response to natural disasters and emergencies, with particular emphasis on fires and earthquakes.
- The Safety Plan will include all elements required by law.
- The Safety Plan requires that all instructional and administrative staff receive training in emergency response as appropriate.

6.2 Additional Health Policies

- All staff and enrolled students will provide records that document immunizations and tuberculosis (TB) testing.
- Additional health screening will be required for students as mandated by state and federal law.
- Policies have been developed in accordance to state and federal law that emphasize prevention of contact with blood- and air-borne pathogens.
- Policies have been developed, in consultation with the school's insurance carriers, on the administration of prescription drugs and other medicines.

6.3 Safe Building Policies

- The Board of Directors has implemented a policy that the school will be housed in buildings that have received state Fire Marshall and seismic hazard approval and are properly zoned.
- The Board of Directors has drafted a policy that clearly establishes that the school functions as a drug, alcohol, and tobacco-free workplace and facility.

The aforementioned policies will be maintained by the Board of Directors and appropriate sections will be provided to students and staff, with appropriate time budgeted for training staff in safety procedures. The Safety Committee will strive to continue to improve upon these policies and will incorporate changes as required by applicable state and federal law.

7.0 MEANS TO ACHIEVE A RACIAL AND ETHNIC BALANCE REFLECTIVE OF DISTRICT

Sherwood Montessori recognizes its legal and social responsibility to take all feasible steps to enroll a student population that is reflective of the ethnic and racial diversity in the Chico

Unified School District. It was the firm belief of the Founding Board that a charter school in the CUSD founded on a pedagogy based on the Montessori Philosophy would be beneficial to a wide spectrum of students who are not achieving their highest potentials in the traditional classrooms. Traditionally, Montessori-based schools have shown high success with poor-performing students who come from disadvantaged households as well as high-performing students.

7.1 Practices and Policies to Promote Diversity

To attain a diverse student population, Sherwood Montessori will continue to be non-sectarian in its programs, admission policies, employment practices, and all other operations. The school shall not charge tuition for the charter program, and will not discriminate on the basis of race, ethnicity, national origin, gender, or disability. At the same time, the Sherwood Board of Directors recognizes that Sherwood Montessori cannot legally ensure a specific racial and ethnic balance (prohibited both by the State Constitution and the Charter Schools Act). The school will implement a student recruitment strategy that includes, but is not limited to, the following elements or strategies to strive towards a racial and ethnic balance of students that reflects the diversity within the district it serves:

- An enrollment timeline that allows for a broad-based recruiting and application process. This timeline will match the majority of other schools in the district to allow parents to make conscientious decisions.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the district. In particular, the Board and School Director will identify avenues of dissemination in traditionally underrepresented communities. Contact will be through agencies that serve various racial, ethnic and interested groups in the district including, but not limited to, religious institutions, community cultural groups, CSU Chico, Butte College, and CARD.
- The organization of, and participation in, outreach events that will include prospective students and parents of all racial and ethnic backgrounds.
- The administrative staff shall regularly monitor the race/ethnicity of the applicant pool, increasing targeted recruitment to any underrepresented group as reflected by the CUSD.
- The scheduling of school tours, Montessori informational events, and prospective parent nights for parents and other activities during the school year where the community is invited in to learn about Sherwood Montessori.
- All of these outreach activities, as well as informative documentation, will be provided on the school website.

These policies are based on successful plans implemented by other Montessori charter elementary schools in California whose enrollments match their geographical district.

8.0 ADMISSIONS

It was the goal of the Founding Board of Sherwood Montessori to develop a school that offered an education based on the Montessori philosophy to any K-8 child who wished to be educated in this manner without fear of discrimination or financial difficulty. The Montessori method was originally developed around fostering students of all abilities to achieve high academic goals. For over one hundred years, schools around the world employing this method

have shown great success with a diverse student population. Sherwood's Board has striven to implement procedures that will result in a school that will attract a diverse population of students from the greater Chico area.

To fulfill this mission, Sherwood Montessori will be non-sectarian in its programs, admission policies, employment practices, and all other operations. The school shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, gender, religion, national origin, sexual orientation, home language, ability, or disability. Admission shall be open to any resident of the State of California. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. It will be expected that students wishing to attend Sherwood Montessori will be amenable to the use of the Montessori philosophy in the teaching of the curriculum. Information on the Montessori philosophy and how it is applied at the school will be widely available via written documentation at the school and electronic sources hosted on the school website to prospective parents and / or caregivers (see Application Process below).

8.1 Age Policy

The age policy for Sherwood Montessori will follow the majority of schools in the CUSD. In order to be eligible for transitional kindergarten in the fall, a child must be four years old by September 1 beginning in the 2025–2026 school year. Sherwood will make TK available to all children who will have their fourth birthday by September 1of the school year in years when funding is available by the State for the program. Transitional kindergarten students will be instructed in the same classroom and with the same teacher as the regular kindergarten students. Curriculum and instruction will be individualized for transitional kindergarten students according to developmental readiness expressed by each learner. The Board of Directors reserves the right to alter this policy to mirror changes adopted or recommended by the CUSD or by the California Department of Education.

8.2 Admission Requirements

Sherwood Montessori is open to any student in the greater Chico area and state of California. A public drawing will be held to select students and form a waiting list if the number of applications received exceeds the school's capacity. Students who reside within the boundaries of the Chico Unified School District will be given a preference in the public drawing.

8.3 Application Process and Preferences

As a public Montessori school, it is our goal to educate families of prospective students so they can make thoughtful decisions about the suitability of the program for their family and their commitment to the Montessori philosophy. At the time of open enrollment, the school will host several public informational school tours. Following the presentation, parents will be able to apply. These tours focus on the Montessori philosophy, the mission of Sherwood Montessori, the details of how our school functions, and charter schools in general. Information about Sherwood and the Montessori method is also posted on our website and available in hard copy at the school office. If necessary, members of the school may, at the request of parents, pay a home-visit to present this information. We will also strongly encourage parents to observe classes in session prior to completing an application packet. No student will be denied enrollment if parents choose

not to attend informational presentations or observe in a classroom.

The admissions process then comprises the following steps:

1. Submit the completed application forms in person by the published deadline. Verification of residence, date of birth and proof of immunizations required by law are required (driver's license, lease or mortgage statement, utility bill, or bank statement for Residency; an original birth certificate, passport, or armed forces dependent's card for Date of Birth; immunization record or medical exemption from a licensed physician for immunization requirement) for the application to be considered complete.
2. If enrollment or a waiting list position is offered, the parent/guardian must submit the completed materials by the date requested.
3. If enrollment is offered to someone on the waiting list, the parent/guardian must accept or decline within two (2) business days.

Should the number of students who wish to attend exceed the available capacity, a public lottery system shall be implemented by the first week in February as requested by CUSD. The lottery will be held by public random drawing. Students shall be placed on a waiting list in the order that they are drawn from the pool. The dates for both the admission window and lottery will be commensurate with the majority of schools in the district to provide for fair and equitable admission to all students. The waiting list will not carry over to the following school year. Children and grandchildren of current staff and members of the Board of Directors will be exempt from the public random drawing as long as those children do not exceed ten percent of all admissions in any one year, as required by federal law. However, it is not required that the children or grandchildren of the staff or the Board attend Sherwood Montessori. Siblings of currently enrolled students will also be exempt as per accepted public school policy and federal law.

The date of the public drawing will be widely publicized in Chico and the surrounding areas via social media and the school's website. The rationale for this date is to allow the Board of Directors ample time to make any budgetary changes that might occur, including, but not limited to, staffing, material goods, and facilities.

The admissions process contained in this charter may be amended to conform to the funding requirements of the Federal Public Charter School Grant program and an amendment for this purpose shall not be deemed a material revision of the charter.

9.0 FINANCIAL AND PROGRAMMATIC AUDIT

The Sherwood Montessori Board of Directors will facilitate an annual, independent audit of the financial affairs of the school and present this audit to the Chico Unified School District, the Butte County Office of Education, the State Controller, and the California Department of Education. As a 501(c)3 non-profit public benefit corporation, Sherwood Montessori will agree to comply with all state laws pertaining to financial reporting to the overseeing district and the state of California.

9.1 Fiscal Year and Reporting Deadlines

Sherwood Montessori will operate on a fiscal year that begins on July 1st and ends on June 30th. It is anticipated that the audit will be completed and will be presented to the CUSD in completion by December 15th.

In addition to the annual audit, a preliminary budget for the current fiscal year will be

provided to the district by July 1. A mid-year interim financial report for the current fiscal year will be provided by December 15. A second interim financial report will be provided by March 15. It is believed that these additional reports will provide additional oversight by the CUSD. If the CUSD feels that these additional reports are unnecessary for proper oversight, they will be discontinued upon mutual agreement between the CUSD and the Board of Directors.

9.2 Contracting and Overseeing the Independent Audit

The annual audit will be reviewed by an Audit Committee convened by the Board of Directors. The details will be reported to the Board of Directors by the Audit Committee. Any deficiencies or exceptions will be notated along with suggestions for resolution. These deficiencies and/or exceptions will be reported separately by the Board of Directors to the CUSD by December 15th. In accordance with Education Code §47604.3, the school shall promptly respond to any reasonable inquiries of the CUSD, Butte County Office of Education, or Superintendent of Public Instruction including but not limited to inquiries regarding its financial records.

9.3 Qualifications of the Auditor

Qualifications of the auditor include experience with educational audits and an active listing with the Certified Public Accountants Directory Service, maintained by the State Controller's office. The independent auditor will be recommended by the Administrator and approved by the Board of Directors. The Board of Directors shall change auditors at least as frequently as the CUSD.

9.4 Scope of the Financial Audit

The audit will cover all the components necessary to assess the administration of the school in both legal obligation and maintaining sustainable fiscal planning. At a minimum, the audit will address the maintenance and recording of daily attendance and enrollment practices, financial statements, and the school's internal controls on spending and reporting. The audit will be conducted in accordance with generally accepted accounting principles utilized by charter K-8 schools in California. To the extent required by law, the audit scope will be expanded to include items and processes specified in the California State Controller's Annual Audit guide and any applicable Office of Management and Budget circulars.

9.5 Programmatic Audit

In addition to the Financial Audit outlined above, the administrative staff will maintain records necessary for the annual School Accountability Report Card (SARC). This data will be provided to the Board of Directors for review and submission to the CUSD in the time frame established by the majority of elementary schools in the district. Specific records include:

- Student enrollment along defined demographic categories and grade level;
- Average class size and distribution;
- Disciplinary action (suspensions and expulsions);
- Status of school facilities and summaries of most current site inspection and planned improvements;

- Status of teachers' compliance with credentialing and assignments of subject area and teaching of English learners;
- Percentage of classes taught by Highly Qualified Teachers;
- Full-time equivalents (FTEs) of support staff, if retained by the school;
- Detailed descriptions of curriculum and instructional methods as defined by core curriculum area;
- Expenditures per student and teacher and staff salaries;
- Student performance on standardized tests as stated in the Assessment Section;
- Sherwood Montessori will primarily employ the California Assessment of Performance and Progress (CAASPP) as appropriate per grade level;
- Student performance on the California Physical Fitness Test for grades 5 and 7;
- The progress the school is making on meeting adequate yearly goals;
- Data used in measuring progress on the school's LCAP.

10.0 PUPIL SUSPENSION AND EXPULSION/DUE PROCESS

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Sherwood Montessori. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. However, it is the mission of Sherwood Montessori to develop and nurture empathy and social concern in all students and we will strive first to resolve issues with students individually and / or in the classroom setting, where appropriate, prior to resorting to a suspension or expulsion. With the exception of a single act grave in nature, expulsion is an action the Board of Directors will take only after prolonged violations of misconduct when other forms of discipline, including suspension, have not proven successful in assisting the student to correct their behavior or when a student's behavior is continuing to cause a danger to himself or others.

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

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

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

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

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

A student identified as an individual with disabilities or for whom, Sherwood Montessori has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act (IDEA 2004) or who is qualified for services under Section 504 of

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

10.1 Grounds for Suspension and Expulsion of Students

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

10.2 Enumerated Offenses

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

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Made terrorist threats against school officials and / or school property.
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

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

10.3 Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Informal Conference. Suspension shall be preceded, if possible, by an informal conference conducted by the Director or designee with the student and his or her parent and, whenever practicable, the teacher or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents / Guardians. At the time of the suspension, a school employee shall make a reasonable effort to contact the parent / guardian by telephone or in person. Whenever a student is suspended, the parent / guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If school officials wish to ask the parent / guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent / guardian respond to such requests without delay.

Suspension Time Limits / Recommendation for Expulsion. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Director, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

10.4 Authority to Expel

A student may be expelled either by the Sherwood Montessori Board of Directors following a hearing before it or by the Board of Directors upon the recommendation of an *ad hoc* Disciplinary Panel as needed. The Panel should consist of at least three members, including one teacher from outside the student's classroom and the Director. The Disciplinary Panel may recommend expulsion of any student found to have committed an expellable offense.

10.5 Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within

thirty (30) school days after the Director or designee determines that the pupil has committed an expellable offense.

The expulsion hearing will be presided over by the Chair of the Board of Directors or the chair of the Disciplinary Panel. In the event a Disciplinary Panel hears the case, it will make a recommendation to the Board of Directors for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent / guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing
- A statement of the specific facts, charges and offenses upon which the proposed is based
- A copy of Sherwood Montessori's disciplinary rules which relate to the alleged violation
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at Sherwood Montessori to any other school district or school to which the student seeks enrollment
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

10.6 Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be constructed from the electronic version.

10.7 Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Disciplinary Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Sherwood Montessori Board of Directors, Disciplinary Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code §48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public. The decision of the Disciplinary Panel shall be in the form of a written recommendation to the Board of Directors who will make a final determination regarding the expulsion.

The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing.

10.8 Written Notice to Expel

The Director or designee following a decision of the Sherwood Montessori Board of Directors to expel shall send written notice of the decision to expel, including the Board of Directors' findings of fact, to the student or parent / guardian. This notice shall include the following:

- Notice of the specific offense committed by the student
- Notice of the student's or parent / guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Sherwood Montessori.

The Director or designee shall send written notice of the decision to expel to the student's district of residence, and the Chico Unified School District. This notice shall include the following: a) The student's name and b) The specific expellable offense committed by the student.

10.9 Disciplinary Records

Sherwood Montessori shall maintain records of all student suspensions and expulsions. Such records shall be made available to the CUSD upon request.

10.10 Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

10.11 Rehabilitation Plans

Students who are expelled from Sherwood Montessori shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Sherwood Montessori for readmission.

10.12 Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be the sole discretion of the Board of Directors following a meeting with the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the Sherwood Montessori environment. The Director shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The pupil's readmission is also contingent upon Sherwood Montessori's capacity at the time the student seeks readmission.

11.0 STAFF RETIREMENT SYSTEM

Sherwood Montessori has the responsibility to provide retirement benefits to its employees.

Sherwood Montessori participates in the State Teachers Retirement System (STRS) and the Public Employees Retirement System (PERS). Participation, as appropriate, is coordinated with the Federal social security system or other reciprocal systems in the future. Non-certificated staff at Sherwood Montessori will participate in the Federal social security system and will have access to other school-sponsored retirement plans according to policies developed by the Board of Directors.

All employees who are not members of STRS, or an alternative qualified retirement plan must contribute to the Federal social security system to the extent required by Federal law. The Business Manager of Sherwood Montessori will make all employer contributions as required by STRS, PERS, and Federal social security laws. Certificated staff will have STRS and classified staff will have PERS. Sherwood Montessori will make contributions for workers' compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

12.0 ATTENDANCE ALTERNATIVES

Students who opt not to attend Sherwood Montessori may attend other CUSD schools or pursue inter-district transfers in accordance with existing enrollment and transfer policies of their district or county of residence.

Parents / guardians will be informed that students have no right to admission in a particular school in any district as a consequence of enrollment in Sherwood Montessori.

13.0 DESCRIPTION OF EMPLOYEE RIGHTS

Wages, hours and other terms and conditions (including health and welfare benefits, sick/vacation leaves, and termination) shall be those as determined by the Sherwood Montessori Board of Directors. The provision of any collective bargaining agreement entered into by CUSD shall not be applicable to employees accepting employment at Sherwood Montessori. All Sherwood Montessori employees, including teachers, shall be "at will" employees and may be subject to termination at any time, with or without cause, and with or without notice. The Board of Directors shall approve an Employee Handbook, which shall set forth the basis for personnel discipline. Nothing in this handbook shall be construed as providing any employee with a permanent position at Sherwood Montessori. Sherwood Montessori shall be deemed the exclusive public school employer for purposes of the Education Employment Relations Act. The Board of Directors shall establish policies and procedures related to employee leave entitlement, which shall become a part of the employee handbook provided each employee.

Policies regarding hiring, supervision, evaluation, and termination of employees will comply with all federal and state non-discriminatory laws and statutes.

13.1 Collective Bargaining Contracts of the Chico Unified School District

The chartering district, CUSD, will retain controlling bargaining agreements with regard to credits carrying-over in the event of re-employment elsewhere in the district, including resumption of former employment within the district.

Teachers hired outside of Chico Unified School District have no rights to employment within CUSD in the event of charter school closure, their dismissal or the voluntary termination of said teacher.

14.0 DISPUTE RESOLUTION

The intent of the dispute resolution process is to (1) establish sound policies for resolving disputes within Sherwood Montessori, (2) minimize the oversight burden on the Chico Unified School District, and (3) frame a character oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

14.1 Public Comments

The staff and Board of Directors of Sherwood Montessori and the CUSD agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary, unless otherwise required by law, regarding any disputes until the matter has progressed through the dispute resolution process.

14.2 Disputes arising from within Sherwood Montessori

Disputes arising from within Sherwood Montessori, including all disputes among and between students, staff, parents, volunteers, advisors, and the Board of Directors, shall be resolved pursuant to the policies and processes developed by Sherwood Montessori. The CUSD shall not intervene in any such internal disputes without the consent of the Board of Directors and shall refer any complaints or reports regarding such disputes to the Board of Directors or its designee for resolution pursuant to Sherwood Montessori's policies, unless the dispute relates to any qualifying activity for charter school notice of revocation or relates to the CUSD as the employer of record.

14.3 Disputes between Sherwood Montessori and the CUSD

In the event that Sherwood Montessori or the CUSD has disputes regarding the terms of this charter or any other issue regarding Sherwood Montessori and grantor's relationship, both parties agree to follow the process outlined below. In the event of a dispute between Sherwood Montessori and the CUSD, the staff and the Board of Directors and the CUSD agree to first frame the issue in written format and refer the issue to the District superintendent. In the event that the CUSD believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement. The interested parties and the District superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the District superintendent to attempt to resolve the dispute.

14.4 Oversight, Reporting, Revocation, and Renewal

The CUSD may inspect or observe any part of Sherwood Montessori at any time. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the CUSD without the mutual consent of the Board of Directors. If the governing board of the CUSD believes it has cause to revoke this charter, they agree to notify the Board of Directors in writing, noting the specific reasons for which the charter may be revoked, and grant Sherwood Montessori reasonable time to respond to the notice and take appropriate corrective action, unless the alleged violation presents an immediate threat to health or safety.

The CUSD agrees to receive and review the annual fiscal audit by December 15th (as specified in Section 9) and programmatic audit by October 1st. The CUSD must notify the Board of Directors as to whether it considers Sherwood Montessori to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the charter granting agency's conclusions. If, in its review of Sherwood Montessori's annual report, the CUSD determines that Sherwood Montessori is making satisfactory progress toward its goals, this charter, and any mutually agreeable amendments, is renewed for a term of no less than five years.

15.0 LABOR RELATIONS

Sherwood Montessori shall be deemed the exclusive public school employer for purposes of the Education Employment Relations Act.

16.0 SCHOOL CLOSURE

The following procedures shall apply in the event Sherwood Montessori closes. The following procedures apply regardless of the reason for closure.

16.1 Closure Process

Closure will be documented by official action of the Board of Directors. The action will identify the reason for closure. Closure initiated by the Board of Directors shall not take effect before the end of the normal school year unless agreed to by the Chico Unified School District (CUSD). The Board of Directors will promptly notify the CUSD of the closure and of the effective date of the closure.

The Board of Directors will ensure timely notification to the parents and students and shall provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the decision to close Sherwood Montessori. Sherwood Montessori shall provide the CUSD with all student contact information.

16.2 Final Audit and Maintenance and Transfer of Student Records

As applicable, Sherwood Montessori will provide parents, students and the CUSD copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. Section 1232g. Sherwood Montessori will store original records of students in the administrative offices until closure of the school. All records of the school shall be transferred to the CUSD no later than the date of closure.

The CUSD will be provided with unaudited actuals no later than three (3) months following the date of closure of Sherwood Montessori. Within six (6) months following the date of closure, final financial records shall be prepared and an independent audit completed. The audit will be prepared according to standards for public school audits by a Certified Public Accountant selected by the Board of Directors. The audit will be provided to the CUSD promptly upon completion. In the case that Sherwood Montessori either does not pay for or have an

independent audit completed within six months, the CUSD may, at its option, pay for an audit to be completed and subtract the payment from any funds due to Sherwood Montessori.

On closure, all liquid assets traceable to state and federal funds received by Sherwood Montessori will be distributed on a *pro rata* basis to the CUSD or as otherwise required by law. On closure, Sherwood Montessori shall remain solely responsible for all liabilities arising from the operation of the school.

In the event that Sherwood Montessori dissolves as a non-profit public benefit corporation, the Board of Directors will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

17.0 MEMBERS OF THE BOARD OF DIRECTORS

17.1 History of the Founding Board

The decision to create a school of choice within a community needs to be carefully formulated, with a well-defined mission that would appeal to a broad spectrum of the community. In May 2007, parents and educators in the greater Chico area met informally to discuss the viability of a public Montessori-methods elementary school. The discussion focused on how the Montessori philosophy could be formulated into a pedagogical model that would allow for rigorous treatment of California State Standards. Also discussed was how to lay the framework for a long-term sustainable school, with clear governance and financial stability, while still remaining true to the fundamental tenets of the Montessori philosophy. An exploratory phase focused on surveying successful—and unsuccessful—Montessori charter schools and public schools in California and across the nation. Best models were identified and discussion shifted to how to best implement these practices in the Chico community. The final stage comprised consultation with the California Department of Education, California Charter Schools Association, and various Montessori training centers.

At this point a lead petitioner (R. Shapiro) was identified and a volunteer board recruited. Qualifications sought after included a broad representation of skills and experience in non-profit corporate management, Elementary school education, contracts, financial accounting, and child development. While a commitment to the formation of a Montessori school was expected, training in the Montessori philosophy or an expectation to be a parent at the charter school was not required. However, all members of the founding board were parents of school-aged children within the boundaries of Chico Unified School District.

Once it appeared that the envisioned school model was legal and likely financially stable, Sherwood Montessori was incorporated as a non-profit public benefit corporation in the State of California. None of the founding members had or will receive remuneration for this effort such as salary, stipends, or gifts. In addition, members of the founding board met with legal consultants, assessment consultants, and California charter school consultants who have lent support *gratis*.

17.2 Composition of the Founding Board

Russell Shapiro, Ph.D., Lead Petitioner, Associate Professor, CSU-Chico

Dr. Shapiro had over 15 years' experience with grant and policy writing, education (Elementary, Secondary, post-Secondary), and grant review upon the founding of Sherwood Montessori.

He had recently served on grant panels at both the local (CSU Chico Foundation) and national (NASA, National Science Foundation) levels. He had also helped develop Earth Science curriculum for Elementary and Middle schools and standards for the Community College system.

Jill Bailey, Governance Specialist

Jill had 15 years' experience providing support services to families, serving on the local Alzheimer's Association Board of Directors and facilitating a support group for caregivers. Jill was a Chico resident for 20 years and mother of two young boys. Jill was passionate about bringing quality, affordable education to the children of our community.

Joseph Cobery, Policy and Grants Specialist, Executive Director, PASSAGES

Joseph had worked for local government and non-profit organizations for over 10 years upon becoming a founding director. He had successfully written and administered federal, state and local grants. He had extensive experience in board membership and governance for non-profit social service agencies including an appointment by former Nevada Governor, Kenny Guinn, to serve as a member of the Nevada Commission for National and Community Service (Americorps).

David Green, Financial Advisor, Edward Jones Investments

David had worked in the financial industry since 2002. He was a Vice President in the banking industry for several years here in the North State. Previously, he had worked in retail management in the Bay Area. In January of 2008, he became a Financial Advisor with Edward Jones, specializing in 403b administration and individual retirement accounts.

Georgina Maltby, Ph.D., Psychologist

In Canada, Georgina worked in the area of Health Promotion and Intervention for Elementary, Middle School and High School students as Community Health Nurse, Director of Substance Misuse Programs, and Group Facilitator for Community Based Eating Disorder Interventions. Georgina taught at CSU Chico in the Psychology Department and worked in the area of Psychological Clinical Assessment prior to resuming her private practice as a Psychologist in Chico.

Harvey Rappaport, Education Specialist

Harvey had over 24 years of teaching and being an administrator in private schools in the Bay Area. He was Director of Technology at St. Paul's Episcopal School in Oakland where he also served as Director of Auxiliary Service, overseeing the after school, summer and sports programs. He had owned several businesses in the North State.

Vivienne Singelis, Montessori Specialist

Vivienne holds an MA in Applied Linguistics from the University of London. In addition, she trained as a Montessori teacher and received an Association Montessori Internationale (AMI) teaching diploma. She established and taught at a Montessori pre-school (age 2-6 years) which

served the community of north-west London for nine years. The school included special needs children and students learning English as a second language. Vivienne lives in Chico and studied speech pathology.

17.3 Current Board of Directors

Name	Position	Expertise	Term
Tina Hanson-Lewis	Chair	Education, STEM, Equity	2022-2025
Sami Lawson	Vice Chair	Disabilities Advocate	2023-2026
Maria Santoni	Treasurer	Property Management	2024-2027
Dinah Weller	Secretary	Education, research and data	2024-2027
L'Osha Hamilton	Member	Agriculture	2024-2027

18.0 LOCATION OF THE SCHOOL WITHIN CUSD BOUNDARIES

It is the intention of the Board of Directors to operate within the district boundaries. The Facilities Committee has deemed the following requirements for a building(s) suitable for the vision of Sherwood Montessori:

- The building should have unique space for office/administration, a classroom for special education services, a separate TK/Kindergarten classroom or classrooms, and a minimum of six (6) additional classrooms. There shall also be a kitchen for preparation of food as needed.
- Classrooms should be a minimum of 65 sq. feet per student as per common usage. This equates to 975 sq. feet for TK/Kindergarten and 1560 sq. feet for each additional classroom.
- As stated in the Mission Statement, one of the major goals of Sherwood Montessori is to "nurture a commitment toward sustainability and environmental awareness locally and globally." To work toward this end, we will maintain a school garden approximately 160 feet by 50 feet. Therefore, the location should have room for the incorporation of a garden.

19.0 GRADE LEVELS SERVED

Sherwood Montessori will serve Kindergarten through 8th grade in several mixed-level classrooms. The mixed-level approach has proven successful as a peer mentor-based model in Montessori education for over one hundred years. The model for classroom organization for the next five years is as follows:

	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	# classrooms
TK	15	18	18	18	18	2
K	18	20	20	20	20	
1	17	16	16	16	16	2
2	14	16	16	16	16	
3	10	14	16	16	16	
4	11	10	14	16	16	2
5	9	11	10	14	16	
6	15	9	9	10	10	
7	6	15	9	9	9	1
8	9	6	15	9	9	
Total	124	135	143	144	146	7

Actual size and configuration may change due to district needs and the composition of the student population. Any changes will be mandated by the Board of Directors and substantive changes (classroom size, division of grades in classrooms) will be discussed with the CUSD.

20.0 FINANCIAL AND ORGANIZATIONAL ACCOUNTABILITY

The development of a clear and feasible accounting procedure is necessary for Sherwood Montessori to sustain itself for many years. The Founding Board studied models of both successful and unsuccessful charter school to develop criteria for a best-practices model. All procedures are compliant with state and federal laws and the Board of Directors will be charged with maintaining the integrity of the process via annual review.

20.1 Procedure for the Development of the Annual Budget

The annual budget will be developed by a Budget Committee that will include, at a minimum, the School Director and Treasurer of the Board of Directors. Additional committee members will be added as needed. Recommendations will be approved by the Board of Directors prior to acceptance.

The annual budget will be based primarily on a detailed review of the month-by-month audit of the preceding year. The committee will also review publicly available budget documents of other schools to discuss new best-practices procedures. In developing the annual budget, the following data will be used:

- Attendance projections based on enrollment patterns for both the school and the district. It will be critical for the Budget Committee to have open dialogue with the teaching staff to be able to adjust for any curricular changes regarding classroom size and multi-age classroom distribution.
- Estimated General Purpose Entitlement values will be obtained from the conservative models of the School Services of California.
- The School Director will inform the other members of the Budget Committee about any funding or legal changes originating from the federal, state, or CUSD mandates.

20.2 Reporting of Annual Budget and Interim Reports

Upon consultation with the Business Manager and review of the interim reports (see Section 9.0), the School Director will prepare reports on the financial health of the school for the Board of Directors. In addition, the annual report will also provide a discussion on best practices for increasing the financial viability of the school in the following year. These reports (interim and annual) will address the budget by line. Upon approval by the Board of Directors, these reports will be submitted to the CUSD at the same time as the interim and annual audits. As stated in section 9.1, interim reports will be provided by December 15, and March 15. The final report with review of the annual budget and recommendations for the following year will be provided by December 15th. The report on the projected financial health will be submitted with the preliminary budget by July 1.

20.3 Legal Compliance of Budget

As a charter school within the CUSD, Sherwood Montessori will comply with all necessary reports as required by law. These reports will be submitted to the CUSD by the School Director by the dates required by the district.

APPENDIX A1.0 FINANCIAL PLAN

The financial plan was developed with sustainability as the goal and within the framework of the Mission Statement. Specifically, the Board of Directors is charged with managing a school that remains fiscally solvent while adhering to a high standard of education and responsibility to the staff. The school has attempted to follow all state and federal laws and any omission was not intentional. Sherwood Montessori does not plan to engage an Educational Management Organization (EMO) for oversight.

A1.1 Budget Details

The following sections detail the assumptions used in building the financial plan for Sherwood Montessori Following the text are the charts showing the detailed calculations as well as the side-by-side comparisons.

Enrollment

For the next five years, the following model was used for budgetary purposes:

	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
TK	15	18	18	18	18
K	18	20	20	20	20
1	17	16	16	16	16
2	14	16	16	16	16
3	10	14	16	16	16
4	11	10	14	16	16
5	9	11	10	14	16
6	15	9	9	10	10
7	6	15	9	9	9
8	9	6	15	9	9
Total	124	135	143	144	146

This model is based on projected growth of the school, taking into account surveys of the parents and models of attrition by grade level. The actual composition of the classes and numbers of students will depend on enrollment. All classroom lead teachers, the Education Specialist, and the School Director are 1.0 FTE. In years the middle school enrollment exceeds 30 students, additional credentialed staff will be added as needed to ensure adequate support for the lead teacher.

A1.2 Revenue Assumptions

Because of the predicted economic downturn in the state budget, the five-year budget presented herein shows no increase in revenue multipliers between years. For the General Purpose Entitlement and Charter School Categorical Block Grant, the budget uses the current 2016-2017 SSC Dartboard estimates and state reductions. In Lieu Property tax is estimated at $1,500 per ADA. Monies from the Economic Impact aid are estimated based on the 2015-2016 values as current numbers were not available at the time of building the budget. Funding for the MTSS program are based on information from the El Dorado Charter SELPA. Additional details

are presented below:

8015-General Purpose Entitlement (State)	Based on 2015-16 SSC Dartboard
8096-In Lieu of Property Taxes (Local)	Estimated at $1,500 / ADA
8181-FED- SELPA-Special Educ.	Estimated at $19,000 from El Dorado Charter SELPA
8290-Economic Impact Aid	Estimated at $318 / student and assumes 15% need.
8311-SELPA-State Revenue	Estimated at $75,000 increasing to $78,000 from El Dorado Charter SELPA
8480-Categorical Block Grant	Estimated at $539.18/ADA = ($500 X .8243612194)+$127
8520-Child Nutrition State	Based on current average revenue from state and federal sources
8560-State Lottery	Estimated at $125 / ADA
8660-Interest Income from Banks	Estimated at conservative $100 / annual
8673-Afterschool Program	Estimated at $1,600 per month for 10 months
8699-Fundraising	Estimated at 5% of state revenues

A1.3 Expenditures Assumptions

Wages and Benefits

It is the belief of the Board that to create a positive, nurturing environment, the full-time employees must be compensated well for their dedication to the school. The Director shall be employed on an 11 month contract. The teachers shall be employed on a 10 month contract. All classified staff will be paid an hourly rate commensurate with experience. During the 2011-12 school year, the Board of Directors adopted a step model for the certificated staff. This model will be used for all subsequent years, assuming recommendation from the Budget Committee. Classified salaries and benefits will be reviewed annually by the Budget Committee. Substitute teaching salary is based on 4% of the sum of the teaching salaries.

1000 Certificated Salaries	
1100-Certificated Teachers' Salaries	3% increase yearly
1200-Certificated Pupil Support Salaries	3% increase yearly
1900-Other Certificated Salaries	3% increase yearly
2000 Non-certificated Salaries	
2100-Non-certificated Instructional Aides' Salaries	3% increase yearly
2200-Non-certificated Support Salaries	3% increase yearly
2300-Non-certificated Administrators' Salaries	3% increase yearly
2400-Clerical and Office Salaries	3% increase yearly
3000 Employee Benefits	
3101-STRS	Certificated Staff; annual increase based on SSC projections
3201-PERS	Classified Staff; annual increase based on SSC projections
3301/2-OASDI / Medicare / Alternative	1% annual increase
3401-Health and Welfare Benefits	Health Benefits anticipated to increase 5% yearly
3501-Unemployment Insurance	1% annual increase
3601-Workers' Compensation Insurance	1% annual increase

Multipliers for Retirement (PERS, STRS), Medicare, Social Security, Unemployment, and Worker's Compensation are based on current values. Rates for Health Insurance are based on

the current Blue Shield group plan. Sherwood Montessori will pay 100% of employee costs and 50% of dependent coverage. The Health Benefits also includes coverage for Dental (Premier Access) and Vision (Medical Eye Services). The STRS and PERS costs as well as OASDI, Medicare, Unemployment Insurance, and Worker's Compensation are budgeted to increase 1% annually and the Health Benefits by 5%.

Materials and Supplies

Purchases of materials and supplies are projected to decrease over the next five as all major purchases have already been established. Monies are allocated toward continual operational costs.

4000 Books and Supplies	
4100-Approved Textbooks and Core Curricula	Monies for new state-approved textbooks.
4200-Books and Other Reference Materials	Purchases of additional Montessori materials as needed, ongoing attendance software licensing and new purchases.
4300-Materials and Supplies	Standard supplies (soap, towels, toilet paper, etc.). Decreasing values reflect improvements in usage.
4400-Noncapitalized Equipment	Main purchases will be new computers and additional furniture as needed.
4700-Food	This line is primarily continuing the "Garden to Kitchen" program.

Services and Contracts

All 5000 series expenses are based on current budget models. The Communications costs are expected to increase at 1.5% annually.

5000 Services and Other Operating Expenditures	
5200-Travel and Conferences	Expenses for training staff.
5300-Dues and Memberships	Dues for the California Charter Schools Association.
5400-Insurance	Liability insurance through the CCSA-JPA, estimated at 2016-2017 rates.
5500-Operations and Housekeeping Services	Contracted services and utilities.
5600-Rentals, Leases, Repairs	Based on rental of halls for performances.
5800-Professional/Consulting Services	Costs for advertising, off-site duplication, internet filtering, Business Manager, audit, legal services
5900-Communications	1.5% increase annually

A1.4 Reserves

The budget plans to maintain an unrestricted general fund reserve for unexpected expenses as recommended by the CDE. On-hand reserves will be maintained at a rate of 5% of the State revenue apportionment. At the end of the 2016-2017 school year, Sherwood Montessori is projected to maintain a reserve of $49,566.

A1.5 Yearly Projections

SHERWOOD MONTESSORI PROJECTED 5-YEAR BUDGET

	2017-18	2018-19	2019-20	2020-21	2021-22
Projected Enrollment	158	170	173	181	183
Enrollment at 94% ADA	148.52	159.8	162.62	170.14	172.02
REVENUES					
8015-General Purpose Entitlement (State)	863,509	968,184	1,036,865	1,429,089	1,429,089
8096-In Lieu of Property Taxes (Local)	321,941	321,941	321,941	321,941	321,941
8181-FED- SELPA-Special Educ.	19,000	19,000	19,000	19,000	19,000
8311-SELPA-State Revenue	75,000	78,000	78,000	78,000	78,000
8480-Categorical Block Grant	10,000	10,000	10,000	10,000	10,000
8560-State Lottery	28,000	28,000	28,000	28,000	28,000
8673-Extended Day Program	30,000	30,000	30,000	30,000	30,000
8699-Fundraising	15,000	15,000	15,000	15,000	15,000
REVENUE SUBTOTAL	**1,362,450**	**1,470,125**	**1,538,806**	**1,609,089**	**1,609,089**

EXPENDITURES					
1000 Certificated Salaries					
1100-Certificated Teachers' Salaries	414,000	426,420	439,213	452,389	464,961
1200-Certificated Pupil Support Salaries	29,000	29,870	30,766	31,689	32,640
Total, Certificated Salaries	443,000	456,290	469,979	484,078	498,600
2000 Non-certificated Salaries					
2100-Non-certificated Instructional Aides' Salaries	237,000	244,110	251,433	258,976	266,746
2200-Non-certificated Support Salaries	30,900	31,827	32,782	33,765	34,778
2300-Non-certificated Administrators' Salaries	76,000	78,280	80,628	83,047	85,539
2400-Clerical and Office Salaries	45,000	46,350	47,741	49,173	50,648
Total, Non-certificated Salaries	388,900	400,567	412,584	424,962	437,710
3000 Employee Benefits					
3101-STRS	59,312	68,714	78,818	85,526	88,092
3201-PERS	36,254	44,318	52,726	62,605	68,368
3301/2-OASDI / Medicare / Alternative	40,056	41,258	42,496	43,771	45,084
3401-Health and Welfare Benefits	77,228	79,545	81,932	84,390	86,921
3501-Unemployment Insurance	16,123	16,606	17,104	17,618	18,146
3601-Workers' Compensation Insurance	9,614	9,903	10,200	10,506	10,821
Total, Employee Benefits	238,688	260,344	283,276	304,415	317,432
4000 Books and Supplies					
4100-Approved Textbooks and Core Curricula	5,000	5,000	5,000	5,000	5,000
4200-Books and Other Reference Materials	2,000	2,000	2,000	2,000	2,000
4300-Materials and Supplies	20,000	20,000	20,000	20,000	20,000
4400-Noncapitalized Equipment					

4700-Food					
Total, Books and Supplies	27,000	27,000	27,000	27,000	27,000
5000 Services and Other Operating Expenditures					
5200-Travel and Conferences	5,000	5,000	5,000	5,000	5,000
5300-Dues and Memberships	1,000	1,000	1,000	1,000	1,000
5400-Insurance	16,000	16,000	16,000	16,000	16,000
5500-Operations and Housekeeping Services	40,000	40,000	40,000	40,000	40,000
5600-Rentals, Leases, Repairs, and Noncap. Improvements	16,000	16,000	16,000	16,000	16,000
5800-Professional/Consulting Services and Operating Expend.	150,000	150,000	150,000	150,000	150,000
5900-Communications	8,000	8,000	8,000	8,000	8,000
Total, Services and Other Operating Expenditures	236,000	236,000	236,000	236,000	236,000
6000 Capital Outlay					
Total, Capital Outlay	-	-	-	-	-
7000 Other Outgo					
7221-Transfers of Apportionments to Other LEAs - Spec. Ed.					
7438-Debt Service Interest					
Total, Other Outgo					
TOTAL EXPENDITURES	1,333,588	1,380,201	1,428,838	1,476,454	1,516,743
NET	**28,862**	**89,924**	**109,968**	**132,635**	**92,346**
Beginning Fund Balance (projected)	**56,901**	**85,763**	**175,687**	**285,655**	**418,290**
Ending Fund Balance (projected)	**85,763**	**175,687**	**285,655**	**418,290**	**510,636**
Reserve – 5% = One Month Salary + Benefits	**89,216**	**93,100**	**97,153**	**101,121**	**104,479**

APPENDIX A2.0 IMPACT STATEMENT

A2.1 Estimated Enrollment Model

It is the intent of this petition to renew Sherwood Montessori for five years, beginning in Fall 2025 with a start date of or before September 30. Based on the model presented below and detailed in the five-year financial projection (Appendix A1), we are anticipating a slight growth from the current enrollment of 114 students to 124 in the 2025-26 year, and ending at 146 students.

	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
TK	15	18	18	18	18
K	18	20	20	20	20
1	17	16	16	16	16
2	14	16	16	16	16
3	10	14	16	16	16
4	11	10	14	16	16
5	9	11	10	14	16
6	15	9	9	10	10
7	6	15	9	9	9
8	9	6	15	9	9
Total	124	135	143	144	146

A2.2 Lateral Transferability within CUSD

For each grade level, the curriculum will strive toward meeting and exceeding the California state standards. Unlike a traditional school, the classroom operation will be open-structured and individualized as directed by the Montessori philosophy. By remaining focused on the state standards, students will be more successful if they transfer into the school from a different California public elementary school or if they leave Sherwood Montessori for a different school. Based on the experiences of other Montessori charter schools in California, impact to students' development is minimal as a result of transfers.

A2.3 Relationship with CUSD

Sherwood Montessori will function as an independent charter school within the Chico Unified School District. Sherwood Montessori will pay CUSD the standard one percent rate for oversight and an additional 2% for as long as it occupies CUSD owned property under Prop 39. Following success of this petition, the Sherwood Montessori Board of Directors will enter into a Memorandum of Understanding (MOU) with CUSD that will outline legal and operational relationships between the two entities. The MOU will detail the following:

- Process and activities for oversight of charter
- Content, processes, timelines, and evaluation criteria for annual review and site visits
- Regular, ongoing fiscal and programmatic performance monitoring and reporting
- Content, process, timelines, and evaluation criteria for charter renewal

A2.4 Civil Liability

The school shall be operated by a California non-profit public benefit corporation, known as "Sherwood Montessori". This corporation has been organized as a local entity and is operated exclusively for the charitable education purposes within the meaning of the Internal Revenue Code §501(c)3 and the California Revenue and Taxation Code §23701d. The specific purposes for which the corporation is organized for the operation of a California public charter school in Chico.

By granting a charter to the non-profit public benefit Sherwood Montessori, the Chico Unified School District shall not be held liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school if CUSD has complied with all oversight responsibilities required by law [Educational Code §47604(c)]. The Board of Directors will assist the CUSD in meeting any and all oversight obligations under the law, including any reporting or other requested protocol [Educational Code §47604.32 and subdivision (m) of §47605] to ensure the CUSD shall not be liable for the operation of the school.

A2.5 Risk Management

The corporate Bylaws of Sherwood Montessori shall provide for indemnification of the school's Board of Directors, officers, and employees. Sherwood Montessori will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. Insurance will be purchased through a provider with extensive experience with elementary schools of similar size and location as Sherwood Montessori. As stated, the CUSD shall be named an additional insured on the general liability insurance of Sherwood Montessori.

To minimize the potential of lawsuits and other indemnities, the Board of Directors will develop and implement appropriate risk management practices, including pre-screening of employees, establishing codes of conduct for students and staff, production of a Safety Plan, and procedures governing financial transactions and dispute resolution.

A2.6 Administrative Services

Daily operations will be overseen by the on-site School Director. The Director shall assume the responsibility for administration under the policies adopted by the Sherwood Montessori Board of Directors. Sherwood Montessori will provide its own administrative services, including but not limited to financial management, personnel, and curriculum development.

APPENDIX A3.0 SPECIAL EDUCATION

Sherwood Montessori intends to operate as an independent local education agency (LEA) for the purposes of special education. Sherwood Montessori has entered a partnership with the El Dorado County Office of Education's Charter SELPA and intends to remain a partner for the duration of this charter renewal. Other details on the Sherwood Montessori special education policies are found in the appropriate sections of the petition.

APPENDIX A4.0 ANNUAL REPORTS TO CUSD

Sherwood Montessori will provide to Chico Unified School District annual reports as required. These reports will include a Performance Audit/Report as well as a Charter School Oversight Report.

In addition, CUSD, as the granting agency, may undertake a site visit including observation of the instructional program.

APPENDIX A5.0 CURRICULUM EXAMPLES

The following documents illustrate how the traditional Montessori curriculum addresses the Common Core State Standards for English language arts and mathematics. These resources, developed by the Association Montessori International/USA show that the traditional Montessori materials and lessons address almost the entire Common Core. Areas that will need supplementing from other curricula are pointed out in the documents. The goal is to follow as closely as possible to the sequence, while keeping in mind each student's own individual learning pace and process.

Teachers will use these documents as a guide, remembering that the focus is on exposure and not necessarily mastery in a linear process. Teachers will follow and observe each child, as they continue to encourage and expose their students to the standards at his/her grade level.

These documents are not intended to limit what is taught. Rather, they provide a guide for what is expected by both Sherwood Montessori and the state of California. Teachers choose when to introduce materials and lessons in order to best suit their classroom requirements.

Included here are excerpts from the language arts and math alignment documents. The entire language arts document can be viewed here: https://amiusa.org/wp-content/uploads/2014/12/CCSS-Language-Arts-Literacy-July2014.pdf .

The entire math document can be viewed here: https://amiusa.org/wp-content/uploads/2014/12/CCSS-Math-Geometry_JULY2014.pdf

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
	RF.2.3f Recognize and read grade-appropriate irregularly spelled words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material	C	
	RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Interpretive reading cards Etymology given in lessons/activities Nomenclature material	C	
	RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes	Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets word study charts, moveable alphabets Word study charts, moveable alphabets Books Dictionaries, card materials	C	
	RF.3.3b Decode words with common Latin suffixes.	42409 Etymologies 42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes	Dictionary, language material Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets Books Dictionaries, card materials	C	
	RF.3.3c Decode multisyllable words.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a	Interpretive reading cards Etymology given in lessons/activities Nomenclature material	C	

	RF.3.3c Decode multisyllable words.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature material	C	
	RF.3.3d Read grade-appropriate irregularly spelled words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper	C	
RF: Phonics and Word Recognition	RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper	C	
	RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42403 Strategies for spelling, sounding out, identify consonants, syllabification	Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets word study charts, moveable alphabets Word study charts, moveable alphabets Books Dictionaries, card materials Pencil/paper	C	
	RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42304 Compound words 42305 Contractions 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42310 Further work, such as making lists 42311 Alphabetizing: slassification of prefixes, by number, size, time, place	Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets Objects and labels Labels/pencil Word study charts, moveable alphabets Word study charts, moveable alphabets Books Dictionaries, card materials Pencil/paper Pencil/paper, card materials	C	
	RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42304 Compound words 42305 Contractions 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42310 Further work, such as making lists 42311 Alphabetizing: classification of prefixes, by number, size, time, place	Word study charts, moveable alphabets Moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets Objects and labels Labels/pencil Word study charts, moveable alphabets Word study charts, moveable alphabets Books Dictionaries, card materials Pencil/paper Pencil/paper, card materials	C	
RF: Fluency	RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library Books/library Books/library	C	

Math Cluster Overview Chart

Domain	Cluster Objectives	K	1	2	3	4	5	6	7	8
Counting and Cardinality	Know number names and the count sequence.	x								
	Count to tell the number of objects.	x								
	Compare numbers.	x								
Operations and Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	x								
	Represent and solve problems involving addition and subtraction.		x	x						
	Understand and apply properties of operations and the relationship between addition and subtraction.		x							
	Add and subtract within 20.		x	x						
	Work with addition and subtraction equations.		x							
	Work with equal groups of objects to gain foundations for multiplication.			x						
	Represent and solve problems involving multiplication and division.				x					
	Understand properties of multiplication and the relationship between multiplication and division.				x					
	Multiply and divide within 100.				x					
	Solve problems involving the four operations, and identify and explain patterns in arithmetic.				x					
	Use the four operations with whole numbers to solve problems.					x				
	Gain familiarity with factors and multiples.					x				
	Generate and analyze patterns.					x				
	Write and interpret numerical expressions.						x			
	Analyze patterns and relationships.						x			
Number and Operations in Base 10	Work with numbers 11–19 to gain foundations for place value.	x								
	Extend the counting sequence.		x							
	Understand place value.		x	x						
	Use place value understanding and properties of operations to add and subtract		x	x						
	Use place value understanding and properties of operations to perform multi-digit arithmetic.				x	x				
	Generalize place value understanding for multi-digit whole numbers.					x				
	Understand the place value system.						x			
	Perform operations with multi-digit whole numbers and with decimals to hundredths.						x			
	Describe and compare measurable attributes.	x								
	Classify objects and count the number of objects in each category.	x								
	Measure lengths indirectly and by iterating length units.		x							
Measurement and Data	Tell and write time.		x							
	Represent and interpret data.		x	x	x	x	x			
	Measure and estimate lengths in standard units.			x						
	Relate addition and subtraction to length.			x						
	Work with time and money.			x						
	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.				x					
	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.				x					
	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.				x					
	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.					x				
	Geometric measurement: understand concepts of angle and measure angles.					x				
	Convert like measurement units within a given measurement system.						x			
	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.						x			
Geometry	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	x								
	Analyze, compare, create, and compose shapes.	x								
	Reason with shapes and their attributes.		x	x	x					
	Draw and identify lines and angles, and classify shapes by properties of their lines and angles.					x				
	Graph points on the coordinate plane to solve real-world and mathematical problems.						x			
	Classify two-dimensional figures into categories based on their properties.						x			
	Solve real-world and mathematical problems involving area, surface area, and volume.							x		
	Draw, construct, and describe geometrical figures and describe the relationships betwæn them.								x	
	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.								x	
	Understand congruence and similarity using physical models, transparencies, or geometry software.									x
	Understand and apply the Pythagorean Theorem.									x
	Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.									x
Number and Operations--Fractions	Develop understanding of fractions as numbers.				x					
	Extend understanding of fraction equivalence and ordering.					x				
	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.					x				
	Understand decimal notation for fractions, and compare decimal fractions.					x				
	Use equivalent fractions as a strategy to add and subtract fractions.						x			
	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.						x			

Ratios and Proportional Relationships	Understand ratio concepts and use ratio reasoning to solve problems.							x		
	Analyze proportional relationships and use them to solve real-world and mathematical problems.								x	
The Number System	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.							x		
	Compute fluently with multi-digit numbers and find common factors and multiples.							x		
	Apply and extend previous understandings of numbers to the system of rational numbers.							x		
	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.								x	
	Know that there are numbers that are not rational, and approximate them by rational numbers.									x
Expressions and Equations	Apply and extend previous understandings of arithmetic to algebraic expressions.							x		
	Reason about and solve one-variable equations and inequalities.							x		
	Represent and analyze quantitative relationships between dependent and independent variables.							x		
	Use properties of operations to generate equivalent expressions.								x	
	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.								x	
	Work with radicals and integer exponents.									x
	Understand the connections between proportional relationships, lines, and linear equations.									x
	Analyze and solve linear equations and pairs of simultaneous linear equations.									x
Statistics and Probability	Develop understanding of statistical variability.							x		
	Summarize and describe distributions.							x		
	Use random sampling to draw inferences about a population.								x	
	Draw informal comparative inferences about two populations.								x	
	Investigate chance processes and develop, use, and evaluate probability models.								x	
	Investigate patterns of association in bivariate data.									x
Functions	Define, evaluate, and compare functions.									x
	Use functions to model relationships between quantities.									x

) 2014 AMI, AMI/USA, and AMI-EAA

APPENDIX A6.0 2024-2025 SCHOOL CALENDAR

The following shows the 2024-2025 school calendar for Sherwood Montessori, including calculation of instructional minutes, instructional days, and daily schedules.

Sherwood Montessori

2024-2025 School Calendar

July 2024

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

August 2024

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

September 2024

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

October 2024

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

November 2024

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

December 2024

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

January 2025

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

February 2025

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

March 2025

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

April 2025

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

May 2025

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

June 2025

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

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

Aug 14-16	Planning/Development Days
Aug 20	First Day of School for students
Sep 2	Labor Day-Closed
Oct 14-18	Parent/Teacher conferences Dismissal 1:35 p.m.
Nov 11	Veterans Day-Closed
Nov 25-29	Thanksgiving Break
Dec 20	Report Cards
Dec 23-Jan 6	Winter Break

Jan 20	Dr. Martin Luther King Jr Day-Closed
Feb 14	Lincoln's Birthday-Closed
Feb 17	Presidents' Day-Closed
Mar 17-21	Spring Break
Apr 7-11	Parent/Teacher conferences Dismissal 1:35 p.m.
Apr 18-21	Spring Travel Days
May 26	Memorial Day-Closed
Jun 6	Last Day of School/ Report Cards

Calendar Templates by Vertex42.com

https://www.vertex42.com/calendars/school-calendar.html

Month	M	T	W	TH	F	Notes	4-8 min	K-3-min	M	T	W	TH	F	M	T	W	TH	F
Aug	12	13	14	15	16	Pro Dev Days/first day	620	610				305	305				310	310
Aug	19	20	21	22	23		1550	1525	305	305	305	305	305	310	310	310	310	310
Aug	26	27	28	29	30		1550	1525	305	305	305	305	305	310	310	310	310	310
Sept	4	5	6	7	8	Labor Day Holiday	1240	1220		305	305	305	305		310	310	310	310
Sept	11	12	13	14	15		1550	1525	305	305	305	305	305	310	310	310	310	310
Sept	18	19	20	21	22		1550	1525	305	305	305	305	305	310	310	310	310	310
Sept	25	26	27	28	29		1550	1525	305	305	305	305	305	310	310	310	310	310
Oct	2	3	4	5	6		1550	1525	305	305	305	305	305	310	310	310	310	310
Oct	9	10	11	12	13		1550	1525	305	305	305	305	305	310	310	310	310	310
Oct	16	17	18	19	20	Conference Week	1150	1150	230	230	230	230	230	230	230	230	230	230
Oct	23	24	25	26	27		1550	1525	305	305	305	305	305	310	310	310	310	310
Oct/Nov	30	31	1	2	3		1550	1525	305	305	305	305	305	310	310	310	310	310
Nov	6	7	8	9	10	Veterans Day Holiday	1240	1220	305	305	305	305		310	310	310	310	
Nov	13	14	15	16	17		1550	1525	305	305	305	305	305	310	310	310	310	310
Nov	20	21	22	23	24	Thanksgiving Break	0	0										
Nov/Dec	27	28	29	30	1		1550	1525	305	305	305	305	305	310	310	310	310	310
Dec	4	5	6	7	8		1550	1525	305	305	305	305	305	310	310	310	310	310
Dec	11	12	13	14	15		1550	1525	305	305	305	305	305	310	310	310	310	310
Dec	18	19	20	21	22	Winter Break	1240	1220	305	305	305	305		310	310	310	310	
Dec	25	26	27	28	29	Winter Break	0	0										
Dec	1	2	3	4	5	Winter Break	0	0										
Jan	8	9	10	11	12		1550	1525	305	305	305	305	305	310	310	310	310	310
Jan	15	16	17	18	19	Martin Luther King Jr. Day	1240	1220		305	305	305	305		310	310	310	310
Jan	22	23	24	25	26		1550	1525	305	305	305	305	305	310	310	310	310	310
Jan/Feb	29	30	31	1	2		1550	1525	305	305	305	305	305	310	310	310	310	310
Feb	5	6	7	8	9		1240	1220	305	305	305	305		310	310	310	310	
Feb	12	13	14	15	16	Lincoln's Birthday Holiday	1550	1525	305	305	305	305	305	310	310	310	310	310
Feb	19	20	21	22	23	Presidents' Day	1240	1220		305	305	305	305		310	310	310	310
Feb/March	26	27	28	29	1		1550	1525	305	305	305	305	305	310	310	310	310	310
March	4	5	6	7	8		1550	1525	305	305	305	305	305	310	310	310	310	310
March	11	12	13	14	15		1550	1525	305	305	305	305	305	310	310	310	310	310
March	18	19	20	21	22	Spring Break	0	0										
March	25	26	27	28	29	Spring Travel Day	1240	1220	305	305	305	305		310	310	310	310	
April	1	2	3	4	5	Spring Travel Day	1240	1220		305	305	305	305		310	310	310	310
April	8	9	10	11	12		1550	1525	305	305	305	305	305	310	310	310	310	310
April	15	16	17	18	19		1550	1525	305	305	305	305	305	310	310	310	310	310
April	22	23	24	25	26	Conference Week	1150	1150	230	230	230	230	230	230	230	230	230	230
Apr/May	29	30	1	2	3		1550	1525	305	305	305	305	305	310	310	310	310	310
May	6	7	8	9	10		1550	1525	305	305	305	305	305	310	310	310	310	310
May	13	14	15	16	17		1550	1525	305	305	305	305	305	310	310	310	310	310
May	20	21	22	23	24		1550	1525	305	305	305	305	305	310	310	310	310	310
May	27	28	29	30	31	Memorial Day Holiday	1240	1220		305	305	305	305		310	310	310	310
June	3	4	5	6	7		1550	1525	305	305	305	305	305	310	310	310	310	310
TOTAL																		
							55930	55065										

Month	M	T	W	TH	F	Notes	Inst. Day	Non-Inst.	Total Work
Aug	12	13	14	15	16	Pro Dev Days/First Day 8-15	2	3	5
Aug	19	20	21	22	23		5	0	5
Aug	26	27	28	29	30		5	0	5
Sept	2	3	4	5	6	Labor Day Holiday	4	0	4
Sept	9	10	11	12	13		5	0	5
Sept	16	17	18	19	20		5	0	5
Sept	23	24	25	26	27		5	0	5
Sept/Oct	30	1	2	3	4		5	0	5
Oct	7	8	9	10	11		5	0	5
Oct	14	15	16	17	18	Conference Week	5	0	5
Oct	21	22	23	24	25		5	0	5
Oct/Nov	28	29	30	31	1		5	0	5
Nov	4	5	6	7	8		5	0	5
Nov	11	12	13	14	15	Veteran's Day	4	0	4
Nov	18	19	20	21	22		5	0	5
Nov	25	26	27	28	29	Thanksgiving Week	0	0	0
Dec	2	3	4	5	6		5	0	5
Dec	9	10	11	12	13		5	0	5
Dec	16	17	18	19	20		5	0	5
Dec	23	24	25	26	27	Winter Break	0	0	0
Dec/Jan	30	31	1	2	3	Winter Break	0	0	0
Jan	6	7	8	9	10		4	0	4
Jan	13	14	15	16	17		5	0	5
Jan	20	21	22	23	24	Martin Luther King Jr. Day	4	0	4
Jan	27	28	29	30	31		5	0	5
Feb	3	4	5	6	7		5	0	5
Feb	10	11	12	13	14	Lincoln's Birthday Holiday	4	0	4
Feb	17	18	19	20	21	Presidents' Day	4	0	4
Feb/March	24	25	26	27	28		5	0	5
March	3	4	5	6	7		5	0	5
March	10	11	12	13	14		5	0	5
March	17	18	19	20	21	Spring Break	0	0	0
March	24	25	26	27	28		5	0	5
March/April	31	1	2	3	4		5	0	5
April	7	8	9	10	11		5	0	5
April	14	15	16	17	18	Spring Travel Day	4	0	4
April	22	23	24	25	26	Spring Travel Day	4	0	4
Apr/May	28	29	30	1	2		5	0	5
May	5	6	7	8	9		5	0	5
May	12	13	14	15	16		5	0	5
May	19	20	21	22	23		5	0	5
May	26	27	28	29	30	Memorial Day Holiday	4	0	4
June	2	3	4	5	6		2	0	4
TOTAL									
							180	**3**	**185**

DAILY SCHEDULE				
Class		Class Minutes	Lunch/Recess	Minutes
TK/K	8:45-2:50	365	60	305
1st	8:45-2:50	365	60	305
2-3	8:45-2:50	365	60	305
4-5-6	8:45-2:55	370	60	310
7-8	8:45-2:55	370	60	310

LEGAL REQUIREMENT	
Instructional Minutes	TOTAL
200	36000
280	50400
280	50400
300	54000
300	54000

EXCESS OF REQUIREMENT		
TK/K	**54150**	18150
1st	**54150**	3750
2-3	**54150**	3750
4-5-6	**55000**	1000
7-8	**55000**	1000

APPENDIX A7.0 ARTICLES OF INCORPORATION

3114241

State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

NOV 0 2 2009

DEBRA BOWEN
Secretary of State

Sec/State Form CE-107 (REV 1/2007)

OSP 08 111441

ARTICLES OF INCORPORATION
OF
SHERWOOD MONTESSORI

ARTICLE I

The name of this corporation is SHERWOOD MONTESSORI.

ARTICLE II

This corporation is a nonprofit, public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purpose is to advance the educational, sociological, and cultural interests of the Chico community within the State of California. This corporation is organized exclusively for educational and charitable purposes within the meaning of §501(c)3 of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal revenue law.

Notwithstanding any other provision of these Articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under §501(c)3 of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal revenue law or (b) by a corporation, contributions to which are deductible under §170(c)2 of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal revenue law.

ARTICLE III

The name and address in the State of California of this corporation's initial agent for service of process is:

Joseph Cobery
2250 Fern Avenue
Chico, CA 95926

ARTICLE IV

No substantial part of the activities of this corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, nor shall this corporation participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of (or in opposition to) any candidate for public office.

The property of this corporation is irrevocably dedicated to the charitable purposes set forth in Article II above and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member thereof or to the benefit of any private person.

Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for

charitable purposes and which has established its tax exempt status under §501(c)3 of the Internal Revenue Code.

The corporation will distribute its income for each tax year at such time and in such manner as not to become subject to the tax on undistributed income imposed by §4942 of the Internal Revenue Code of 1986 or corresponding provisions of any later federal tax laws.

The corporation will not engage in any act of self-dealing as defined in §4941(d) of the Internal Revenue Code of 1986 or corresponding provisions of any later federal tax laws.

The corporation will not retain any excess business holdings as defined in §4943(c) of the Internal Revenue Code of 1986 or corresponding provisions of any later federal tax laws.

The corporation will not make any investments in such manner as to subject it to tax under §4944 of the Internal Revenue Code of 1986 or corresponding provisions of any later federal tax laws.

The corporation will not make any taxable expenditures as defined in §4945(d) of the Internal Revenue Code of 1986 or corresponding provisions of any later federal tax laws.

ARTICLE V

The number of directors of this corporation shall be fixed by the Bylaws. The persons who are directors of this corporation, from time to time, shall be selected as provided for in the Bylaws. There shall be no members of this corporation.

Dated: _____

_____
(Signature of Incorporator)

_____
Joseph Cobery

I hereby declare that I am the person who executed the foregoing Articles of Incorporation, which execution is my act and deed.

_____
(Signature of Incorporator)

APPENDIX A8.0 SHERWOOD MONTESSORI BYLAWS

BYLAWS
OF

Sherwood Montessori

A CALIFORNIA PUBLIC BENEFIT CORPORATION

ARTICLE 1
OFFICES

SECTION 1. PRINCIPAL OFFICE

The principal office of the corporation for the transaction of its business is located in Butte County, California.

SECTION 2. CHANGE OF ADDRESS

The county of the corporation's principal office can be changed only by amendment of these Bylaws and not otherwise. The Board of Directors may, however, change the principal office from one location to another within the named county by noting the changed address and effective date below, and such changes of address shall not be deemed an amendment of these Bylaws:

_____ Dated: _____

_____ Dated: _____

_____ Dated: _____

SECTION 3. OTHER OFFICES

The corporation may also have offices at such other places, within or without the State of California, where it is qualified to do business, as its business may require and as the Board of Directors may, from time to time, designate.

ARTICLE 2
PURPOSES

SECTION 1. PURPOSE AND OBJECTIVES

The purpose of the Sherwood Montessori is to provide Montessori education within the context of mutual respect and joy.

The primary objectives and purposes of this corporation shall be:

1. To serve our community by providing a rich and supportive educational environment for children based upon the philosophy of Maria Montessori, that allows each child to reach his/her own potential academically, personally, and socially;
2. To provide high quality before and after school programs for our students;

3. To promote an active partnership between parents and teachers in the education of children;
4. To serve the educational community by providing learning opportunities in Montessori methods for teachers, parents and other adults.

ARTICLE 3
BOARD OF DIRECTORS

SECTION 1. NUMBER OF DIRECTORS

As a community school, the governance of the corporation will reflect both the interests of the parents of the students attending Sherwood Montessori and the greater community. The corporation shall have seven Board Members and collectively they shall be known as the Board of Directors. The number may be changed by amendment of this Bylaw, or by repeal of this Bylaw and adoption of a new Bylaw, as provided in these Bylaws**.**

SECTION 2. SELECTION

The Board of Directors will be selected in the following way:

1. An Elections Committee, appointed by the Board of Directors at a meeting in August, will accept applications for potential candidates. The Elections Committee shall be made up of two current members of the Board of Directors with terms that extend beyond the current year and one member of the Sherwood Montessori Parent Organization (SMPO);
2. The Elections Committee shall review applications and present a slate of candidates for consideration to the SMPO at the meeting in September. Voting will be carried out by the SMPO in consultation with the Elections Committee. Interim appointment shall be done in accordance with Article 4 Section 10 of these by-laws;
3. The top vote getter in the event of one seat being open or vote getters in the event of more than one seat being open shall win;
4. In the event of a tie, the deciding votes will be made by the Elections Committee.
5. New Directors will be announced before the end of the school year and will assume duties at the October meeting.

SECTION 3. POWERS

This corporation is subject to the provisions of the California Nonprofit Public Benefit Corporation law and any limitations in the Articles of Incorporation and Bylaws relating to action required or permitted to be taken or approved by the Board of Directors of this corporation. The activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors.

SECTION 4. DUTIES

It shall be the duty of the Board of Directors to:

1. Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or by these Bylaws;
2. Register their addresses with the Secretary of the corporation and notices of meetings mailed to them at such addresses shall be valid notices thereof;
3. Appoint and remove officers of the corporation;

4. Employ, discharge and provide guidance to the Director of the school who shall be authorized to manage day to day operations of the corporation on behalf of the Board of Directors.

SECTION 5. TERMS OF OFFICE

Each member of the Board of Directors shall hold office for a term of three years, for a maximum of two terms (six years). Renewal of the three-year terms shall be done at the SMPO meeting for election of the Board of Directors as specified in these Bylaws.. The initial term of office of the Board of Directors shall be three years with staggered terms of approximately one third of the Board of Directors to one, two, and three year terms. Upon expiration of those designated terms the term of each newly elected Board of Directors shall continue for three years.

SECTION 6. COMPENSATION

Directors shall serve without compensation. In addition, they shall be allowed reasonable reimbursement of expenses incurred in the performance of their regular duties as specified in Section 4 of this Article. Directors may not be compensated for rendering services to the corporation in any capacity unless such other compensation is reasonable and is allowable under the provisions of Section 6 of this Article.

SECTION 7. RESTRICTION REGARDING INTERESTED DIRECTORS

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the school and the public. Accordingly, no Board member, school employee, or other person in a designated position shall participate in the making of any decision for the school when the decision will or may be affected by his/her financial, family, or other personal interest or consideration. Even if a prohibited conflict of interest does not exist, a Board member shall abstain from voting on personnel matters that uniquely affect his/her relatives. Relative means an adult who is related to the Board member by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree. A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse/registered domestic partner unless the individual is widowed or divorced.

ARTICLE 4
MEETINGS

SECTION 1. MEETINGS

Meetings shall be held at the principal office of the corporation or as otherwise provided by the Board of Directors.

Any meeting, regular or special, may be held by conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting so long as all Directors participating in the meeting are able to hear one another. Participation in a meeting through use of electronic video screen communication or other communications equipment (other than conference telephone) constitutes presence in person at that meeting if all of the following apply:

1. Each Director participating in the meeting can communicate with all of the other Directors concurrently;
2. Each Director is provided the means of participating in all matters before the board, including, without limitation, the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation;
3. The corporation adopts and implements some means of verifying: 1) that all persons participating in the meeting are Directors of the corporation or are otherwise entitled to

participate in the meeting, and 2) that all actions of, or votes by, the board are taken and cast only by Directors and not by persons who are not Directors.

SECTION 2. REGULAR AND ANNUAL MEETINGS

Regular meetings of Board of Directors shall be held at least monthly except in months of recess on a day and time which is agreed upon by the Directors and/or may be changed by agreement of all the Directors. The Board of Directors shall conduct an annual meeting each June. In addition to other items as necessary, the annual meeting shall include the review of the School Director and final approval of the annual budget.

SECTION 3. SPECIAL MEETINGS

Special meetings of the Board of Directors may be called by the Chair of the board, or by the Director of the school. Such meetings shall be held at the place, within or without the State of California, designated by the person or persons calling the meeting, and in the absence of such designation, at the principal office of the corporation The Board of Directors will not call a special meeting to discuss the salary, salary schedule, or compensation paid in the form of fringe benefits for the Director or the head of any of its departments.

SECTION 4. NOTICE OF MEETINGS

The Board of Directors shall meet in a public space generally on a monthly basis. The dates for the regular meetings shall be announced by the Secretary and posted no later than July 31 of each year. All meetings shall be open to the public. Written notice of general meetings shall be mailed or e-mailed to all members in advance. Written notice of Committee Meetings shall be mailed or e-mailed to committee members in advance.

SECTION 5. WAIVER OF NOTICE AND CONSENT TO HOLDING MEETINGS

The transactions of any meeting of the board, however called and noticed, or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each Director not present signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

SECTION 6. QUORUM FOR MEETINGS

A quorum shall consist of a majority of Directors. Except as otherwise provided in these Bylaws, or in the Articles of Incorporation of this corporation, or by law, no business shall be considered by the board at any meeting at which a quorum, as hereinafter defined, is not present, and the only motion which the Chair shall entertain at such meeting is a motion to adjourn. However, a majority of the Directors present at such meeting may adjourn from time to time until the time fixed for the next regular meeting of the board.

When a meeting is adjourned for lack of a quorum, it shall not be necessary to give any notice of the time and place of the adjourned meeting, or of the business to be transacted at such meeting, other than by announcement at the meeting at which the adjournment is taken, except as provided in Section 10 of this Article.

The Directors present at a duly called and held meeting at which a quorum is initially present may continue to do business, notwithstanding the loss of a quorum at the meeting due to a withdrawal of Directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or Bylaws of this corporation.

SECTION 7. MAJORITY ACTION AS BOARD ACTION

Every act done or decision made by a majority of the Directors present at a meeting duly held at which a quorum is present, is the act of the Board of Directors. This is always the case unless the Articles of Incorporation or Bylaws of this corporation, or provisions of the California Nonprofit Public Benefit Corporation Law, particularly those provisions relating to appointment of committees (Section 5212), approval of contracts or transactions in which a Director has a material financial interest (Section 5233) and indemnification of Directors (Section 5238e), require a greater percentage or different voting rules for approval of a matter by the board.

SECTION 8. CONDUCT OF MEETINGS

Meetings of the Board of Directors shall be presided over by: the Chair of the Board, or, if no such person has been so designated or, in his or her absence, by the Vice-Chair of the Board or, in the absence of each of these persons, by a Chair chosen by a majority of the Directors present at the meeting. The Secretary of the Board shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Meetings shall be governed by Robert's Rules of Order as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles of Incorporation of this corporation, or with provisions of law.

Meeting Procedures

All Sherwood Board of Directors meetings shall begin on time and shall be guided by an agenda prepared and delivered in advance to all Board members and to other persons upon request. The Chair of the Board shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

The Chair of the Board shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group shall be grounds for the chair to terminate the privilege of addressing the Board. The Board may remove disruptive individuals and order the room cleared if necessary; in this case, members of the media not participating in the disturbance shall be allowed to remain, and individual(s) not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

Quorum

A majority of the number of filled positions on the Board constitutes a quorum. (Education Code 5095, 35165) Unless otherwise provided by law, affirmative votes by a majority of all the membership of the Board are required to approve any action under consideration, regardless of the number of members present. (Education Code 35164)

Abstentions

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, his/her abstention shall be considered to concur with the action taken by the majority of those who vote, whether affirmatively or negatively.

Public Participation

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or provide other information as a condition of attending the meeting.

The Board need not allow the public to comment on any item that is scheduled for future Board

discussion. The Board need not allow the public to speak on any item that has already been considered at a public meeting by a committee composed exclusively of Board members where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard it, the Board shall provide an opportunity for the public to speak. (Government Code 54954.3)

The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts or omissions. (Government Code 54954.3) In addition, the Board may not prohibit public criticism of school employees. However, when a member of the public initiates specific complaints or charges against an employee, the Chair of the Board shall inform the complainant that in order to protect the employee's right to adequate notice before a hearing of such complaints and charges, and also to preserve the ability of the Board to legally consider the complaints or charges in any subsequent evaluation of the employee, it is the policy of the Board to hear such complaints or charges in closed session unless otherwise requested by the employee. (Government Code 54957)

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. Items on the Agenda
   The Board shall give members of the public an opportunity to address the Board either before or during the Board's consideration of each item of business to be discussed at regular or special meetings. (Education Code 35145.5, Government Code 54954.3)

   In case of numerous requests to address the same item, the Board may select representatives to speak on each side of the item. Each person who addresses the Board must be first recognized by the presiding officer and then give his/her name. Comments must be directed to the Board as a whole and not to individual members or district employees. Individual speakers will be allowed five (5) minutes to address the Board. Speakers will not be allowed to yield their time to other speakers.

2. Items from the Floor
   At a time so designated on the agenda, members of the public may bring before the Board, at a regular meeting, matters that are not listed on the agenda. Items from the floor will be heard for up to one (1) hour.

The Board shall not take action or enter into discussion or dialog on any matter that is not on the meeting agenda, except as allowed by law, however Board members may briefly respond to statements made or questions posed by the public on items not appearing on the agenda. A Board member may ask a question for clarification, make a brief announcement, or make a brief report on his/her own activities regarding a topic posed by the public. (Government Code 54954.2)

The Board may refer such a matter to the Superintendent or designee or take it under advisement. The matter may be placed on the agenda of a subsequent meeting for action or discussion by the Board. (Education Code 35145.5, Government Code 54954.2) Speakers will identify themselves and will direct their comments to the Chair. Each speaker will be given five (5) minutes to present on a topic on a first-come, first-serve basis. In order to allow adequate time for multiple issues that could come before the Board, each general topic for public comment will be allowed three speakers. Once two speakers have shared similar viewpoints on a topic, the Chair will ask for a presentation by a differing viewpoint. If no other viewpoint is represented then a third speaker may present. After all general topics have been presented, the public comment will continue for the remainder of the hour allowing those wishing to address a previously raised issue an opportunity to speak. Speakers will not be allowed to yield their time to other speakers. The Chair of the Board may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the Chair may indicate the time and place when it should be presented.

Recording by the Public

The Chair of the Board or designee shall designate locations from which members of the public may

broadcast, photograph or tape record open meetings without causing a distraction.
If the Board finds that noise, illumination or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

Legal Reference:
EDUCATION CODE
5095 Powers of remaining board members and new appointees
32210 Willful disturbance of public school or meeting a misdemeanor
35010 Prescription and enforcement of rules
35145.5 Agenda; public participation; regulations
35163 Official actions, minutes and journal
35164 Vote requirements
35165 Effect of vacancies upon majority and unanimous votes by seven member board
GOVERNMENT CODE
54953.5 Audio or video tape recording of proceedings
54953.6 Broadcasting of proceedings
54954.2 Agenda; posting; action on other matters
54954.3 Opportunity for public to address legislative body; regulations
54957 Closed sessions
54957.9 Disorderly conduct of general public during meeting; clearing of room
COURT DECISIONS
Baca v. Moreno Valley Unified School District, (C.D. Cal. 1996) 936 F.Supp. 719
ATTORNEY GENERAL OPINIONS
76 Ops.Cal.Atty.Gen. 281 (1993)
66 Ops.Cal.Atty.Gen. 336, 337 (1983)
63 Ops.Cal.Atty.Gen. 215 (1980)
61 Ops.Cal.Atty.Gen. 243, 253 (1978)
59 Ops.Cal.Atty.Gen. 532 (1976)

(Based on the Chico Unified School District Board of Education Bylaw: #9323)

SECTION 9. ACTION BY UNANIMOUS WRITTEN CONSENT WITHOUT MEETING

Any action required or permitted to be taken by the Board of Directors under any provision of law may be taken without a meeting, if all members of the board shall individually or collectively consent in writing to such action. Such written consent or consents shall be filed with the minutes of the proceedings of the board. Such action by written consent shall have the same force and effect as the unanimous vote of the Directors. Any certificate or other document filed under any provision of law which relates to action so taken shall state that the action was taken by unanimous written consent of the Board of Directors without a meeting and that the Bylaws of this corporation authorize the Directors to so act and such statement shall be *prima facie* evidence of such authority.

SECTION 10. VACANCIES

Vacancies on the Board of Directors shall exist from (1) the death; resignation or removal of any Director, and (2) whenever the number of authorized Directors is increased.

The Board of Directors may declare vacant the office of a Director, who has been declared of unsound mind by a final order of court, or convicted of a felony, or been found by a final order or judgment of any court to have breached any duty under Section 5230 and following of the California Nonprofit Public Benefit Corporation Law.

Directors may be removed without cause by a two-thirds majority of the Directors then in office.

Any Director may resign effective upon giving written notice to the Chair of the Board, the Secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of such

resignation. No Director may resign if the corporation would then be left without a duly elected Director in charge of its affairs, except upon notice to the Attorney General.

Vacancies on the board may be filled by approval of the board, or, if the number of Directors then in office is less than a quorum, by (1) the unanimous written consent of the Directors then in office or (2) the affirmative vote of a majority of the Directors then in office at a meeting held pursuant to notice or waivers of notice complying with this Article of these Bylaws.

A person elected to fill a vacancy as provided by this Section, shall hold office until the next annual election of the Board of Directors or until his, her or their death, resignation or removal from office.

SECTION 11. NON-LIABILITY OF DIRECTORS

The Directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.

SECTION 12. INDEMNIFICATION BY CORPORATION OF DIRECTORS, OFFICERS, EMPLOYEES AND OTHER AGENTS

To the extent that a person who is, or was, a Director, employee or other agent of this corporation, has been successful on the merits in defense of any civil, criminal, administrative or investigative proceeding brought to procure a judgment against such person by reason of the fact that they, she, or he is or was, an agent of the corporation, or has been successful in defense of any claim, issue or matter, therein, such person shall be indemnified against expenses actually and reasonably incurred by the person in connection with such proceeding.

If such person either settles any such claim or sustains a judgment against him or her, then indemnification against expenses, judgments, fines, settlements and other amounts reasonably incurred in connection with such proceedings shall be provided by this corporation, but only to the extent allowed by, and in accordance with the requirements of, Section 5238 of the California Nonprofit Public Benefit Corporation Law.

SECTION 13. INSURANCE FOR CORPORATE AGENTS

The Board of Directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a Director, employee or other agent of the corporation), against any liability other than for violating provisions of law relating to self-dealing (Section 5233 of the California Nonprofit Public Benefit Corporation Law) asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such Liability under the provisions of Section 5238 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE 5
OFFICERS AND DIRECTOR

SECTION 1. NUMBER OF OFFICERS

The officers of the corporation shall be a Chair of the Board, a Vice-Chair, a Secretary, and a Chief Financial Officer who shall be designated the Treasurer. This constitutes the Executive Committee. No member of the Board of Directors shall hold any combination of these offices.

SECTION 2. QUALIFICATION, ELECTION, AND TERM OF OFFICE

Any person may serve as officer of this corporation. Officers shall be elected by a majority vote of the Board of Directors at the October meeting. Each officer shall hold office until they resign or is removed or is otherwise disqualified to serve, or until their successor shall be elected and qualified, whichever occurs first.

SECTION 3. SUBORDINATE OFFICERS

The Board of Directors may appoint such other officers or agents as it may deem desirable, and such officers shall serve such terms, have such authority, and perform such duties as may be prescribed from time to time by the Board of Directors.

SECTION 4. REMOVAL AND RESIGNATION

Any officer may be removed, either with or without cause, by the Board of Directors, at any time. Any officer may resign at any time by giving written notice to the Board of Directors or to the Chair or Secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the corporation.

SECTION 5. VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than that of Chair, such vacancy may be filled temporarily by appointment by the Chair until such time as the Board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine. An Interim Chair may be appointed by the outgoing Chair in the case where the position of Vice-Chair is vacant, and/or the current Vice-Chair unable to accept the longer term duties of the Chair and /or there are less than four current Directors to fulfill the requirements of a voting quorum. The Interim Chair shall serve in this capacity until the next annual election of the Board of Directors, typically held in September.

SECTION 6. DUTIES OF CHAIR

The Chair shall be the Chief Executive Officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He, she or they shall perform all duties incident to his, her or their office and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Unless another person is specifically appointed as Chair of the Board of Directors, he, she or they shall preside at all meetings of the Board of Directors. Except as otherwise expressly provided by law, by the Articles of Incorporation, or by these Bylaws, he, she or they shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.

SECTION 7. DUTIES OF VICE-CHAIR

In the absence of the Chair, or in the event of their inability or refusal to act, the Vice-Chair shall perform all the duties of the Chair, and when so acting shall have all the powers of, and be subject to all the restrictions on, the Chair. The Vice-Chair shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Board of Directors.

SECTION 8. DUTIES OF SECRETARY

The Secretary shall:

1. Certify and keep at the principal office of the corporation the original, or a copy of these Bylaws as amended or otherwise altered to date;

2. Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the Board of Directors, and, if applicable, meetings of committees of Directors, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof;

3. See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law;

4. Be custodian of the records;

5. Exhibit at all reasonable times to any Director of the corporation, or to their agent or attorney, on request therefore, the Bylaws, and the minutes of the proceedings of the Directors of the corporation. In general, perform all duties incident to the office of Secretary, and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to them from time to time by the Board of Directors.

SECTION 9. DUTIES OF TREASURER

Subject to the provisions of these Bylaws relating to the "Execution of Instruments, Deposits and Funds," the Treasurer shall:

1. Have oversight responsibility for all funds and securities of the corporation, and deposit and/or provide direction to the School Director to deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors;

2. Provide review, perspective and advice to the Board with regard to the integrity of financial statements, the validity of financial projections and the viability of the financial condition of the corporation;

3. Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports including the Annual Budget, First and Second Interim Budget Reports, and Final Unaudited Actuals;

4. Provide access at all reasonable times to the books of account and financial records to any Director of the corporation, or to their agent or attorney, on request therefore;

5. Perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to them from time to time by the Board of Directors.

ARTICLE 6
COMMITTEES

SECTION 1. EXECUTIVE COMMITTEE

The Board of Directors may, by a majority vote of Directors, designate an Executive Committee to include a Chair, Vice-Chair, Secretary, and Treasurer and delegate to such Committee any of the powers and authority of the board in the management of the business and affairs of the corporation, except with respect to:

1. The approval of any action which, under law or the provisions of these Bylaws, requires the approval of the members or of a majority of all of the members;
2. The filling of vacancies on the board or on any committee which has the authority of the board;
3. The amendment or repeal of Bylaws or the adoption of new Bylaws;

4. The amendment or repeal or any resolution of the board which by its express terms is not so amendable or repealable;
5. The appointment of committees of the board or the members thereof;
6. The approval of any transaction to which this corporation is a party and in which one or more of the Directors has a material financial interest, except as expressly provided in Section 5233(d)(3) of the California Nonprofit Public Benefit Corporation Law.

By a majority vote of its members then in office, the board may at any time revoke or modify any or all of the authority so delegated, increase or decrease but not below two (2) the number of its members, and fill vacancies therein from the members of the board. The Committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

SECTION 2. OTHER COMMITTEES

The corporation shall have such other committees as may from time to time be designated by resolution of the Board of Directors. Such other committees may consist of persons who are not also members of the board. These additional committees shall act in an advisory capacity and only make recommendations to the board.

SECTION 3. MEETINGS AND ACTION OF COMMITTEES

Meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors, with such changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be fixed by resolution of the Board of Directors or by the committee. The time for special meetings of committees may also be fixed by the Board of Directors. The Board of Directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Bylaws. The committee may take regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

ARTICLE 7
EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

SECTION 1. EXECUTION OF INSTRUMENTS

The Board of Directors, except as otherwise provided in these Bylaws may, by resolution, authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

SECTION 2. CHECKS AND NOTES

Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation shall be signed by either the Treasurer or a designated proxy of the Board of Directors.

SECTION 3. DEPOSITS

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

SECTION 4. GIFTS

The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest, or devise for the charitable or public purposes of this corporation.

ARTICLE 8
CORPORATE RECORDS, REPORTS AND SEAL

SECTION 1. MAINTENANCE OF CORPORATE RECORDS

The corporation shall keep at its principal office in the State of California:

1. Minutes of all meetings of Directors and committees of the board indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;
2. Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses;
3. A copy of the corporation's Articles of Incorporation and Bylaws as amended to date, which shall be open to inspection at all reasonable times during office hours.

SECTION 2. CORPORATE SEAL

The Board of Directors may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

SECTION 3. DIRECTORS' INSPECTION RIGHTS

Every Director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation except for personnel records which may be reviewed at a scheduled closed meeting of the Board of Directors.

SECTION 4. RIGHT TO COPY AND MAKE EXTRACTS

Any inspection under the provisions of this Article may be made in person or by agent or attorney and the right to inspection includes the right to copy and make extracts.

SECTION 5. ANNUAL REPORT

The board shall cause an annual report to be furnished not later than one hundred and twenty (120) days after the close of the corporation's fiscal year to all Directors of the corporation. The report shall contain the following information in appropriate detail:

1. The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
2. The principal changes in assets and liabilities, including trust funds, during the fiscal year;
3. The revenue or receipts of the corporation both unrestricted and restricted to particular purposes, for the fiscal year;
4. The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year;
5. Any information required by Section 6 of this Article.

The annual report shall be accompanied by any report thereon of independent accountants, or, if there is no such report, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

SECTION 6. ANNUAL STATEMENT OF SPECIFIC TRANSACTIONS TO BOARD MEMBERS

This corporation shall make available to all Directors a statement within one hundred and twenty (120) days after the close of its fiscal year which briefly describes the amount and circumstances of any indemnification or transaction of the following kind:

1. Any transaction in which the corporation, or its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:
    - Any Director or officer of the corporation, or its parent or subsidiary (a mere common Directorship shall not be considered a material financial interest); or
    - Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

The above statement need only be provided with respect to a transaction during the previous fiscal year involving more than FIFTY THOUSAND DOLLARS ($50,000) or which was one of a number of transactions with the same persons involving, in the aggregate, more than FIFTY THOUSAND DOLLARS ($50,000).

Similarly, the statement need only be provided with respect to indemnifications or advances aggregating more than TEN THOUSAND DOLLARS ($10,000) paid during the previous fiscal year to any Director or officer, except that no such statement need be made if such indemnification was approved by the Board members pursuant to Section 5238(e)(2) of the California Nonprofit Public Benefit Corporation Law.

Any statement required by this Section shall briefly describe the names of the interested persons involved in such transactions, stating each person's relationship to the corporation, the nature of such person's interest in the transaction and, where practical, the amount of such interest, provided that in the case of a transaction with a partnership of which such person is a partner, only the interest of the partnership need be stated.

ARTICLE 9
FISCAL YEAR

SECTION 1. FISCAL YEAR OF THE CORPORATION

The fiscal year of the corporation shall begin on the first day of July and end on the 30th day of June in each year.

ARTICLE 10
AMENDMENT OF BYLAWS

SECTION 1. AMENDMENT

Subject to any provision of law applicable to the amendment of Bylaws of public benefit nonprofit corporations, these Bylaws, or any of them, may be altered, amended, or repealed and new Bylaws adopted by approval of a two-thirds majority of the voting members or the Board of Directors then in office.

ARTICLE 11

AMENDMENT OF ARTICLES

SECTION 1. AMENDMENT OF ARTICLES

Any amendment of the Articles of Incorporation may be adopted by approval of a two-thirds majority of the voting members or the Board of the Directors then in office.

SECTION 2. CERTAIN AMENDMENTS

Notwithstanding the above sections of this Article, this corporation shall not amend its Articles of Incorporation to alter any statement which appears in the original Articles of Incorporation of the names and addresses of the first Directors of this corporation, nor the name and address of its initial agent, except to correct an error in such statement or to delete such statement after the corporation has filed a "Statement by a Domestic Non-Profit Corporation" pursuant to Section 6210 of the California Nonprofit Corporation Law.

ARTICLE 12
PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

SECTION 1. PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

No Director, officer, employee, or other person connected with this corporation, or any private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the corporation, provided, however, that this provision shall not prevent payment to any such person of reasonable compensation for services performed for the corporation in effecting any of its public or charitable purposes, provided that such compensation is otherwise permitted by these Bylaws and is fixed by resolution of the Board of Directors; and no such person or persons shall be entitled to share in the distribution of, and shall not receive, any of the corporate assets on dissolution of the corporation.

WRITTEN CONSENT OF DIRECTORS ADOPTING BYLAWS

We, the undersigned, are all of the persons named as the current Directors in the Articles of Incorporation of Sherwood Montessori, a California nonprofit corporation, and, pursuant to the authority granted to the Directors by these Bylaws to take action by unanimous written, consent without a meeting, consent to, and hereby do, adopt the foregoing Bylaws as the current Bylaws of this corporation.

Tina Hanson-Lewis, Director	Dinah Weller, Director
Samantha Lawson, Director	L’Osha Hamilton, Director
Maria Santoni, Director	

APPENDIX 9.0 DASHBOARD DATA

SHERWOOD MONTESSORI

SCHOOL PERFORMANCE OVERVIEW

Sherwood Montessori

Explore the performance of Sherwood Montessori under California's Accountability System.

Chronic Absenteeism



Orange

Suspension Rate



Orange

English Learner Progress



No Performance Color

English Language Arts



Yellow

Mathematics



Yellow

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

School Details

NAME
Sherwood Montessori

ADDRESS
1010 Cleveland Avenue
Chico, CA 95928-6207

WEBSITE
http://www.sherwoodm...

GRADES SERVED
K-8

CHARTER
Yes

DASHBOARD ALTERNATIVE SCHOOLS STATUS
No

Student Population

Explore information about this school's student population.

SHERWOOD MONTESSORI

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
98	43.9%	5.1%	4.1%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



Yellow

36.6 points below standard

Increased 25.1 Points ▲

EQUITY REPORT

Number of Student Groups in Each Level

0 Red	0 Orange	1 Yellow
0 Green	0 Blue	

LEARN MORE

Mathematics



Yellow

49.6 points below standard

Increased 50.6 Points ▲

EQUITY REPORT

Number of Student Groups in Each Level

0 Red	0 Orange	1 Yellow
0 Green	0 Blue	

LEARN MORE

English Learner Progress



No Performance Color

Less than 11 students - data not displayed for privacy

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

LEARN MORE

Chronic Absenteeism



Orange

23.6% chronically absent

Declined 11.3% ▼

EQUITY REPORT

Number of Student Groups in Each Level

0	1	1	0	0
Red	Orange	Yellow	Green	Blue

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

Academic Engagement

See information that shows how well schools are engaging students in their learning.

SHERWOOD MONTESSORI

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate



Orange

3.4% suspended at least one day

Increased 0.4% ▲

EQUITY REPORT

Number of Student Groups in Each Level

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

LEARN MORE

Parent and Family Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

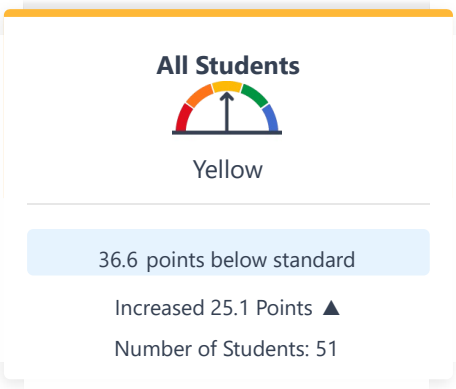
Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

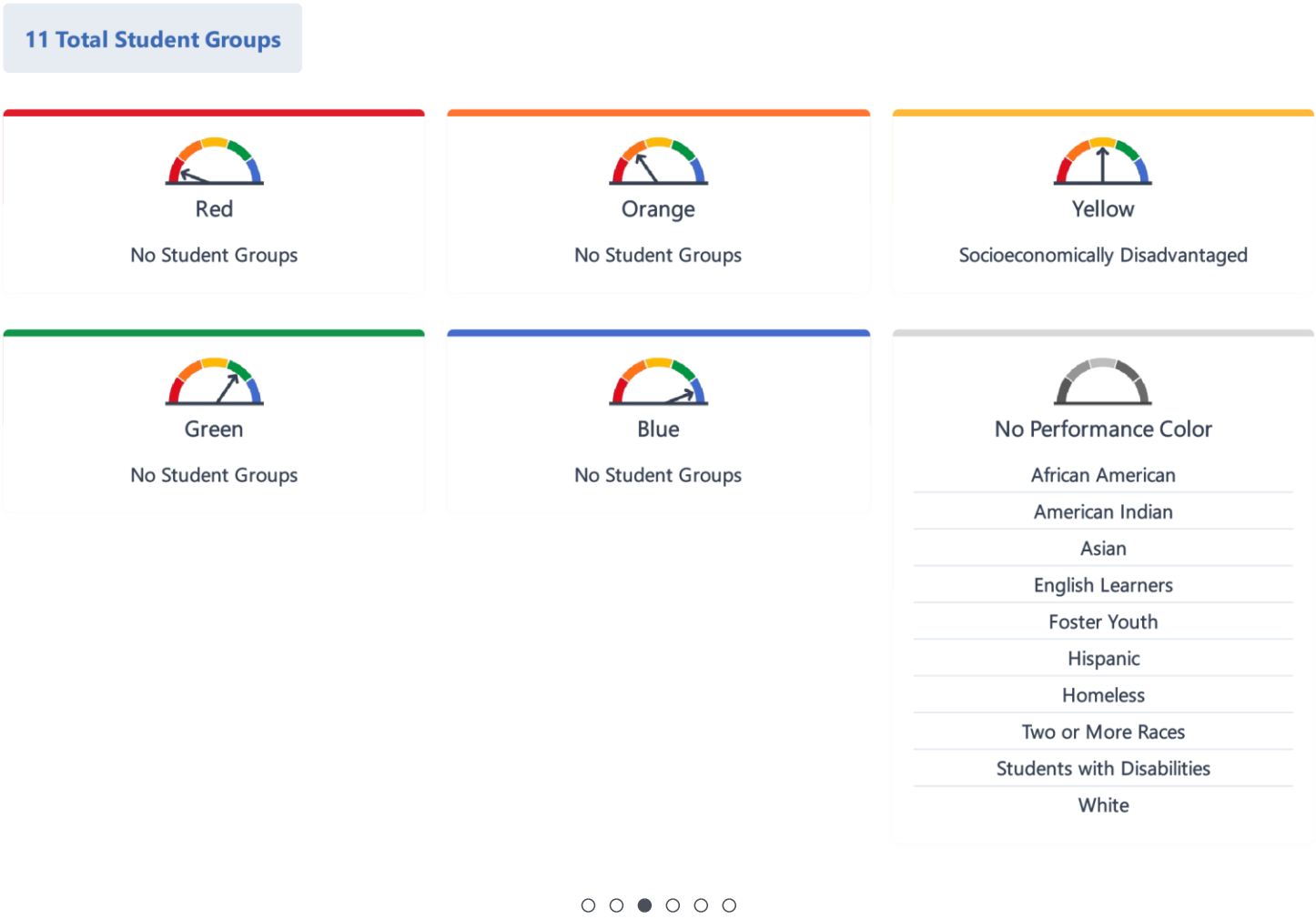
All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level



Distance From Standard (English Language Arts)

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Hispanic



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Students with Disabilities



No Performance Color

103.5 points below standard

Increased 19.1 Points ▲

Number of Students: 15

White



No Performance Color

34.8 points below standard

Increased 24.8 Points ▲

Number of Students: 30

Socioeconomically Disadvantaged



Yellow

58.3 points below standard

Increased 24.3 Points ▲

Number of Students: 34

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	61.8 points below standard	36.6 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners	English Only
Less than 11 students - data not displayed for privacy	34.8 points below standard
Number of Students: 2	Increased 23.3 Points ▲
	Number of Students: 49

Mathematics

All Students



Yellow

49.6 points below standard

Increased 50.6 Points ▲

Number of Students: 52

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California

11 Total Student Groups

Red	Orange	Yellow
		
No Student Groups	No Student Groups	Socioeconomically Disadvantaged

Green	Blue	No Performance Color
		
No Student Groups	No Student Groups	African American
		American Indian
		Asian
		English Learners
		Foster Youth

Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

Student Group Details

All Student Groups by Performance Level

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Hispanic



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Students with Disabilities



No Performance Color

85.7 points below standard

Increased 46.2 Points ▲

Number of Students: 15

White



No Performance Color

48.6 points below standard

Increased 34.7 Points ▲

Number of Students: 30

Socioeconomically Disadvantaged



Yellow

74.5 points below standard

Increased 32.9 Points ▲

Number of Students: 35

Hispanic
Homeless
Two or More Races
Students with Disabilities
White

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	100.2 points below standard	49.6 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners	English Only
Less than 11 students - data not displayed for privacy	48 points below standard
Number of Students: 2	Increased 48.8 Points ▲
	Number of Students: 50

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

LEARN MORE

English Learner Progress



No Performance Color

Less than 11 students - data not displayed for privacy

Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Narrative Summary

Sherwood teachers did extensive work spanning two years' time (2020-2021 through 2021-2022) to identify "Essential Standards" from the California Common Core State Standards in English Language Arts and Math. These standards were selected with the following guiding questions:
Endurance: Do students need to know this standard for the long haul?
Leverage: Is this standard something that crosses more than one curricular area?
Readiness: Is this standard a prerequisite for future learning?
Does this standard represent something we'd be willing to spend intervention time reteaching?
This year, report cards were revised to align with the Essential Standards and assessment items were identified that informed student progress on the chosen Standards.

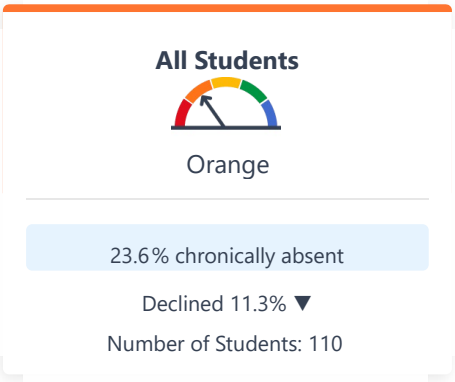
Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports:
https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=04614240121475&year=2022-23



Student Group Details

All Student Groups by Performance Level

11 Total Student Groups



Red

No Student Groups



Orange

Socioeconomically Disadvantaged



Yellow

White



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

Asian

English Learners

Foster Youth

Hispanic

Homeless

Two or More Races

Students with Disabilities

Local Indicators

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Hispanic



No Performance Color

43.8% chronically absent

Maintained 0.3%

Number of Students: 16

Homeless



No Performance Color

33.3% chronically absent

Declined 35.9% ▼

Number of Students: 12

Two or More Races



No Performance Color

39.1% chronically absent

Declined 17.4% ▼

Number of Students: 23

Students with Disabilities



No Performance Color

36% chronically absent

Declined 15.7% ▼

Number of Students: 25

Socioeconomically Disadvantaged



Orange

30.6% chronically absent

Declined 10.1% ▼

Number of Students: 62

White



Yellow

16.4% chronically absent

Declined 12.4% ▼

Number of Students: 61

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable,

including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. **The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in,a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

We measured course access by evaluating the implemented curricula and MTSS records.

2. **A summary of the differences across school sites and student groups having access to, and are enrolled in, a broadcourse of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

We found that curricula represents all areas in the State Priorities.

3. **Identification of any barriers preventing access to a broad course of study for all students.**

Identified Barriers include: There is a need to calibrate staff understanding regarding giving access for all students.

4. **Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broadcourse of study for all students.**

Actions being taken include: Sherwood will participate in the California Scaling up Multi-System of Support Phase 3 initiative

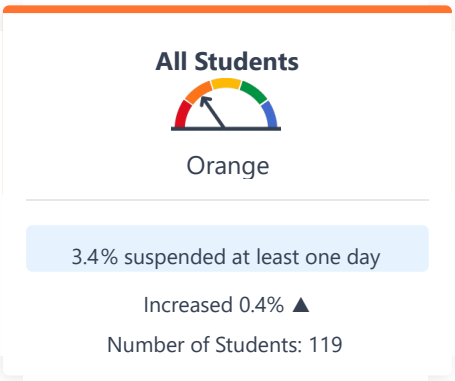
Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

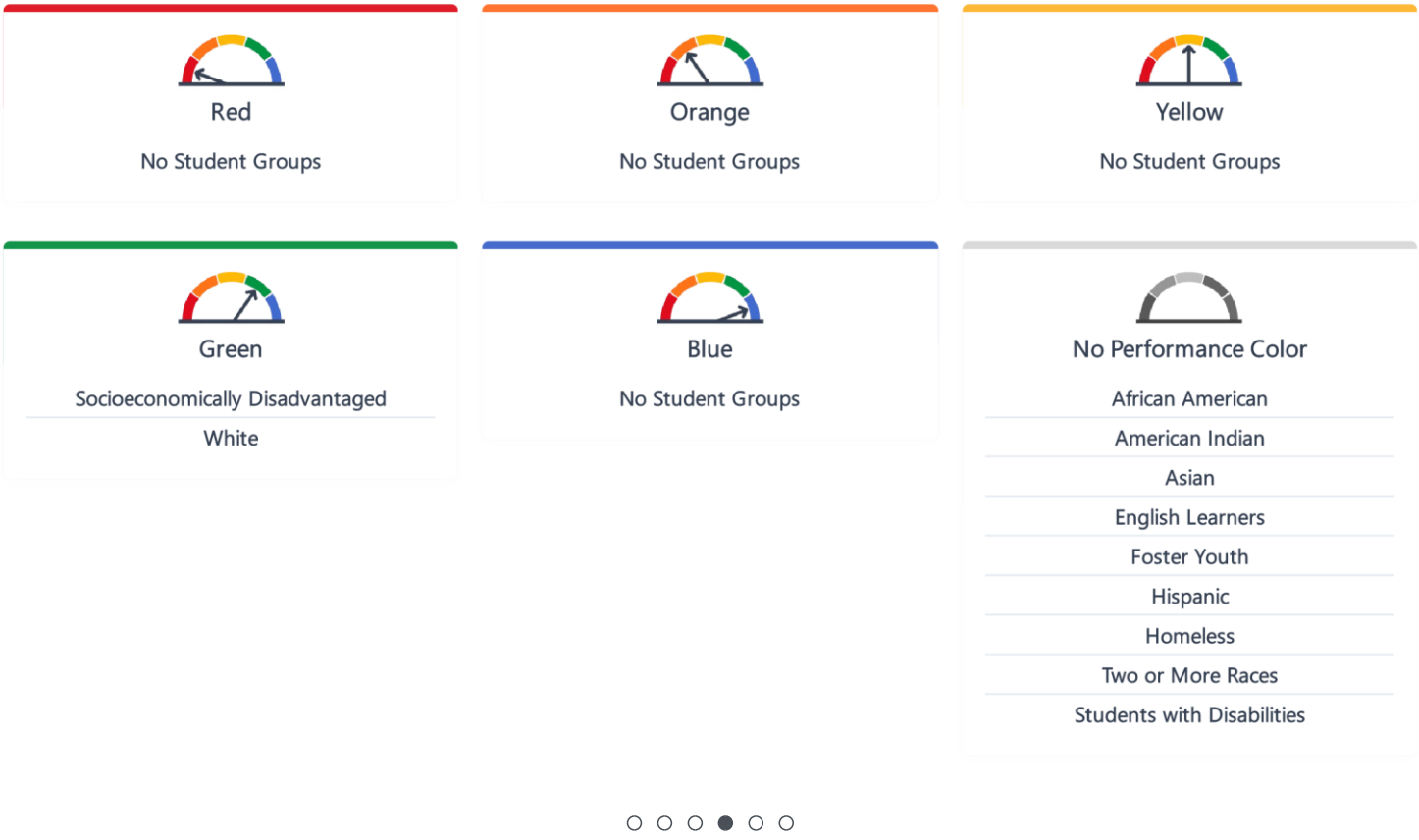
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



Student Group Details

All Student Groups by Performance Level

11 Total Student Groups



Suspension Rate By Year

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Hispanic



No Performance Color

0% suspended at least one day

Declined 3.8% ▼

Number of Students: 20

Homeless



No Performance Color

0% suspended at least one day

Declined 15.4% ▼

Number of Students: 12

Two or More Races



No Performance Color

13% suspended at least one day

Increased 8.7% ▲

Number of Students: 23

Students with Disabilities



No Performance Color

11.1% suspended at least one day

Increased 7.7% ▲

Number of Students: 27

Socioeconomically Disadvantaged



Green

1.5% suspended at least one day

Declined 2.2% ▼

Number of Students: 68

White



Green

1.6% suspended at least one day

Declined 1.3% ▼

Number of Students: 64

Percentage of students who were suspended.

	2022	2023
Suspension Rate	3%	3.4%

Local Indicators

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Appropriately Assigned Teachers

Name	Total Teaching Full-Time Equivalent (FTE)	Clear (% of teaching FTE)	Comparison to Statewide Average
LEA	8	78.4%	Below
County	1,557.67	85.2%	Above
Statewide	279,044.88	84%	n/a

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the
Dataquest Teaching Assignment with School Data report at
https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=School&cds=04614240121475&year=2021-22.

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
0

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)
0

STANDARD MET

Parent and Family Engagement

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the State Board of Education adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its Local Control and Accountability Plan (LCAP), and reports to educational partners and the public through the Dashboard.

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, andclassified staff) to build trusting and respectful relationships with families.

Full Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Initial Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures,languages, and goals for their children.

Full Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites toengage in 2-way communication between families and educators using language that is understandable and accessible to families.

Full Implementation

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

91% of parents report being satisfied or very satisfied with the opportunity the school provides to make an impact in academic outcomes for my student/s. Strengths include communication between classroom teachers and families, including twice yearly Parent/Teacher conferences that occur in the fall and spring before report cards are sent home in winter and at the end of the year.

Students who are identified for needing more support, academically or behaviorally, may be addressed in SST (team meeting every 68 weeks to review data and progress towards collectively set goals) or in IEP meetings which are at least annual, but may be called more frequently.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Sherwood will refine our implementation of PBIS to be more responsive to neuralatypical/neuraldiverse students. Social-emotional wellness will be supported by hiring a behavioral health counselor and paid BSW/MSW interns to support the counseling program, currently staffed by a part-time MSW counselor.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Sherwood will continue to use its SST and IEP programs to engage families to engage families. Sherwood will also continue its AntiBias Anti-Racist work and promote these efforts with descriptions of this work in its Family Handbooks and School Announcements, as well as promotional materials for Parent Education events.

5. Rate the LEA's progress in providing professional learning and support to teachers andprincipals to improve a school's capacity to partner with families.

Initial Implementation

6. Rate the LEA's progress in providing families with information and resources to supportstudent learning and development in the home.

Full Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet withfamilies and students to discuss student progress and ways to work together to support improved student outcomes.

Initial Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights andadvocate for their own students and all students.

Initial Implementation

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Strengths and progress in Building Relationships Between School Staff and Families:
Sherwood has high satisfaction ratings from the community survey for "School climate/overall satisfaction", "Teachers at Sherwood", "Support Given to Struggling Learners", and "Students Emotional Well-Being at School". Sherwood has a bilingual/biliterate Office Manager available for Spanish speaking families and students.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Focus will be to improve the communication between teachers and parents regarding "Opportunity to Make an Impact in Academic
Outcomes for My Student/s", especially in terms of students who need an academic challenge. The "Opportunity" metric on the
Community Survey fell from 91% satisfied or very satisfied to 81%, still high, but trending in the wrong direction. "Level of Academic Challenge" fell to a five-year low of 71% and "Support Given to Students Who Need Academic Challenge" fell from 74% in 2021-2022 to 68% in 2022-2023.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

A focus team has been identified and will continue to be supported by resources from NorCal Educational Leadership Consortium of the 21st Century California School Leadership Academy to engage with this problem of practice and refine our implementation of PBIS to be more responsive to neuroatypical/neurodiverse students, including giftedness/need for challenge. . This was work started in 2022-2023 spurred by feedback in 2021-2022 and the work is ongoing.

9. Rate the LEA's progress in building the capacity of and supporting principals and staff toeffectively engage families in advisory groups and with decision-making.

Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members toeffectively engage in advisory groups and decision-making.

Full Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input onpolicies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Full Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, anddistrict administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Initial Implementation

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Sherwood Montessori has an established foundational principle of meaningful educational partner engagement. These

efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Sherwood uses Community Surveys, LCAP Focus Group work, discussion at open public meetings, parent/teacher conferences, SMPO (parent organization) and Town Hall meetings to get input for decision-making.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

We would like to have higher response rates on our Community Surveys. The LCAP Focus Group proposed the survey be delivered at the conclusion of parent teacher conferences for those who haven't yet responded. An earlier launch for the survey or for part of the survey is another proposed strategy.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Sherwood monitors contacts with our Parent Square app which delivers communications via text, email, and robocalls. The app is able to use Google translate to deliver messages in languages other than English. Office staff and teachers will continue to work closely to ensure that all families are contactable. Moving forward, as parents are now able to be physically on campus again, the school is beginning to use flyers, posters, and other physical reminders of events and opportunities the school extends to its community.

STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

The Board was given a copy of the LCAP Sherwood Community Survey 2023 at the May 18, 2023 meeting of the Board of Directors. A presentation included highlights and areas for improvement based on the data.
Data regarding school climate trended high for adults and lower for students. Potential validity issues with student data were discussed and changes to improve data validity for next collection will be implemented: i.e. Opportunity to understand of the meaning of the questions with questions & answers, opportunity to have questions read aloud, Likert scale for all ages will be implemented.

APPENDIX 10.0 SHERWOOD MONTESSORI FAMILY HANDBOOKS

SHERWOOD MONTESSORI
wolfpack

Family Handbook 2024-2025

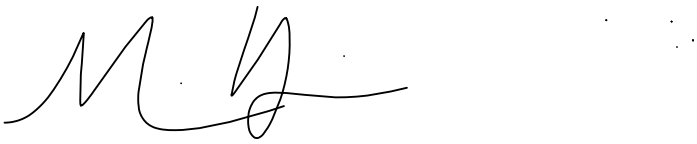
15th Anniversary Edition

Dear Families,

Welcome to the 2024-2025 edition of the *Family Handbook,* the 15th Anniversary Edition! In this document, you will find the answers to many of your anticipated questions. Included here is information about how to be involved with the school through SMPO membership (you are already a member if you are a parent or teacher) and how to volunteer at school. There is information on how the school communicates with parents and families and parent education opportunities are described. There are also guidelines on how to observe in the classrooms, an important way to understand the Montessori method of education and the rich learning opportunities your child is able to access every day at school.

If you have been a parent in our community in the past, you will find content that is familiar as well as some new additions. Please review the information in this handbook and keep it in your home for future reference. If your copy is misplaced, you can always access the electronic edition we have posted on the website.

Thank you,



Michelle Yezbick, School Director

Contents

Contact Information for Sherwood Montessori 124
Our Mission Statement 125
A History of Sherwood Montessori 125
The Transitional Kindergarten/Kindergarten Curriculum 126
The Elementary Curriculum 126
The Middle School Curriculum: Erdkinder 127
Attendance 128
- Arrival 129
- Dismissal/ Pick Up Procedures 129
- Early Out Procedures 130
- Absences 130
- School Attendance Review Board (SARB) 131

Birthdays 132
Birthday Party Invitations 132
Bullying 133
Cell Phones 134
Clothing 134
Communication 135
Conferences (Fall & Spring) 136
Diversity 136
Extended Day 136
FERPA 137
Field Trips 140
Fundraising 140
Grievances 141
Guidance and Discipline 141
Independence 143
Independent Study 143
Injuries 144
Lunch 144
Medications at School 144
Mental Health Resources in Butte County 144
Observations 145
Orientation for Parents of Students Attending School for the First Time 146
Parking 147
Recommended Reading on the Montessori Method 148
Report Cards 149

Safety 150
Sherwood Montessori Board Meetings 151
SMPO 151
Student Success Team (SST) 151
Title 1 152
Toys and Electronics 152
Uniform Complaint Procedures Policy (UCP) 153
Visitation Policy 153
Volunteering 153
Appendices 38
A. Sherwood Referral Document 156
B. Thought Paper 40
C. Butte County Office of Education Child Welfare and Attendance Truancy Process and Responsibilities Overview 41
D. Parking 42
E. Resolving Conflicts at Sherwood Montessori 43

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Our Mission Statement

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.

Core Values:
To successfully implement and sustain this mission, the school will be founded on the following core values:
• To creatively apply the Montessori method toward reaching high academic standards, while emphasizing core subjects
• To maintain a diverse total school population through inclusive mixed-aged, mentor based classrooms that welcome all students
• To place emphasis on collaboration, problem-solving, and self-directed goal-setting for each Montessori student according to developmental readiness
• To nurture a commitment toward sustainability and environmental awareness locally and globally, both in Chico and in the greater world
• To apply firm standards of conduct, emphasizing mutual respect, honesty, and courtesy
• To employ creative, passionate, and engaged teachers who are committed to the Montessori philosophy
• To nurture high parental involvement and collaboration in all areas of education and Governance

A History of Sherwood Montessori

Sherwood Montessori was started when a group of parents saw the need for a Montessori approach to education in the Chico community. Dr. Russell Shapiro, the first Board Chair wrote the school's Charter Petition and it was approved by the Chico Unified School District Board of Education on December 2, 2009. Planning for the school's opening began immediately and Sherwood opened its doors to close to 100 students on August 25, 2010. Twenty months later, on March 7, 2012, our Charter was successfully renewed for the next five years. On March 22, 2017, it was renewed again and Sherwood had moved to its new home at the Chapman Elementary campus and 1010

Cleveland Ave. The Mission Statement above represents the dream that we have had the privilege to see realized. This year, we celebrate our 15th year of providing a high quality, public Montessori education to the Chico area community. With the guidance of the Mission Statement and the inspiration that comes from wanting a better world for our children, Sherwood will be shaped into the kind of school of which we can say: *I wish I had gone to a school like that*.

The Transitional Kindergarten/Kindergarten Curriculum

Sherwood Montessori provides a learning environment for students ages 4-6 years old modeled on the Casa dei Bambini, or Children's House, for children3-6 years old in the traditional Montessori structure. Children who will be turning 5 between September 2nd and June 2nd are eligible to enroll in the transitional kindergarten program. Our TK/K classroom includes the materials you would find in a traditional Montessori primary, or Casa, environment. The Sensorial materials and Practical Life materials, developed by Dr. Montessori, support young children in their independence, foster self-esteem, provide readiness for academic learning, and promote ownership of their learning environment. The beautiful, child-centered classroom also includes engaging Montessori materials in language arts, math, science, art, and geography.

Children in the primary classroom learn and grow at an amazing rate with caring and nurturing teachers providing academic and social-emotional instruction. Many students are entering school for the first time in our primary class and our teachers are gentle guides to prepare them for success. The activities and lessons are developmentally appropriate and responsive to young children's needs. After their time learning and growing in the TK/K class, Sherwood students are eager to move up to the elementary level where intriguing work and learning at the next level awaits them.

The Elementary Curriculum

The Montessori Elementary curriculum at Sherwood includes the traditional Montessori lessons and methodology supplemented with content needed for learners to be successful in the twenty-first century. Instruction is tailored for each individual learner. With multiple age groupings, children are able to move forward in areas of strength and receive support in areas of need all within their primary learning environment. The curriculum across subjects moves from content and skills presented and practiced first in the concrete realm before moving gradually to the abstract realm, supporting and ensuring mastery at each stage.

The classroom materials have been carefully designed for the success of the learner. They are attractive and inviting, made of natural materials, and deliberately planned in their ability to create an area of focus for the learner as she or he constructs understanding through multiple sensory modalities. The materials and learning environment have been planned with the perspective of the learner in mind. Thus, they are developmentally appropriate, appealing, orderly, and include "control of error" which enables the children to develop independence. It is not necessary for an adult to point out mistakes; the materials and environment facilitate the child's ability to self-correct. A sense of ownership of one's work and one's classroom develops and the locus of control shifts from the adult to the child. The result is true emancipating education and the nurturing of

lifelong learning.

The Middle School Curriculum: Erdkinder

Maria Montessori outlined a compelling approach to teaching adolescents that she called "Erdkinder", German for "Earth Children". With the Erdkinder approach, kids are presented with a real world setting in which they construct their education based on the environment. An urban setting might find the students running a grocery store or a bed and breakfast. A rural setting would likely be a farm. At Sherwood, the middle school fundraising projects provide such entrepreneurial opportunities, and the cooking and gardening program teaches real-life skills. Using this authentic approach, the adolescent student understands the value of academic skills as they are needed for success in the real world.

We also give our middle school students opportunities to be of service to their community and mentorship roles with younger students. This helps the adolescents dial down the focus on themselves that is developmentally expected at this age but can become emotionally burdensome.

As with the elementary curriculum, there is an emphasis on individualizing each child's program. Every student at Sherwood Montessori is educated with the preparation for success in high school and beyond as the goal. Our work is not limited to preparing the child as an academic, although this certainly is our responsibility. We also see our work as preparing children with all skills needed to be successful in the twenty-first century. Please see the following objectives for an overview of the skills and goals that fall within the scope of our program.

General Educational Objectives of the Montessori Program

Physical Skills
- Developing control and mastery of the body's movement
- Developing healthy lifestyles and an appreciation of maintaining a healthy body
- Developing fine motor coordination

Physical Goal
- Learn sports and athletic skills that can be enjoyed into adulthood
- Master fine motor control necessary for writing and other skills

Emotional Skills
- An awareness of one's own feelings
- Communication of one's feelings to others
- Ability to peacefully problem-solve conflicts

Emotional Goals
- Develop empathy
- Develop self-confidence
- Develop healthy self-esteem
- Develop an appreciation of one's connection to others

Intellectual Skills
- The mastery of all academic and thinking skills needed for lifelong learning

Intellectual Goal

- To become an independent, self-directed learner

Attendance

Sherwood Montessori is committed to delivering a high quality, authentic Montessori education by a concerted community-based effort between the school, the parents, and the individual child. Families put their trust in us that we will adhere to this commitment just as we put our trust in families that they will do the same. **Regular attendance is essential for children to succeed in school.** A child who is excessively absent will miss out on community building and social opportunities that cannot be recreated. Excessive tardiness can have a similar effect on a child's educational experience. Late arrival is also disruptive to the class as children stop their activities to wonder why their peer was late. *Please call the school if you know your child will miss school for any reason.* Office staff is instructed to call the parents of any child who is not present at school if we have not had a call, email or note sent that notifies us of the absence. The safety of the children is a primary concern at Sherwood and these calls home are to ensure that safety.

Here are some facts about attendance and achievement we'd like to share that may surprise you:

- Chronic absenteeism is missing 10 percent of school days for any reason – excused and unexcused, including in-school suspensions. Based upon research, it marks the point when students start to fall behind academically because they have missed too many school days.
- Sherwood Montessori, like the majority of California public schools, is currently in ATSI (Additional Targeted Support & Improvement) for poor attendance. This means we are being monitored for our efforts to increase attendance for students.
- We lose funding for each and every absence regardless of the reason. California has chosen to fund schools in this way, in spite of the limited control schools have over absences. We practice fiscally responsible budgeting, meaning we do not assume high attendance rates, but we would rather allocate more money to spend on the students' educations! Currently, each day of absence costs the school over $60/student.
- Attendance matters as early as kindergarten. Studies show many children who miss too many days in kindergarten and first grade can struggle academically in the later years. They often have trouble mastering reading by the end of third grade.
- Sporadic absences, not just those on consecutive days of school, matter. Just one or two days a month can add up to 10 percent of the school year.
- Your children can suffer academically if they miss 10 percent of the school year or about 18 days. That can be just one day every two weeks, and that can happen before you know it.
- *Strive for five or fewer absences for the best learning outcomes for your child.*

Finally, good attendance relieves the school of the uncomfortable duty of reporting truancy to child welfare agencies as required by law. Parents may be surprised to learn that as little as three unexcused absences or tardies over 30 minutes log triggers the progressive discipline process for truancy in the County of Butte. Truancy is a legal issue and Sherwood is obligated to follow all laws in terms of reporting absences to the proper authorities.

Arrival
The Montessori classroom is a structured environment, with the early part of the day being reserved for organizing activities and planning the work period. **Late arrival interferes with the community as a whole and prevents the child from participating in cooperative learning experiences**. Please allow sufficient time for your child to arrive at school and not feel rushed. The feelings of the child as he or she enters class can set the tone for the day.

Between *8:30 a.m. and 8:45 a.m.,* Sherwood Montessori staff is available to monitor students as they arrive. This will be on the playground nearest the Sherwood side of campus. Please refer to the traffic map for details about where to park, where the kids can be in the morning before school, and where to walk. ***Please do not drive on 16th Street in front of Chapman Elementary in the morning.*** One lane is for buses only, the other lane is only to be used for dropping off Chapman students needing adult assistance. This is also the rule for Chapman parents. All Sherwood and Chapman parents may drive through the parking lot to get from the 16th St. to the Cleveland Ave. side. Please park in the 20th Street Park parking lot at the end of Cleveland Ave., or in the big parking lot in front of Chapman towards the Sherwood side. Please use the crosswalks to safely cross the streets. We will be installing locked entry gates for both the TK/K campus and the main campus. Once those are installed, the only access onto campus after 8:30 a.m. will be through a buzz-in system at one gate per each campus.

Breakfast is served until 8:30 a.m., after this time the cafeteria door will be closed and locked. If you would like to have your child eat breakfast at school, please see that they join the Extended Day Morning Care group at 8:20 a.m. when Morning Care staff walks the group over from 1010 Cleveland. If your child arrives after 8:20 a.m., they may go to the cafeteria to get breakfast and then join the Sherwood group at the picnic tables.

Any child on campus *before* 8:30 a.m. must be accompanied by their parent or must check in to Extended Day. Children arriving *after 8:45 a.m.* are tardy; if the child arrives after attendance sheets have been collected by the office they *must be signed in at the front office, Room 3*. Please park and walk your child to sign him or her in at the front office. Your child will be given a tardy slip to hand to her or his teacher as a means of communicating that late arrival procedures were followed. This is not used as a punitive measure, but to facilitate safety procedures. When a child is not present at school and no call has been made to the school to explain the absence, a call home is made to determine the whereabouts of the child. This call can be very alarming for parents if they expect that the child is at school! Office staff has no way of knowing if a child arrives tardy without the above procedure being followed.

Dismissal/ Pick Up Procedures

- 2:50 is the regular pick-up time for all students in grades TK-3 every day. Students in grades 4-8 are dismissed at 2:55.
- Kindergarten and transitional kindergarten students may be picked up anytime between 12:05-2:50 every day.
- For students in grades TK-3, we ask that parents pick kids up at the classrooms.
- Students in grades 4-8 are dismissed to walk home, ride bikes home, or walk if parents have signed a permission form. Students in grades 4-8 may walk out to their rides or wait for

a pick up at the picnic tables near the garden.

- **At 3:00, all students in all grades who have not been picked up will be checked in to Extended Day and supervised by after school care staff.**
- **Students who do not have an Extended Day contract and are on campus before or after school will be sent to the office and a call home will be made.**

These procedures ensure that all students are under the supervision of an adult, either a parent or child care staff, at all times while on Sherwood's campus.

Early Out Procedures
When it is necessary to take your child out of school before dismissal time, please come to the front office to sign your child out. You will be given an early out form to hand to the classroom teacher or teacher's aide to facilitate communication that she or he has been signed out in the office.

Absences
Education Code Section 48260 defines a "truant" as any pupil absent without valid excuse 3 full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on 3 occasions in one school year, or any combination thereof. Education Code Section 48205 provides the following absences as "excused"- illness; quarantine; medical, dental, optometric, or chiropractic appointment; funeral services of a member of the immediate family; and for justifiable personal reasons. Inasmuch as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments outside of school hours. Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to law and administrative regulations.

Most students will have times when it will be necessary to be absent from school. It is important for sick children to stay home to recuperate. **We are not equipped to accommodate children with illnesses while they convalesce.** Following is a list of conditions that warrant an excused absence due to illness:
1. A temperature of more than 100ºF orally
2. Nausea or vomiting
3. Stomachache
4. Diarrhea
5. Persistent cough
6. Earache
7. Thick yellowish or greenish discharge from nose
8. Sore throat
9. Rash or infection of the skin
10. Red or pink eyes

Following are guidelines for determining when it is appropriate for a student to return to school after an illness:

Note: Sherwood will follow California Department of Public Health recommendations regarding isolation/quarantining for infectious diseases.

- Bronchitis: on antibiotics for 24 hours or more
- Chicken Pox: when lesions are crusted over (approximately one week)
- Colds: no presence of yellow or green mucus, which may be related to an infection (may return if there is no elevated temperature, sore throat, or severe cough)
- Conjunctivitis: when discharge from eyes has stopped; for bacterial conjunctivitis, usually 24 hours after starting antibiotic eye drops; see physician regarding viral infections
- Diarrhea: free of diarrhea for 24 hours or more if caused by illness and not medication
- Ear Infection: on antibiotics for 24 hours or more
- Fever: fever-free for at least 24 hours (readings are generally lower in morning)
- Strep Throat: after treatment with antibiotics for at least 24 hours
- Vomiting: free from vomiting for 24 hours or more

School Attendance Review Board (SARB)
Truancy, defined as unverified, unexcused or excessive excused absences and tardies, negatively affect students' education. Sherwood is required by law to monitor truancy and to report to authorities when there are problems. Not doing so would put the school in jeopardy and is therefore not an acceptable solution to the problem. We truly want to work with families to find solutions when attendance or timeliness is a problem and wish for all families to have a clear understanding of the legal process that is involved when students miss school. Please review the chart provided in Appendix D for clarity around the school's responsibilities as well as other agencies that may become involved in the event that truancy is an issue.

1. Four unexcused absences will generate a mandated, legally compliant initial attendance letter detailing the school attendance policy and the legal ramifications of excessive unexcused absences.

2. Five absences, excused or unexcused, will initiate an attendance conference held with the parents/guardians and the student, if appropriate. The purpose of this meeting is to communicate the attendance policies clearly to families to ensure maximum attendance for the remainder of the year.

3. Seven unexcused absences will generate another attendance letter referencing truancy guidelines and the school's expulsion policy. The Butte County Office of Education will be notified of the potential for a truancy referral at this time.

4. Ten unexcused absences will generate another attendance letter referencing truancy guidelines and requiring review under the school's expulsion policy for possible expulsion from the school for truancy. At this time the student will be referred to the Butte County Office of Education for truancy.

5. **Eight excused absences will generate a letter requiring third-party proof for excusing any future absences.** The intent is not to castigate or persecute families with frequently or seriously ill children. Discretion will be required by the Director in determining the facts of these situations. The intent is to reveal fraudulent claims of illness to avoid truancy and expulsion. *If your child is absent due to a visit to a physician, please pick up an excusal note while you are in the office, so we can excuse the absence and it will not count toward one of the eight allowed before such notes are required.*

Family vacations are not valid excuses for missing school. Please schedule your vacations during school vacation times. If an extended absence is unavoidable, please contact the office (not your child's teacher) at least two weeks' prior to the anticipated absence to see if an Independent Study Contract can be implemented. If an Independent Study is not possible, either due to a notice less than two weeks or other factors, absences will be recorded as unexcused.

Birthdays

Each child's birthday can be shared at school with a special celebration. Celebrations are unique to each classroom, changing at each level. Usually the child brings a treat for the celebrations. Please communicate with your child's teacher about allergies your child's classmates may have and about what types of treats are allowed. Food choices are a very personal and sensitive topic, and it can be challenging for a school to accommodate a diverse set of beliefs from the community. For children, the bottom line is that it is sad when they can't have a treat that is brought or if their treat cannot be served because of allergens or high sugar content.

Examples of treats not allowed include: cookies, cupcakes, candy, anything with chocolate. Examples of treats that are allowed include: any fruit, fruit kabobs, frozen fruit or smoothies. **Communication between the school and parents can eliminate these disappointments**. Teachers can give parents a list of ideas for low or no sugar refreshments for these occasions.

Birthday Party Invitations

If a child is having a birthday party outside of school, we ask that parents distribute invitations through the mail or email. **Not being invited to a birthday party can be devastating to a child and disruptive to the learning environment, therefore no birthday party invitations will be distributed at school unless the entire class is invited to the party**. If you are unable to obtain an address for a student in the class, you may ask the office for a list of contact information for the class. Some parents have opted out of sharing this information and we will be unable to give contact information for these students.

While we are aware that asking parents to send invitations is an inconvenience and an expense, the disruption of birthday party invitations at school is significant. Please honor our request and send invitations not intended for the whole class through the mail or email.

Bullying

Maria Montessori developed her approach to education with nothing short of world peace as its ultimate goal. At Sherwood Montessori, we uphold this high expectation by creating classrooms and a school as a whole that reflects our belief in this possibility. To achieve a climate of peace, joy, and respect, high expectations for positive behaviors will be the norm and problematic behaviors will be dealt with firmly and consistently.

Bullying may be relational and/or physical and demonstrates an observable **pattern of behaviors**. **Bullying will under no circumstances be tolerated by any person, adult or child, and will be dealt with decisively.** Relational bullying can include:

- verbal putdowns
- exclusion
- threats of exclusion
- tattling
- boasting and drawing disparaging comparisons
- gossiping
- internet bullying
- threats of physical violence
- threatening non-verbal behaviors such as glaring at someone
- using one's physical size to intimidate
- pushing
- pulling
- pinching
- shoving
- tripping
- any other such means of exerting power and/or intimidation.

Instances of bullying behavior will be dealt with as they happen. Education and support will be

provided to all students involved in a short and empathic manner. If additional support is required, the teacher(s), Director, and parent(s)/guardian(s) will develop and implement a plan. However, by responding **proactively t**o these situations, the goal is to prevent unhealthy and conflictual dynamics between teacher, students, and parents.

Students at Sherwood are taught to recognize and stand up to bullying. The acronym "**POUR**" is used to help students understand the difference between relational conflicts and bullying.
"**P**" stands for "purposeful". The behavior is on purpose, not impulsive or reactive, or the result of not understanding appropriate social interactions.
"**O**" is for "one-sided". There is one person who is targeting the other, it is not a back-and-forth in a difficult relationship.
"**U**" is for "unfair". There is clearly an aggressor and a victim, the bully has the power.
"**R**" is for repeated, actions and words are recurring.

We empower students to "Give the bully the SLIP", with "**SLIP**" being another acronym that can help kids remember what to do if they are being bullied.
"**S**" is for "Stand up, speak up" Kids are encouraged to practice standing still and strong and saying clearly: "Stop!"
"**L**" is for "Label it." Say something like: "That's bullying, it's name-calling, it's a threat, it's leaving someone out." Name the behavior and label it as bullying.
"**I**" is for "I don't like it."
"**P**" is for "Please stop." Politely, with power and purpose.

Sherwood students are encouraged to stand up for one another when they notice bullying and use their "bystander power" because bullies are few and bystanders are many. These are just some of the lessons that students are taught in the realm of conflict management and social-emotional learning. Our intention in sharing here in the *Family Handbook* is to give common language used at school that can be used at home if children report troubling behavior. Having common language will reinforce to kids that caring adults at school and at home will support them in coping with conflict and recognizing when bullying is occurring.

Cell Phones

Children may bring cell phones to school provided they are turned off and remain out of students' hands until after school has been dismissed. The school cannot be held responsible for cell phones that are lost, stolen, or broken while on school grounds. Classroom teachers have the authority to collect cell phones during the instructional day and return them at the end of the day if needed. Please remember to turn your ringer off when you visit your child's classroom. In the event that you forget, try not to be overly mortified when you entertain the class, it happens to the best.

Clothing

It is recommended that children wear comfortable and washable clothing that will enable

them to participate freely in the many activities of the day. Children in the elementary and middle school levels should wear comfortable athletic shoes on their Physical Education class day/s, no boots or sandals. To prevent loss, jackets and sweatshirts should be labeled with the child's name. There is a Lost and Found shelf near the front office; parents are advised to check there routinely for their child's belongings. Smaller lost and found items are in the office, Room 3. **Items in the Lost and Found will be sent to a charitable agency at Thanksgiving Break, Spring Break, and Summer Break**. Prior to these donations, lost and found items will be displayed for parents to peruse at arrival and dismissal times.

Communication

Your child's classroom teacher will be the source of answers for many questions that may arise throughout the school year. Be sure to determine with him or her when the best times to address questions are. Generally, before school in the morning is the busiest time for a teacher to prepare for a successful day with the students. Please do not approach your child's classroom teacher without a pre-scheduled appointment in the mornings before school as this lost time can sabotage the day's plans for all students. Email is another way parents can communicate with school faculty. Lead teachers, office staff, and the director have email addresses: firstname@sherwoodmontessori.org

The Parent Square app is the platform used by the school to send many important announcements and information via email, voicemail, and text messaging according to parents' choice. Please download the app to your smart phone and/or computer to receive messages from the school. The friendly folks in the office are happy to help if you need help with the process.

Some of the ways we keep parents notified of activities going on at the school:

- Weekly School Announcements on Thursdays
- SMPO parent organization meetings
- Town Hall meetings
- Parent/teacher conferences
- Classroom newsletters
- Bulletin boards
- Events calendar on our website

When parents need to communicate regarding an issue that is happening at school, the appropriate individual needs to be identified. If the issue is a classroom related issue, the classroom teacher is the person with whom the communication needs to be addressed. All of Sherwood's teachers are committed to providing a high-quality Montessori education to each child. When there are problems, the teachers need them brought to their attention, so they can be solved. Open communication is essential for this process.

If the issue is a school related issue, the Director is the individual with whom the communication

should be addressed. Issues with school personnel, facilities, finances, and issues with other parents and family members are some examples. If a parent has first tried to resolve a problem with a teacher and is not satisfied with the outcome, then the Director is the appropriate person with whom to communicate. The Director can be reached via email or an appointment for a meeting with the Director can be made through the office.

The Sherwood Montessori Board of Directors is available if problems have been presented to but are not resolved by the School Director. Although our Board members have a commitment to helping Sherwood implement its mission, they are not involved in day to day operations and so are limited in their abilities to help with problem-solving. Please see the section on "Grievances" for more information.

Conferences (Fall & Spring)

Fall and spring parent/teacher conferences are held each year. These conferences offer parents the opportunity to speak individually with their child's teacher, to hear about the child's progress and the teacher's goals for their child. Conferences are an opportunity for parents to give teachers additional information about their child. For the 2024-2025 school year, fall conferences will be **October 14th-18th Monday through Friday of conference week, dismissal will be at 1:35 p.m. instead of the regular 2:50 or 2:55 p.m. dismissal.** Your child's teacher will post a schedule to sign up for conferences with more details about times available.

Spring conferences will be **April 7th -11th.** As in the fall, **dismissal will be at 1:35 p.m. Monday through Friday of conference week.**

Diversity

Developing and maintaining a diverse student population is a priority for Sherwood Montessori. Being a successful person in the twenty-first century means having an appreciation for a variety of perspectives. It means being able to shift one's concept of etiquette and assess the appropriateness of one's behavior, discourse style, non-verbal communication, and a host of other facets of social interaction. Sherwood strives to be a welcoming, inclusive environment to families from any background and all are welcome regardless of ethnic, racial, cultural, religious, sexual orientation, gender expression, and physical or mental/emotional ability. Sherwood Montessori is committed to Anti-Bias Anti-Racist education. All students and adults in our community are entitled to respect and racism and discrimination in any form will not be tolerated.

Extended Day

Sherwood Montessori provides childcare for one hour before school starts in the morning (7:30 a.m.-8:30 a.m.) and in the afternoon/evening after school until 5:30 p.m. at 1010 Cleveland Ave. The Extended Day staff also provides supervision for any student, on the playground, for no charge, for the

fifteen minutes before school starts (8:30 a.m.-8:45 a.m.). The Extended Day program includes healthy snack time, time to do homework/quietly look at books, outside time, and activities such as arts and crafts, and science explorations.

For the 2024-2025 school year, the school will be providing tutoring for an hour after school and childcare until 5:30 p.m. free of charge. The program is supported by grant funds provided by state and federal programs for COVID relief. Parents/guardians will need to fill application materials for the program to participate.

FERPA

General Guidance for Parents
FERPA is a Federal law that applies to educational agencies and institutions that receive funding under a program administered by the U. S. Department of Education. Parochial and private schools at the elementary school levels do not generally receive such funding and, therefore, are not subject to FERPA. The statute is found at 20 U.S.C. § 1232g and the Department's regulations are found at 34 CFR Part 99.

Under FERPA, schools must generally afford parents:
-access to their children's education records
-an opportunity to seek to have the records amended
-some control over the disclosure of information from the records.

Parents may access, seek to amend, or consent to disclosures of their children's education records, unless there is a court order or other legal document specifically stating otherwise. When a student turns 18 years of age or attends a postsecondary institution, the student, and not the parent, may access, seek to amend, and consent to disclosures of his or her education records.

Access to Education Records

Schools are required by FERPA to:

- provide a parent with an opportunity to inspect and review his or her child's education records within 45 days of the receipt of a request
- provide a parent with copies of education records or otherwise make the records available to the parent if the parent, for instance, lives outside of commuting distance of the school
- edit the names and other personally identifiable information about other students that may be included in the child's education records.

Schools are not required by FERPA to:

- Create or maintain education records;
- Provide parents with calendars, notices, or other information which does not generally contain information directly related to the student;
- Respond to questions about the student.

Amendment of Education Records

Under FERPA, a school must:

- Consider a request from a parent to amend inaccurate or misleading information in the child's education records;
- Offer the parent a hearing on the matter if it decides not to amend the records in accordance with the request;
- Offer the parent a right to place a statement to be kept and disclosed with the record if as a result of the hearing the school still decides not to amend the record.

A school is not required to consider requests for amendment under FERPA that:

- Seek to change a grade or disciplinary decision;
- Seek to change the opinions or reflections of a school official or other person reflected in an education record;
- Seek to change a determination with respect to a child's status under special education programs.

Disclosure of Education Records:

A school must:

- Have a parent's consent prior to the disclosure of education records;
- Ensure that the consent is signed and dated and states the purpose of the disclosure.

A school MAY disclose education records without consent when:

- The disclosure is to school officials who have been determined to have legitimate educational interests as set forth in the school district's annual notification of rights to parents;
- The student is seeking or intending to enroll in another school;
- The disclosure is to state or local educational authorities auditing or evaluating Federal or State supported education programs or enforcing Federal laws which relate to those programs;
- The disclosure is pursuant to a lawfully issued court order or subpoena; and
- The information disclosed has been appropriately designated as directory information by the school.

Annual Notification

A school must annually notify parents of students in attendance that they must allow parents to:

- Inspect and review their children's education records;
- Seek amendment of inaccurate or misleading information in their children's education records;

- Consent to most disclosures of personally identifiable information from education records.

The annual notice must also include:

- Information for a parent to file a complaint of an alleged violation with the FPCO;
- A description of who is considered to be a school official and what is considered to be a legitimate educational interest so that information may be shared with that person;
- Information about who to contact to seek access or amendment of education records.

Means of notification:

- Can include local or student newspaper; calendar; student programs guide; rules handbook, or other means reasonable likely to inform parents;
- Notification does not have to be made individually to parents.

Complaints of Alleged Violations:

Complaints of alleged violations may be addressed to:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901
Phone: (202) 260-3887

Complaints must:

- Be timely submitted, not later than 180 days from the date you learned of the circumstances of the alleged violation
- Contain specific allegations of fact giving reasonable cause to believe that a violation has occurred, including:
    - Relevant dates, such as the date of a request or a disclosure and the date the parent learned of the alleged violation;
    - Names and titles of those school officials and other third parties involved;
    - A specific description of the education record around which the alleged violation occurred;
    - A description of any contact with school officials regarding the matter, including dates and estimated times of telephone calls and/or copies of any correspondence exchanged between the parent and the school regarding the matter;
    - The name and address of the school, school district, and superintendent of the district;
    - Any additional evidence that would be helpful in the consideration of the complaint.

Field Trips

Excursions into the world beyond the classroom are an excellent way for Montessori students to extend and apply the learning they pursue in the classroom. Whole group field trips as well as smaller group excursions based on interest are encouraged. To drive on a field trip, drivers need to fill out a "Volunteer Driver Form" and attach a copy of proof of insurance. These are kept on file in the office for the school year. Each year a new form must be completed, but only one form per driver is needed regardless of how many children attend Sherwood. Parents attending field trips as chaperones are expected to actively supervise students, therefor are not permitted to bring children other than those students they are assigned to as this can create a distraction from chaperoning.

Fundraising

In an ideal world, public education would be well-funded and costs would be covered by our expertly handled tax dollars. Unfortunately, we have seen that this is not the case. We ask that Sherwood families participate, to the extent that they are capable, in our efforts to close the gap between the program we know is best for our kids and the program that is supported by public funds. The following gives an overview of fundraising at Sherwood:

Fundraising at Sherwood Montessori

Person/Group	Role in fundraising
SMPO	Support the school by volunteering to help out with fundraising.
Director	Solicits help from SMPO members. Writes grants for funds available through CDE, DE, foundations, corporations or other sources.
Classrooms	Run smaller scale fundraisers to generate money for trips/projects with approval from Director.
Board of Directors	Provides vision for the fundraising efforts of the school. Actively seeks major contributions from a variety of private and business sources. Builds an active group of financial supporters who regularly donate money to the charter school.

Calendar of Yearly Fundraising Events

When	What	Proceeds Support
Winter	Winter Performance	SMPO Events
Ongoing	Sherwood swag (t-shirts & sweatshirts), eScrip, Amazon Smile	General Fund
Ongoing	Various grants, Restaurant Takeovers	Targeted areas of need

Grievances

Differences and disagreements are a part of life and Sherwood Montessori recognizes the need for healthy communication and a positive and proactive way to handle grievances that is aligned with our Mission Statement. Please see the appendix for a helpful overview of our process to address these issues.

If parent(s) have a complaint, we ask that parent(s) report their concerns directly to the school personnel concerned, and discuss these concerns in a private meeting, preferably within 24 to 48 hours. The School Director shall be made aware of these concerns by the parents and/or individual if they are unresolved. If, in discussion with the School Director, the parent wishes to file a formal written grievance, proper paperwork will be provided. The Director will meet with those filing within five working days to review the complaint. The Director will work with the parent or guardian, student, teacher, aides, or other employees whose participation is relevant in order to resolve the concern. The Director will provide a written response within 10 working days of the meeting. If the parent or guardian is not satisfied with the outcome or decision by the Director regarding the complaint, they have the right to file a written appeal with the Director within five days of receiving the response. The Board of Directors will serve as an appeals body if a complaint is not resolved. The Board will respond within 30 days of receiving the appeal. If a parent has a complaint with the Director of the school that was not resolved in the private meeting, a letter would be sent to the Board of Directors for the administrative remedy to be followed.

The Board prohibits retaliation against complainants. The Board of Directors will not investigate anonymous complaints unless it so desires. The steps above outline the process for filing a complaint and parents are expected to exhaust all the steps in this administrative remedy before pursuing other action.

Guidance and Discipline

Guidelines

The Montessori classroom provides a variety of activities from which to choose. Once a

child becomes acclimated to the classroom, her or his concentration on the absorbing tasks enable the teacher to maintain a comfortable hum of activity. A combination of group and individual attention is provided. Children are free to move about the environment provided they follow Sherwood's philosophy of mutual respect which includes respect for self, respect for others, and respect for the environment. Occasionally, a child may disrupt the normalized atmosphere; when this occurs, the teacher is responsible for redirecting the child's behavior in a positive manner. If unacceptable behavior continues, the following measures will be taken:

Observe - The teacher will make every attempt to see the situation from the child's point of view. At this point the teacher will ask the child questions to try to resolve the conflict. S/he will always involve the feelings of the child when trying to find a solution.
Discuss - Dr. Montessori believed a child to be capable of reason at an early age. The teacher will attempt to ascertain the cause of the child's acting out. On occasion, a parent may receive an Incident Report, which is intended to keep you apprised of any situations which have occurred. Certain actions, such as willful fighting, will require a parent to be called to come to the school to take the child home for the day. Usually, a conference will follow such measures.
Conference - Continued disruption will require a discussion as to the nature of the misbehavior. Communication between parents, teacher, and child is essential. The aim of these conferences is to suggest the best ways in which to deal with the behavior and gain cooperation from the child. Information shared at these conferences will help to better understand the child's perception.
Referral- When parent conferences fail to successfully resolve a situation, we can recommend an appropriate professional on a private basis, or direct you to services offered by our intervention program. These professionals include, but are not limited to, the following: speech therapist, school resource specialist, counselor, and school psychologist.
Dismissal - When all efforts previously stated prove unsuccessful, and we sincerely believe that our program is unable to meet the needs of the child, we may require that a child be dismissed from the school. Please understand that the well-being of your child, as well as his or her classmates, is our primary concern. Every effort possible will be taken to avoid this final measure. Parents have a legal right to appeal a decision to expel a student and details can be read in our Charter.

Positive Disicipline
Sherwood's Positive Discipline program is designed with a Montessori framework to support students to make positive behavior choices. Clear behavior expectations are communicated in all areas of the school, and are posted where students, parents, teachers and staff can see them. The rules and expectations are posted and reviewed in lessons for all students. The *Positive Discipline Handbook* is a good source for reviewing all materials relevant to the program and each family should have a copy. Please familiarize yourself with the materials in this handbook so you can reinforce the expectations that we have at school. The emphasis is on "Positive", and we will be celebrating the acts of kindness and good choices with celebrations and recognitions. Traditional Montessori philosophy does not "reward" positive or desired behavior because of the tendency for rewards to decrease intrinsic motivation, but celebrations for creating positive community together does not jeopardize intrinsic motivation.

The shift is subtle, but important. Montessori schools typically adopt discipline programs that aligned with Montessori philosophies, including teaching Peace Education and supporting all

students' social-emotional needs, not just the children who stand out by having less developed coping skills. Montessori seeks to "establish justice" not merely "instate order", therefor culturally responsive teaching and inclusive practices for all students are essential components of Sherwood's program. Continuous improvement efforts are made to bring our response to behavior in alignment with Montessori philosophy. During the 2024-2025 school year, a team of teachers and school leadership will continue, for our third year, to take part in the Northern California Educational Leadership Consortium to focus on our schoolwide responses to behavior and supporting kids to make good choices.

Independence

Fostering independence in students is one of the pillars of the Montessori approach to education. Children are taught to be problem-solvers who can figure out solutions with resourcefulness, not being overly reliant on adults. This independence as a goal is considered when teachers plan lessons, set up their classrooms, and put classroom procedures in place.

Although independence is a goal for all students, Sherwood teachers understand that children come to school with a variety of skills and background experiences in being independent learners. High expectations are maintained for all learners, and appropriate, individualized scaffolds are put in place to ensure that these expectations are met. When a child is unable to meet the expectation, the blame is not put on the child. Accommodations will be made to help the child continue to approach the goal of independence.

To acknowledge that independence is a cornerstone of the Montessori method of education without also considering the value of interdependence would give a skewed picture of our work. Dr. Montessori valued interdependence highly; the multi-age classrooms are a testament to that. Dr. Montessori felt that older children would gain leadership skills and responsibility by being in mentor roles while younger children would gain motivation and resourcefulness. She also developed lessons in the cultural areas of the curriculum, particularly geography, to show the connectedness of all people. Thus, interdependence as well as independence has its place in our school.

Independent Study

Although our first choice is always to have our students attend school on days we are in session, it may become unavoidable for a family to have their child miss school. If this is the case, the next best arrangement is to plan an Independent Study which involves the student's teacher creating a work plan that can be done while the student is out. If you know you will need to have your child out of school, *please see the office for an application for an independent study.* Teachers do not have the necessary paperwork and will not be able to determine if an Independent Study is possible. The Director will review the circumstances and see if it is possible (the law is stringent on these matters and it is not always allowable). **Please give at least two weeks' notice as teachers need time to create a quality work plan.**

If no application is filled two weeks prior to the start of the Independent Study, the application

will not be approved. This can be problematic on many levels: 1.) The resulting unexcused absences may trigger truancy procedures (these are legally mandated). 2.) The student who misses school will fall behind on schoolwork. 3.) The school will lose funding. The majority of our revenues are based on student attendance. In spite of these, it is unfair to expect a teacher to put together an independent study at the last minute. These programs can take 2-3 hours to put together, longer when the expected absence will be for several days.

For students who have been exposed to COVID-19 and need to isolate or quarantine immediately, providing a tailored workplan will not feasible. Plans provided will be average work for the student's grade. This is counter to our preferred method of individualizing instruction but is necessary for the functioning of the school as teachers will not be able to provide individualized work for home and plan for in-school students simultaneously. We ask parents to do the best they can with what is provided and thank you for your understanding.

Injuries

Sherwood staff has been trained in first aid and CPR. If your child is hurt at school, appropriate care will be given. If the injury will require follow up care at home, an injury report will be sent home to inform parents of the nature of the injury. If your child needs to be picked up from school for medical attention, school staff will call all numbers on the Emergency Form until an adult can be reached. *Please keep us updated regarding changes to phone numbers and contact information*. For serious injuries, staff will call 911 and see that the injured child is transported to the emergency room for treatment.

Lunch

Lunchtime will be at 12:35 p.m. in the cafeteria/multi-use room. Lunchtime rules are reviewed with all students and are posted in the cafeteria during mealtime and are included in the *Positive Discipline Handbook.* School lunches can be purchased through our school lunch provider. Families that qualify can receive free or reduced lunches by filling out an application, available in the office.
If you choose to send lunch from home, please remember to include an ice pack for days when the weather is hot. *Please do not pack candy or sweets in your child's lunch*. Caffeinated beverages are allowed only with authorization from your child's physician.

Medications at School

School staff is able to treat injuries that occur at school with ice, soap and water, and bandages. No other treatment is to be administered unless an "Authorization To Administer Medication" is on file. If your child needs medicine administered at school, please contact the office to receive this form which will need to be filled by a doctor. Children who need to take medication will come to the office where medication is kept in a locked cabinet.

Mental Health Resources in Butte County

Residents of Butte County can call 211 to reach a county employee who can refer the caller to support services for a mental health crisis. The call center is open 24 hours a day. Sherwood Montessori is committed to guiding and nurturing the whole child, academically, physically, and socially and emotionally. If a student is experiencing social or emotional needs, a Student Study Team (SST) may be called to assess the needs and identify appropriate supports. Teachers or parents may request an SST meeting for students struggling with social or emotional issues.

Observations

Parent observations in Montessori classrooms do not start before late fall, after the children have had an opportunity to establish community norms and a sense of ownership over the classroom. After this period of what Montessori called "normalization" occurs, parents are welcome and encouraged to observe. Please plan these observations in advance with your child's teacher and familiarize yourself with the observation guidelines.

Observation guidelines

- Sign in as a visitor in the school office.
- Limit your observation time to about 30 minutes.
- Remain quietly in the chair provided for you.
- If a child approaches you, answer any comment or question briefly. Please do not engage the children in conversation or ask them to demonstrate activities.
- Please keep in mind that your child can respond to your presence in a variety of ways. Therefore, do not expect this to be a typical day for your child, but rather a chance to see some of your child's activities and a view of how the classroom functions as a whole.
- Make note of any questions that arise during your observation and arrange a time to meet with your teacher to discuss your observations.

In order to make your visit more meaningful, here are some questions to consider as you observe your child:

What kinds of activities is your child choosing?
Does he/she choose activities independently?
Does he/she use the materials with care?
Does he/she complete the activity and return it to the shelf properly?
Is he/she working with focus and concentration?
Does he/she work through difficulties or do they frustrate easily?
Are her/his movements controlled and settled?
Does he/she seek help when needed?
How does he/she interact with the other children?
Does he/she respect the work of others?
Does he/she participate in group activities?
Does he/she work cooperatively with other children?

In addition to observing your child, take a few minutes to also observe the classroom

community as a whole. Look for:

- The variety of activities that are in use
- The interactions between the adults and the children
- The balance of individual and small group activities
- Instances of helpfulness, whether spontaneous or suggested by an adult
- Examples of leadership – children helping other children

Orientation for Parents of Students Attending School for the First Time

Most children want to come to school, but feeling anxious about new experiences is usually part of the emotions a child will experience. It can also be difficult for a parent to separate from his or her child for the first time. The following is meant as a help to ease the transition for both parents and children.

Readiness to Start School

Our teachers are focused on knowing your child as a whole, unique individual. Whether they are "academically ready" for kindergarten is not a primary concern. Knowing one's colors, numbers, letters, or shapes is not a prerequisite for starting school. We are prepared to meet your child wherever she or he is in terms of academic background knowledge. Avoid statements about academic preparedness that might induce anxiety such as, "You need to learn your shapes so you are ready for school." Teachers appreciate help in preparing the child to be successful socially and behaviorally. Children need to be ready to learn to share, to take turns, to solve problems peacefully, and to talk about their feelings. It is also helpful if they have had some help in being aware of their voice volume and body movements and the need to adapt these in indoor and outdoor environments.

Going to School

Here are some skills that your child will be developing right away:

1. Keeping track of belongings.
2. Understanding order. (Putting things back, having to take turns…you can encourage the same habits at home.)
3. Doing things for oneself. (Dressing oneself and taking care of personal hygiene etc., are skills which will come out of necessity in a classroom setting. Children are usually motivated to learn these and become more independent as they observe older children accomplishing them.)
4. Sharing an adult.
5. Inner controls related to environment. (Child learns to observe the limits and expected behaviors of the environment and the community because s/he wants to belong.)
6. Development of language. (New experiences will broaden your child's vocabulary.)
7. Desire to work. (School provides opportunities for social comparison which often translates to a desire to work to gain new skills.)

Being Aware of Your Feelings

Below are some feelings you may be experiencing.

1. Concern about being accepted and liked in the school community.

2. You may feel loss. Indeed, you are losing time with your child, but you are gaining the opportunity to broaden your child's world, and you will always be your child's first teacher.
3. You may feel anticipation for the adventures ahead.
Try to focus on #3 and downplay #1 & 2.

Some Handy Responses
If your child says: I want you to come into school and be with me.
You might say: This school is for children like you, it is not a school for grownups.
If your child says: The playground is scary.
You might say: Yes, when things are new they can be scary. Soon it won't be new, and it won't seem scary to you anymore.
If your child says: I don't want to go to school.
You might say: You are a big boy/girl. You need to go to school.

- Don't over-discuss ahead of time.
- If there is an issue upon arrival, don't be hesitant and don't give a choice. Remain firm, loving, and calm.

Also Important to Note

1. Children do not always express the wide range of feelings they have when starting school. When asked about how school is going, they often say nothing or focus on one or two negative incidents. Parents should not always be literal about what a child shares regarding school. Much more is happening than they are expressing.
2. Most children understand that school is different and behave differently at school than they do at home. They are becoming members of the classroom and school community and this takes a great deal of effort at first. Your child may come home overtired at first while they make this adjustment. She may exhibit behaviors aberrant to her usual self as she "lets her hair down" at home. Home is a safe place to blow off steam, and this should pass in time.
3. It takes some time for teachers to get to know your child as a learner. Expect that your child's teacher will focus on community building and teaching rules and procedures initially. This is time well spent that will ensure that more time can be used later to focus on individual academic plans. Your child's teacher will likely start with work that is very easy for him or her. Know that this is a wise teacher's move to build confidence in learners as more information about individual's skill levels is collected.

Parking

For drop off and pick up, please use the CARD parking lot, the lot at the end of Cleveland Ave., or the north end of the large parking lot closest to Sherwood's campus. To enter camus, use the side gate which opens next to the bike parking area from the CARD parking lot or one of the front entrances. There is one entry to the TK/K campus from the gate on the Cleveland Ave. Side. **If you use the 20th Street Park lot, please note this is not a drop off area, please pull into a parking space and park.** Stopping to drop off students at the pedestrian gate causes backups and is discourteous to others. It also creates a safety issue as some drivers attempt to navigate around the standing vehicle.

If the lot is not open, please use the Chapman parking lot nearest to Cleveland Ave. There is no parking in the front classrooms where 16th Street meets Cleveland Ave.; this is a fire lane. Parking here causes trouble with after school traffic, and it could create an issue for emergency personnel in the event of a fire or medical emergency.

There is also no parking on Cleveland Ave. along the stretch of road in front of 1010 Cleveland Ave. Illegal parking here in the past has forced children to walk in the roadway to get around the car blocking their path. There is a Parking Map in the appendices of this document for referral.

Recommended Reading on the Montessori Method

The books listed below are suggested for those interested in learning more about Dr. Maria Montessori, her method of learning, and the development of children. Some of these books are available at the school and parents are welcome to borrow these.

Books by Dr. Maria Montessori:

- *The Absorbent Mind* - Dr. Montessori's comprehensive book on early childhood.
- *The Discovery of the Child* - Montessori concepts of education and the teaching materials.
- *The Secret of Childhood* - The child's role in society with focus on the child's spirituality.
- *Education and Peace* - A collection of speeches and essays by Maria Montessori on world peace.
- *Education for a New World* - This book discusses preparing the child for tomorrow's world.
- *To Educate the Human Potential* - The cosmic view of education beyond age 6 is the focus of this book.
- *The Formation of Man* - Montessori philosophy and her approach to world literacy.
- *From Childhood to Adolescence* - An overview of the different states of development through adolescence; includes the Erdkinder concept.

Books by other authors:

- *Maria Montessori: Her Life and Work* by E. M. Standing - A detailed account of the Montessori Method in theory and in practice.
- *Montessori: A Modern Approach* by Paula Polk Lillard - A good introduction to Montessori for parents, educators and all professionals working with children.
- *Montessori: The Science behind the Genius* by Dr. Angeline Lillard, professor of psychology at the University of Virginia. An academic work that connects modern research with the Montessori method.
- *Positive Discipline* by Jane Nelson, licensed marriage, family, and child therapist provides proven strategies for establishing and maintaining respectful, nurturing relationships using positive techniques.
- *Beyond Discipline: From Compliance to Community* by Alfie Kohn describes a discipline approach used in classrooms that uses a positive and cooperative approach
- *Diverse Families, Desirable Schools: Public Montessori in the Era of School Choice* by Mira Debs examines the history of Montessori in the public realm and some of the issues that have arisen as Montessori reaches a broader range of families once

offered widely tuition-free.

Report Cards

Our report cards were created with input gathered from multiple sources to ultimately provide parents with a clear, informative picture of their child's performance at school. Academic skills that are evaluated are from the Common Core State Standards, specifically, the standards chosen by the teachers to have the most impact on students' future academic development. The Montessori philosophy seeks to educate the whole child and the reports are wider in scope than simply academics, therefor report cards contain information on social and emotional growth as well. Your child's teacher is the best source of information about the report cards and can answer any questions you may have.

Safe Storage of Firearms

The State of California has passed legislature requiring public schools to inform parents and guardians about safe storage of firearms. This section of the handbook is to inform and to remind parents and legal guardians of all students in Sherwood Montessori of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; **or** (3) unlawfully brandishes the firearm to others.[1]
    - **Note:** The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the

[1] See California Penal Code sections 25100 through 25125 and 25200 through 25220.

permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.[2]

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.[3]

- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.[4]

Note: Your county or city may have additional restrictions regarding the safe storage of firearms.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Safety

The safety of the children, staff, and visitors at Sherwood Montessori is of vital importance. If you are interested in being a member of the Safety Committee, please see the Director. The Safety Committee will work with the Director, the Board, and the school's insurance carriers to continually improve the Safety Plan for the school.

Some ways parents can help keep Sherwood a safe place include:

- Reviewing school rules with children
- Notifying the school of any changes in medical conditions
- Driving slowly and defensively near the school
- Keeping contagious children home from school
- Encouraging children to go to the adults at school when they have a conflict they need help resolving
- Pointing out malfunction in equipment or hazards on or near the school site

Safety from hate is as vitally important as physical safety. Teacher and staff are vigilant and listen for teasing or insults related to race, ethnicity, body size, physical abilities, religion, sexual orientation, clothing, appearance or socioeconomic status. Comments of this nature will not be ignored or tolerated but will be swiftly rebuked. Individuals, children and adults, will be taught why the remarks are inappropriate and restorative practices will be employed to address harm brought about by such remarks. If such actions are repeated, administrative remedy may include suspension or expulsion for students and termination of employment for staff or faculty.

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[2] *See* California Penal Code section 25100(c).
[3] *See* California Civil Code Section 29805.
[4] *See* California Civil Code Section 1714.3.

Specifically: no insults related to ability, appearance, culture, gender, home language, race, ethnicity, religion, sexual orientation, or social class will be tolerated.

Sherwood Montessori Board Meetings

Regular, special, and emergency Board meetings are open to the public and parents and community members are welcome to attend. There will also be a separate opportunity at Regular meetings for general public comment on all subjects relating to the school. In accordance with the Brown Act, agendas for regular meetings are posted 72 hours in advance and agendas for special meetings are posted 24 hours in advance of the meetings. Agendas are posted on the school website as well as physically at the school site. Meetings are usually held at the school; a change of venue will be posted if the location is changed. Currently, meetings are being held on Zoom. The meeting ID and password are published on the agenda (posted on the homepage of the website and on campus on the office bulletin board), on the school's Google calendar on the website and in the School Announcements.

Community members who attend are invited to make comments related to items posted on the agenda. These comments must be limited in length and the Board will usually not respond. This may feel strange as we are used to two-way communication in most other settings; Board meetings are regulated by the Brown Act and use Robert's Rules of Order. Occasionally, the Board may hold a closed session. These meetings are not open to the public but are limited to personnel issues, potential litigation, and real estate negotiations. Board members may not disclose details of what occurs in closed meetings.

SMPO

Parent involvement is vital for the success of Sherwood Montessori. In addition to providing volunteer opportunities that enrich our program, with participation parents make a powerful statement to the children that school is important, and education is valued by the family. The SMPO provides parents with an avenue to effective participation in the school's operations. All parents and teachers at Sherwood are de facto members of the SMPO. Active membership is encouraged and achieved by attending regularly scheduled SMPO meetings, either in person or via Zoom. SMPO meetings include announcements and updates, information about events and fundraisers, opportunities to volunteer for the school, and a Director's report. There is also an Open Forum for items not listed on the agenda to provide an opportunity to offer suggestions and feedback.
The SMPO has a shared leadership structure, which evolved from many times hearing the feedback: *I want to help, but I don't want to be in charge!* Our events and fundraisers are well-established, and the Sherwood administrative staff can guide a Leadership Team for each SMPO event. In this way, many hands make light work, and our community gets the benefit of having many invested volunteers work together to create events that become cherished memories for the kids!

Student Success Team (SST)

An SST will be convened to be a source of expertise whenever a student is not achieving up to her or his potential. Sherwood's SST may be comprised of the student's teacher, the student's parent/s, special education providers, and the Director of Multi-Tiered System of Support, although not every member of the team may be present at every meeting. The process of formally identifying a child for a modification in academic services can begin with a parent, teacher, or any staff member expressing a concern for a child. Concerns can be academic or emotional in their scope. Once the concern is expressed, the SST will meet to identify possible interventions for the student. After a determined amount of time with interventions in place, usually about six to eight weeks, the SST will meet again to evaluate the effectiveness of the interventions. Interventions will be modified as needed until the child is able to function in a way reflective of her or his potential.

Title 1

During the COVID emergency, Sherwood became a Title 1 School to take advantage of the federal funding provided to such schools. Typically, Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:

    - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

    - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and

    - Is teaching in the field of discipline of the certification of the teacher.

2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact Michelle Yezbick, the School Director, at 530-345-6600 or by email at michelle@sherwoodmontessori.org

Toys and Electronics

Children are encouraged to bring items from home that relate to the current academic themes, for example: books or current articles on topics of study, or special things responsibly collected from nature such as bird nests, unusual shells and rock specimens. *However, toys and electronics from home are not allowed at school*. If a child finds it hard to part with a particular toy, perhaps the toy can accompany the child to school and remain in the car to wait for the child's return at the end of the day. If a student is going to a friend's house after school and wants to have a toy or electronic for the after school visit, he or she may bring the item to the office to hold on to for

the school day, but the office is not responsible for any item that is lost or broken while there.

Uniform Complaint Procedures Policy (UCP)

Every county office of education, school district, and charter school governing board are required to have established local complaint policies that describe procedures to be followed to resolve complaints. Federal and state laws and regulations specify which programs and activities lie within the UCP scope. These are described in the Uniform Complaint Policy and Procedures, available in the office and on the school website. These complaint procedures are to give a structure to addressing issues of non-compliance for required programs and for issues of harassment, intimidation or bullying. Whether you use a formal or informal procedure to have concerns addressed, please do communicate with us about matters that could negatively impact our community and/or our kids. We want to solve problems; we need to know about them to do so. If something is making you uncomfortable, please don't sit in that discomfort alone or hesitate to bring the concern to your child's teacher or the School Director.

Visitation Policy

Sherwood is a community-based school, and all community members' voices and input are valued and necessary. In order to run a school efficiently, procedures around visits and appointments are needed to ensure that input is received, and the business of the school is not disrupted. To meet with the Director, please make an appointment with the Administrative Assistant in the office. To visit a classroom please make arrangements through the office with at least 48 hours advance notice to allow communication with the classroom teacher, but not before the first six to eight weeks of school. This is to allow the children have had an opportunity to establish community norms and a sense of ownership over the classroom, a period of what Dr. Montessori called "normalization". To arrange a tour for a community member interested in Sherwood, please communicate with the office as well. For more details on the Visitation Policy, our board adopted policy is posted on our website on the Board of Directors/policies page.

Volunteering

Sherwood Montessori is committed to being a school in which collaboration and high family involvement is optimized to provide students with the best possible school experience. Seeing parents helping out at the school sends a positive lesson for children. It shows them that education is valued and it is important enough to work for and invest time in. Not every family has unlimited resources of time or skills to offer, but there are things that any and all of us can do. The SMPO offers a variety of tasks and projects in which parents and families can be involved. In addition, as each family gets to know the teachers and their child's program, parents can find other ways to help. Each family is encouraged to perform a **minimum of 40 hours** of involvement hours for the school each academic year. Part of these hours may be filled by attending school performances, attending Back to School Night and Parent Education Night, and participating in school functions. For families that are unable to extend themselves beyond

attendance at these types of events, a cash donation in lieu of work hours can be made to the school.

The California Department of Education asks us to provide a metric of our family involvement in our LCAP (Local Control Accountability Plan). That is one of the reasons we ask families to report volunteer hours. Another reason is that some grant applications ask for data showing volunteer power in our organization. A third reason is that it helps us in the office know who has experience with different volunteering options and who needs to find a way to volunteer, we can connect parents with this information.

The Parent Square App makes reporting volunteer hours easy! Please download Parent Square to keep up with communication from the school, to sign up to volunteer, to report volunteer hours, and to receive alerts from the school.

Note: Volunteers in the classroom must wait until the period of normalization is complete, after the first six to eight weeks of school. Volunteers who help in the classroom must refrain from any behavior that the teacher deems distracting from the classroom process, failure to do so will result in loss of the ability to volunteer in the classroom. Classroom volunteers will be asked to review the Parent Participation Policy for further guidance.

Some examples of ways parents might volunteer include:

<u>Classroom Environment</u>

- providing snack for the class
- laundering dish towels at home
- cleaning the classroom (vacuuming, dusting, wiping tables and surfaces)
- caring for class pets over breaks
- sharpening pencils
- making copies

<u>School Grounds</u>

- sweeping up outdoor areas of the campus
- working in the garden
- completing handyperson tasks
- directing traffic before or after school
- creating a parent committee to beautify the campus

<u>Educational Programs</u>

- assembling booklets for the classroom
- listening to student readers
- administering spelling tests
- planning field trips
- driving and chaperoning on field trips
- helping with special projects (e.g. puppet making, cooking and gardening, art)

- sharing expertise in the classroom as a visiting guide

Fundraising and Events Planning

- planning classroom fundraisers
- joining an SMPO fundraising committee
- joining an SMPO event planning committee
- volunteering at special events (e.g. International Day, Parade of Lights, Fall Festival, Winter Performance, Variety Show, Sherwood Music Festival)
- researching grant funding sources and helping to write applications

Marketing and Communications

- updating content on the school website
- developing Sherwood's social media presence (e.g. Facebook, Instagram)
- posting school reviews on Yelp, Google, Great Schools, Niche
- distributing flyers and brochures (e.g. grocery stores, farmer's market, library, cafes)

Leadership and Governance

- serving as an SMPO coordinator (fundraising, marketing, community)
- participating on the Local Control and Accountability Plan (LCAP) committee
- serving as a member of the Board of Directors
- joining a Board committee (e.g. Development, Finance, Strategic Planning)

Volunteering in the Classroom

- role that is predetermined with teacher input-will require communication with teacher
- care of the environment-cleaning and ordering materials and shelves
- work with students: listening to reading, giving spelling quizzes, practicing math facts e.g.
- may be curtailed if there are negative effects on student concentration

Appendices

A. Sherwood Referral Document
B. Thought Paper
C. Butte County Office of Education Child Welfare and Attendance Truancy Process and Responsibilities Overview
D. Parking
E. Resolving Conflicts at Sherwood Montessori

Sherwood Referral Form

Order, Coordination, Concentration, Independence

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

Student Name:_____

Date of incident: _____

Time of incident: _____

Grade: TK K 1 2 3 4 5 6 7 8

Referring Staff: _____

Location

choose only one

☐ Classroom ☐ Hallway
☐ Bathroom ☐ 20th Street Park
☐ Cafeteria ☐ 1010 Cleveland
☐ Playground ☐ Library
☐ Pick-up Areas ☐ Office
☐ Off Campus ☐ Other_____

Each referral can be only Minor or Major, not both.

Choose up to two, circle the primary behavior problem if choosing two.

Minor Problem Behavior

☐ Defiance
☐ Disrespect
☐ Disruption
☐ Inappropriate Language
☐ Physical Contact
☐ Property Misuse
☐ Technology Violation
☐Elopement
☐Other_____

Major Problem Behavior

☐ Abusive/ Inapp. Language ☐ Bullying
☐ Defiance ☐ Disrespect
☐ Disruption ☐ Fighting
☐Forgery/Theft/Plagiarism ☐ Harassment
☐ Lying/Cheating ☐ Property Damage
☐ Leaving Campus ☐ Physical Aggression
☐ Other

Perceived Motivation

choose only one

Obtain:
☐ Adult Attention
☐ Items/Activities
☐ Peer Attention

Avoid:
☐ Adult
☐ Task/Activity
☐ Peer

Action Taken *Choose up to two, circle the primary primary action taken if choosing two.*

☐ Reset ☐ Restitution ☐ Parent Contact by:
☐ Individualized Instruction ☐ Action Pending
☐ Loss of Privilege
☐ Conference with Student/Thought Paper ☐ Out-of-School Suspension (_____hours/days)
☐ Other _____

Others Involved

choose only one

☐ None ☐ Teacher ☐ Substitute ☐ Unknown
☐ Peers ☐ Staff ☐ Other _____

Other Comments:_____

_____

SHERWOOD MONTESSORI

Thought Paper

Date_____

What was the problem?

_____

_____

_____

How did your choices affect other people?

_____

_____

_____

What would have been a better choice?

_____

_____

_____

What is your plan to be sure this problem doesn't happen again?

_____

_____

_____

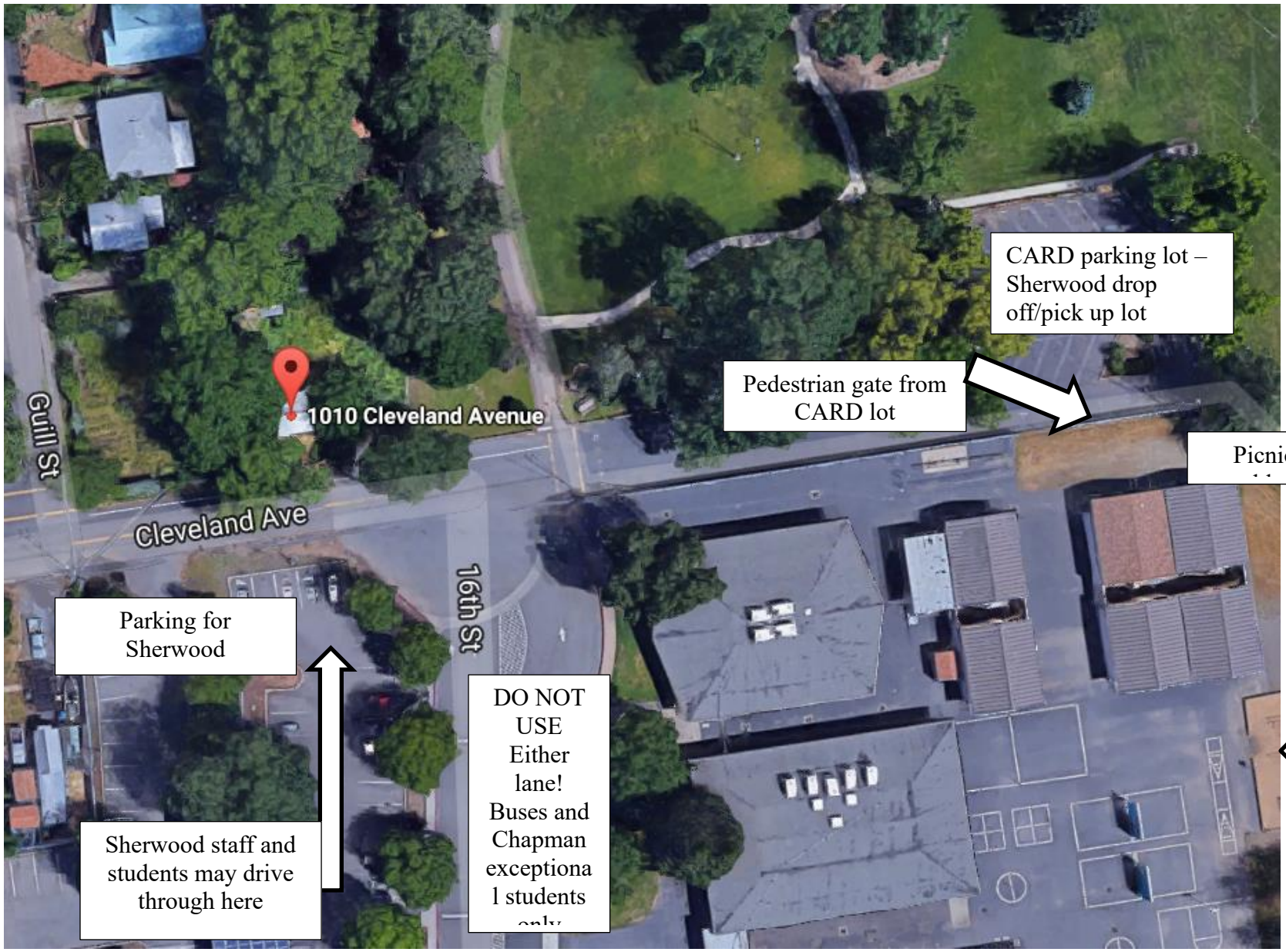
Teacher's Signature_____ Date _____

Student's Signature_____ Date _____

Parent's Signature _____ Date _____

Student/Family	School Site/District		BCOE Student Attendance
3+ Unexcused absences or truant tardies of 30 minutes	—Letter #1 sent to parent	—Utilize all site, district, and possible community resources to address barriers to attendance and support family and student throughout the process Document —Copies of letters DO NOT need to be forwarded to BCOE	—Consultation offered to schools throughout the process
Additional Unexcused absences or truant tardies	-Letter #2 sent to parent —May include District Attorney letter. Refer to DA Letter overview		
Additional Unexcused absences or truant tardies	-Letter #3 sent to parent		
Meeting with Site Administrator or designee	School Site Contract put in place. *School determines if these meetings will occur (consistently for all students) after the second or third truancy letter.	Site Admin meets with student/parent to discuss attendance barriers and supports with School Site Contract put in place	
Broken School Site Contract	-Referral to SARB SARB Chairperson reviews referral, schedules meeting or returns for further action		
SARB Hearing	—SARB members discuss attendance barriers, suggest supports and resources —Contract signed		-Participate on SARB
Broken SARB Contract	-Notify SARB Chairperson and provide necessary documents as requested		—Referral to Law Enforcement or return to SARB/school for further action
Truancy Court	—Provide requested attendance updates -Administrator present at court when requested		—Prepare/present court report -Reminder calls to parents —Provide outcome to Site Administrator and SARB

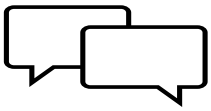
North



Please follow all traffic and parking guidelines. These have been created in collaboration with Chico Police Department and traffic violations may be issued for failing to comply with these guidelines.

Resolving Conflicts at Sherwood Montessori

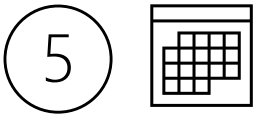
Step 1: Within 24-48 hours, address the problem with the person with whom you are in conflict. This can be in a meeting, or a request for a meeting (via email, by phone or written note



Step 2: If, after meeting with the individual, the conflict is unresolved, you may request formal paperwork to file a complaint from the office.



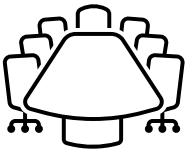
Step 3: The Director will meet with the complainant within 5 working days.



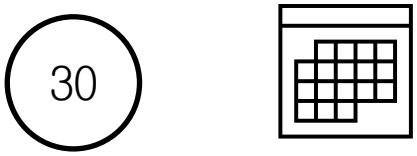
Step 4: The Director will respond in writing after the meeting within 10 working days.



Step 5: If the complainant is unsatisfied with the response, they can submit their complaint to the Board Chair.



Step 6: The Board will respond to the complainant within 30 days.



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wolfpack

Manual Familiar

Edicion de aniversario 15ª

2024-2025

Queridas familias,

Bienvenido a la edición de aniversario 15ª del Manual Familiar 2024-2025. En este documento, usted encontrara las respuestas a muchas de sus preguntas anticipadas. Aquí se incluye información sobre cómo participar en la escuela a través de la membresía de SMPO (ya es miembro si es padre o maestro) y cómo ser voluntario en la escuela. También hay información sobre cómo la escuela se comunica con los padres y las familias y se describe las oportunidades de educación para padres. También hay pautas sobre cómo observar en las aulas, una forma importante de entender el método de educación Montessori y las oportunidades de aprendizaje enriquecedoras a las que su hijo / a puede acceder a todos los días en la escuela.

Si ha sido padre en nuestra comunidad en el pasado, encontrara contenido que le resulta familiar y muchas nuevas adicciones. Por favor, revise la información en este manual y guárdelo en su casa para referencia futura. Si su copia está fuera de su alcance, siempre puede acceder a la edición electrónica que hemos publicado en el sitio web.

Gracias



Michelle Yezbick, Directora de la Escuela

Contenido

Información de contactos de Sherwood Montessori	5 -- 6
Nuestra Misión	6
Historia de Sherwood Montessori	6
El currículo de primaria	6 -- 7
El currículo de la Escuela Secundaria: Erdkinder	7
Objetivos educativos generales del Programa Montessori	8
Asistencia	8
Llegada	9
Procedimiento de salida	10
Procedimiento de salida temprana	10
Ausencias	10 -- 11
Comité de Revisión de Asistencia Escolar (SARB)	11 -- 12
Cumpleaños	12
Intimidación, acoso	12 -- 14
Teléfonos celulares	14
Vestimenta	14
Comunicación	14
Conferencias (Otoño y Primavera)	15
Diversidad	15 -- 16
Dia Extendido	16
FERPA	16
Acceso a los registros educativos	16
Viajes escolares	18
Recaudación de fondos	19
Quejas	20
Orientación y disciplina	20 -- 21
Independiente	21 -- 22
Estudios Independientes	22
Lesiones	22
Almuerzo	23

Medicamentos en la escuela	23
Observaciones	23
Orientación para Padres de Estudiantes que asisten a la escuela por primera vez	24
Estacionamiento	26
Lecturas recomendadas sobre los métodos Montessori	27
Boleta de calificaciones	27
Almacenamiento seguro de armas de fuego	27 -- 28
Seguridad	28

Reuniones del Consejo Directivo	30
SST	30
Juguetes y Aparatos Electrónicos	30
Política de visitas	31
Voluntarios	31

Apéndices

A. Reporte de Incidente
B. Documento de Reflexión
C. Oficina de Educación del Condado de Butte del Bienestar del Niño y asistencia, proceso de ausencia y visión general de responsabilidades D. Mapa del estacionamiento

Información de contacto de Sherwood Montessori

Oficina: (530) 345-6600
Número de Fax: (530) 345-6620
Dirección para coreo: 1010 Cleveland Ave., Chico, CA 95928

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Nuestra Misión

La misión de Sherwood Montessori es educar a los estudiantes K-8 del área de Chico, proporcionando educación Montessori dentro del contexto de **respeto mutuo y alegría**. El enfoque de la educación será la **participación en el pensamiento crítico y el fomento de la empatía**, y el desarrollo de las habilidades necesarias para convertirse en **ciudadanos competentes y responsables** que son **aprendices de por vida** y **solucionadores de problemas** hábiles. La escuela servirá a nuestra comunidad proporcionando un ambiente educativo rico y de apoyo para los niños basado en la filosofía de María Montessori que permite que cada niño alcance su propio potencial académico, personal y social y se concentre en **educar al niño entero intelectual, física y psicológicamente**. La metodología utilizada desarrollará una base sólida para los estudiantes, y hará hincapié en la **ética, la iniciativa, la persistencia y la confianza en sí mismo**. Esta misión se realizará mediante un **esfuerzo comunitario concertado** entre la escuela, los padres y el niño en particular.

Valores Fundamentales:

Para implementar y sostener con éxito esta misión, fundación de la escuela esta en los siguientes valores:

- Aplicar creativamente el método Montessori para alcanzar altos estándares académicos, al tiempo que enfatiza temas básicos
- Mantener una población escolar totalmente diversa a través de la educación mixta de edad,

Aulas que dan la bienvenida a todos los estudiantes

- Poner énfasis en la colaboración, la resolución de problemas y la fijación de objetivos auto dirigido para cada estudiante Montessori de acuerdo con la preparación para el desarrollo
- Fomentar un compromiso hacia la sostenibilidad y la conciencia ambiental local y

Globalmente, tanto en Chico como en el mundo

- Aplicar estándares firmes de conducta, enfatizando el respeto mutuo, la honestidad y la cortesía
- Emplear profesores creativos, apasionados y comprometidos que estén de acuerdo con la filosofía Montessori
- Promover la participación y la colaboración de los padres en todas las áreas de la educación y la gobernanza

Una breve historia de Sherwood Montessori

Sherwood Montessori se inició cuando un grupo de padres vieron la necesidad de un enfoque Montessori en la educación de la comunidad de Chico. Dr. Russell Shapiro, el primer presidente de la Mesa Directiva escribió la Petición de Carta de la escuela y fue aprobada por la Junta de Educación del Distrito Escolar

Unificado de Chico el 2 de diciembre de 2009. La apertura de la escuela comenzó inmediatamente y Sherwood abrió sus puertas a cerca de 100 estudiantes el 25 de agosto de 2010. Veinte meses más tarde, el 7 de marzo de 2012, nuestro contrato se renovó con éxito para los próximos cinco años. El 22 de marzo de 2017, fue renovado nuevamente por otros cinco años. La Misión mencionada arriba representa el sueño que hemos tenido y el privilegio de ver realizado. Nuestra historia está apenas comenzando, y nosotros, los educadores, padres, familias y miembros de la comunidad seremos los autores de el mismo. Con la guía de la declaración de la Misión y la inspiración que viene de querer un mundo mejor para nuestros niños, Sherwood se moldeará en el tipo de escuela de la que podemos decir: *Ojalá hubiera ido a una escuela como esa.*

El plan de estudios de transición de jardín de infantes / jardín de infantes

Sherwood Montessori ofrece un entorno de aprendizaje para estudiantes de 4 a 6 años inspirado en la Casa dei Bambini, o Casa de Niños, para niños de 3 a 6 años en la estructura tradicional de Montessori. Los niños que cumplirán 5 años entre el 2 de septiembre y el 2 de febrero son elegibles para inscribirse en el programa de kindergarten de transición. Nuestro salón de clases de tk / k incluye los materiales que encontraría en un ambiente tradicional de primaria Montessori, o Casa. Los materiales sensoriales y los materiales de la vida práctica, desarrollados por la Dra. Montessori, apoyan a los niños pequeños en su independencia, fomentan la autoestima, brindan preparación para el aprendizaje académico y promueven la propiedad de su entorno de aprendizaje. El hermoso salón de clases centrado en el niño también incluye materiales Montessori interesantes en artes del lenguaje, matemáticas, ciencias, arte y geografía.

Los niños en el aula de primaria aprenden y crecen a un ritmo asombroso con maestros cariñosos que brindan instrucción académica y socioemocional. Muchos estudiantes ingresan a la escuela por primera vez en nuestra clase de primaria y nuestros maestros son guías amables que los preparan para el éxito. Las actividades y lecciones son apropiadas para el desarrollo y responden a las necesidades de los niños pequeños. Después de su tiempo aprendiendo y creciendo en la clase tk / k, los estudiantes de Sherwood están ansiosos por pasar al nivel de primaria, donde les espera un trabajo intrigante y un aprendizaje en el siguiente nivel.

El Currículo de la Escuela Primaria

El plan de estudios elemental de Montessori en Sherwood incluye las lecciones Montessori tradicionales y la metodología complementada con el contenido necesario para que los estudiantes tengan éxito en el siglo XXI. La instrucción se adapta a cada alumno individual. Con múltiples grupos de edad, los niños son capaces de avanzar en áreas de fortaleza y recibir apoyo en áreas de necesidad, todo dentro de su ambiente de aprendizaje primario. El currículo a través de los sujetos se mueve de contenido y habilidad presentado y practicado primero en el ámbito concreto antes de moverse gradualmente hacia el dominio abstracto, apoyando y asegurando el dominio en cada etapa.

Los materiales en el aula han sido cuidadosamente diseñados para el éxito del alumno. Son atractivos y

acogedores, hechos de materiales naturales, y deliberadamente planeadas en su capacidad de crear un área de enfoque para el alumno a medida que él o ella construyen el entendimiento a través de múltiples modalidades sensoriales. Los materiales y el ambiente de aprendizaje han sido planificados con la perspectiva del estudiante en mente. Por lo tanto, son apropiados para el desarrollo, atractivo, en orden e incluyen el "control del error" que permite a los niños desarrollar independencia. No es necesario que un adulto señale errores; los materiales y el medio ambiental facilitan la capacidad del niño para autocorregirse. Se desarrolla un sentido de posesión de su trabajo y de su aula y el lugar de control se desplaza del adulto al niño. El resultado es una verdadera educación emancipadora y el fomento del aprendizaje permanente.

El plan de estudios de la escuela secundaria: Erdkinder

María Montessori describió un enfoque convincente para enseñar a los adolescentes que ella llamó "Erdkinder", en alemán es "Niños de la Tierra". Con el enfoque de Erdkinder, los niños se presentan con un mundo real en el que construyen su educación basada en el medio ambiente. Un entorno urbano podría encontrar a los estudiantes dirigiendo un supermercado o un lugar de hospedaje y desayuno. Un entorno rural probablemente sería una granja. En Sherwood, tenemos un programa de jardín para entablar el programa de mercadeo en el que los estudiantes cultivan alimentos, preparan comida y "venden" alimentos para recaudar donaciones en el Mercado de Agricultores. Usando este enfoque auténtico, el estudiante adolescente entiende el valor de las habilidades académicas como son necesarias para el éxito en el mundo real.

Al igual que con el currículo de Primaria, se hace hincapié en individualizar el programa para cada estudiante. La meta de cada estudiante en Sherwood Montessori es educarlos con la preparación para el éxito en la escuela secundaria y más allá. Nuestro trabajo no se limita a preparar al niño académicamente, aunque esto ciertamente es nuestra responsabilidad. También vemos nuestro trabajo como la preparación de los niños con todas las habilidades necesarias para tener éxito en el siglo XXI. Por favor vea los siguientes objetivos de nuestra visión general y de las habilidades y metas que están dentro del alcance de nuestro programa.

Objetivos Educativos Generales del Programa Montessori

Habilidades Físicas

- Desarrollar el control y el dominio del movimiento del cuerpo
- Desarrollar un estilo de vida saludable y una apreciación de mantener un cuerpo sano
- Desarrollar una coordinación de motor fina ***Metafísica***
- Aprender deportes y habilidades atléticas que se pueden disfrutar hasta la edad adulta
- Dominar una coordinación necesaria para la escritura y otras habilidades ***Habilidades Emocionales***
- Consiente de los propios sentimientos
- Comunicación de sus sentimientos asía los demás
- Capacidad para resolver conflictos pacíficamente ***Objetivos Emocionales***
- Desarrollar empatía

- Desarrollar confianza en sí mismo
- Desarrollar una autoestima sana
- Desarrollar una apreciación de conexión propia con los demás ***Habilidades intelectuales***
- El dominio de todas las habilidades académicas y de pensamiento necesario para el aprendizaje permanente de por vida ***Meta intelectual***
- Convertirse en un aprendiz independiente y auto dirigido

Asistencia

Sherwood Montessori está comprometido a ofrecer una educación Montessori auténtica de alta calidad juntamente con el esfuerzo comunitario entre la escuela, los padres y el niño. Las familias confían en nosotros para que cumpleaños este compromiso, así como confiamos en las familias que harán lo mismo. **La asistencia regular es esencial para que los niños tengan éxito en la escuela.** Un niño que está excesivamente ausente se perderá la construcción de la comunidad y las oportunidades sociales que no se pueden recrear. Las tardanzas excesivas pueden tener un efecto similar en la educación de un niño. La llegada tardía también perjudica la clase cuando los niños detienen sus actividades para preguntar por qué su compañero llego tarde. *Por favor llame a la escuela si sabe que su hijo faltará por cualquier motivo*. El personal de la oficina ha sido instruido a llamar a los padres de cualquier niño que no esté presente en la escuela, solo si no hemos recibido una llamada, o correo electrónico o nota enviada que nos notifique de la ausencia. La seguridad de los niños es primordial en Sherwood y estas llamadas a casa son para garantizar la seguridad.

Estos son algunos hechos sobre la asistencia y el logro que nos gustaría compartir que pueden sorprenderle:

- El ausentismo crónico es al faltar el 10 por ciento de los días escolares por cualquier motivo - excusado y no excusado, incluyendo suspensiones en la escuela. Basado en investigación, esto marca el inicio cuando los estudiantes comienzan a quedarse atrás académicamente porque han perdido demasiados días
  escolares.
- Sherwood Montessori, como la mayoría de las escuelas públicas de California, se encuentra actualmente en ATSI (Apoyo y Mejora Adicional Específico) por mala asistencia. Esto significa que estamos siendo monitoreados por nuestros esfuerzos para aumentar la asistencia de los estudiantes.
- Perdemos fondos por todas y cada una de las ausencias sin importar el motivo. California ha optado por financiar las escuelas de esta manera, a pesar del control limitado que tienen las escuelas sobre las ausencias. Practicamos un presupuesto fiscalmente responsable, lo que significa que no asumimos altas tasas de asistencia, ¡sino que preferimos asignar más dinero para gastar en la educación de los estudiantes! Actualmente, cada día de ausencia le cuesta a la escuela alrededor de $56/estudiante.
- La asistencia es importante desde el jardín de infantes/kínder. Los estudios muestran que muchos niños que faltan demasiados días en el jardín de infantes/kínder y en el primer grado pueden tener dificultades académicas en los siguientes últimos años. A menudo tienen problemas para dominar la lectura al final del tercer grado.

- Ausencias esporádicas, no son solamente los días consecutivos de clase que importan. Faltar uno o dos días al mes puede llegar a sumar hasta casi el 10 por ciento del año escolar.
- Sus hijos pueden sufrir académicamente si pierden el 10 por ciento del año escolar o 18 días. Eso puede ser sólo un día cada dos semanas, y eso puede suceder antes de que usted lo sepa
- *Esforzarse por cinco o menos ausencias para obtener los mejores resultados de aprendizaje para su hijo.*

Finalmente, la buena asistencia alivia a la escuela de la incómoda obligación de reportar el absentismo escolar a la agencia de Bienestar Infantil como lo requiere la ley. Los padres pueden estar sorprendidos al saber que tan poco como tres ausencias injustificadas o tardanzas de más de 30 minutos de registro desencadena el proceso de disciplina por absentismo en el Condado de Butte. El absentismo es un asunto legal y Sherwood está obligado a seguir todas las leyes en términos de reportar las ausencias a las autoridades apropiadas.

Llegada

El aula Montessori es un ambiente estructurado, con la primera parte del día reservada para organizar actividades y planificar el período de trabajo. **La llegada tardía interfiere con la comunidad en su conjunto y evita que el niño participe en experiencias de aprendizaje cooperativo.** Dé un tiempo suficiente para que su hijo llegue a la escuela y no se sienta apurado. La energía del niño al entrar a clase puede establecer el tono para todo el día.

Entre las 8:30 a.m. y 8:45 a.m., el personal de Sherwood Montessori está disponible para supervisar a los estudiantes a medida que llegan. Esto será en el asfalto al lado norte de la escuela. Por favor, vea el mapa de tráfico para obtener detalles sobre dónde estacionarse, y donde los niños pueden estar en la mañana antes de la escuela, y dónde caminar. Cualquier niño que llegue a la escuela antes de las 8:30 am debe registrarse en el programa Día Extendido. Si un niño llega a las 8:27 am, él o ella deben registrarse en el programa Día Extendido. Si un niño llega a las 8:29 a.m., él o ella deben registrarse en el programa Día Extendido.

Los niños que llegan después de las 8:45 a.m son marcados tardíos; Si el niño llega después de que las hojas de asistencia hayan sido recogidas, el estudiante tiene que ir a la oficina en la habitación 3 para reportar asistencia. Por favor, estaciónese y camine a su hijo para firmar en la oficina. A su hijo se le dará un recibo tardío que se lo dará al maestro como un medio de comunicar que los procedimientos de llegada tardía se siguieron. Esto no se utiliza como medida punitiva, sino para facilitar los procedimientos de seguridad. Cuando un niño no está presente en la escuela y los padres no han hecho ninguna llamada a la escuela para explicar la ausencia, el personal de la oficina hace una llamada a casa para determinar el paradero del niño. ¡Esta llamada puede ser muy alarmante para los padres si esperan que el niño está en la escuela! El personal de la oficina no tiene manera de saber si un niño llega tarde si no se siga el procedimiento anterior.

Procedimientos de Salida

- 2:50 p.m. es la hora normal de recoger a los estudiantes en los grados TK-3 todos los días. Los estudiantes en grados 4-8 salen a las 2:55pm
- Los estudiantes de Kindergarten y de kínder-transición pueden ser recojidos entre 12:05 – 2:50 cada día.
- Para los estudiantes en los grados TK-3, pedimos que los padres recojan a los niños en las aulas.
- Los estudiantes en los grados 4-8 son despedidos para caminar a casa, irse en bicicleta a casa, o caminar si los padres han firmado un formulario de permiso. Los estudiantes en los grados 4-8 pueden salir e irse con quien vino a recogerlos o esperar en las mesas de picnic.
- **A las 3:00 p.m., todos los estudiantes en todos los grados que no han sido recogidos serán registrados en el programa Día Extendido y supervisados por el personal de cuidado después de la escuela.**
- **Los estudiantes que no tienen un contrato del programa Día Extendido y están en la escuela antes o después de clase serán enviados a la oficina y se hará una llamada a casa**.

Estos procedimientos aseguran que todos los estudiantes estén bajo la supervisión de un adulto, ya sea un padre o un personal de cuidado de niños, en todo momento mientras estén en la escuela Sherwood.

Procedimientos de salida temprana

Cuando sea necesario sacar a su hijo de la escuela antes del tiempo de salida, por favor venga a la oficina para firmar la salida de su hijo. Se le dará una forma de salida temprana, usted se la puede dar el maestro o al asistente del maestro. Esto es para facilitar la comunicación que él alumno ha sido firmado de salida en la oficina.

Ausencias

El Código de Educación en la Sección 48260 define una "ausencia" cuando un alumno está ausente sin excusa válida 3 días completos en un año escolar o tarde o ausente más de 30 minutos durante el día escolar sin excusa válida por 3 ocasiones en un año escolar, O cualquier combinación de lo mismo. El Código de Educación en la Sección 48205 provee las siguientes ausencias como "excusado" - enfermedad; cuarentena; cita médica, dental, optométrico o quiropráctico; servicios funerarios de un miembro de la familia cercana; Y por razones personales justificables. La participación de clase es una parte integral de la experiencia de aprendizaje de los estudiantes. Se les anima a los padres / tutores y estudiantes a programar citas médicas fuera del horario escolar. La ausencia del estudiante por instrucción religiosa o la participación en ejercicios religiosos lejos de la propiedad de la escuela pueden ser considerados excusados sujetos a las regulaciones legales y administrativas.

La mayoría de los estudiantes tendrán tiempos en los que será necesario ausentarse de la escuela. Es importante que los niños enfermos se queden en casa para recuperarse. No estamos equipados para acomodar a niños con enfermedades mientras están convalecientes. A continuación, se presenta una lista de condiciones que justifican una ausencia por enfermedad:

1. Temperatura más de 100 º F oralmente
2. Nausea o vómitos
3. Dolor de estómago
4. Diarrea

5. Tos persistente
6. Dolor de oídos
7. Descarga amarillenta o verdosa gruesa de nariz
8. Dolor de garganta
9. Erupción o infección de la piel
10. Ojos rojos o rosados

Las siguientes pautas son para determinar cuándo es apropiado que un estudiante regrese a la escuela después de una enfermedad:

- Bronquitis: tomando antibióticos durante 24 horas o más
- Varicela: cuando las lesiones se forman costras (aproximadamente una semana)
- Los resfriados: no hay presencia de moco amarillo o verde, que pueden estar relacionados con una infección (puede volver si no hay una temperatura elevada, dolor de garganta o tos severa)
- Conjuntivitis: cuando la descarga de los ojos se ha detenido; para la conjuntivitis bacteriana, generalmente 24 horas después de comenzar colirio antibiótico; Consulte al médico con respecto a las infecciones virales
- Diarrea: libre de la diarrea durante 24 horas o más si es causado por la enfermedad y no la medicación
- Infección del Oído: tomando antibióticos durante 24 horas o más
- Fiebre: por lo menos 24 horas sin fiebre (generalmente la temperatura es más baja en la mañana)
- Inflamación de la garganta: después del tratamiento con antibióticos durante al menos 24 horas
- Vómitos: sin vómito durante 24 horas o más

Nota: Actualmente, cualquier síntoma que también sea síntoma de COVID requerirá que los estudiantes sean excluidos de la escuela hasta que se proporcione un resultado negativo de la prueba PCR COVID o hasta 10 días después del inicio de los síntomas.

Comité de Revisión de Asistencia Escolar (SARB)

Absentismo escolar, definido como no verificadas, ausencias injustificadas o excesivas, afectan negativamente a la educación de los estudiantes. Sherwood es requerido por ley controlar el absentismo escolar e informar a las autoridades cuando hay problemas. No hacerlo pondría en peligro a la escuela, y por lo tanto no es una solución aceptable para el problema. Nosotros realmente queremos trabajar con las familias para encontrar soluciones cuando la asistencia o puntualidad es un problema, y deseamos que todas las familias tengan una clara comprensión del proceso legal que está involucrado cuando los estudiantes faltan a la escuela. Por favor revise la tabla D que clarifica en torno las responsabilidades de la escuela, así como otras agencias que puedan intervenir en el caso de que el absentismo escolar sea un problema.

1. Cuatro ausencias injustificadas generará una carta bajo mandato, legalmente compatible que detalla la política de asistencia de la escuela y las ramificaciones legales de ausencias excesivas injustificadas.

2. Cinco ausencias, justificadas o injustificadas, iniciará una conferencia con los padres / tutores y el estudiante, si es apropiado. El propósito de esta reunión es para comunicar a las familias la garantizarían de la máxima asistencia para el resto del año.

3. Siete ausencias injustificadas generará otra carta de asistencia que hace referencia a las reglas de absentismo y la policía de expulsión de la escuela. La Oficina de Educación del Condado de Butte será notificada de la posibilidad de una remisión de absentismo escolar en este momento.

4. Diez ausencias injustificadas generará otra carta de asistencia que hace referencia a las reglas de absentismo y requerirá una revisión prevista de la policía escolar de expulsión para una posible expulsión de la escuela por absentismo. En este momento el estudiante será referido a la Oficina de Educación del Condado de Butte por absentismo escolar.

5. **Ocho ausencias justificadas generará una carta exigiendo comprobante para excusar cualquier futura ausencia.** La intención no es castigar o perseguir a las familias con ausencias frecuente o niños gravemente enfermos. La determinación de los hechos en estas situaciones será a la discreción de la directora. La intención es revelar si las excusas han sido falsas para evitar la ausencia y expulsión.

Las vacaciones familiares no son excusas válidas para faltar a la escuela. Por favor, programe sus vacaciones durante las vacaciones escolares. Si una ausencia prolongada es inevitable, comuníquese con la oficina (no al maestro del estudiante) por lo menos dos semanas antes de la ausencia prevista para ver si un Contrato de Estudio Independiente puede ser implementado. Si un Estudio Independiente no es posible, ya sea debido a un aviso de menos de dos semanas u otros factores, las ausencias se registrarán como injustificadas.

Cumpleaños

El cumpleaños de cada niño puede ser compartido en la escuela con una celebración especial. Las celebraciones son únicas en cada aula, cambiando en cada nivel. Por lo general el niño trae una botana para la celebración. Por favor, comuníquese con el maestro de su niño sobre las alergias que algunos compañeros de clase de su niño pueden tener y sobre los tipos de botanas que son permitidos. Las opciones de alimento son un tema muy personal y sensible, y puede ser desafiante para una escuela acomodar diferentes creencias en la comunidad. Para los niños, el punto fundamental es que se pongan triste cuando ellos no pueden comer de los que su compañero ha traído o lo que ellos han traído no puede ser servido por motivo de alergia o porque contiene mucha azúcar. La comunicación entre la escuela y los padres puede eliminar esta desilusión. Los maestros pueden dar a los padres una lista de ideas y sugerencias en el valor nutritivo de los convites.

Ejemplos de golosinas no permitidas incluyen: galletas, cupcakes, dulces, cualquier cosa con chocolate. Ejemplos de golosinas que se permiten incluyen: frutas, pinchos de frutas, frutas congeladas o batidos. **La comunicación entre la escuela y los padres puede eliminar estas decepciones.** Los maestros pueden dar a los padres una lista de ideas de refrescos con azúcar bajo o sin azúcar en estas ocasiones.

Invitaciones para fiesta de cumpleaños

Si un niño está teniendo una fiesta de cumpleaños fuera de la escuela, le pedimos que los padres distribuyan las invitaciones a través del correo o correo electrónico. **No ser invitado a una fiesta de cumpleaños puede ser devastador para un niño y perjudicial para el ambiente de aprendizaje, por lo tanto, no se distribuirán invitaciones de fiesta de cumpleaños en la escuela a menos que la clase entera sea invitada a la fiesta.** Si no puede obtener una dirección de un estudiante en la clase, usted puede pedir en la oficina una lista de información de contacto de la clase. Algunos padres han optado en no compartir esta información y no podremos proporcionar información de contacto de estos estudiantes.

Aunque somos conscientes de que pedir a los padres que envíen invitaciones es un inconveniente y un gasto, la interrupción de dar invitaciones de fiesta de cumpleaños en la escuela es significativa. Por favor respete nuestra demanda y envíe las invitaciones por correo o correo electrónico.

Intimidación/Acoso

María Montessori desarrolló su enfoque de la educación con nada menos que la paz mundial como su meta final. En Sherwood Montessori, mantenemos esta alta expectativa en creando aulas y una escuela en conjunto que refleja nuestra creencia en esta posibilidad.
Para lograr un ambiente de paz, alegría y respeto, las altas expectativas de comportamientos positivos será la norma y los comportamientos problemáticos serán tratados con firmeza y consistencia.

La intimidación o acoso puede ser relacional y/o físico y demuestra un patrón visible de comportamientos. La intimidación/acoso no será tolerada en ninguna circunstancia por cualquier persona, adulto o niño, y será tratada de manera decisivamente. La intimidación o acoso relacional puede incluir:

- Humillaciones verbales
- amenazas de exclusión
- acusando con los maestro o adulto
- jactarse y dibujar comparaciones despectivas
- intimidación en Internet
- amenazas de violencia física
- comportamientos no verbales, pero si amenazadores, como mirar a alguien deslumbrantemente
- usar el tamaño físico para intimidar
- empujando
- jalando

- pellizco
- empujando
- tropezar
- cualquier otro medio de ejercer poder y / o intimidación.

Los casos de comportamiento de intimidación/acoso se tratarán a medida que sucedan. Se proporcionará educación y apoyo a todos los estudiantes involucrados de manera breve y empática. Si se requiere apoyo adicional, el (los) maestro (s), el director y los padres / guardianes desarrollarán e implementarán un plan. Sin embargo, al responder proactivamente a estas situaciones, el objetivo es prevenir una dinámica enfermiza y conflictiva entre maestros, estudiantes y padres.

A los estudiantes de Sherwood se les enseña a reconocer y enfrentar el acoso escolar. El acrónimo "POUR" se utiliza para ayudar a los estudiantes a comprender la diferencia entre los conflictos relacionales y la intimidación.

"P" significa "intencionado". El comportamiento es a propósito, no impulsivo o reactivo, o el resultado de no entender las interacciones sociales apropiadas.
"O" es para "unilateral". Hay una persona que está apuntando a la otra, no es un ir y venir en una relación difícil.
"U" es para "injusto". Claramente hay un agresor y una víctima, el acosador tiene el poder.
"R" es para repetir, las acciones y las palabras son recurrentes.

Facultamos a los estudiantes para que "denle al acosador el SLIP", siendo "SLIP" otro acrónimo que puede ayudar a los niños a recordar qué hacer si están siendo intimidados.
"S" es para "Levántate, habla" Se alienta a los niños a practicar quedarse quietos y fuertes y decir claramente:
"¡Alto!"
"L" es para "Etiquetarlo". Diga algo como: "Eso es intimidación, insultos, es una amenaza, está dejando a alguien afuera". Nombre el comportamiento y etiquételo como intimidación.
"Yo" es para "No me gusta".
"P" es para "Por favor, detente". Cortésmente, con poder y propósito.

Se alienta a los estudiantes de Sherwood a que se defiendan unos a otros cuando notan intimidación y usan su "poder de espectadores" porque los acosadores son pocos y los espectadores son muchos. Estas son solo algunas de las lecciones que se les enseña a los estudiantes en el ámbito del manejo de conflictos y el aprendizaje socioemocional. Nuestra intención al compartir aquí en el Manual de la Familia es dar un lenguaje común usado en la escuela que pueda usarse en casa si los niños reportan un comportamiento problemático. Tener un lenguaje común reforzará a los niños que los adultos que se preocupan por ellos en la escuela y en el hogar los ayudarán a sobrellevar los conflictos y reconocer cuándo está ocurriendo la intimidación.

Teléfonos Celulares

Los niños pueden traer teléfonos celulares a la escuela siempre y cuando se apaguen y permanezcan fuera de las manos de los estudiantes hasta que la escuela haya sido despedida. La escuela no puede ser responsable por los teléfonos celulares que se pierden, sean robados o sean quebrados mientras están en la propiedad de la escuela. Los maestros tienen la autoridad de recoger teléfonos celulares durante el día de instrucción y devolverlos al final del día si es necesario. Recuerde apagar su celular cuando visite el aula de su hijo. En el caso de que se le olvide, intente no sentirse excesivamente mortificado cuando este en la clase, que eso les sucede a todos.

Vestimenta

Es recomendado que los niños lleven ropa cómoda y lavable y que permitan participar libremente en muchas actividades del día. Niños en la escuela elemental y los niveles de escuela secundaria deben llevar zapatos atléticos cómodos para su clase de Educación Física, no botas o sandalias. Para prevenir la pérdida de las chaquetas y las sudaderas por favor póngale una etiqueta con el nombre del niño. Hay un estante cerca de los baños para objetos perdidos y encontrados, aconsejamos a los padres mirar en ese lugar rutinariamente por los objetos perdidos de sus hijos. Los artículos perdidos y encontrados más pequeños están en la oficina, Sala 3. Los objetos perdidos y encontrados que no son recogidos serán enviados a una agencia caritativa durante las vacaciones de Acción de Gracias, al principio de primavera, y verano. Antes de hacer estas donaciones, los artículos serán mostrados a los padres al inicio del día y al terminar el día escolar.

Comunicación

El maestro de su hijo/ a será la fuente de respuestas para muchas preguntas que pueden surgir durante el año escolar. Asegúrese de determinar con él o ella cuando es el mejor momento para hacer las preguntas. El correo electrónico es otra forma en que los padres pueden comunicarse con los profesores de la escuela. Los maestros, el personal de oficina y la directora tienen direcciones de correo electrónico: primernomber@sherwoodmontessori.org

La aplicación Parent Square es la plataforma utilizada por la escuela para enviar muchos anuncios e información importantes por correo electrónico, correo de voz y mensajes de texto según la elección de los padres. Descargue la aplicación en su teléfono inteligente y / o computadora para recibir mensajes de la escuela. La amable gente de la oficina estará encantada de ayudarle si necesita ayuda con el proceso.

Estas son las formas de que los padres pueden recibir notificaciones de las actividades en la escuela:

- Los jueves se mandan los anuncios semanales de la escuela
- SMPO reuniones de la organización de padres
- Juntas de Ayuntamiento
- Las conferencias de padres/maestros
- Los boletines del salón de clases, el boletín cerca de la puerta del salón
- El calendario de eventos en nuestro sitio web

Cuando los padres necesitan comunicar sobre un tema que está sucediendo en la escuela, el individuo apropiado necesita ser identificado. Si el problema es un tema relacionado en el salón de clase, el maestro

es la persona con quien se debe dirigir la comunicación. Todos los maestros de Sherwood están comprometidos a proveer una educación Montessori de alta calidad a cada niño. Cuando hay problemas, los maestros necesitan que se les traiga a su atención para que puedan ser resueltos. La comunicación abierta es esencial para este proceso.

Si el asunto es un asunto relacionado con la escuela, la directora es el individuo con quien se debe dirigir la comunicación. Algunos ejemplos son asuntos relacionados con el personal escolar, las instalaciones, asuntos financieros y problemas con otros padres y/o miembros de la familia. Si un padre ha tratado primero de resolver un problema con un maestro y no está satisfecho con el resultado, entonces la directora es la persona apropiada con quien comunicarse. Las citas con la directora están disponibles a través de la oficina, haciendo una cita con la Asistente Administrativo.

La Junta Directiva de Sherwood Montessori está disponible solo si los problemas no son resueltos con la directora. Aunque nuestros miembros de la Junta tienen el compromiso de ayudar a Sherwood a implementar su misión, no están involucrados en las operaciones cotidianas y por lo tanto están limitados en sus habilidades para ayudar con la resolución de problemas. Por favor vea la sección sobre "Queja" para más información.

Conferencias (otoño y primavera)

Las conferencias de padres y maestros de otoño y primavera se llevan a cabo cada año. Estas conferencias ofrecen a los padres la oportunidad de hablar individualmente con el maestro de su hijo, para escuchar sobre el progreso del niño y las metas del maestro para su hijo. Las conferencias son una oportunidad para que los padres proporcionen a los maestros información adicional sobre su hijo. Para el año escolar 2024-2025, las conferencias de otoño serán del **14 al 18 de octubre. Durante la semana de conferencias, lunes a viernes la salida de clase será a la 1:35 pm en lugar del horario normal.** El/la maestro/a de su hijo/a publicará un horario detallando las horas disponibles para conferencias.

Las conferencias de primavera serán del 7 al 11 de abril. Como en el otoño, durante la semana de conferencias el despido será a la 1:35 p.m. lunes a viernes.

Diversidad

Desarrollar y mantener una población estudiantil diversa es una prioridad para Sherwood Montessori. Ser una persona exitosa en el siglo XXI significa tener un aprecio por una variedad de perspectivas. Significa ser capaz de cambiar el concepto de etiqueta y evaluar la conveniencia de la conducta, el estilo del discurso, la comunicación no verbal y una serie de otras facetas de la interacción social. Sherwood se esfuerza por ser un ambiente acogedor para las familias de diferentes culturas.

Día extendido

Sherwood Montessori provee cuidado infantil por una hora antes de que comience la escuela por la mañana (7:30 am-8: 30 am) y por la tarde después de la escuela hasta las 5:30 pm en el salón 10. El personal del programa también ofrece supervisión en el área de recreo a no costo durante los 15min (8:30 a 8:45) antes de empezar clase. El programa de Día Extendido incluye tiempo para bocadillos saludables, tiempo para hacer tareas / leer silenciosamente libros, tiempo afuera y actividades como artes y artesanías.

Para el año escolar 2024-2025, la escuela brindará tutoría durante una hora después de la escuela y cuidado de niños hasta las 5:30 p.m. gratis. El programa es apoyado por fondos de subvención proporcionados por programas estatales y federales para el alivio de COVID. Los padres / tutores deberán completar una solicitud para poder participar en el programa.

FERPA

Orientación general para los padres

FERPA es una ley federal que se aplica a agencias educativas e instituciones que reciben fondos bajo un programa administrado por el Departamento de Educación de los Estados Unidos. Las escuelas parroquiales y privadas en los niveles de la escuela primaria generalmente no reciben esa financiación y, por lo tanto, no están sujetas a FERPA. El estatuto se encuentra en 20 U.S.C. § 1232g y las regulaciones del Departamento se encuentran en 34 CFR Parte 99.

Bajo FERPA, las escuelas generalmente deben permitir a los padres:
-acceder a los registros de educación de sus hijos
-una oportunidad de tratar de hacer que los registros sean modificados -
alguno control sobre la divulgación de información de los registros.

Los padres pueden tener acceso, tratar de enmendar o consentir de la divulgación de los registros educativos de sus hijos, a menos que haya una orden judicial u otro documento legal especificando lo contrario. Cuando un estudiante cumple 18 años o asiste a una institución postsecundaria, el estudiante, y no los padres, puede tener acceso, buscar enmendar y consentir que se divulguen sus registros educativos.

Acceso a los registros educativos

FERPA requiere que las escuelas:

- proporcionen a los padres la oportunidad de inspeccionar y revisar los expedientes educativos de su hijo dentro de los 45 días a partir de cuándo la petición fue recibida.
- proporcionen a los padres copias de los expedientes educativos o poner los registros a disposición de los padres si el padre, por ejemplo, vive fuera de la distancia de desplazamiento de la escuela
- editen los nombres y otra información de identificación personal sobre otros estudiantes que puedan ser incluidos en los registros de educación del niño.

Las escuelas no están obligadas por la ley FERPA a:

- Crear o mantener los expedientes de educación;
- Proporcionar a los padres con los calendarios, avisos, o cualquier otra información que por lo general no contienen información directamente relacionada con el estudiante;
- Responder a las preguntas sobre el estudiante

Enmienda de los registros de educación

Bajo FERPA, una escuela debe:

- Considerar una solicitud de un padre para enmendar información inexacta o engañosa en los expedientes educativos del niño;
- Ofrecer al padre una audiencia sobre el asunto si la escuela decide no enmendar los registros de acuerdo con la solicitud;
- Ofrecer al padre el derecho de colocar una declaración para ser guardada y revelada con el registro si la escuela decide aun después de la audiencia no enmendar el registro.

Una escuela NO tiene que considere la solicitud de enmienda bajo FERPA que:

- Buscar cambiar un grado o decisión disciplinaria;
- Buscar cambiar las opiniones o reflexiones de un oficial de la escuela u otra persona reflejada en un expediente educativo;
- Buscar cambiar una determinación con respecto a la situación de un niño bajo programas de educación especial.

Divulgación de Registros Educativos:

Una escuela PUEDE divulgar expedientes educativos sin consentimiento cuando:

- La revelación es a oficiales de la escuela que han sido determinados a tener intereses educativos legítimos según lo establecido en la notificación anual del distrito escolar de los derechos a los padres;
- El estudiante está buscando o tiene la intención de inscribirse en otra escuela;
- La divulgación es a las autoridades educativas estatales o locales que auditan o evalúan programas federales o estatales de educación o que hacen cumplir las leyes federales relacionadas con esos programas;
- La divulgación se realiza de acuerdo con una orden judicial emitida legalmente o una citación judicial; y
- La información revelada ha sido debidamente designada como información de directorio por la escuela.

Notificación Anual

Una escuela debe notificar anualmente a los padres de los estudiantes que asisten que deben permitir a los padres:

- Inspeccionar y revisar los registros educativos de sus hijos;
- Buscar enmiendas de información inexacta o engañosa en los registros de educación de sus hijos;
- Consentimiento a la mayoría de las revelaciones de información de identificación personal de los registros educativos.

La notificación anual también debe incluir:

- Información para que los padres puedan presentar una queja de una presunta violación con la FPCO;

- Una descripción de quién es considerado un funcionario de la escuela y lo que se considera un interés educativo legítimo para que la información pueda ser compartida con esa persona;
- Información sobre a quién contactar para buscar acceso o enmienda de los expedientes de educación.

Medios de notificación:

- Puede incluir periódicos locales o estudiantiles; calendario; guía de programas para estudiantes; El manual de reglas u otros medios razonables que puedan informar a los padres; • La notificación no tiene que ser hecha individualmente a los padres.

Denuncias de presuntas Violaciones:

Denuncias de presuntas violaciones, puede ser dirigidas a:

Familia Policy Compliance Office
Departamento de Educación de EE.UU.
400 Maryland Avenue, SW
Washington, DC 20202-5901
Teléfono: (202) 260-3887

Las quejas deben:

- Ser presentadas a tiempo, no más tarde de 180 días a partir de la fecha en que se enteró de las circunstancias de la presunta violación
- Contener alegaciones concretas de hechos dando motivos razonables para creer que se ha producido una violación, incluyendo:

Las fechas pertinentes, como la fecha de la solicitud o la divulgación y la fecha en que el padre se enteró de la presunta violación;
Nombres y títulos de los funcionarios de la escuela y otros terceros involucrados;
Una descripción específica del expediente educativo en torno al cual ocurrió la supuesta violación; Una descripción de cualquier contacto con funcionarios de la escuela con respecto al asunto, incluyendo, fechas y horas estimadas de llamadas telefónicas y / o copias de cualquier correspondencia
intercambiada entre el padre y la escuela en relación con el asunto;
El nombre y dirección de la escuela, distrito escolar y superintendente del distrito;
Cualquier prueba adicional que pueda ser útil en el examen de la queja.

Si tiene alguna pregunta sobre sus derechos, por favor comuníquese con Michelle al 345-6600.

Viajes Escolares

Excursiones al mundo más allá del aula son una excelente manera para que los estudiantes Montessori

amplíen y apliquen el aprendizaje que buscan en el aula. Excursiones de grupo, así como excursiones de grupo más pequeñas basadas en el interés son alentadas. Para conducir en una excursión, los conductores deben llenar un "Formulario de Voluntario" y adjuntar una copia del comprobante de seguro. Estos se mantienen en archivo en la oficina para el año escolar. Cada año se debe completar un nuevo formulario, pero solo se necesita una forma por conductor, independientemente de cuántos niños asistan a Sherwood. Se espera que los padres que asisten a las excursiones como acompañantes supervisen activamente a los estudiantes, por lo que no se les permite traer niños que no sean los estudiantes a los que están asignados, ya que esto puede crear una distracción del acompañamiento.

Recaudación de fondos

En un mundo ideal, la educación pública estaría bien financiada y los costos estarían cubiertos por nuestros dólares de impuestos manejados por expertos. Desgraciadamente, hemos visto que no es así. Pedimos que las familias de Sherwood participen, en la medida en que sean capaces, en nuestros esfuerzos para cerrar la brecha entre el programa que sabemos que es mejor para nuestros niños y el programa que es apoyado por fondos públicos. A continuación, se ofrece un resumen de la recaudación de fondos en Sherwood:

Recaudación de fondos en Sherwood Montessori

Persona/Grupo	Función en Recaudación
SMPO	Apoye a la escuela ofreciéndose voluntariamente para ayudar con la recaudación de fondos.
Directora/Sherwood	Solicita ayuda a los miembros de SMPO. Escribe subvenciones para fondos disponibles a través de CDE, fundaciones, corporaciones u otras fuentes.
Salones	Ejecutar recaudaciones de fondos de menor escala para generar dinero para viajes / proyectos con la aprobación de la directora.
Junta Directiva	Proporciona visión para los esfuerzos de recaudación de fondos de la escuela. Busca activamente grandes contribuciones de variedades de fuentes privadas y de negocios. Construye un grupo activo de patrocinadores financieros que regularmente donan dinero a la escuela chárter. Crea un plan de desarrollo de fondos en el Comité de Desarrollo del Fondo.

Calendario de eventos anuales de recaudación de fondos Cuando Que Donde va el dinero

Invierno	Espectáculo de invierno	SMPO
Primavera	Sherwoodstock / Festival de Música de Sherwood	Fondo de desarrollo escolar
Continuo	camisetas y sudaderas, eScrip, Amazon	Fondo General
Continuo	Varias subvenciones	Aéreas específicas de necesidad

Quejas

Las diferencias y los desacuerdos son parte de la vida y Sherwood Montessori reconoce la necesidad de una comunicación saludable y una forma positiva y proactiva de manejar las quejas que está en línea con nuestra Misión Declarada.

Si los padres tienen una queja, pedimos que los padres reporten sus preocupaciones directamente al personal de la escuela involucrada, y discuta estas preocupaciones en una reunión privada, preferiblemente dentro de 24 a 48 horas. La directora de la escuela deberá ser informada de estas preocupaciones por los padres y/o la persona si el problema/queja no ha sido resuelto. Si, durante la discusión con la directora de la escuela, el padre desea presentar una queja formal, se le debe proporcionará el papeleo apropiado. La directora se reunirá con los solicitantes dentro de cinco días hábiles para revisar la queja. La directora trabajará con el padre o tutor, estudiante, maestro, ayudantes u otros empleados cuya participación es relevante para resolver la situación. La directora proporcionará dentro de 10 días hábiles una respuesta por escrito de la reunión. Si el padre o tutor no está satisfecho con el resultado o decisión de la directora con respecto a la queja, tiene el derecho de presentar una apelación por escrito con la directora dentro de los cinco días de recibir la respuesta. La Junta Directiva servirá como el gabinete de apelación si no se resuelve la queja. La Junta responderá dentro de los 30 días de recibir la apelación. Si un padre tiene una queja con la directora de la escuela, una carta sería enviada a la Junta Directiva para el procedimiento administrativo que se debe seguir.

La Junta Directiva prohíbe las represalias contra los reclamantes. El Consejo de Administración no investigará quejas anónimas a menos que así lo desee. Los pasos anteriores describen el proceso para presentar una queja y se espera que los padres sigan todos los pasos de este recurso administrativo antes de llevar a cabo otra acción.

Orientación y Disciplina

Guía

El aula Montessori ofrece una variedad de actividades para elegir. Una vez que un niño se acople al salón de clases, su concentración en las tareas absorbentes le permite al maestro mantener un cómodo zumbido de actividad. Una combinación de atención individual y en grupo es posible. Los niños son libres de moverse por el ambiente siempre y cuando siguen la filosofía de Sherwood de respeto mutuo que incluye

el respeto por uno mismo, el respeto por los demás y el respeto por el medio ambiente. En ocasiones, un niño puede interrumpir la atmósfera normalizada; Cuando esto ocurre, el maestro es responsable de reorientar el comportamiento del niño de una manera positiva. Si continúa el comportamiento inaceptable, se tomarán las siguientes medidas:

Observe - El maestro hará todo lo posible para ver la situación desde el punto de vista del niño. En este punto, el maestro hará preguntas al niño para tratar de resolver el conflicto. El maestro siempre implicará los sentimientos del niño al intentar encontrar una solución.
Discutir - Dr. Montessori creyó que un niño era capaz de razonar a una edad temprana. El maestro intentará averiguar la causa de la actitud del niño. En ocasiones, un padre puede recibir un Informe de Incidentes, el cual tiene la intención de mantenerlo informado de cualquier situación que haya ocurrido. Ciertas situaciones, como las peleas deliberadas, requerirán que un padre sea llamado a venir a la escuela para llevar al niño a casa por el resto del día. Por lo general, una conferencia seguirá estas medidas.
Conferencia - interrupción continua requerirá una discusión acerca de la naturaleza de la mala conducta. La comunicación entre padres, maestros y niños es esencial. El objetivo de estas conferencias es encontrar las mejores maneras de abordar el comportamiento y obtener la cooperación del niño. La información compartida en estas conferencias ayudará a entender mejor la percepción del niño.
Referencia- Cuando las conferencias de padres no logran resolver con éxito la situación, podemos recomendar a un profesional apropiado en una base privada o dirigirlos a los servicios ofrecidos por nuestro programa de intervención. Estos profesionales incluyen, pero no se limitan a, los siguientes: terapeuta del habla, especialista en recursos escolares y psicólogo infantil escolar.
Despido - Cuando todos los esfuerzos que fueron indicados anteriormente no han tenido éxito y creemos sinceramente que nuestro programa no puede satisfacer las necesidades del niño, podemos requerir que un niño sea despedido de la escuela. Por favor entienda que el bienestar de su hijo, así como de sus compañeros de clase, es nuestra preocupación principal. Se hará todo lo posible para evitar esta medida final. Los padres tienen el derecho legal de apelar la decisión de expulsar a un estudiante y los detalles se pueden leer en nuestra Carta.

Intervenciones y Apoyos de Conducta Positiva (PBIS)

El programa PBIS de Sherwood está diseñado con el marco Montessori para ayudar a los estudiantes a tomar decisiones de comportamiento positivas. Se comunican claras expectativas de comportamiento en todas las áreas de la escuela, y se publican donde los estudiantes, padres, maestros y el personal pueden verlos. Las reglas y expectativas se publican y revisan en lecciones para todos los estudiantes. El Manual de PBIS es una buena fuente para revisar todos los materiales relevantes para el programa PBIS y cada familia debe tener una copia. Familiarícese con los materiales de este manual para que pueda reforzar las expectativas que tenemos en la escuela. El énfasis está en "Positivo", y celebraremos los actos de bondad y buenas elecciones con celebraciones y reconocimientos. La filosofía Montessori tradicional no "recompensa" el comportamiento positivo o deseado debido a la tendencia a que las recompensas disminuyan la motivación intrínseca, pero las celebraciones para crear una comunidad positiva juntas no ponen en peligro la motivación intrínseca.

El cambio es sutil, pero importante. Las escuelas Montessori de todo el país están adoptando PBIS con cambios para alinear el programa más de cerca con las filosofías Montessori, incluida la enseñanza de Educación para la paz y el apoyo a las necesidades socioemocionales de todos los estudiantes, no solo a los niños que se destacan por tener habilidades de afrontamiento menos desarrolladas. Montessori busca

"establecer justicia" y no simplemente "establecer orden", por lo tanto, la enseñanza culturalmente sensible y las prácticas inclusivas para todos los estudiantes son componentes esenciales del programa PBIS de Sherwood. Se realizan esfuerzos de mejora continua para alinear nuestra respuesta al comportamiento con la filosofía Montessori. Durante el año escolar 2024-2025, un equipo de maestros y líderes escolares continuarán, por segundo año, participando en el Consorcio de Liderazgo Educativo del Norte de California para enfocarse en nuestras respuestas escolares al comportamiento y apoyar a los niños para que tomen buenas decisiones.

Independiente

Fomentar la independencia de los estudiantes es uno de los pilares de enfoque de la educación Montessori. A los niños se les enseña a ser solucionadores ingeniosos para resolver los problemas que pueden encontrar, no depender demasiado en los adultos. Esta independencia se considera cuando los maestros planifican lecciones, preparan sus aulas y ponen en práctica los procedimientos de la clase.

Aunque la independencia es una meta para todos los estudiantes, los maestros de Sherwood entienden que los niños ya vienen a la escuela con una variedad de habilidades y experiencias de ser aprendices independientes. Se mantienen altas expectativas para todos los alumnos y se establecen andamios apropiados e individualizados para asegurar que se cumplan estas expectativas. Cuando un niño es incapaz de cumplir con la expectativa, la culpa no se pone en el niño. Se harán arreglos para ayudar al niño a seguir acercándose al objetivo de la independencia.

Hay que reconocer que la independencia es un pilar del método educacional Montessori sin considerar también el valor de la interdependencia daría una imagen sesgada de nuestro trabajo. Dr. Montessori valoró la interdependencia altamente; Las aulas con variación de edades son un testimonio de eso. Dr. Montessori sentía que los niños mayores tendrían habilidades de liderazgo y responsabilidad al estar en roles de mentor mientras que los niños más pequeños ganaban motivación e ingenio. También desarrolló lecciones en las áreas culturales del currículo, en particular la geografía, para mostrar la conexión de todas las personas. Así, la interdependencia, así como la independencia tienen su lugar en nuestra escuela.

Estudio independiente

Aunque nuestra primera opción es siempre que nuestros estudiantes asistan a la escuela los días que estamos en sesión, pero avece puede ser inevitable que una familia haga que su hijo falte a la escuela. Si este es el caso, el siguiente mejor arreglo es planear un Estudio Independiente que involucre al maestro del estudiante creando un plan de trabajo que se puede hacer mientras el estudiante está fuera. Si usted sabe que necesitará tener a su hijo fuera de la escuela, *por favor vaya a la oficina por una solicitud de estudio independiente*. Los maestros no tienen la forma apropiada y no pueden determinar si un estudio independiente es posible. La directora revisará las circunstancias y verá si es posible (la ley es estricta en estos asuntos y no siempre es permisible). **Por favor dé aviso de por lo menos dos semanas, ya que los maestros necesitan tiempo para crear un plan de trabajo de calidad.**

Si no se llena ninguna solicitud dos semanas antes del inicio del Estudio Independiente, la solicitud no será aprobada. Esto puede ser problemático en muchos niveles:

1.) Las ausencias injustificadas resultantes pueden desencadenar el procedimiento de ausencia escolar (estos son legalmente obligatorios).
2.) El estudiante que falta la escuela se quedará atrás en trabajos escolares.
3.) La escuela perderá fondos. La mayoría de nuestros ingresos están basados en la asistencia de los estudiantes. A pesar de esto, es injusto esperar que un profesor prepare un estudio independiente en el último minuto. Estos programas pueden tomar 2-3 horas para poner juntos, más largo cuando la ausencia prevista será por varios días.

Para los estudiantes que han estado expuestos a COVID-19 y necesitan aislarse o ponerse en cuarentena de inmediato, no será factible proporcionar un plan de trabajo personalizado. Los planes proporcionados serán un trabajo dependiendo del año escolar del estudiante. Esto es contrario a nuestro método preferido de individualizar la instrucción, pero es necesario para el funcionamiento de la escuela, ya que los maestros no podrán proporcionar trabajo individualizado para el hogar y planificar para los estudiantes en la escuela simultáneamente. Les pedimos a los padres que hagan lo mejor que puedan con lo que se proporciona y les agradecemos su comprensión.

Lesiones

El personal de Sherwood ha sido entrenado en primeros auxilios y RCP. Si su hijo es herido en la escuela, se le dará el cuidado apropiado. Si la lesión requiere atención de seguimiento en el hogar, se enviará un informe de lesiones a casa para informar a los padres de la naturaleza de la lesión. Si su hijo necesita que lo recojan de la escuela para recibir atención médica, el personal de la escuela llamará a todos los números en el formulario de emergencia hasta que un adulto pueda ser contactado. *Por favor, manténganos al tanto de los cambios en los números de teléfono e información de contacto*. Para las lesiones graves, el personal llamará al 911 y verá que el niño lesionado es transportado a la sala de emergencias para recibir tratamiento.

Almuerzo

La hora del almuerzo será a las 12:35 p.m. en la cafetería / sala multiusos. Las reglas para el almuerzo se repasan con todos los estudiantes y también están detalladamente en el manual de PBIS. Los almuerzos escolares se pueden comprar a través de nuestro proveedor de almuerzo escolar. Las familias que califican pueden recibir almuerzos gratuitos o reducidos llenando una solicitud, disponible en la oficina. Si decide enviar el almuerzo de su casa, por favor recuerde incluir un paquete de hielo para días cuando el clima es caluroso. *Por favor, no empacar caramelos o dulces en el almuerzo de su hijo*. Las bebidas con cafeína sólo se permiten con la autorización del médico de su hijo.

Medicamentos en la escuela

El personal de la escuela es capaz de tratar lesiones que ocurren en la escuela con hielo, jabón y agua, y vendajes. No se administrarán otros medicamentos a menos que se encuentre en el archivo la forma "Autorización para administrar medicamentos". Si su hijo necesita medicina administrada en la escuela, por favor comuníquese con la oficina para recibir esta forma que deberá ser llenado por un médico. Los niños que necesitan tomar medicamentos vendrán a la oficina donde se mantiene la medicina en un armario cerrado bajo llave.

Recursos de salud mental en el condado de Butte

Los residentes del condado de Butte pueden llamar al 211 para comunicarse con un empleado del condado que puede referir a la persona que llama a los servicios de apoyo para una crisis de salud mental. El centro de llamadas está abierto las 24 horas. Sherwood Montessori se compromete a guiar y nutrir a todo el niño, académica, física, social y emocionalmente. Si un estudiante tiene necesidades sociales o emocionales, se puede llamar a un equipo de estudio para evaluar las necesidades e identificar los apoyos adecuados. Los maestros o los padres pueden solicitar una reunión SST para estudiantes que luchan con problemas sociales o emocionales.

Observaciones

Las observaciones de los padres en las aulas de Montessori suelen comenzar en finales del otoño, después de que los niños hayan tenido la oportunidad de establecerse y que tengan un sentido de posesión sobre el aula. Después de este período de lo que Montessori llamó "normalización", los padres son bienvenidos y animados a observar. Por favor, planifique estas observaciones por adelantado con el maestro de su hijo y familiarícese con las pautas de observación.

Pautas de observación

- Firme entrada como visitante en la oficina de la escuela.
- Limite su tiempo de observación a unos 30 minutos.
- Permanezca en silencio en la silla que se le proporcionara.
- Si un niño se acerca a usted, conteste brevemente cualquier comentario o pregunta. Por favor no comprometa a los niños en una conversación o pedirles que le demuestren algunas actividades.
- Tenga en cuenta que su hijo puede responder a su presencia en una variedad de maneras. Por lo tanto, no espere que este sea un día típico para su hijo, sino una oportunidad de ver algunas de las actividades de su hijo y una vista de cómo funciona el salón en su totalidad.
- Tome nota de cualquier pregunta que surja durante su observación y disponga un tiempo para reunirse con su maestro para discutir sus observaciones.

Con el fin de hacer su visita más significativa, aquí hay algunas preguntas a tener en cuenta al observar a su hijo:

¿Qué tipo de actividades está eligiendo su hijo?
¿Elige actividades de forma independiente?
¿Utiliza los materiales con cuidado?
¿Él/ella completa la actividad y la devuelve al estante correctamente?
¿Está trabajando con atención y concentración?
¿Resuelve las dificultades o se frustra fácilmente?
¿Están controlados y asentados sus movimientos?
¿Busca ayuda cuando la necesita?
¿Cómo interactúa con los otros niños?
¿Respeta el trabajo de los demás?
¿Participa en actividades grupales?
¿Trabaja en cooperación con otros niños?

Además de observar a su hijo, tome unos minutos para observar también la clase en su totalidad. Buscar:

- La variedad de actividades que están en uso
- Las interacciones entre los adultos y los niños
- El balance de las actividades individuales y de grupos pequeños
- Momentos de ayuda, ya sean espontáneas o sugeridas por un adulto
- Ejemplos de liderazgo - niños que ayudan a otros niños

Orientación para los padres de los estudiantes que asisten a la escuela por primera vez

La mayoría de los niños quieren venir a la escuela, pero ansiedad por las nuevas experiencias suele ser parte de las emociones que experimentará el niño. También puede ser difícil para un padre separarse de su hijo por primera vez. Lo siguiente se entiende como una ayuda para facilitar la transición para padres e hijos.

Preparación para empezar la escuela

Nuestros maestros se centran en el conocimiento de que su hijo en su totalidad, individuo único. Ya sean " académicamente preparado" para los de kínder no es una preocupación primordial. Sabiendo los colores, números, letras o formas no es un requisito previo para el inicio de la escuela. Estamos preparados para atender a su hijo siempre que él o ella este en términos de los conocimientos académicos. Evite las declaraciones sobre la preparación académica que pueden inducir a la ansiedad, tales como, " Tienes que aprender tus formas para que estés listo para la escuela". Los Maestros agradecen la ayuda en la preparación del niño para tener éxito socialmente y de comportamiento. Los niños necesitan estar preparados para aprender a compartir, a esperar su turno, a resolver los problemas pacíficamente, y para hablar de sus sentimientos. Es también útil si han tenido un poco de ayuda en ser conscientes del volumen de la voz y los movimientos del cuerpo y de la necesidad de adaptar estos en ambientes interiores y exteriores.

Ir a la escuela

Estas son algunas habilidades cuyo hijo va a desarrollar de inmediato:

1. Mantenerse al tanto de las pertenencias.
2. Comprensión de la orden. (Poniendo las cosas de vuelta, tener que tomar turnos... se puede alentar el mismo hábito en casa.)

3. Hacer las cosas por uno mismo. (Vestirse a sí mismo y cuidar de la higiene personal, etc., son habilidades que saldrán a la necesidad en un entorno en clase. Los niños suelen estar motivados para aprender esto y ser más independientes, ya que observan a los niños mayores en lograrlos.
4. Compartir a un adulto.
5. Control interno relacionados con el medio ambiente. (El niño aprende a observar los límites y comportamiento esperado del medio ambiente y de la comunidad a la que quiere pertenecer).
6. Desarrollo del lenguaje. (Las nuevas experiencias ampliarán el vocabulario de su hijo.)
7. Deseo de trabajar. (La escuela ofrece oportunidades para la comparación social que a menudo se traduce en un deseo de trabajar para obtener nuevas habilidades).

Ser consciente de sus sentimientos

A continuación, se presentan algunos sentimientos que pueden estar experimentando.

1. La preocupación de ser aceptado y querido en la comunidad escolar.
2. Se pueden sentir perdidos. De hecho, usted está perdiendo el tiempo con su hijo, pero están ganando la oportunidad de ampliar el mundo de su hijo, y usted siempre es el primer maestro de su hijo.
3. Usted puede sentir la anticipación de las aventuras por venir. Trate de enfocarse en el # 3 y minimice el # 1 y 2.

Algunas respuestas prácticas

Si su niño dice: Quiero que usted venga a la escuela y esté conmigo.
Usted podría decir: Esta escuela es para niños como tú, no es una escuela para adultos.
Si su hijo dice: El patio de recreo me da miedo.
Usted podría decir: Sí, cuando las cosas son nuevas a veces da miedo. Pronto no será nuevo,
y no Ya no tendrás miedo.
Si su hijo dice: No quiero ir a la escuela.
Usted podría decir: Tú eres un niño/niña grande. Tienes que ir a la escuela.

- No discuta con mucha anticipación.
- Si hay un problema a su llegada, no titube y no le dé opción. Manténgase firme, cariñoso y tranquilo.

También es importante anotar

1. Los niños no siempre expresan los diferentes sentimientos que tienen al comenzar la escuela.

Cuando se les pregunta sobre cómo va la escuela, a menudo no dicen nada o se enfocan en uno o dos incidentes negativos. Los padres no siempre deben ser literales acerca de lo que un niño comparte con respecto a la escuela.
Mucho más está sucediendo de lo que están expresando.

2. La mayoría de los niños entienden que la escuela es diferente y se comportan diferente en la escuela que en casa. Se están convirtiendo en miembros de la comunidad escolar y de la escuela y esto requiere un gran esfuerzo al principio. Su hijo puede volver a casa cansado al principio mientras hacen esta transición. Ella puede tener un comportamiento irregular a lo normal mientras que ella "deje su cabello suelto" en casa. El hogar es un lugar seguro para desaojarse, y esto pasara con tiempo.
3. Lleva algún tiempo para que los maestros conozcan a su hijo como alumno. El maestro de su hijo se enfocara

en las reglas y procedimientos de construcción y enseñanza de la comunidad. Este es un tiempo muy bien

empleado que garantizará el uso de más tiempo para enfocarse en planes académicos individuales. Es probable que el maestro de su hijo empiece con un trabajo que sea muy fácil para él o ella. Sepa que este es el plan de un maestro sabio para crear confianza en los estudiantes a medida que se recopila más información sobre los niveles de habilidad del individuo.

Estacionamiento

Para dejar y recoger, por favor use el estacionamiento de CARD, el lote al final de Cleveland Ave., y use la puerta lateral que se abre al lado del área de estacionamiento de bicicletas. **Esta no es el área de dejar a sus hijos/as, por favor estaciónese a un estacionamiento.** Dejar a los estudiantes en la puerta peatonal causa problemas de seguridad y es descortés para los demás. Crea un problema de seguridad ya que algunos conductores intentan navegar alrededor del vehículo parado.

Si el lote no está abierto, utilice el estacionamiento de Chapman más cercano a Cleveland Ave. No hay estacionamiento en las aulas del frente donde la calle 16 se encuentra con la avenida Cleveland; este es un carril de fuego. Estacionarse ahí causa problemas con el tráfico después de la escuela, y podría crear un problema para el personal de emergencia en caso de un incendio o emergencia médica.

Tampoco hay estacionamiento en Cleveland Ave. a lo largo del tramo de carretera frente a la casita. El estacionamiento ilegal aquí ha obligado a los niños que van al programa de Dia Extendido a caminar por la carretera para rodear el auto que les bloquea el paso.

Por favor, estacione su automóvil en un lugar de estacionamiento designado en uno de los estacionamientos. La otra alternativa es utilizar los carriles en la calle 16 que están destinados para dejar a los niños, a lo largo de la cerca con cadena y la mediana del cemento. Para referencia hay un Mapa de Estacionamiento en los apéndices de este documento.

Lectura recomendada sobre el método Montessori

Los libros que se enumeran a continuación se sugieren para aquellos interesados en aprender más sobre la Dra. María Montessori, su método de aprendizaje y el desarrollo de los niños. Algunos de estos libros están disponibles para ser prestados en la biblioteca de la escuela en la oficina. Los padres son bienvenidos a pedir prestado estos libros de la escuela.

Libros de la Dr. María Montessori:

- La Mente Absorbente - el libro completo del Dr. Montessori sobre la primera infancia.
- El Descubrimiento del Niño - Conceptos Montessori de educación y los materiales didácticos.
- El secreto de la infancia - El papel del niño en la sociedad con énfasis en la espiritualidad del niño.
- Educación y Paz - Una colección de discursos y enseñanzas de María Montessori sobre la paz mundial.
- Educación para un Nuevo Mundo - Este libro discute la preparación del niño para el mundo de mañana.
- Para educar al potencial humano - La visión cósmica de la educación después de los 6 años es el enfoque de este libro.
- La Formación de la filosofía del hombre - Montessori y su enfoque de la alfabetización mundial.

- De la infancia a la adolescencia - Una visión general de los diferentes estados de desarrollo a través de la adolescencia; Incluye el concepto Erdkinder.

Libros de otros autores:

- María Montessori: Su Vida y Trabajo por E. M. Standing - Una descripción detallada del método Montessori en teoría y en la práctica.
- Montessori: Un enfoque moderno por Paula Polk Lillard - Una buena introducción a Montessori para padres, educadores y todos los profesionales que trabajan con niños.
- Montessori: La ciencia detrás del genio por la Dra. Angeline Lillard, profesora de psicología en la Universidad de Virginia. Un trabajo académico que conecta la investigación moderna con el método Montessori.
- La Disciplina Positiva por Jane Nelson, licenciada en matrimonio, familia y terapeuta infantil provee estrategias probadas para establecer y mantener relaciones respetuosas y cariñosas usando técnicas positivas.
- Más allá de la disciplina: Desde el cumplimiento hasta la comunidad por Alfie Kohn describe un enfoque de disciplina utilizado en las aulas que utiliza un enfoque positivo y cooperativo

Las boletas de calificaciones

Nuestras boletas de calificaciones fueron creadas con aportación múltiple de varias fuentes para proveer a los padres una imagen clara e informativa del desempeño de sus hijos en la escuela. Las habilidades académicas que se evalúan son de los Estándares del Estado Central Común, específicamente, los estándares elegidos por los maestros para tener el mayor impacto en el desarrollo académico futuro de los estudiantes. La filosofía
Montessori busca educar al niño en su totalidad y los informes son más amplios en su alcance que lo académico, por lo que las boletas de calificaciones también contienen información sobre el crecimiento social y emocional. El maestro de su hijo es la mejor fuente de información acerca de las calificaciones y puede contestar cualquier pregunta que pueda tener.

Almacenamiento seguro de armas de fuego

El estado de California aprobó una ley que exige que las escuelas públicas informen a los padres y tutores sobre el almacenamiento seguro de armas de fuego. Esta sección del manual es para informar y recordar a los padres y tutores legales de todos los estudiantes de Sherwood Montessori sobre sus responsabilidades de mantener las armas de fuego fuera del alcance de los niños según lo exige la ley de California. Ha habido muchos informes noticiosos de niños que traen armas de fuego a la escuela. En muchos casos, el niño obtuvo las armas de fuego de su casa. Estos incidentes se pueden prevenir fácilmente almacenando las armas de fuego de manera segura, incluso manteniéndolas bajo llave cuando no estén en uso y almacenándolas por separado de las municiones.
Para ayudar a todos a comprender sus responsabilidades legales, este memorando detalla la ley de California con respecto al almacenamiento de armas de fuego. Tómese un tiempo para revisar este memorándum y evaluar sus propias prácticas personales para asegurarse de que usted y su familia cumplan con la ley de California.

- Con excepciones muy limitadas, California responsabiliza penalmente a una persona por mantener cualquier arma de fuego, cargada o descargada, dentro de cualquier establecimiento que esté bajo su

custodia y control donde esa persona sabe o debería saber razonablemente que es probable que un niño tenga acceso al arma de fuego. sin el permiso del padre o tutor legal del niño, y el niño obtiene acceso al arma de fuego y por lo tanto (1) causa la muerte o lesiones al niño o a cualquier otra persona; (2) lleva el arma de fuego fuera de las instalaciones o a un lugar público, incluidos los grados preescolares o escolares desde jardín de infantes hasta el grado doce, o cualquier evento, actividad o actuación patrocinados por la escuela; o (3) blande ilegalmente el arma de fuego a otros.

Nota: La sanción penal puede ser significativamente mayor si alguien muere o sufre lesiones corporales
graves como resultado del acceso del niño al arma de fuego.

- Con excepciones muy limitadas, California también tipifica como delito que una persona almacene o deje por negligencia cualquier arma de fuego, cargada o descargada, en sus instalaciones en un lugar donde la persona sabe o debería saber razonablemente que es probable que un niño tenga acceso a ella. sin el permiso del padre o tutor legal del niño, a menos que se tomen medidas razonables para asegurar el arma de fuego contra el acceso del niño, incluso cuando un menor nunca acceda al arma de fuego.

- Además de posibles multas y penas de prisión, a partir del 1 de enero de 2020, el propietario de un arma declarado responsable penalmente en virtud de estas leyes de California enfrenta la prohibición de poseer, controlar, poseer, recibir o comprar un arma de fuego durante 10 años.

- Finalmente, un padre o tutor también puede ser civilmente responsable por los daños resultantes del disparo de un arma de fuego por parte del hijo o pupilo de esa persona.

Nota: Su condado o ciudad puede tener restricciones adicionales con respecto al almacenamiento seguro de armas de fuego.

Gracias por ayudar a mantener seguros a nuestros niños y escuelas. Recuerde que la manera más fácil y segura de cumplir con la ley es mantener las armas de fuego en un contenedor cerrado con llave o aseguradas con un dispositivo de bloqueo que inutilice el arma de fuego.

1. Consulte las secciones 25100 a 25125 y 25200 a 25220 del Código Penal de California.
2. Consulte la sección 25100(c) del Código Penal de California.
3. Consulte la Sección 29805 del Código Civil de California.
4. Consulte la Sección 1714.3 del Código Civil de California.

La seguridad

La seguridad de los niños, el personal y los visitantes en Sherwood Montessori es de vital importancia. Si está interesado en ser miembro del Comité de Seguridad, consulte a la directora. El Comité de Seguridad trabajará con la directora, la Junta Directiva y la compañía de seguros de la escuela para mejorar continuamente el Plan de Seguridad de la escuela.

Algunas maneras en que los padres pueden ayudar a mantener a Sherwood en un lugar seguro incluyen:
- Repasar las reglas de la escuela con los niños
- Notificar a la escuela de cualquier cambio en las condiciones médicas

- Conducir lentamente y con precaución cerca de la escuela
- Mantener a los niños contagiosos fuera de la escuela
- Alentar a los niños en ir con un adulto en la escuela cuando tengan un conflicto y necesitan ayuda en resolverlo • Avisar cuando algún equipo de la escuela está funcionando mal o un peligro en o cerca del sitio escolar

La seguridad contra el odio es tan importante como la seguridad física. El maestro y el personal están atentos y atentos a las burlas o los insultos relacionados con la raza, el origen étnico, el tamaño del cuerpo, las habilidades físicas, la religión, la orientación sexual, la vestimenta, la apariencia o el nivel socioeconómico. Los comentarios de esta naturaleza no serán ignorados ni tolerados, pero serán rápidamente reprendidos. A las personas, niños y adultos, se les enseñará por qué los comentarios son inapropiados y se emplearán prácticas restaurativas para abordar el daño causado por tales comentarios. Si tales acciones se repiten, el remedio administrativo puede incluir la suspensión o expulsión de los estudiantes y la terminación del empleo del personal o la facultad.

Específicamente: no se tolerarán insultos relacionados con la capacidad, la apariencia, la cultura, el género, el idioma del hogar, la raza, el origen étnico, la religión, la orientación sexual o la clase social.

Reuniones del Consejo Directivo de Sherwood Montessori

Las reuniones regulares, especiales y de emergencia están abiertas al público, a los padres y miembros de la comunidad están invitados a asistir. También habrá una oportunidad separada en las reuniones regulares para el comentario del público en general sobre todas las materias relacionadas con la escuela excepto el personal o cuestiones de responsabilidad. De conformidad con la Ley Brown, las agendas de las reuniones se publicarán 2472 horas antes de las reuniones. Las agendas se publican en el sitio web de la escuela, así como en la escuela. Las reuniones suelen celebrarse en la escuela; Un cambio de lugar será publicado si se cambia la ubicación. *Durante COVID, se han realizado reuniones sobre Zoom. La identificación y la contraseña de la reunión se publican en la agenda y en los anuncios de la escuela.*

Los miembros de la comunidad que asisten son invitados a hacer comentarios relacionados con la agenda. Estos comentarios deben ser de duración limitada y la mesa directiva usualmente no va a responder. Esto puede parecer extraño ya que estamos acostumbrados a la comunicación mutua en la mayoría de los otros entornos; Las reuniones de la Junta Directiva están reguladas por la Ley Brown y usan las Reglas de Orden de Robert.
Ocasionalmente, la Junta Directiva podrá tener una sesión a puerta cerrada. Estas reuniones no están abiertas al público, pero se limitan a asuntos del personal y litigios potenciales. Los miembros de la Junta no pueden revelar detalles de lo que ocurre en las reuniones cerradas.

SMPO

La participación de los padres es vital para el éxito de Sherwood Montessori. Además de brindar oportunidades de voluntariado que enriquecen nuestro programa, con la participación, los padres hacen una declaración poderosa a los niños de que la escuela es importante y la educación es valorada por la familia. La SMPO brinda a los padres una vía para una participación efectiva en las operaciones de la

escuela. Todos los padres y maestros de Sherwood son miembros de facto de SMPO. La membresía activa se fomenta y se logra asistiendo a reuniones de SMPO programadas regularmente, ya sea en persona o a través de Zoom. Las reuniones de SMPO incluyen anuncios y actualizaciones, información sobre eventos y recaudaciones de fondos, oportunidades para ser voluntario de la escuela y un informe del director. También hay un foro abierto para los temas que no figuran en la agenda para brindar la oportunidad de ofrecer sugerencias y comentarios.

SMPO tiene una estructura de liderazgo compartida, que evolucionó a partir de muchas veces escuchando los comentarios: ¡Quiero ayudar, pero no quiero estar a cargo! Nuestros eventos y eventos para recaudar fondos están bien establecidos y el personal administrativo de Sherwood puede guiar a un equipo de liderazgo para cada evento de SMPO. De esta manera, muchas manos hacen que el trabajo sea más liviano y nuestra comunidad se beneficia de que muchos voluntarios comprometidos trabajen juntos para crear eventos que se conviertan en recuerdos preciados para los niños.

Equipo de Éxito Estudiantil (SST)

Se convocará una junta de SST para que sea una fuente de conocimiento siempre que un alumno no esté logrando su potencial. El SST de Sherwood está compuesto por el maestro del alumno, los padres del alumno, los proveedores de educación especial y el director de sistemas de apoyo multinivel, aunque no todos los miembros del equipo pueden estar presentes en cada reunión. El proceso de identificación formal de un niño para una modificación en los servicios académicos puede comenzar con un padre, maestro o cualquier miembro del personal que exprese una preocupación por un niño. Las preocupaciones pueden ser el en ámbito académicas o emocionales. Una vez que se expresa la preocupación, el grupo de SST se reunirá para identificar posibles intervenciones para el alumno. Después de una cantidad determinada de tiempo con intervenciones en el lugar, por lo general de seis a ocho semanas, el grupo de SST se reunirá de nuevo para evaluar la efectividad de las intervenciones. Las intervenciones se modificarán según sea necesario hasta que el niño pueda funcionar de manera que refleje su potencial.

Título 1

Durante la emergencia de COVID, Sherwood se convirtió en una escuela de Título 1 para aprovechar los fondos federales proporcionados a dichas escuelas. Por lo general, los fondos federales del Título I a través de la Ley de Educación Primaria y Secundaria (ESEA). Al comienzo de cada año escolar, las agencias educativas locales que reciben fondos del Título I deben notificar a los padres cuyos estudiantes asisten a una escuela del Título I que pueden solicitar, y la agencia les proporcionará a los padres si lo solicitan (y de manera oportuna).), información sobre las cualificaciones profesionales de los profesores del aula del alumno, que incluya como mínimo:

1. Si el maestro del estudiante:
   - Ha cumplido con los criterios de calificación y licencia del Estado para los niveles de grado y las materias en las que el maestro imparte instrucción;
   - Está enseñando bajo estado de emergencia u otro estado provisional a través del cual se ha renunciado a los criterios de calificación o licencia del Estado; y

- Es docente en el campo de la disciplina de la certificación del maestro.

2. Si el niño recibe servicios de para profesionales y, de ser así, sus calificaciones.

Si desea esta información, comuníquese con Michelle Yezbick, directora de la escuela, al 530-345-6600 o por correo electrónico a michelle@sherwoodmontessori.org

Juguetes y Aparatos Electrónicos

Se anima a los niños a traer artículos de la casa que se relacionan con los temas académicos actuales. Cosas recogidas de forma responsable de la naturaleza como nidos de aves, conchas inusuales y especímenes de roca son bienvenidos. *Sin embargo, los juguetes y los aparatos electrónicos de la casa no están permitidos en la escuela*. Si a un niño le resulta difícil separarse de un juguete en particular, tal vez el juguete pueda acompañar al niño a la escuela y permanecer en el vehículo y esperar el regreso del niño al final del día. Si el estudiante va a ir a la casa de un amigo después de la escuela y quiere llevar su juguete o juego electrónico a la casa de su amigo, él o ella puede traer el artículo a la oficina y guardarlo allí por el resto del día escolar, pero la oficina no es responsable por cualquier artículo que se pierde o sea quebrado mientras que este allí.

Política de Visitación

Sherwood es una escuela comunitaria, y todas las voces y aportes de los miembros de la comunidad son valiosos y necesarios. Con el fin de tener una escuela eficiente, el procedimiento de visitas y de citas es necesario para asegurar que aporte sea recibida y la escuela no sea interrumpida.
Para reunirse con la directora, haga una cita con la Asistente Administrativo en la oficina.
Para visitar un salón de clases, haga arreglos a través de la oficina con al menos 48 horas de anticipación para permitir la comunicación con el maestro de la clase. También, para organizar un recorrido de la escuela para un futuro miembro de la comunidad interesado en Sherwood, comuníquese con la oficina.
Para obtener más detalles sobre la Política de visitas, nuestra junta directiva adoptó la política que esta publicada en nuestro sitio web en la página de la Junta Directiva/ póliza.

Trabajar como voluntario

Sherwood Montessori se ha comprometido a ser una escuela en la que la colaboración y la alta participación de la familia son optimizadas para proporcionar a los estudiantes la mejor experiencia posible de la escuela. Ver a los padres ayudar en la escuela es una lección positiva para los niños. Esto les muestra que la educación es valorada y es muy importante como para trabajar e invertir tiempo. No todas las familias tienen recursos ilimitados de tiempo o habilidades para ofrecer, pero hay cosas que todos y cada uno de nosotros podemos hacer. El SMPO ofrece una variedad de tareas y proyectos en los que los padres y las familias pueden estar involucrados. Además, a medida que cada familia conoce a los maestros y al programa de sus hijos, los padres pueden encontrar otras maneras de ayudar. Se le anima a cada familia a realizar un **mínimo de 40 horas** de participación en la escuela cada año académico. Parte de estas horas pueden ser cumplidas asistiendo a presentaciones escolares, asistiendo a Noche de Regreso a la Escuela y Noche de Educación de Padres, y participando en funciones escolares. Para las familias que no pueden asistir a estos tipos de eventos, pueden hacer una donación en efectivo en lugar de horas de

trabajo a la escuela.

El Departamento de Educación de California nos pide que proporcionemos una métrica de la participación de nuestras familias en nuestro LCAP (Plan de responsabilidad de control local). Esa es una de las razones por las que pedimos a las familias que informen las horas de voluntario. Otra razón es que algunas solicitudes de subvención solicitan datos que muestren el poder voluntario en nuestra organización. Una tercera razón es que nos ayuda en la oficina a saber quién tiene experiencia con diferentes opciones de voluntario y quién necesita encontrar una manera de ser voluntario, podemos conectar a los padres con esta información.

¡La aplicación Parent Square hace que informar las horas de voluntario sea fácil! Descargue Parent Square para mantenerse al día con la comunicación de la escuela, para registrarse como voluntario, para informar las horas de voluntariado y para recibir alertas de la escuela.

Algunos ejemplos de cómo los padres pueden ser voluntarios incluyen:

Ambiente en el aula

- Proporcionar bocadillos para la clase
- Lavar las toallas en casa
- Limpieza del aula (aspirar, limpiar el polvo, limpiar mesas y superficies)
- Cuidar a las mascotas durante los descansos
- Sacar punta a los lápices del salón
- Haciendo copias

Alrededor de la escuela

- Barriendo zonas exteriores de la escuela
- Trabajando en el jardín
- Completar tareas de mantenimiento
- Dirigir el tráfico antes o después de la escuela
- Crear un comité de padres para embellecer la escuela

Programas educativos

- Montaje de folletos para el aula
- Escuchando a los lectores estudiantiles
- Administrando pruebas de ortografía
- Planificando viajes
- Conducir y acompañar en excursiones
- Ayudar con proyectos especiales (por ejemplo, fabricación de títeres, cocina y jardinería, arte)
- Compartir experiencias en el aula como guía al visitante

Recaudación de fondos y planificación de eventos

- Planificación de recaudación de fondos en el aula
- Unirse a un comité de recaudación de fondos de SMPO

- Unirse a un comité de planificación de eventos de SMPO
- Voluntario en eventos especiales (por ejemplo, Día Internacional, Desfile de luces, Festival de otoño, Actuación de invierno, Espectáculo de variedades, Festival de música Sherwood)
- Investigar fuentes de fondos de subvenciones y ayudando a escribir solicitudes

Mercadeo y Comunicaciones

- Actualizar contenido en el sitio web de la escuela
- Desarrollar la presencia en las redes sociales de Sherwood (por ejemplo, Facebook, Instagram)
- Publicar comentarios escolares en Yelp, Google, Great Schools, Niche
- Distribución de volantes y folletos (por ejemplo, supermercados, mercado de agricultores, biblioteca, cafeterías)

Liderazgo y Gobernanza

- Servir como coordinador de SMPO (recaudación de fondos, mercadeo, comunidad)
- Participando en el comité local del Plan de Control y Responsabilidad (LCAP)
- Sirviendo como miembro de la Junta de directores
- Unirse a un comité de la Junta (por ejemplo, desarrollo, finanzas, planificación estratégica)

Sherwood Referral Form

Order, Coordination, Concentration, Independence

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

Student Name: _____

Date of incident: _____

Time of incident: _____

Grade: TK K 1 2 3 4 5 6 7 8

Referring Staff: _____

Location

choose only one

□ Classroom □ Hallway

□ Bathroom □ 20th Street Park

□ Cafeteria □ 1010 Cleveland

□ Playground □ Library

□ Pick-up Areas □ Office

□ Off Campus □Other_____

Each referral can be only Minor or Major, not both.

*Choose up to two, circle the primary behavior problem if choosing two***.**

Perceived Motivation

choose only one

Minor Problem Behavior	Major Problem Behavior	Obtain:
□ Defiance	□ Abusive/ Inapp. Language □ Bullying	□ Adult Attention
□ Disrespect	□ Defiance □ Disrespect	□ Items/Activities
□ Disruption	□ Disruption □ Fighting	□ Peer Attention
□ Inappropriate Language	□Forgery/Theft/Plagiarism □ Harassment	**Avoid:**
□ Physical Contact	□ Lying/Cheating □ Property Damage	□ Adult
□ Property Misuse	□ Leaving Campus □ Physical Aggression	□ Task/Activity
□ Technology Violation	□ Other	□ Peer
□Elopement		
□Other_____		

Action Taken *Choose up to two, circle the primary action taken if choosing two.*

□ Reset □ Restitution □ Parent Contact □ Individualized Instruction □ Action Pending □ Loss of Privilege □ Conference with Student/Thought Paper □ Out-of-School Suspension (_____hours/days) □ Other _____	
Others Involved *only one* □ Other	□ None □ Teacher □ Substitute □ Unknown □ Peers □ Staff *choose* _____
Other Comments: _____ _____ __	



Documento de Reflexión

Fecha_____

¿Cuál fue el problema?

_____

_____

_____

¿Como afectan tus decisiones a otras personas?

_____

_____

_____

¿Qué otra opción hubiese sido mejor?

_____

_____

_____

¿Que plan tienes para asegurarte que este problema no vuelva a ocurrir?

_____

_____

_____

Firma del Maestro: _____ **Fecha:** _____

Firma del estudiante: _____ **Fecha:** _____

Firma de los padres: _____ **Fecha**: _____

Estudiante/Familia	Sitio Escolar / Distrito		Asistencia Estudiantil BCOE
3+ ausencias injustificadas o tardanzas de 30 minutos AUSENTE	**Carta #1 -** A los padres	-Utilizar todo el sitio, el distrito y los posibles recursos de la comunidad para abordar las barreras de asistencia y apoyar a la familia y al estudiante durante todo el proceso. -NO es necesario enviar copias de cartas a BCOE	- Consultas ofrecidas a las escuelas durante todo el proceso
Ausencias o tardanzas adicionales injustificadas	**Carta #2** - A los padres - Puede incluir una carta del fiscal de distrito. Consulte la descripción general de la carta DA		
Ausencias o tardanzas adicionales injustificadas	**Carta #3 -** A los padres		
Reunirse con el Administrador de la escuela o con la persona designada	Contrato escolar establecido en vigencia. *La escuela determina si estas reuniones ocurrirán (consistentemente para todos los estudiantes) después de la segunda o tercera carta de absentismo escolar	-El administrador del sitio se reúne con el/la estudiante / padres para discutir las barreras de asistencia y los apoya con el contrato del sitio escolar establecido	
Contrato quebrantado con la escuela	-Referencia a SARB El presidente de SARB revisa la derivación, programa reuniones o regresa para tomar más medidas		
SARB/Arbitraje de ausencia con Audiencia	- Miembros de SARB discuten barreras de asistencia, sugieren apoyos y busca recursos - Contrato firmado		-Participar en SARB
Contrato de SARB quebrantado	- Notificar al presidente de SARB y proporcione los documentos necesarios según lo solicitado		-Remisión a la policía o regreso a SARB / escuela para acciones adicionales
Tribunal de Ausentismo	-Proporcionar actualizaciones de asistencia solicitadas -El Administrador presentarse en la corte cuando se le solicite		-Preparar / presentar informe judicial -Llamadas de recordatorio a los padres -Proporcionar resultados al administrador del sitio y SARB

Mapa de Estacionamiento



Sherwood Montessori Petition

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Conflict of Interest Policy**

Date: December 19, 2024

SUMMARY

Directors are required to refrain from activities that might result in a possible excess benefit transaction.

DISCUSSION

Sherwood's Conflict of Interest Policy was adopted to apprise directors of their legal obligations to avoid activities that are defined as conflicts of interest. Having a signed document provides assurance that all board members are aware of their responsibilities regarding this legal issue.

ACTION REQUESTED

Sign Conflict of Interest Policy.

Attachment: Conflict of Interest Policy

SHERWOOD MONTESSORI

Conflict of Interest Policy

Article I Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (Sherwood Montessori) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II Definitions

1. **Interested Person**

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. **Financial Interest**

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,

b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or

c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III Procedures

1. **Duty to Disclose**

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,
b. Has read and understands the policy,
c. Has agreed to comply with the policy, and
d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

WRITTEN CONSENT OF DIRECTORS ADOPTING CONFLICT OF INTEREST POLICY

We, the undersigned, are all of the persons named as the current Directors in the Articles of Incorporation of Sherwood Montessori, a California nonprofit corporation, and, pursuant to the authority granted to the Directors by the Bylaws of the corporation, consent to, and hereby do, adopt the foregoing Conflict of Interest Policy, consisting of three (3) pages.

_____
Tina Hanson-Lewis, Chair

_____
Maria Santori, Treasurer

_____
Samantha Lawson, Vice Chair

_____
LeOsha Hamilton, Director

_____
Dinah Weller, Secretary

SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Date/Time: **Thursday, January 16, 2025 – 6:00 p.m.**
Location: 1071 E. 16th Street Room 1

AGENDA

A. CALL TO ORDER (6:00)

A.1 Land Acknowledgement

Sherwood Montessori acknowledges that we are on the unceded ancestral homeland of the Mechoopda people. Dr. Maria Montessori said: "We shall walk together on this path of life, for all things are part of the universe and are connected with each other to form one whole unity." As Montessori educators, we recognize that the Mechoopda people are the experts on the way to walk on the path of life here, with respect, gratitude and responsibility for the land, flora, fauna, waters, and air of this place. We extend our respects to the Mechoopda ancestors, elders, and all their relations in affirming their sovereign rights.

A.2 Roll Call Tina Hanson-Lewis, Samantha Lawson, Dinah Weller, Maria Santoni

B. CONSENT AGENDA (6:05)

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, October 17, 2024, Board Retreat, November 3, 2024, and December 19, 2024.

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

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

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS (6:20)

E.1 Items Removed from Consent (If any)

E.2 Reports and Communications

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

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

E.2.2 School Director Report
E.2.3 Treasurer Report

E.3 Action Items (6:40)

E.3.1 School Accountability Report Card (SARC) 2023-2024
The Board is asked to approve the draft of the SARC.
ACTION REQUESTED: Approve SARC draft.

E.4 Board Governance (6:50)

E.4.1 Appointment of New Board Member
The Board is asked to appoint a new member to the vacant seat.
ACTION REQUESTED: Appoint Board member.

E.4.2 Financial Planning
The board is asked to discuss financial planning for the school, including fundraising and balancing the budget.
ACTION REQUESTED: Discuss financial planning.

E.4.3 Board Governance Training
This item is to give Board members who attended the training on Monday evening an opportunity to share what they learned and discuss it with the Board as a whole.

F. FUTURE AGENDA ITEMS (7:20)
A Mid-Year LCAP Presentation will be given to update parents, the Board, and all stakeholders on the progress towards meeting goals set forth in the LCAP.

G. ADJOURNMENT (7:25)

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Board Meeting 17.10.24

- Skipped to treasurer's report
- Percentage held back of funding
- Paying us for some of last year's ADA - 104.37 - use the prior year for payments until they know the current year's ADA
- Vendor payment report is getting fixed to reflect the correct date

- LeOsha on Zoom
- Prop 39 request annually to keep the classrooms on CUSD campus
- We're at about 92.3%

Public comment period

- Daniel Green:
    - morning drop-off - car parking lot entrance as only entrance in mornings - doesn't feel safe, waking children up the street, just feels like a situation in the mornings
    - Second issue: conflict resolution policy - complaint goes to person it's against, then goes up the ladder as necessary - feels this is problematic - can cause friction to make complaint to, e.g. a teacher first before going to the next rung - conflict avoidance rather than resolution - doesn't seem to be followed in both directions - a complaint from a teacher about him went directly to Michelle first - has issues with the time frames involved, seems like it's too long to actually resolve a complaint
- Jillian Green:
    - Toward Michelle - independent study counting as attending? She's unclear on this - if you have 95% attendance you can get in a raffle or something? - this clearly is upsetting to her because she did her IS work and felt like she might have been penalised for "not" attending
- Amy Kepford:
    - Looking at the complaint resolution policy could be looked at again - may be situations where taking it to the person you have conflict with where that could be a bad idea, given the situation. Potential for it to blow up even more. Felt she would do better to leave it alone if she couldn't take it to Michelle instead of going to the teacher she had conflict with. Was offered to have a mediator available, but decided to leave it alone. Might be worth considering there are some situations where going beyond that step would be a good option.

School Director Report

- State test insights
- Parsec Education analyses and visualises the data for Sherwood
- SWD will be all students with IEPs and 504s
    - 23%(ish) SWDs
    - State average is 14%

- Contiguous enrollment
    - About 30% not contiguous, 70% are contiguous
    - Typical for charter schools is about 20-25% not contiguous (in California)
    - Typical for traditional districts is 12-15%
    - Chico has the highest per capita charter of all of California
    - What about chico alternative charters? How is the turnover there?
- Enrollment drop shortly after they moved location and another with COVID, started increasing a little more recently
    - Even with decreasing enrollment, percentage of SED and SWD is increasing
    - Can they reverse the studnet counts by enrollment length?
    - Is that SED and SWD increase steeper than CUSD, for example? Chapman comparative?
- Prelim CAASPP results
    - Trending upward, but still falling short of official standard
    - Uptick in scores in recent years ELA
    - Uptick as well in Math
    - We have been passing the 1 year growth average
    - Dotted line is the 9 year average in the student groups over time.
    - Performance gap is between SED and non-SED
    - Gap in SWD vs non-SWD is quite large - wondering how big that gap is in other charters
        - What would we be aiming for in a goal to minimise that?
- CAST results
    - 46.7% meet or exceed standards, which is remarkably high for the state
- Enrollment at 115, about the same as last year
    - Often see increase over winter break
- Turn 4 by September 2 of TK year (as of next year)
    - Class size of 20 in TK/K - currently 14 and 13

Action items

- Discuss board governance
    - Discussed some of this at the board orientation
    - Going to see if Heather has binders for Board members
    - Sam: Would like most recent copy of parent and staff handbooks for board binder(s)
    - Organising and controlling security of Google Drive for Board
- Board positions - election of officers
    - Tina for Chair
    - Sami for Vice-Chair
    - Dinah for Secretary
    - Treasurer - Maria
    - Committees - Leosha
- Executive Committee
    - Board named positions
- Elections Committee

    - Dinah
    - Leosha
- Finance Committee
    - Maria as Treasurer
- Safety Committee
    - Sami

Retreat Planning

- Focused on who we are, why we're here, where we're going as a board
- Find day/time and location for a 4 hour meeting
- Nov. 3, 2024, 10-2pm
- Potluck style
- Agenda to work on in google doc: https://docs.google.com/document/d/1CHsYDfBNyKpO6UIRS6wPvSew-xZ4rWhriNzioP-6jw0/edit?tab=t.0

Future Agenda Items

- First interim budget to be adopted
- Deciding on November meeting - will decide at retreat
- At retreat look at the complaints policy some more - get more of the background, etc.

Sherwood Montessori Board of Directors Retreat

Nov. 3, 2024 10am - 2pm

Sherwood Montessori Middle School Classroom

Goal: To engage in a more thoughtful series of discussions on board governance, goals for the schools, and best practices in an environment free from the monthly scheduled tasks.

Agenda

Re-Introductions. Who are we? Let's get to know each other a little better to more clearly identify our strengths, skills, and talents as we move forward.

Legal Issues 101 for School Boards. https://www.youtube.com/watch?v=VdibctnWhlE This short video will lead to a discussion and clarification of Brown Act issues. It is also important for the Board to annually review the Bylaws and Articles of Incorporation

- *Action: Watch video (unless we all went to the training) and review charter documents so that all Board members feel confident in the organization and contents.*

Establishing Goals and Assessments for the Board. Often called the "Strategic Priorities", the Board annually gives goals for the Director, but what do we wish to accomplish? How can the Board's goals align with the strategic priorities we have set out for the school? To help future Boards, how can we assess the success of our achievement at the end of the school year?

- *Action: List out Strategic Priorities for this year's Board, the Goals or metrics that we wish to attain to address the priorities, and a reasonable and effectual assessment.*

Rethinking the Board-Director Relationship. The Board is one of three clearly defined roles at a charter school, the other two being the Director and the Staff. What is our role in governance? How should we work with as well as oversee the school Director?

- *Action: Discuss examples of effectual Board roles and relationships. Create a guiding document on our responsibilities and limitations overseeing the school Director that can be passed down to future Boards.*

Developing an Annual Board Calendar. Much of the Board's monthly meetings are predictable and can be planned for. As a Board, we can also bring in new ideas, thinking about the ebb, flow, and needs of the school year. The goal for this task is to create a foundational living calendar that can be passed down to next year's Board.

Sherwood Montessori Board of Directors Retreat

Nov. 3, 2024 10am - 2pm

Sherwood Montessori Middle School Classroom

- *Action: Create an Annual Board Calendar document that will be used for future planning.*

Upcoming Board Elections. What are our recruiting needs? Thinking about the current Board members, what skills or assets are needed to build the out the Board? This is particularly important when thinking about upcoming opportunities and potential challenges.

- *Action: Write out a clear strategy for holding this year's elections with dates and roles, building off of the current Bylaws. This document will help with planning for future elections.*

Laying the Foundation for Future Planning.

- *Action: At the conclusion, Board members will write individual statements assessing the retreat to be used as guidance toward future retreats. One Board member will summarize the findings.*

Sherwood Montessori Board of Directors Retreat

Nov. 3, 2024 10am - 2pm

Sherwood Montessori Middle School Classroom

Sherwood Montessori Board of Directors Retreat, 3 November 2024
Meeting Minutes

A. Meeting started at 10:28
    a. In attendance: Tina Lewis, Samantha Lawson, Maria Santoni, Dinah Weller
B. Reintroductions:
    a. Board members present shared introductions, personal strengths and skills, reasons for seeking election to Board, and what our motivations for joining the Board were.
C. Legal Issues 101 for Boards:
    a. Tina, Sami, and Dinah attended Brown Act training last week and Maria is scheduled to attend later this month.
    b. Recap of our Q&A in the training:
        i. Discussed structure of meeting agendas and where Public Comment fits in
        ii. How much “back and forth” can go between Board and public during meetings? - General answer is “less is more”. Be careful about how much you say in an official capacity, but take in what they are saying. So you can find a balance between discussing the issue to understand more of their concerns. Say whatever you want, but it’s not advisable, especially if the topic is not on the official agenda to avoid a Brown Act violation.
        iii. Can open to public comment following individual items during the agenda, maybe add indication to agenda items which ones will be opened to public comment after.
        iv. If you give a time limit for public comment, make it consistently the same for each individual
        v. Teleconferencing guidance for scheduled teleconferences and “emergency” teleconferencing
        vi. When conversations amongst Board Members become official “meetings”
        vii. Navigating the line between being a parent of a student at the school vs. being a Board Member. Back to the “saying less is more” advice.
    c. Potential to discuss further Brown Act considerations on the next agenda if it’s light - Just to tie up any last questions about it
D. Establishing Goals and Assessments for the Board
    a. Historically the Board has done a lot of outreach and fundraising for the school, but hasn’t been able to for the past few years due to turnover
    b. Thinking of it as a 3 year term, what do you (as a Board Member) want to see by the end of your term?
        i. Finding a “passion project” for the Board to focus on
        ii. Idea of assessing the assessment process for the Executive Director
        iii. How can we be sure we’re doing a good job as their boss?
        iv. Diversifying the Board

Sherwood Montessori Board of Directors Retreat

Nov. 3, 2024 10am - 2pm

Sherwood Montessori Middle School Classroom

v. Student recruitment and retention - consider putting onto the Board meeting agenda for December - including the ADA question
vi. Behavior policy - majors/minors? - could it be an ad hoc committee? Leave it with the school since they had been working on it relatively recently? Comparing ours with other Montessori schools. - Largely determined this is not within Board purview
vii. Alongside the lawyer, find another way to do the complaint procedures, so there's a sort of "vice principal" route
viii. Focusing on getting external funding - fundraising events, etc.

c. Maybe discuss at next Board meeting, what's the goal for ADA?
    i. Is it possible to have a goal big enough to support a second admin?
    ii. How effective can our Director be as a solo administrator?
d. Board goals to focus on:
    i. Board recruitment - Dinah in particular, already on the Elections Committee
    ii. Start conversations with SMPO regarding bringing back SherwoodStock for next year - Tina could look into the logistics for it
    iii. An interest in recruitment and retention, but need to get more questions answered before making a specific Board focus

E. Rethinking the Board-Director relationship
    a. Largely discussed through Board goals discussion regarding assessment of Director and ensuring the Board is doing its job as a boss well - plan to discuss this after this school year's assessment
F. Developing an Annual Board Calendar
    a. Reviewed a historical outline of annual Board meetings, resolving to keep it up to date, add to it, and make it more detailed/specific as we work through this year as a Board
G. Upcoming Board Elections
    a. Discussed during goals planning
H. Laying the Foundation for Future Planning
    a. Thoughts:
        i. timekeeping for future retreats, keeping the focus more narrowed and all topics afforded the appropriate amount of time
        ii. We're still figuring out how this retreat should go as a Board consisting of many new members - this was a good, broad view of where we're at, what we need/want to do
        iii. Look back each year's retreat goals - maybe build a singular document that is kept up to date year-over-year, reflect on goals, accomplishments, hiccups, road blocks, etc. - This would be passed down and live with the Board Gmail
        iv. Community-oriented, larger scale fundraising event, not just for funds, but community recruitment, awareness, etc.

Sherwood Montessori Board of Directors

Regular Meeting, 19 December 2024

Meeting Minutes

A. Call to Order - Meeting started at: 6:07pm
B. Land acknowledgement
C. Roll Call: Tina Lewis, Samantha Lawson, Maria Santoni, Dinah Weller
D. Skipping ahead to First Interim budget
    a. Had to revise from what was first sent out, which did reduce projected estimate
    b. Revised ending balance paid provided at time of meeting, to be added to the virtual documents
    c. We are deficit spending $434,368, which draws our reserve down so we cannot do this again another year
    d. Need to reduce staff by 3 certificated and 4 classified (roughly) to get out of deficit spending
        i. Over 90% of fixed cost in staff, benefits, and contracts we cannot change, limiting where we can cut spending
        ii. We'll know more in January in response to state funding updates
    e. Our enrollment is up, but our attendance is averaging at 92%, losing us $95,234
    f. Need to get attendance up
    g. CUSD is not okay with another budget of deficit spending
    h. Need 130 enrollment (at 92%), we're averaging 115
    i. Being asked to adopt this budget and acknowledge where we're at
    j. They're going to not give our last payment in June, but July
    k. ELOP funding was removed, they are taking the money back
    l. We should make it to the end of the year with enough cash
E. Closed session
F. Consent Agenda
    a. Minutes approval
        i. Minutes missed from the attachments, so tabling to approve minutes at next session
    b. Field Trip Request
        i. Environmental camp for middle school students - 5 days, 4 nights
        ii. Community building, character building, thinking about your future and who you are - a lot of hiking and environmental science
        iii. Their fundraising goal was $2730, the students raised $3072
        iv. Parents will pay what they can, families who cannot afford will be paid from LCAP
        v. Chaperones for field trip not yet finalized
        vi. First time doing this field trip since COVID
        vii. Dinah moves to approve, Maria seconds
        viii. Unanimous approval
G. Public Comment for items not on agenda

a. Daniel Green: Read the Sherwood mission statement for the record. Voiced concerns regarding administration.
b. Jennifer Green: In agreement with Daniel. Voiced concerns regarding teachers and transparency.
c. Yvonne Spear: Voiced concerns regarding administration and core values or Sherwood Montessori.
d. Amy: Voiced concerns regarding loss of community and communication.
e. Daniel Green: Voiced concerns regarding conflict resolution policy.

H. Reports and Communications
   a. Instructional staff report
      i. What is your vision for the school in the next 3-5 years and your vision to achieve it? Asked of staff.
      ii. Report with responses included in agenda
      iii. Wanting more Montessori credentialed teachers - when new teachers come who are not, they are sent for training
      iv. Very difficult to find teachers with CA credential as well as the Montessori one - a regular issue in Montessori public schools
      v. Wish list for teachers that parents can buy off of? Could this help with some of the classroom desires. Montessori materials are pricier, so maybe a fund to contribute to.
      vi. Idea of finding professional development through Montessori rather than other options - it's not cost-effective at this time, but hoping to go observe at a Montessori school - access to professional learning on demand through Montessori society for faculty - maybe do a lunch and learn to encourage more of it - are there grants for Montessori schools for Mon. PD? Looking into it.
      vii. Sometimes teacher grants available
      viii. Want to build and grow social media channels to get more word out there - on Heather's list of job duties
   b. SMPO Report
      i. None submitted, may need to go back to more structure with SMPO
   c. School Director's Report
      i. Current enrollment: 115
      ii. Staff updates
      iii. Charter renewal
      iv. Included in agenda
      v. Is there a way of ensuring the trainings and changes are being implemented?
         1. Mostly through observation and meeting notes
         2. It's a lot to track all of it
         3. SEL on a continuous improvement team, identifying what to measure, how to do it, etc.
         4. Not sure how to measure de-escalation and co-regulation, trauma-informed care

            a. More about measuring learning gains in participants
            b. Part of the training
        5. Found staff inconsistent with holding students to school expectations - did training to address this and used surveys and saw improvement in consistency among teachers
    vi. Community celebrations we've had…. Themes based on behaviors they're seeing - e.g. teamwork. Had a dance party, but it was too last minute. Park day, etc. Track minors and majors and look for a trend in where the students are struggling and try to address that. Next one to be 'role models'.
    vii. Addressing high absence rate, which is reducing our budget significantly.
        1. Are the attendance rewards working? It's too early to tell for certain, but Michelle can check.
        2. Not currently in targeted improvement - it's improved, but not what it used to be before COVID - was 96% before COVID, but been around 92% since then.
        3. Chronic absenteeism has been going down, but overall ADA is around the same.
        4. Last year's attendance did not send us back into program improvement.
        5. Referring to the interim budget and how much we need to reduce spending by - might need to add to next agenda to discuss at more length
    viii. Gates getting installed over the winter break
d. Treasurer report
    i. Addressed with interim budget

I. Action Items
a. First Interim Budget
    i. Dinah moves to adopt, Samantha seconds, unanimous approval
b. Prop 39
    i. Is it a typical response that there are no changes? Yes.
    ii. CUSD approved to provide us with the same facilities as previously.
    iii. Michelle did not have to meet with them to discuss changes.
    iv. Samantha moves to accept, Tina seconds, unanimous acceptance.
c. Measure K Project Closeout Report
    i. Their numbers don't align with ours, as ours show we spent $2k more than they accounted for
        1. Is this going to be an issue? We don't think so.
    ii. Tina moves to approve, Samantha seconds, unanimous approval
d. Measure K Roof Repair - leaky roof at 1010
    i. Have estimate from roofer, $6,000
    ii. Dinah moves to approve, Maria seconds, unanimous approval
e. Measure K Air Conditioner Replacement

i. The quote is unclear if the approximately $16k is for one unit or both, Board would like clarification on that
ii. Approving on condition the $16k quote is for both and it will be brought back to the Board if this only covers one unit.
iii. Dinah moves to approve, Maria seconds, unanimous approval

f. Charter Petition for Renewal
    i. Asked to suggest any revision to the draft
    ii. Summary of changes was provided
    iii. Going through the summary list items as found in agenda
        1. Did give revision suggestions last time, but they were largely terminology-related
        2. Enrollment model (pg. 9) used current enrollment and projected enrollment with some attrition
        3. Financial models in process still - Pat
        4. Charter to be presented January 15, 2025
        5. Updating current Board members
            a. Will need to remove L'Osha from current Board of Directors 17.3
        6. Transitional Kindergarten curriculum added and all day TK/K schedule included
            a. Half day is still an option, but the schedule is full day
        7. Reference to updated Montessori curriculum to standards alignment
        8. 8:06 - short recess for restroom breaks
        9. 8:11 - returned
        10. Student based Intervention Team is now Student Success Team
        11. Formative assessments updated
        12. References to adequate yearly progress and API omitted or replaced
        13. LCAP content updated to current
        14. Behavioral referral data added to assessment tools list
        15. References to CELDT changed to ELPAC (the new system)
        16. Job descriptions updated to match current employee handbook
        17. Structure of SMPO updated to match current iteration
        18. Amended 50 volunteer hours from each family to 30 hours
        19. Age policy updated to reflect current TK age requirements
        20. School calendar and family handbook updated
        21. Board bylaws updated with board approved revisions
    iv. Action requested: approve draft
        1. Samantha moves to approve, Maria approves, unanimous approval

g. Conflict of Interest Policy
    i. Needs Board signatures
    ii. Signatures gathered

J. Future Agenda Items
    a. Need to seek a new Board Member. L'Osha resigned from her position.
        i. May need to be sought prior to next Board meeting, as the Charter Renewal will be presented before that date.
        ii. Tina has reached out to another person who ran to see if they are interested in filling the spot through the end of the year.
    b. Conversation with Pat regarding the interim budget and his suggestions for future budgeting
    c. Fundraising as a Board
    d. Financial audit for acceptance
K. Adjournment at 9:08

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **School Director Report**

Date: January 16, 2025

As we have been in school less than ten days since I last updated the board on school operations in the administrative, legislative, community and safety realms, we can use this time to discuss the upcoming Charter renewal.

Below is a table that was sent to me by CUSD that summarizes the process:

School:	
Charter Renewal Request	Board Meeting: January '25---1/15/25 ~You will need to attend the Board meeting and present that you are requesting a renewal for your charter. You will provide a brief overview of the charter at the next Board meeting.) *Please bring 6 hard copies of your Charter to the meeting (1 for each Board member, and 1 for CUSD. In addition, please email me a digital copy of the Charter by 1/15/25.
Charter Board Presentation	Board Meeting: February '25—2/19/25 ~At this meeting you will have 10-15 minute presentation to highlight your Charter.
Board of Education Decision Meeting	Board Meeting Date: March '25—3/12/25 ~ This will be the Board decision meeting.

SHERWOOD MONTESSORI

To: Board of Directors

From: Pat Casey, Business Manager

Subject: **Treasurer's Report**

Date: January 16,2025 Board Meeting

Bank statement reconciliation

- The Business Manager has verified that the beginning and ending cash balances on Sherwood's bank statement for the month of December 2024 reconciled with and matched those of the school's internal reports. The bank Ending Balance cash totaled $ 540,092.80 as of December 31,2024 for the checking account.
- The expenses in December were for the normal operating cost for the school.

Profit & Loss

The December 2024 Profit & Loss report shows a Net Income of $ -365,921, with added amounts of $ 66,519 for December LCF funds deposited in January 2025 along with $ 48,670 in EPA funds, $ 7,483 for ELOP, and $ 1,537 for Prop 28 Art/Music. The actual Net for December 2024 is $ -241,712, which means that the school is deficit spending (expense is greater than income).

Cash Flow

The school will end the year with a positive cash balance based on P2 ADA of 107.

Sherwood Montessori
Profit & Loss YTD Comparison
July through December 2024

	TOTAL
Ordinary Income/Expense	
Income	
8000-Revenues	
8010-8099 Revenue Limit Sources	472,167
8110-8290 Federal Revenues	4,461
8300-8599 Other State Revenue	90,466
8600-8799 Other Local Revenue	-555
Total 8000-Revenues	566,539
Total Income	566,539
Gross Profit	566,539
Expense	
1000 Certificated Salaries	303,791
2000 Classified Salaries	243,330
3000-Employee Benefits	169,121
4000-Books and Supplies	24,060
5000 Services/Other Op. Exp.	192,158
Total Expense	932,459
Net Ordinary Income	-365,921
Net Income	**-365,921**

Sherwood Montessori
Board of Directors - Vendor Payments Report
December 2024

Type	Date	Num	Name	Memo	Account	Amount
Check	12/02/2024	DBT	Amazon.com	R	Instructional Supplies	135.25
Check	12/03/2024	DBT	Amazon.com	R	Instructional Supplies	43.28
Check	12/03/2024	9944	Advanced Document	SERVICE NOVEMBER 2024	Copier Lease	558.16
Check	12/03/2024	EFT	California Water Service Com...	SERVICE 2024 NOVEMBER	Water	35.29
Check	12/03/2024	EFT	Comcast 4454	SERVICE - 2024 NOV-DEC	Internet Service Provider	472.39
Check	12/03/2024	DBT	Safeway	R	Food (Instructional)	14.05
Check	12/03/2024	DBT	Amazon.com	R	Instructional Supplies	16.44
Check	12/03/2024	DBT	Amazon.com	R	Instructional Supplies	27.05
Check	12/03/2024	DBT	Amazon.com	R	Instructional Supplies	33.48
Check	12/05/2024	ACH	CharterSAFE	BILLED PREMIUM - LIABILIT...	5400-Liability Insurance	2,653.00
Check	12/05/2024	ACH	CharterSAFE	BILLED PREMIUM - LIABILIT...	3601-Workers Comp	1,351.00
Check	12/05/2024	DBT	Costco	R	Food (Instructional)	428.08
Check	12/05/2024	ACH	Cypress Dental	2ND BILLING	3401-Health Benefits	367.27
Check	12/06/2024	9945	City of Chico - sewer	NOVEMBER 2024 BILLING	Sewer	32.31
Bill	12/09/2024	2024/2...	Pat Casey	CONTRACT SERVICE 2024-2...	Business Manager Services	5,000.00
Check	12/09/2024	DBT	Amazon.com	R	Instructional Supplies	9.73
Check	12/09/2024	DBT	Amazon.com	R	Instructional Supplies	14.26
Check	12/09/2024	DBT	Amazon.com	R	Instructional Supplies	20.56
Check	12/09/2024	DBT	Amazon.com	BLINK CAMERA SERVICE C...	Contracted Service	100.00
Check	12/10/2024	DBT	Amazon.com	R	Instructional Supplies	13.15
Check	12/10/2024	DBT	Amazon.com	R	Instructional Supplies	15.43
Check	12/10/2024	DBT	Amazon.com	R	Instructional Supplies	27.71
Check	12/10/2024	DBT	Amazon.com	R	Instructional Supplies	30.73
Check	12/10/2024	DBT	Amazon.com	R	Instructional Supplies	59.53
Check	12/10/2024	DBT	Amazon.com	R	Instructional Supplies	85.51
Check	12/11/2024	DBT	Amazon.com	R	Instructional Supplies	15.75
Check	12/11/2024	DBT	Learning A-Z	RAZ-PLUS READING A-Z LIC...	Software Licensing	248.00
Check	12/13/2024	DBT	eBay	R	Instructional Supplies	40.19
Check	12/13/2024	ACH	COSTCO VISA CARD	THRU 15TH PURCHASES 20...	SHERWOOD COSTCO VISA	3,726.04
Check	12/16/2024	7702	Dalila Gonzalez	STIPEND	Contracted Service	2,250.00
Check	12/16/2024	7703	Elaina Jarchow	STIPEND	Contracted Service	2,000.00
Check	12/16/2024	7704	SARIAH PILANT	INTERN CONTRACT	Contracted Service	1,750.00
Check	12/16/2024	DBT	Amazon.com	R	Instructional Supplies	167.76
Check	12/17/2024	7705	Adam Mankoski	PET SUPPLIES	Instructional Supplies	57.52
Check	12/17/2024	DBT	Amazon.com	ART BOOKS	ART-MUSIC	32.53
Check	12/17/2024	9946	Comcast Ethernet	SERVICE - 2024 NOVEMBER	Ethernet - Fiberoptic	1,650.42
Check	12/17/2024	9947	PARK AVE PEST CONTROL	SERVICE 2024 DECEMBER	Pest Control	110.00
Check	12/17/2024	EFT	PG & E	SERVICE 2024 NOVEMBER	Electricity	1,205.09
Check	12/17/2024	EFT	Waste Management	SERVICE - 2023 NOVEMBER	Trash/Recycling	147.09
Check	12/18/2024	9948	Chico Unified School District	2024-25 FUA- INV 25-000	CUSD FUA Charges	1,803.43
Check	12/18/2024	BT	Wufoo	SERVICE - 2024 DECEMBER	Online List Management	19.00
Check	12/19/2024	DBT	Office Depot	R	Office Supplies	51.94
Check	12/20/2024	DBT	PANERA BREAD	R	Food - Meetings	51.28
Check	12/23/2024	DBT	Amazon.com	MO NOV	5300-Dues and Membership	16.23
Check	12/23/2024	DBT	Chico Natural Foods	R	Instructional Supplies	60.92
Check	12/26/2024	9949	Hernandez Cleaning Service	SERVICE 2024 DECEMBER	Housekeeping Services	3,450.00
Check	12/26/2024	EFT	Comcast Business 9110	SERVICE - 2024 NOVEMBER	Telephone, Landline	189.18
Check	12/26/2024	EFT	Teresa Shippen	CRAFT SUPPLIES	Instructional Supplies	277.59
Check	12/27/2024	9942	Chico Country Day	NURSE CONTRACT 24-25 IN...	Contracted Service	1,647.77
TOTAL						**32,511.39**

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **SARC Draft Approval**

Date: January 16, 2025

SUMMARY

The Board is asked to approve Sherwood's draft SARC for 2023-2024.

DISCUSSION

Proposition 98 (passed in November 1988) and subsequent legislation require California public schools to provide information about themselves to the community in the form of an annual School Accountability Report Card or SARC. These report cards provide a variety of data to allow the public to evaluate and compare schools in terms of student achievement, environment, resources, and demographics. Much of the report comes with data pre-filled from the California Department of Education (CDE), and in some cases, such as the average class size element, the form is not a good fit with our school model.

The SARC will be available to the public at individual school sites and via the school website by February 1, 2025 and at the website: www.cde.ca.gov/ope/sarc/

ACTION REQUESTED

Approve SARC draft.

Attachment: Draft of SARC

Sherwood Montessori

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Sherwood Montessori
Street	1010 Cleveland Ave.
City, State, Zip	Chico
Phone Number	530-345-6600
Principal	Michelle Yezbick, Director
Email Address	michelle@sherwoodmontessori.org
School Website	www.sherwoodmontessori.org
Grade Span	K-8
County-District-School (CDS) Code	04614240121475

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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

The school serves our community by providing a rich and supportive educational environment for children based upon the philosophy of Maria Montessori which allows each child to reach his or her own potential academically, personally, and socially

2024-25 School Description and Mission Statement

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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	24
Grade 1	12
Grade 2	13
Grade 3	13
Grade 4	23
Grade 5	9
Grade 6	9
Grade 7	6
Grade 8	5
Total Enrollment	114

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	51.8
Non-Binary	0.9
American Indian or Alaska Native	0.9
Asian	1.8
Black or African American	4.4
Filipino	0
Hispanic or Latino	14
Native Hawaiian or Pacific Islander	0
Two or More Races	21.1
White	57.9
English Learners	2.6
Foster Youth	0.9
Homeless	10.5
Migrant	0
Socioeconomically Disadvantaged	57.9
Students with Disabilities	22.8

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.40	81.23	588.00	84.35	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.50	0.65	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	18.77	12.90	1.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	53.90	7.74	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	37.60	5.39	18854.30	6.86
Total Teaching Positions	7.90	100.00	697.10	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.20	78.35	623.30	86.19	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	12.52	10.90	1.51	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.40	5.01	13.40	1.86	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	25.50	3.53	11953.10	4.28
Unknown/Incomplete/NA	0.30	4.13	49.90	6.91	15831.90	5.67
Total Teaching Positions	7.90	100.00	723.20	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.60	85.21	604.70	85.06	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	11.12	10.50	1.49	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	38.10	5.36	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	17.10	2.42	11746.90	4.23
Unknown/Incomplete/NA	0.30	3.67	40.30	5.67	14303.80	5.15
Total Teaching Positions	8.90	100.00	710.90	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.50	0.40	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.50	0.40	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	60.00	28.5	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Students have access to a full complement of Montessori materials, although not all materials are in each environment for the full course of the year. Materials are rotated to keep the environment focused and orderly, and materials not currently in use are kept in storage, on campus, and accessible.

Year and month in which the data were collected	January 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Traditional Montessori materials Reading A to Z Montessori Reading Pathways	Yes	0.0
Mathematics	Traditional Montessori materials Go Math grades 4-5 California College Preparatory Mathematics (CPM) grades 6-8 IXL grades 1-6	Yes	0.0
Science	Traditional Montessori Materials The California Education and the Environment Initiative (EEI) Curriculum grades 4-6 Waseca Biomes Curriculum grades 1-6	Yes	0.0
History-Social Science	Traditional Montessori Materials	Yes	0.0
Foreign Language	Spanish materials, dictionaries & Duolingo application	Yes	0.0
Health	Traditional Montessori Materials	Yes	0.0
Visual and Performing Arts	Montessori Arts Curriculum	Yes	0.0

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

School Facility Conditions and Planned Improvements

The main campus of Sherwood Montessori is located on the north side of Chapman Elementary campus, with an auxiliary campus located at 1010 Cleveland Ave. The main campus includes six classrooms and an office; 20th Street Park connects the two campuses. Through funds available from the Measure K bond, Sherwood has been able to complete a construction project to install two classrooms and a library/teaching kitchen at the 1010 site. The two classrooms house our transitional kindergarten/kindergarten program with an outdoor area designed for young children.

Year and month of the most recent FIT report	12/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Leaks in buildings at 1010 Cleveland Ave. were addressed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	34	48	55	53	46	47
Mathematics (grades 3-8 and 11)	33	32	40	39	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	64	61	95.31	4.69	47.54
Female	28	26	92.86	7.14	53.85
Male	35	34	97.14	2.86	44.12
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	11	11	100.00	0.00	45.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	30.77
White	36	33	91.67	8.33	54.55
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	41	95.35	4.65	41.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	19	90.48	9.52	15.79

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	64	60	93.75	6.25	31.67
Female	28	25	89.29	10.71	28.00
Male	35	34	97.14	2.86	35.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	11	11	100.00	0.00	27.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	30.77
White	36	32	88.89	11.11	34.38
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	40	93.02	6.98	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	18	85.71	14.29	16.67

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	41.67	46.67	38.80	39.48	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	16	15	93.75	6.25	46.67
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	10	90.91	9.09	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	---	---	---	---	---
Grade 9	n/a	n/a	n/a	n/a	n/a

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

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

Sherwood reviews its Parent Participation Policy annually with input from parents and families. The SMPO has restructured with a shared leaderhip model that included a team of parents rather than the traditional elected leaders in officer positions, and is considering moving back to a more structured model.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	131	126	37	29.4
Female	63	60	18	30.0
Male	66	64	17	26.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	22	22	4	18.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	24	24	8	33.3
White	77	72	24	33.3
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	12	12	4	33.3
Socioeconomically Disadvantaged	76	75	22	29.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	30	29	8	27.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.01	3.36	5.34	4.01	3.85	3.31	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.31	0.38	0.29	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.34	0.00
Female	0.00	0.00
Male	10.61	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.55	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.17	0.00
White	6.49	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	8.33	0.00
Socioeconomically Disadvantaged	3.95	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

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 by March 1st and published 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.

2024-25 School Safety Plan

The most recent revision was February, 202. Input was sought from Safety Committee members and faculty and staff in February and adopted by the Board in an open, public meeting on February 22, 2024. Key elements included: Child Abuse Reporting Procedures, School Discipline Guidelines, Sexual Harassment Policies, Procedure for Safe Ingress and Egress, School Discipline Rules and Consequences, Hate Crime Reporting Procedures and Policies, Procedures to Prepare for Active Shooters, and Procedures for Preventing Acts of Bullying and Cyber-bullying.

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	5	2		
1	6	3		
2	7	3		
3	6	2		
4	6	2		
5	7	2		
6	5	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	6	4		
1	3	3		
2	4	3		
3	8	3		
4	5	2		
5	6	2		
6	4	2		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	7	2		
1	6	2		
2	7	2		
3	7	2		
4	12	2		
5	5	2		
6	5	2		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	0.7
Nurse	0.1
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,196.89	$1,818.64	$7,378.25	$42,089
District	N/A	N/A	$7,753.31	$79,902
Percent Difference - School Site and District	N/A	N/A	-5.0	-62.0
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-37.4	-79.6

Fiscal Year 2023-24 Types of Services Funded

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: counseling with a MSW counselor or a counseling intern under the supervision of the MSW, Positive Behavior Interventions and Supports (PBIS), social emotional learning curriculum such as Second Step, SEL Toolbox, and Montessori Grace and Courtesy curriculum, outdoor education and gardening program and enrichment instruction in the arts. Academics are supplemented with intervention and enrichment services in reading, writing, and math including Montessori Pathways reading remediation program for phonics instruction, guided reading using leveled texts, and free tutoring after school in the Extended Day program.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,626	$59,551
Mid-Range Teacher Salary	$72,558	$93,855
Highest Teacher Salary	$114,202	$120,219
Average Principal Salary (Elementary)	$128,746	$151,525
Average Principal Salary (Middle)	$138,199	$158,215
Average Principal Salary (High)	$141,684	$171,087
Superintendent Salary	$275,114	$300,043
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

Sherwood Montessori is dedicated to providing an authentic Montessori education for our diverse students. In 2023-2024 the Director attended an intensive training in leading transformative change through inclusion and equity and led activities for the staff and faculty throughout the year.

Professional Development

In addition to Montessori trainings, Sherwood teachers and Director take part in training offered through the Butte County Office of Education and other local sources for professional development. During the most recent three years, staff attended professional development related to implementing MTSS for Social-Emotional Learning, the Science of Reading, the Nurtured Heart Approach, helping students in emotional crisis to regulate, gifted education in Montessori classrooms, and other topics.

In the 2017-2018 school year, Sherwood was awarded the SUMS (Scale Up Multi-Tiered System of Support) grant for MTSS (Multi-Tiered System of Support) and attended professional development designed to improve practices in intervention and special education programs. This was also the school's first year of PBIS (Positive Behavior Interventions and Supports) training. Currently the school is in its seventh year of PBIS training and implementation and has a team attending the NorCal Educational Leadership Consortium to improve support to students through humanist and restorative practices for the past two years. The school was recently awarded the Phase 3 CA MTSS School grant to continue this work and become a California MTSS Pathway Certified School.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4.5

Calculat

Sherwood Montessori (121475)	v.24.2c					CY1
LOCAL CONTROL FUNDING FORMULA						**2024-25**
LCFF ENTITLEMENT CALCULATION						
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors		1.07%	0.00%	47.63%	47.63%	
	Current ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	75.00	$ 10,025	$ 1,043	$ 1,054	$ -	$ 909,175
Grades 4-6	36.00	10,177		969	-	401,273
Grades 7-8	6.00	10,478		998	-	68,857
Grades 9-12	-	12,144	316	1,187	-	-
Subtract Necessary Small School ADA and Funding	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 1,181,115	$ 78,225	$ 119,965	$ -	$ 1,379,305
NSS Allowance		-				-
TOTAL BASE	117.00	$ 1,181,115	$ 78,225	$ 119,965	$ -	$ 1,379,305
ADD ONS:						
Targeted Instructional Improvement Block Grant						$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-
Small School District Bus Replacement Program (COLA added comm						-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	14.00	TK Add-on rate	$ 3,076.80		43,075
ECONOMIC RECOVERY TARGET PAYMENT						-
LCFF Entitlement Before Adjustments						$ 1,422,380
Miscellaneous Adjustments						-
ADJUSTED LCFF ENTITLEMENT						**$ 1,422,380**
Local Revenue (including RDA)						(350,000)
Gross State Aid						**$ 1,072,380**
Education Protection Account Entitlement						(368,195)
Net State Aid						**$ 704,185**

		2020-21	2021-22	2022-23	2023-24	2024-25
(c) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location						
Enter the unduplicated pupil percentage (UPP) of the district where the charter school is physically located. If the charter school has a physical location within the boundaries of more than one district, enter the h						
D-3	**Unduplicated Pupil Percentage (%)**	**50.69%**	**53.13%**	**55.82%**	55.82%	55.82%
	Unduplicated Pupil Percentage: Supplemental Grant	55.86%	59.53%	58.02%	50.95%	47.63%
	Unduplicated Pupil Percentage: Concentration Grant	50.69%	53.13%	55.82%	50.95%	47.63%
(d) AVERAGE DAILY ATTENDANCE (ADA)						
ADA used for the Transitional Kindergarten Add-on ONLY:						
G-4	**TK** (NEW beginning 2022-23)	-	-	**6.58**	6.00	14.00
ADA used for Base, Supplemental and Concentration Grant Calculations: Enter P2 Data - Note: Charter School ADA is always funded on current year						
B-1	**Grades TK-3**	**75.43**	**59.49**	**62.07**	70.00	75.00
B-2	**Grades 4-6**	**46.16**	**34.44**	**25.16**	29.00	36.00
B-3	**Grades 7-8**	**23.75**	**7.52**	**5.11**	6.00	6.00
B-4	**Grades 9-12**	-	-	-		
	SUBTOTAL ADA	145.34	101.45	92.34	105.00	117.00
	RATIO: ADA to Enrollment	1.19	0.97	0.95	0.92	0.92

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Sherwood Montessori (121475)

	2020-21	2021-22	2022-23	2023-24	2024-25
SUMMARY OF FUNDING					
General Assumptions					
COLA & Augmentation	*0.00%*	*5.07%*	*13.26%*	*8.22%*	*1.07%*
Base Grant Proration Factor	-	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Add-on, ERT & MSA Proration Factor	-	*0.00%*	*0.00%*	*0.00%*	*0.00%*
LCFF Entitlement					
Base Grant	$1,133,029	$827,982	$851,977	$1,048,533	$1,181,115
Grade Span Adjustment	60,419	50,090	59,152	72,240	78,225
Supplemental Grant	133,331	104,544	105,728	114,206	119,965
Concentration Grant	-	-	4,857	-	-
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	-
Add-ons: Home-to-School Transportation	-	-	-	-	-
Add-ons: Small School District Bus Replacement Program	-	-	-	-	-
Add-ons: Transitional Kindergarten	-	-	18,510	18,265	43,075
Total LCFF Entitlement Before Adjustments, ERT & Additional S	**$1,326,779**	**$982,616**	**$1,040,224**	**$1,253,244**	**$1,422,380**
Miscellaneous Adjustments	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-
Additional State Aid	-	-	-	-	-
Total LCFF Entitlement	**1,326,779**	**982,616**	**1,040,224**	**1,253,244**	**1,422,380**
LCFF Entitlement Per ADA	**$ 9,129**	**$ 9,686**	**$ 11,265**	**$ 11,936**	**$ 12,157**
Components of LCFF By Object Code					
State Aid (Object Code 8011)	$ 574,838	$ 373,910	$ 666,356	$ 630,902	$ 704,185
EPA (for LCFF Calculation - Resource 1400 / Object Code 8012)	$ 368,800	$ 315,722	$ 75,262	$ 323,736	$ 368,195
Local Revenue Sources:					
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -
In-Lieu of Property Taxes (Object Code 8096)	383,141	292,984	298,606	298,606	350,000
Property Taxes net of In-Lieu	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
TOTAL FUNDING	**1,326,779**	**982,616**	**1,040,224**	**1,253,244**	**1,422,380**

SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Date/Time: **Thursday, February 20, 2025 – 6:00 p.m.**
Location: 1071 E. 16th Street Room 5, Chico, CA 95928

AGENDA

A. CALL TO ORDER (6:00)

A.1 Land Acknowledgement

Sherwood Montessori acknowledges that we are on the unceded ancestral homeland of the Mechoopda people. Dr. Maria Montessori said: "We shall walk together on this path of life, for all things are part of the universe and are connected with each other to form one whole unity." As Montessori educators, we recognize that the Mechoopda people are the experts on the way to walk on the path of life here, with respect, gratitude and responsibility for the land, flora, fauna, waters, and air of this place. We extend our respects to the Mechoopda ancestors, elders, and all their relations in affirming their sovereign rights.

A.2 Roll Call Tina Hanson-Lewis, Samantha Lawson, Maria Santori, Dinah Weller

B. CONSENT AGENDA (6:05)

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, January 16, 2025.

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

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

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS (6:20)

E.1 Items Removed from Consent (If any)

E.2 Reports and Communications

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

E.2.1 Instructional Staff Report

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

E.2.2 School Director Report
E.2.3 Treasurer Report

E.3 Action Items (6:40)

E.3.1 Safety Plan The Board will be asked to approve the updated Comprehensive School Safety Plan.
Action Requested: Approve Safety Plan.

E.3.2 Mid-year LCAP Report The Board will receive a mid-year LCAP report pursuant to requirements of SB 114 Sec. 42 (Charters): EC 47606.5 (e).
Action Requested: Receive report.

E.3.3 King Consulting Contract The Board will consider approval of a contract with consultants to support Sherwood in the Charter School Facility Program Application
Action Requested: Receive report.

E.4 Board Governance (7:10)

E.4.1 Appointment of New Board Member
The Board is asked to appoint a new member to the vacant seat.
ACTION REQUESTED: Appoint Board member.

E.4.2 Community Engagement and Fundraising
The board is asked to continue the discussion on fundraising and community engagement that was begun at the Board retreat.
ACTION REQUESTED: Discuss fundraising and community engagement.

E.4.3 Elections
The board is asked to discuss the upcoming Board elections.
ACTION REQUESTED: Discuss Board elections.

F. FUTURE AGENDA ITEMS (7:20)

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

G. ADJOURNMENT (7:25)

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Sherwood Montessori Board of Directors

Regular Meeting, 16 January 2025

Meeting Minutes

A. Call to Order - The Meeting started at 6:04
    a. Land acknowledgement
    b. Roll Call: Tina Lewis, Samantha Lawson, Maria Santoni, Dinah Weller
B. Consent agenda
    a. Minutes approval - October 17 Meeting, Board Retreat, December 19 Meeting
        i. Sami moves to approve, Dinah seconds, unanimous approval
C. Public comment
    a. Cynthia Garcia & Timothy Watters - Work at the work training center, new parents and joining to learn more about Sherwood
D. Noticed public hearings
    a. None
E. Regular business
    a. Nothing removed from consent
    b. School Director Report
        i. Requested to be on the agenda for charter renewal next month - next month is the 10 minute presentation where we say our piece. Last did this 8 years ago. Last time Michelle spoke, a teacher, member of community spoke. Will be February 19, 2025. Requesting if the Board members can attend as well. If we have any ideas of things we would like to see in the slide presentation, what makes Sherwood special, we can suggest them.
            1. Sam suggested the mixed grades, student leaders as a focus. Emphasize that the students aren't sent home with homework. Lower grades might not be on the same level but they are particularly strong in later grades.
            2. Tina suggested including how our academic data is looking really good - people have a misconception that charters and Montessori aren't as rigorous as "normal" schools, but our data shows the academic strength and the good improvements in students.
            3. Dinah talked about self-directed learning and how the kids don't always realize they're learning because they're having fun
        ii. Go back the following month March 12, 2025 for follow-up, they may have questions, etc.
        iii. Prop 2 school bonds passed, money for building schools and $600 million designated for charters - recommended to reach out regarding that and given contact info for a consultancy that can spearhead that. We had some questions, but it's all very early stages, so more information will come in the future.
    c. Treasurer's report
        i. Large deficit this month because we get the check late. This was budgeted to be in deficit spending this year.

ii. As long as we're at 107 ADA by P2 (which we are at this time), then we'll have cash and have a reserve
iii. Directing toward end pages to talk about where money comes from
iv. There's a lot of extra money in California according to the Governor - $20 billion - restoring "rainy day" deficit - it's great, but not likely to happen again, as it was due to good stock - couple years out expected to be in deficit - schools get their money from a formula - if there's more revenue than expected, it can't go to schools permanently, would have to be a one time thing - 3 revenue sources like that: ELOC, Prop 28 Art and Music,
v. Looking at FCMAT page, put in projected ADA and enrollment and some other projections, and it goes through some calculations and tells you where and what you get funded - this is the first calculation for the initial budget for next year, projected 127 enrollment and 107 ADA - each 1% ADA we miss is $13,000 lost per kid.nThe amount per kid is subject to change from year to year
vi. COLA & Augmentation, their last month's payment would be a loan, but not necessary anymore because of the market, but they are withholding June's payment
vii. We're not alone with low ADA and high absentee rates - most schools/districts are facing this
viii. We do get additional funding for having estimated over 50% unduplicated count, though we did go just below 50% - based on P2 (in March), but they take a 3 year average
ix. Looking at the last page, the funding dip following COVID was no joke and we're crawling our way back up
x. We only need to be concerned about if our expected funding sources don't come in
xi. We don't know what it will mean for us that 7 charter schools were lost in the LA fires - our insurance rates may be going up, if there's not sufficient money they are the ones who will get more of that $600 million to rebuild… also, will the rich rebuild their mansions? Will they move out of state?
xii. This all means that the previous month's fear of struggles is not as stark as we worried, hopefully
xiii. Our plan is increased enrollment and increased attendance
    1. With increased enrollment, what is our minimum number for "now we're comfortable"? - Bottom threshold is 125 ADA, ideal is 160 enrollment
        a. Enrollment would have to be at 134 at current attendance rates to get the 125 ADA
        b. How are we looking on open enrollment as of now? 16 applicants, mostly for TK/K
        c. Michelle's conservative estimate is for 123 enrollment next year

2. Is there any thoughts district- or statewide about why ADA is lower these days and how any have improved it? We're really not aware of anyone improving ADA
    a. Our substitute cost double or tripled in the last few years since COVID

d. Action Items
    i. School Accountability Report Card (SARC) 2023-24
        1. Michelle providing context - an annual data report card public schools in CA have to do - there's a template, we use document tracking services and they pre-fill the template with information they already have and we verify it and do the narrative pieces
        2. The class sizes are confusing us
        3. One student support services staff listed under Other and looking for clarification - behavioral health counselor, plus occupational therapist potentially, might be PE teacher - Michelle will verify before submission
        4. What is this report used for? It's published by CDE for transparency in public school, published on the school website as well.
        5. Having difficulty understanding the full meaning of the 2023-24 suspensions and expulsions by student group - these numbers are pulled from CALPADS, so we're still quite confused.
        6. Action requested: Approve SARC
            a. Board willing to approve pending verification of the "Other" listed above under bullet 3 - Maria moves and Tina seconds - unanimous approval

e. Appointment of new Board Member
    i. The holidays were not a fruitful time to recruit
        1. Tina has reached out to 6 individuals who had been interested in the position in the past, but not heard back
        2. Need to fill L'osha's vacancy, can appoint by vote through the summer - then election will be at the beginning of next school year
        3. Maybe check in with each other in a couple weeks
        4. Move appointing new board member to next month

f. Financial planning
    i. Already discussed at length during treasurer's report

g. Board governance training
    i. Late notice, so no one was able to attend, unfortunately.

F. Future Agenda Items
    a. Board appointment on the list
    b. Mid-year LCAP

G. Adjournment at: 7:45pm

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Instructional Staff Report**

Date: February 19, 2025

Instructional Staff Report prompt for this month was: How well do you think the school engages with the community, and what suggestions, if any, do you have for improving this connection?

Transitional Kindergarten/Kindergarten -Teresa Shippen

ver the years Sherwood has found numerous ways to participate in Community events. Our Families have also brought us numerous community experiences. These include, but are not limited to:
Farmers Market tabling
Endangered Species Faire Parade and tabling
Hosting a Music Festival
Kindergarten Faire Booths
Participating in NorCal Leadership Consortium
Working with BEC (Butte Environmental Council) in various endeavors
Sidewalk Chalk in the Plaza event
Presenting at the This Way to Sustainability Conference
Representation at Kite Day
Various Field Trips in the Community- Farms, Parks, Aquatic Center, Nature Center, Laxson
Learning from the Bocce Ball community
Caring for pets at the SPCA
Efforts to reach out to Pre-Schools with information about our school
Working in a local community garden

I have probably missed a few, particularly those that the Middle School kids have participated in. Some of these endeavors were useful and fun ways to engage with our community! Some felt like a lot of effort for little return.

In the past we have had teachers sign up for events as part of our "other duties" that the teachers are asked to do. There was a committee that would look for ways for Sherwood students and families to engage with our community. Some of these are on-going. Some of these are no longer open to us. An example of this is the Kindergarten Faires, as they no longer invite Charter Schools to participate. There has not been a Charter School Faire for us to attend.
Our overall community participation has varied based on staff and of course the close of such

activities during Covid.

I think the school could improve in our engagement, but it takes time and effort on the part of teachers and staff. We could use some help from our whole community, both to research and motivate participation in these types of events.

It is so valuable for our students to know we are part of a bigger community!

Transitional Kindergarten/Kindergarten -Adam Mankoski

Although I feel that we need a greater marketing presence in the community (and I believe it's the Board's and SMPO's responsibility) for recruitment purposes, I feel it's of even greater importance that we are engaging with one another as a community and with our surrounding neighborhood community. So that's what my focus will be here.

My class has been a leader in terms of community engagement and involvement. We developed relationships with the Butte County Master Gardener who runs the community garden at the end of Guill Street at the Baptist Church. We helped her plant her garden two years in a row. My first class at Sherwood developed a relationship with the neighbors on Guill when we took responsibility for trash cleanup on that street. I did these things because I feel very strongly that our school should be stewards of our neighborhood.

Further, I would like to see us adopt a school wide community service component. Each class should be serving our neighbors somehow. We have the resources to grow food for the neighborhood. We have the people power to continue things like trash cleanup. Perhaps yard maintenance for senior neighbors? A to-go community dinner to support the school? A student choral concert for the neighbors? I think it would be a benefit to our students (and humbling) to practice what I believe should be a core component of a Montessori education: service to others, with the hope of igniting a spark to be change agents.

My garden project this year has been put on hold because there was a lack of parent involvement. My street cleanup project has been put on hold because there was a tremendous amount of fear from parents about student safety. But my goal is to continue these programs and it's my hope that other classes join us.
Last summer, I was on campus throughout the week maintaining our summer garden at 1010 and building a new garden space behind my class on Guill. I was often approached by neighbors who had little knowledge of Sherwood, and our conjoined independence from Chapman. This illuminated that we have failed to get to know our neighbors. Some community connection can change that.

Thanks for the opportunity to impart my vision.

1st/2nd/3rd -Marlo Knox

This report is written in order to share how well I think the school engages with the community,

and what suggestions, if any, I have for improving this connection. It's a hard topic for me to respond to, I'm not sure I reflect often on how our school engages with the community. I use the limited time I have to reflect on the students I serve and the planning required to prepare a beneficial environment for our students, staff, and parents to grow in. I do feel passionately that "the school", which is our staff, our students, and our parents, that is to say all the Sherwood people, not the buildings, are our connection to our community. Therefore, the question becomes how well do Sherwood people engage with the community. It begs an important question, who is the community we are referring to? Is all of Chico the community? Are other educational institutions, the community? Is our neighborhood the community? Other charter schools? Other Montessori schools? Only public Montessori Schools?

Stopping there but continuing to reach for an idea that might serve our Board, I did find inspiration recently in the last performance I attended with my students. At the performance we learned much about the life story of Chloe Arnold, Emmy Award nominated tap dancer, choreographer, actress, director, and producer. I think there is a connection between that experience, the inspiration shared, and the question the board has posed to Sherwood teachers. Chloe explained that when she became clear on her purpose and passion, she had to find out how to influence others to share in her love. She said she realized she had to make others love tap dance as much as she did. In the same way our school, our Sherwood people, should share a love for Montessori Practice with everyone, with the community. We should be asking ourselves how we can make others love Montessori Practices as much as we do.

I hope this report offers some fuel for thought.

1st/2nd/3rd Lily Follrath

4th/5th/6th-Anne Adams

So many of my colleagues have chimed in eloquently with answers to a question I've been struggling to address. If a student were to ask me, *"How well do you think you do something?*, I might suspect that their question implied a comment: they don't think I'm doing it well enough yet, so they're bringing it up to try to ask me to do it better. I'd be inclined to reply to this assertion with further questions, because in order to better meet their expectations, I'd have to learn more about what those expectations were, right?

What do the terms "community" and "engagement" mean to our Board?

"Community" could mean (expounding on what Marlo mentioned)...

- All of Chico
- Targeted cultural hubs of Chico as mentioned by colleagues, including:
    - Library
    - Farmers' Market
    - Festivals/Fairs/Parades
    - Plays and Performances
    - Other?
- Sherwood students
- Relatives of Sherwood students including:

    - siblings
    - parents/guardians
    - extended family
- Other Chico school groups including:
    - students
    - teachers
    - administrators
- Our Chapmantown neighbors
- Fellow charter schools in the region
- Fellow Montessori schools in:
    - our town
    - the state
    - our nation
    - the world
    - the public school category
    - the worldwide AMI community
    - the national AMS community
    - NAMC

"Engagement" could mean:

- Casual Conversation
- Formal Conversation
    - promotions
    - tabling at events
    - networking
- Offering Training
- Receiving Training
- Giving speeches
- Performing music or theater
- On-campus events
- Off-campus events
- Charity or volunteering

I'm sure there are more examples I'm not thinking of, but these are certainly enough to show what's theoretically possible in terms of community engagement. If each member of the Board could take the time to review these two lists and choose one item from each (for example, "perform music at the library" or "give speeches at other charter schools in the region"), perhaps we as teachers could review those goals and strategize about how to meet them. Sound good?

Thanks, as ever, for your time and your commitment to Sherwood's thriving.

4th /5th/6th -Chris Wenger

Sherwood Montessori does a good job engaging with the community. Recently we had the Skate Night, where many families came out to socialize and engage outside of school. Our Winter

Performance brought us into collaboration with PV High School, and was a successful community collaboration.

We are working on an outreach with the library for a children's music concert/collaboration. In addition, Lily Follrath, Anne Adams, and Chris Wenger have all joined an African/Latin drumming class with the hopes of bringing these lessons to Sherwood children. We go every Wednesday evening and are discussing outreach with local music teachers. We have also brought the local chapter of the Audubon to Sherwood, where they delivered 3 part series lectures for 4-6 grade, and also 1-3 grade. We are planning a nature/bird watching field trip. We also took a field trip to Laxson Auditorium for a jazz unit (aligning with Black history month) and enjoyed the performance with many other schools in the Chico Unified School District.

7th/8th-Stacy Gertz

I am happy to report that I have experienced a lot of community involvement as a teacher here at Sherwood.

Some examples include the Middle School Career Day last year that encompassed many pillars of the community coming out to showcase their opportunities. Almost everyone that was called-showed up! They all agreed to come back this year! We just set another date for one here in May. (Friday, 5/23). I networked yesterday, 2-11-25 at The Orland Career Day Field Trip at Glenn County Fairgrounds. My students and I got to talk to many members of the community, and I was able to attain another 5-7 guests for this year's event.

Another example includes our highly successful Barnes and Noble Fundraisers where my students and I can host a table in the store, greet all incoming customers, promote our Bar Code Fundraiser and talk about Sherwood to potentially interested families. We met so many people. The students strongly engage, and we raised $2,667 in December and should raise at least half of that in March (3/8 & 3/9). The December opportunity (Christmas shoppers) was given to us because we were well-mannered and professional last year. We also broke the Chico record in school funds raised-ever at this Barnes and Noble location! This is for our CCCYO Science Camp in April.

Our holiday thrift sale ignited me to go out into the community to get generous donations from local thrift shops and Anika's Closet. I also made contacts for our career day through that network.

Lastly, I have set up a lunch and learn with sorority sisters: Alpha Sigma (Sisters of Agriculture) from Chico State-getting Woodstock's to comp our food and space for educational purposes, brought in Russell (Heather's husband) for a fossil demonstration and a young, talented entrepreneur, Julio that my students highly connected with. I also have "Catalyst" coming on March 10th to discuss healthy relationships with my students. I meet these people while I'm out in the community and the sorority sisters and the young entrepreneur, Julio, will be coming to our career day too!

I think it's highly important to shine in the community with commendable events and fundraising opportunities to achieve and maintain a great reputation, empower our students, and develop other great opportune possibilities!

Thank you for allowing my input.

P.E.-Kevin

Learning Center-Leslie

Sherwood Montessori engages with the community in a good way. We have the Endangered Species Fair where students spend time in their classrooms creating paper mache endangered animals to spread awareness about endangered species, and parade their animals downtown. In addition, during the Fair, we have an information booth where the community can ask 1-2 teachers questions about our school as well as explore some of our Montessori materials. We also offer tours on our school website where prospective students' parents can tour the school and ask the director any questions. Teachers at Sherwood have students go on multiple field trips in the community. Lastly, we have a Facebook page where community members can see the highlights of Sherwood Montessori.

The suggestions I have for improving this connection are having more community events, letting new teachers know about different field trip opportunities, and having teachers and aids hand out flyers to members of the community so more people can know that our great school is another option for children they know. Another suggestion is to have Chico State partner with Sherwood to possibly have undergrad intern teachers volunteer as part of their volunteer teaching hours. When I was in the Credential Program at Chico State, I fulfilled my Chico State "CAVE" volunteer teaching hours next door at Chapman Elementary. In addition to being helpful for Sherwood students and staff, it would also be helpful to our school budget to possibly be able to fill one or two teacher aide positions with a Chico State volunteer aid. Lastly, we can improve our community connection by asking businesses that have bulletin boards such as Upper Crust, if we can put up a school flyer.

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **School Director Report**

Date: February 20, 2025

Administrative

- Current enrollment will be reported at the meeting.
- We are seeking a part time aide for after care that has been covered with substitutes.
- Teachers have had professional development on De-escalation/Co-regulation and the Nurtured Heart Approach. We have also begun engaging with continuous improvement protocols and process to address response to student behavior.
- Teachers' aides have upcoming professional development on the Nurtured Heart Approach with Kimberly Fellner and Alliance LGBTQ+ Inclusivity and Sensitivity with Chico Stonewall. Unfortunately, their Grief Sensitive Schools training was cancelled by the presenter.

Legislative

- Our Charter was submitted to CUSD at their Board of Education's regular meeting in January. Tomorrow evening we will present our highlights, notable achievements and areas for growth at their regular February meeting.

Community

- The middle school students had a Book Faire with their teacher, Stacy, at Barnes and Nobles on December 7th and 8th. They raised funds for their environmental camp trip while promoting the school in the community. They plan to have another Book Fair event at the store before the trip.
- We had our Winter Performance at the Pleasant Valley High School Center for the Performing Arts on January 14th, it was a lovely event!
- Our Positive Discipline Team presented our continuous improvement work on our response to behavior program at the NorCal ELC Winter Institute on January 27th. The virtual event was attended by close to 200 educators from every county in Northern California.
- We had our Open House on January 29th. It was well-attended by the families of the youngest students, but much less so in grades 4-8.
- The annual Cal Skate Skating Night was held on February 6th.
- We are continuing to conduct regular school tours for interested parents.

Safety

- Construction has completed on the new buzz-in security gate system. We are working closely with the installation team to iron out glitches, but overall the system rolled out pretty smoothly.
- I am receiving guidance from CUSD personnel on purchasing, through Measure K funds, a camera security system similar to the one currently in use by Chapman. These cameras would have the ability to zoom in and watch replay on slow-motion, which would be helpful both in keeping the campus safe as well as investigating any incident after the fact.

SHERWOOD MONTESSORI

To: Board of Directors

From: Pat Casey, Business Manager

Subject: **Treasurer's Report**

Date: February 20,2025 Board Meeting

Bank statement reconciliation

- The Business Manager has verified that the beginning and ending cash balances on Sherwood's bank statement for the month of January 2025 reconciled with and matched those of the school's internal reports. The bank Ending Balance cash totaled $ 547,669.38 as of January 31,2025 for the checking account.
- The expenses in January were for the normal operating cost for the school.

Profit & Loss

The January 2025 Profit & Loss report shows a Net Income of $ -356,027, with added amounts of $ 66,519 for January LCF funds deposited in February 2025 along with $ 7,483 for ELOP,$ 1,537 for Prop 28 Art/Music, $10,343 for Lottery, and $ 20,626 for Title I 2nd payment. The actual Net Income for January 2025 is $ -249,519, which means that the school is deficit spending (expense is greater than income).

Cash Flow

The school will end the year with a positive cash balance based on P2 ADA of 107.

Sherwood Montessori
Profit & Loss YTD Comparison
July 2024 through January 2025

	Jul '24 - Jan 25
Ordinary Income/Expense	
Income	
8000-Revenues	739,612
Total Income	739,612
Gross Profit	739,612
Expense	
1000 Certificated Salaries	364,127
2000 Classified Salaries	268,772
3000-Employee Benefits	196,012
4000-Books and Supplies	28,524
5000 Services/Other Op. Exp.	238,204
Total Expense	1,095,639
Net Ordinary Income	-356,027
Net Income	**-356,027**

Sherwood Montessori
Board of Directors - Vendor Payments Report
January 2025

Type	Date	Num	Name	Memo	Account	Amount
Check	01/02/2025	ACH	Macquarie Equipment Capital...	Kyocera Copier Lease 2025 JA...	Copier Lease	223.00
Check	01/07/2025	9952	CUSD	FUA INV25-00075 NOV 2024	CUSD FUA Charges	1,166.33
Check	01/08/2025	DBT	Amazon.com	6 STRING GUITAR- NYLON S...	Extended Day	229.38
Check	01/08/2025	DBT	University Box Office	CINDERELLA	Field Trips and Assemblies	136.00
Check	01/08/2025	DBT	Amazon.com	$40 AIRTIME CARD	Extended Day	51.98
Check	01/08/2025	EFT	California Water Service Com...	SERVICE 2024 DECEMBER	Water	30.37
Check	01/08/2025	9953	Voltage Specialist	Annual fire alarm monitoring	Contracted Service	1,470.00
Check	01/08/2025	9954	City of Chico - sewer	DECEMBER 2024 BILLING	Sewer	32.31
Check	01/08/2025	EFT	Comcast 4454	SERVICE - 2024 DEC- 2025 J...	Internet Service Provider	490.24
Check	01/09/2025	DBT	Amazon.com	GUITAR PICKS	Extended Day	9.73
Check	01/09/2025	DBT	Teachers Pay Teachers	MANAGING EMOTIONS WHE...	Instructional Supplies	7.00
Check	01/09/2025	DBT	STAPLES	SUPPLIES	Office Supplies	112.47
Check	01/09/2025	DBT	Costco	Snacks	Food (Instructional)	515.76
Check	01/10/2025	ACH	CharterSAFE	BILLED PREMIUM - LIABILIT...	5400-Liability Insurance	2,653.00
Check	01/10/2025	ACH	CharterSAFE	BILLED PREMIUM - LIABILIT...	3601-Workers Comp	1,351.00
Check	01/13/2025	DBT	Amazon.com	LOCKING CASH BOX	Office Supplies	45.44
Check	01/13/2025	DBT	Amazon.com	PENCIL SHARPENER	Office Supplies	12.30
Check	01/13/2025	ACH	COSTCO VISA CARD	THRU 15TH PURCHASES 20...	SHERWOOD COSTCO VISA	2,696.65
Check	01/14/2025	7713	Kimberly Fellner	LETTUCE PLANTS	Food (Instructional)	19.47
Check	01/14/2025	DBT	Chico U Lock It Self Storage	LOCKER RENTAL	5600-Rental/Leases/Repairs	140.00
Check	01/14/2025	9955	Advanced Document	SERVICE 2024 DECEMBER	Copier Lease	413.31
Check	01/15/2025	DBT	University Box Office	AROUND THE AMERICAS-SY...	Field Trips and Assemblies	552.00
Check	01/17/2025	7714	Catholic Charities	CARITAS CAMP DEPOSIT	Field Trips and Assemblies	600.00
Check	01/17/2025	DBT	Amazon.com	WIFFLE BALL 6 BASEBALLS	Instructional Supplies	64.94
Check	01/17/2025	DBT	USPS	MAILING	Postage	85.25
Check	01/21/2025	DBT	Amazon.com	ID BADGE-STAPLER-PACKIN...	Office Supplies	161.84
Check	01/21/2025	DBT	Amazon.com	CLAY KIT-MARKER PENS-BR...	Instructional Supplies	96.85
Check	01/21/2025	DBT	Lowe's	WHITE BILLIE PLANT	Facilities	21.63
Check	01/21/2025	DBT	Wufoo	SERVICE - 2025 JANUARY	Online List Management	19.00
Check	01/21/2025	DBT	Amazon.com	PLAY FOOD SET-TRASH CA...	Instructional Supplies	76.54
Check	01/21/2025	DBT	Amazon.com	COTTON BALLS - PIPE CLEA...	ART-MUSIC	61.61
Check	01/21/2025	DBT	Amazon.com	LANYARD ID CARD HOLDER	Office Supplies	31.19
Check	01/21/2025	DBT	Amazon.com	DOOR STOPPER	Office Supplies	17.31
Check	01/22/2025	7715	Chris Wenger	FOLDERS FOR PERFORMAN...	LiveScan and TB Test Services	34.62
Check	01/22/2025	7716	Comcast-EPL 9287	INV225426320 50% PAYME...	COMCAST EPL	3,706.53
Check	01/22/2025	DBT	Amazon.com	SIT AND SPIN	Instructional Supplies	97.68
Check	01/22/2025	DBT	Amazon.com	CUDDLE BUDS STUFFED DOG	Instructional Supplies	32.46
Check	01/22/2025	DBT	Amazon.com	JUMBO WOODEN CRAFT STI...	ART-MUSIC	5.08
Check	01/22/2025	EFT	Comcast Business 9110	SERVICE - 2024 DECEMBER	Telephone, Landline	202.95
Check	01/22/2025	9956	PARK AVE PEST CONTROL	SERVICE 2024 DECEMBER	Pest Control	110.00
Check	01/23/2025	DBT	Costco	Snacks	Food (Instructional)	397.41
Check	01/23/2025	DBT	Amazon.com	FELT TIP PENS	Office Supplies	16.23
Check	01/23/2025	DBT	Amazon.com	SPECTRUM MATH 5 AND 6 G...	4100-Textbooks/Core Curricula	17.64
Check	01/23/2025	DBT	Amazon.com	GUITAR WALL MOUNT	Extended Day	9.73
Check	01/23/2025	EFT	Heather Fisher	MILEAGE	5200-Travel and Conferences	17.69
Check	01/23/2025	EFT	Waste Management	SERVICE - 2024 DECEMBER	Trash/Recycling	147.09
Check	01/24/2025	7717	Comcast-EPL 9287	INV 229270465	COMCAST EPL	1,580.29
Check	01/24/2025	DBT	TEA BAR CAFE	PBIS MTG- LCAP	Food - Meetings	76.43
Check	01/24/2025	DBT	Amazon.com	CHEERLEADING POM POMS	Extended Day	49.78
Check	01/24/2025	DBT	Amazon.com	SUN DRIED SHRIMP	Instructional Supplies	9.30
Check	01/24/2025	DBT	ARCO PUMPPASS	Gas cards	5200-Travel and Conferences	100.00
Check	01/26/2025	DBT	S & S Organic Produce	FOOD	LCAP	14.22
Check	01/27/2025	7718	Nina Westerdahl	LIVESCAN REIMB	LiveScan and TB Test Services	68.00
Check	01/27/2025	7719	Mischa Fellner	CLEAN ROOF-CHECK FOR L...	Facilities	169.34
Check	01/27/2025	DBT	Amazon.com	DISPOSABLE TEA CUPS	Instructional Supplies	75.76
Check	01/27/2025	DBT	Amazon.com	DANISH BUTTER COOKIES	LCAP	18.87
Check	01/27/2025	DBT	Amazon.com	BOUNCY BANDS	Instructional Supplies	18.39
Check	01/27/2025	DBT	Amazon.com	BREW BAGS	LCAP	14.06
Check	01/27/2025	DBT	Amazon.com	BAMBOO TOOTHPICKS	LCAP	4.32
Check	01/27/2025	DBT	ARCO PUMPPASS	Gas cards	5200-Travel and Conferences	50.00
Check	01/27/2025	9957	Law Office of Gregory P. Einh...	INV 12976 LEGAL REVIEW S...	Attorney	93.00
Check	01/27/2025	9958	Comcast Ethernet	SERVICE - 2024 DECEMBER	Ethernet - Fiberoptic	478.48
Check	01/27/2025	EFT	PG & E	SERVICE 2024 DECEMBER	Electricity	994.76
Check	01/28/2025	DBT	Office Depot	SUPPLIES	Office Supplies	72.42
Check	01/28/2025	9960	San Joaquin County Office of...	EDJOIN account fees 1 year I...	Advertising	1,200.00
Check	01/28/2025	9961	CUSD	FUA INV25-00088 DEC 2024	CUSD FUA Charges	1,974.72
Check	01/29/2025	9962	Marlo . Knox	FOOD	Instructional Supplies	241.99
Check	01/30/2025	DBT	Target	BRITA-STATIONERY	Office Supplies	28.12
Check	01/30/2025	DBT	Office Depot	53929768	Office Supplies	61.03
Check	01/30/2025	DBT	University Box Office	THE STORY OF BABAR	Field Trips and Assemblies	256.00
Check	01/30/2025	DBT	LA COCINA	LCAP-PD	Food - Meetings	143.16
Check	01/30/2025	DBT	Amazon.com	INK CARTRIDGES HP	Instructional Supplies	42.13
Bill	01/31/2025	2024/2...	Pat Casey	CONTRACT SERVICE 2024-2...	Business Manager Services	5,000.00
Check	01/31/2025	9964	PARK AVE PEST CONTROL	SERVICE 2025 JANUARY	Pest Control	110.00

Type	Date	Num	Name	Memo	Account	Amount
Check	01/31/2025	9965	Advanced Document	INV149628 2025 JANUARY	Copier Lease	385.48
Check	01/31/2025	9966	City of Chico - sewer	SERVICE 2025 JANUARY	Sewer	32.31
Check	01/31/2025	9967	Hernandez Cleaning Service	SERVICE 2025 JANUARY	Housekeeping Services	4,140.00
Check	01/31/2025	EFT	California Water Service Com...	SERVICE 2025 JANUARY	Water	35.86
Check	01/31/2025	EFT	Comcast Ethernet	SERVICE - 2025 JANUARY	Ethernet - Fiberoptic	1,067.91
Check	01/31/2025	EFT	Waste Management	SERVICE - 2025 JANUARY	Trash/Recycling	147.09
Check	01/31/2025	EFT	PG & E	SERVICE 2025 JANUARY	Electricity	1,288.18
Check	01/31/2025	7728	Jesse Lambert	CLINICAL SUPERVISION	Contracted Service	640.00
TOTAL						**39,070.41**

Sherwood Montessori
Board of Directors - Donations and Fundraising Report
January 2025

Type	Date	Memo	Amount
8000-Revenues			
8600-8799 Other Local Revenue			
8699-Fundraising and Donations			
8699-Field Trip Donations			
Deposit	01/17/2025	FUNDRAISING	2,665
Deposit	01/31/2025	FUNDRAISER- WINTER PERFORMANCE	1,066
Total 8699-Field Trip Donations			3,731
Total 8699-Fundraising and Donations			3,731
Total 8600-8799 Other Local Revenue			3,731
Total 8000-Revenues			3,731
TOTAL			**3,731**

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Comprehensive School Safety Plan**

Date: February 20, 2025

SUMMARY

California LEAs must review, update and adopt an annual update to the Comprehensive School Safety Plan (CSSP) by March 1st.

DISCUSSION

The CSSP presented has the required components. Presentation at this public meeting serves to provide an opportunity for stakeholders to give input.

ACTION REQUESTED

Adopt plan.

Attachment: 2025-2026 Comprehensive School Safety Plan, Emergency Response Flipbook

Comprehensive School Safety Plan

2025-26
School Year

School: Sherwood Montessori
CDS Code: 04614240121475
District: Sherwood Montessori
Address: 1010 Cleveland Ave.
Chico
Date of Adoption:
Date of Update: February 2025
Date of Review:
- **with Staff**
- **with Law Enforcement**
- **with Fire Authority**

Approved by:

Name	Title	Signature	Date
Tina Hanson-Lewis	Chair, Board of Directors		
Samantha Lawson	Vice Chair, Board of Directors		
Maria Santoni	Treasurer, Board of Directors		
Dinah Wells	Secretary, Board of Directors		
	Member, Board of Directors		

Table of Contents

Comprehensive School Safety Plan Purpose 4

Safety Plan Vision 4

Components of the Comprehensive School Safety Plan (EC 32281) 4

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166) 5

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100) 5

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines 10

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079) 14

(E) Sexual Harassment Policies (EC 212.6 [b]) 14

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183) 16

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2) 16

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2) 16

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5) 23

(K) Hate Crime Reporting Procedures and Policies 24

(J) Procedures to Prepare for Active Shooters 24

Procedures for Preventing Acts of Bullying and Cyber-bullying 27

Armed Assailant Drills - ED Code 32282 (a)(2)(K) 27

Sudden Cardiac Arrest – ED Code 32282 (a)(2)(M) 28

Instructional Continuity Plan – Ed Code 32282 (a)(3)(A) 28

High Fire Hazard Plan - Ed Code 32282 (a)(2)(B)(i)(III) 29

Student Naloxone 29

Response Procedures for Dangerous, Violent, or Unlawful Activity 29

Safety Plan Review, Evaluation and Amendment Procedures 29

Safety Plan Appendices 29

Emergency Contact Numbers 29

Safety Plan Review, Evaluation and Amendment Procedures 30

Sherwood Montessori Incident Command System 31

Incident Command Team Responsibilities 33

Emergency Response Guidelines 34
Step One: Identify the Type of Emergency 34
Step Two: Identify the Level of Emergency 34
Step Three: Determine the Immediate Response Action 34
Step Four: Communicate the Appropriate Response Action 34
Types of Emergencies & Specific Procedures 34
Aircraft Crash 34
Animal Disturbance 34
Armed Assault on Campus 34
Biological or Chemical Release 37
Bomb Threat/ Threat Of violence 37
Bus Disaster 37
Disorderly Conduct 37
Earthquake 37
Explosion or Risk Of Explosion 39
Fire in Surrounding Area 39
Fire on School Grounds 39
Flooding 40
Loss or Failure Of Utilities 40
Pandemic 40
Motor Vehicle Crash 53
Psychological Trauma 53
Suspected Contamination of Food or Water 53
Tactical Responses to Criminal Incidents 54
Emergency Evacuation Map 55

Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

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

Safety Plan Vision

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

Components of the Comprehensive School Safety Plan (EC 32281)

Sherwood Montessori Safety Committee

Michelle Yezbick, School Director; Samantha Lawson, Member of Board of Directors

Assessment of School Safety

Sherwood operates a safe school for it's students, staff and community.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

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

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

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to a child protective agency. Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." School employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause another person in the same situation to suspect child abuse.

Child abuse should be reported promptly by phone to a child protective agency. The Chico Children's Protective Services (CPS) 24 hr. hotline number for the Chico area is: 1-800-268-8822 Oroville area: 1-800-400-0902 . The phone call is to be followed by a written report within twenty-four (24) hours.

If a child is released to a peace officer or a child protective agency agent, the reporter shall not notify the parent as required in other instances of removal. Following the report to the proper authorities, employees must notify the School Director regarding any incidents of known or reasonably suspected child abuse.

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

Disaster Plan (See Appendix C-F)
Sherwood Montessori will participate in all Chapman Elementary safety drills as they are scheduled by CUSD employees and follow CUSD procedures. The following procedures should be followed unless CUSD procedures are in conflict, in which case CUSD/Chapman procedures will be followed.

<u>Earthquake</u>
1. Warning Signal

2. Procedures
   a. If in the classroom, the teacher or person in authority will call "DUCK, COVER, HOLD." Students will move away from any glass, get under a desk, table, or doorway and assume the duck and cover position and hold on to legs of table.
   b. If students are on the playground, they should stay away from buildings and trees, drop, and assume the proper position. Do not reenter buildings or allow students to do so until it is deemed safe to enter.
   c. Wait for signal to determine if and when to move students.
   d. Evacuate to designated areas on the playground. Take roll.

e. If necessary, render first aid.

Tornado

1. Warning Signal

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

Detailed Earthquake Procedures

1. For earthquakes, the quake itself is the signal to drop and take cover. (Duck-Cover-Hold) Tell students not to try to run during a quake. Broken legs can occur if people run. Students should drop to the ground if they are on the playground. If in the room, they should try to cover themselves in case windows break. Try to drop under a table or desk if possible. Stay down until the shaking subsides.

2. If we are able to announce an all clear signal, teachers are responsible to decide when to take students outside to the assembly area (on playground where we line up for fire drills). Use your best judgment.

3. In a severe quake, students may be injured. Remember that the first step of triage is to instruct all the students to stand up and walk out with you. Those who can't move are your most serious injuries. You may have to leave a student in the room in order to make sure the rest of your group is safe. The sweep and rescue team will take care of the student left behind. This example would not occur except in the most severe kind of earthquake.

4. Always have an up-to-date list of your students in an accessible location. Teachers will need these to make sure all students are accounted for. Teachers will be responsible to take the list when exiting the classroom.

Office Staff

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

1. Status check/assess damages in own room - flashlight/batteries.
2. Office Staff set up release area near front of office, depending on damage to building.
   a. A table and two chairs are needed.
   b. Need cell phone available and walkie talkie.
   c. Emergency forms
   d. Medical lists and medications
   e. Emergency office supply box
   f. Sign out form/release slips
   g. Middle School runners to take release slips to class areas.
3. Director will establish the Release Center near the front of building (by the Sherwood sign)
   a. Cell phone and clipboard
   b. Tables and chairs
   c. Send first aid release forms to first aid station (once you are outside and are able to assess injuries).
4. All support personnel report to the Director at the Release Center after their students are released.
5. The designated staff member will coordinate the Sweep Teams. Check utilities and will only shut off utilities if there are gas or water leaks. Assess damages.
   a. Gas, water heaters, kitchen, check utilities
   b. Electrical
   c. Water

6. First aid team sets up first aid station located by the swings.
7. Sweep Team takes injured to first aid area.
8. Extra staff take positions at front and back gates to direct parents or emergency vehicles.
9. Releasing Students
   a. A designated adult is either recognized or shows identification to the office staff.
   b. The office staff records release of student on form. Designated adult signs.
   c. A release slip for each child will be given to a runner who will go to the appropriate class area to get the child. Parents will only go on the playground for injured students. d. The teacher keeps the release slips.

Sweep Team

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

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

First Aid Team

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

Teachers and Students

Major responsibility of teachers is for their own students. Teachers are to remain with their students and follow evacuation procedures.

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

Special Teachers

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

COMMUNICATIONS PLAN

1. Telephone/cell phone use will be limited to the Release Center contacting parents/guardians until normalcy is restored to keep communication clear and the focus on stabilizing the situation.
2. Office personnel will use either a battery-operated two-way walkie talkies to communicate with teachers and other school staff.
3. Teachers are responsible for reporting to the Director.
4. Office personnel will notify Fire, Police, and Paramedics if necessary.
5. When calm is restored, and injuries and damages are stabilized, staff members may try to phone family members.

Fire

1. Warning Signal: Series of short bells continue until building is evacuated to the playground.
2. Procedures:

a. If the smell of smoke or gas is detected, teacher will walk class immediately to designated evacuation area. Be sure doors are closed and lights are turned off.

b. If there is no smell of smoke or gas, lock the classroom and stay inside as in a lockdown procedure/code red until the announcement "this is an evacuation" followed by the code phrase. Please do not use the two- way radio except to respond to the office. The office will contact each classroom if a lockdown is extended and ask for an account of the children.

c. Children on errands or in rest rooms at the sound of a fire bell should report immediately to the office.

d. Children with special teachers will remain with that teacher until arriving in the evacuation area. Once inside the evacuation area, special teachers will dismiss students to join the regular classroom teacher. e. Children will wait quietly in evacuation area.

3. Teachers will account for all children using the class register. A green classroom number will be held up if all students are accounted for, a red classroom number will be held up if one or more students are missing. Teachers report to Director if all are present or who is missing.

Explosion

1. Staff and students should drop and cover.
2. Evaluate the situation and decide on necessary actions (e.g., evacuation).
3. Inform the office of the situation as quickly and calmly as possible.
4. Render first aid if necessary.
5. Wait for instructions from Site Administrator via Walkie Talkies, channel 5.

Lockdown /Barricade Procedure

1. All Call (Walkie Talkies, channel 5): “Teachers please secure your students in your classrooms immediately. It is necessary to begin a lockdown.”
2. If staff hears bullet shots or sees an individual with a weapon or with a threatening demeanor, lockdown procedures should be initiated whether or not an all call is made.
3. Once a lockdown is begun, staff in the office will switch the two-way radios between Sherwood and Chapman to channel 1 (it is usually kept on channel 2). Sherwood office will communicate to the classroom teachers and staff via walkie talkies channel 5.

Variations to the lockdown procedure:

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

Teacher Response to a Lockdown:

2. Bring any students outside the classroom in and lock the classroom door(s) immediately. Your classroom door should already be locked with the lock block on. Lock your door and, close curtains, shut off lights, and remain in the room with the students until you hear the code words.

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

3. Keep all students sitting on the floor, away from the door and windows or in a large closet or cabinet if possible, out of sight of the intruder.
4. Portable classrooms should form a circular shield of desks/tables/furniture to stop bullets should they pierce the walls.
5. Do not unlock your door after the initial sweep to bring kids in. Students should be directed to go to the office if they are locked out in a lockdown. The office is the only door that will open once a lockdown has been initiated.
6. Advise students that there is some type of emergency that requires a lockdown, but that you don’t know what it is.
7. Collect all cell phones and turn them off. This is to prevent the noise and light that will indicate to an intruder where people are hiding. This is also to stop a flow of communication that could cause a panic among parents. If an approved message is sent from the Director or Director’s designee, students may text the message verbatim under your supervision.
8. Turn your own cell phone ringer off. Use Walkie Talkies, channel 5, to communicate to Sherwood staff members. First communication should be who is missing from the room (Cecile is at the bathroom, Andi is in the Learning Center, etc.).
9. Take attendance of your students and prepare a list of missing students and any extra students in your room. Be prepared to take this list with you in case you are directed to leave the classroom.
10. Wait until the office asks for your classroom’s accounting of students to report missing students.
11. Ignore any fire alarm activation–the school will never be evacuated using this method during a lockdown.
12. Project a calm attitude to quell student fears.
13. Remain in the room until advised in person by office staff or Director that it is safe to end lockdown procedures.
14. When or if students are moved from the classroom, assist them in moving as quietly and quickly as possible.

15. If an incident is severe in nature, radios may be used to receive further information. Refrain from turning on TV or media when students are present.
16. Do not open your door unless you recognize the voice telling you to open the door. We will communicate via the walkie talkies in your room. Students will be instructed to enter the nearest classroom if the need to lockdown is urgent and they are not near their classroom. Students who are out after doors are closed should go to the office.
17. Sometimes when the police lockdown an area, it takes a long time for them to clear the area. You may have to be locked down in your room for quite a while. You must stay calm and keep the children calm. Prepare to read books or otherwise keep students busy while they wait.
18. Inform students that if they ever hear gunshots while they are outside, they are to lie down on the ground right where they are. The supervision duty person will announce when he or she wants the students to proceed to the nearest room. If students are on the way to the bathroom, or to the office, or are otherwise out of the classroom during class time, they must go into the nearest room when they hear the lockdown announcement or when they hear a gunshot.

To students outside at recess/lunch/PE:
1. Announce: "Students please line up immediately. Your teacher will be out to pick you up momentarily. Once again, students please stop all activity and line up."
2. To call off a lockdown, the code will be announced via the wireless intercom system.

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

During Recess/Lunch/PE:
Involving an Armed or Potentially Dangerous Intruder on Campus
1. Principal, playground supervisors, or a designated staff member will contact office immediately with the announcement, "It is necessary to begin a lockdown".
2. Students should be instructed to drop to the playground and cover their heads.
3. Students should be instructed to get up and quickly line up when shooting stops.
4. The office staff should alert all teachers to lockdown. A member of the office staff should quickly lock all doors.
5. Via 9-1-1, local enforcement will be contacted immediately.
6. If possible, a staff member should keep the office informed of the location of the intruder.
7. Staff members should use caution when approaching a stranger/intruder on campus.
8 Never approach someone with a weapon of any kind.

When approaching an intruder/stranger, staff members should:
1. Be courteous and confident
2. Keep a distance from the individual
3. Not touch the individual
4. Protect him/herself at all times
5. Encourage students either verbally or with hand signals to keep away from the situation.
6. Attempt to be helpful–identify him/herself as someone who can assist the person if necessary.

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

If the Intruder Enters a Classroom or Office:
Procedures where students and staff hide in place are only effective if the intruder is apprehended before students and staff are found.
1. In the event that an intruder is able to force his/her way into a classroom, be prepared to fight back.
2. Arm students with books, staplers, or other heavy objects to throw at the intruder.
3. This procedure SHOULD NOT be practiced with students as it is disturbing, however, could save lives in the event of an actual invasion.

If Evacuating the Campus is the Best Option:

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

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

Medical Emergency During a Lockdown:
Paramedics will not be able to enter a campus that is on lockdown. The procedure if there is a medical emergency is to call 911 and explain to the operator that you are calling from a campus on lockdown and have a medical emergency. The operator will relay this information to the law enforcement EMS, who will respond to the medical emergency. You will need to tell the 911 operator to ask the law enforcement EMS to use your name, from Sherwood, who called in to 911 about _____. The law enforcement EMS will repeat this information at the locked door, which you should then open to access help.
Example of 911 call:
"This is Michelle from Sherwood. We are located on Chapman Elementary campus and are on lockdown, but I have a student who is having a seizure. I need you to send the police EMS to room 9 and tell her or him to say: 'I am here for Michelle from Sherwood who called about a student having a seizure.'"

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

Adaptations for Students with Disabilities

Students with disabilities will be best supported by staff members who are most familiar with their individualized education plans and the accommodations and modifications within these plans. For some students, this will be a 1:1 aide. For others, it will be the Education Specialist, and for others it will be the general education teacher. Staff will communicate via walkie talkie, channel 5, to determine what is the best course of action to take for different students. In the event that it is unsafe for staff to move from an area to the student, consult should be given over the walkie talkies. Every effort to preserve the students' privacy should be made. Safety with the students' protection should take priority in emergency situations.

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

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
PUPIL SUSPENSION AND EXPULSION/DUE PROCESS

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Sherwood Montessori. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. However, it is the mission of Sherwood Montessori to develop and nurture empathy and social concern in all students and we will strive first to resolve issues with students individually and / or in the classroom setting, where appropriate, prior to resorting to a suspension or expulsion. With the exception of a single act grave in nature, expulsion is an action the Board of Directors will take only after prolonged violations of misconduct when other forms of discipline, including suspension, have not proven successful in assisting the student to correct their behavior or when a student's behavior is continuing to cause a danger to himself or others.

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

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, suspension, the use of alternative educational environments, and in extreme cases, expulsion.
Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of physical intervention that is reasonable and necessary to protect the safety of students, staff or other persons or to prevent damage to school property.
The Board of Directors shall ensure the fair and equitable treatment by ensuring that all students will be afforded their Due Process rights under the law. The Director shall ensure all students and their parents/guardians receive the Family Handbook and are aware of the disciplinary policies.

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

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at Sherwood Montessori or at any other school or a school-sponsored event at anytime including but not limited to:

a) while on school grounds;
b) while going to or coming from school;
c) during the lunch period, whether on or off Sherwood Montessori campus;
d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

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

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the school Director or designee's concurrence.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- Committed an obscene act or engaged in habitual profanity or vulgarity.

- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Made terrorist threats against school officials and / or school property.
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Informal Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Director or designee with the student and his or her parent and, whenever practicable, the teacher or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents / Guardians

At the time of the suspension, a school employee shall make a reasonable effort to contact the parent / guardian by telephone or in person. Whenever a student is suspended, the parent / guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If school officials wish to ask the parent / guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent / guardian respond to such requests without delay.

Suspension Time Limits / Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Director, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

A student may be expelled either by the Sherwood Montessori Board of Directors following a hearing before it or by the Board of Directors upon the recommendation of an ad hoc Disciplinary Panel as needed. The Panel should consist of at least three members, including one teacher from outside the student's classroom and the Director. The Disciplinary Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the pupil has committed an expellable offense.

The expulsion hearing will be presided over by the Chair of the Board of Directors or the chair of the Disciplinary Panel. In the event a Disciplinary Panel hears the case, it will make a recommendation to the Board of Directors for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing. Written notice of the hearing shall be forwarded to the student and the student's parent / guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil.

The notice shall include:

- The date and place of the expulsion hearing
- A statement of the specific facts, charges and offenses upon which the proposed is based
- A copy of Sherwood Montessori's disciplinary rules which relate to the alleged violation
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at Sherwood Montessori to any other school district or school to which the student seeks enrollment
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Record of Hearing A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be constructed from the electronic version.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Disciplinary Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Sherwood Montessori Board of Directors, Disciplinary Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code §48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public. The decision of the Disciplinary Panel shall be in the form of a written recommendation to the Board of Directors who will make a final determination regarding the expulsion.

The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing.

Written Notice to Expel

The Director or designee following a decision of the Sherwood Montessori Board of Directors to expel shall send written notice of the decision to expel, including the Board of Directors' findings of fact, to the student or parent / guardian. This notice shall include the following:

- Notice of the specific offense committed by the student
- Notice of the student's or parent / guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Sherwood Montessori.

The Director or designee shall send written notice of the decision to expel to the student's district of residence, and the Chico Unified School District. This notice shall include the following: a) The student's name and b) The specific expellable offense committed by the student.

Disciplinary Records Sherwood Montessori shall maintain records of all student suspensions and expulsions. Such records shall be made available to the CUSD upon request.

Expelled Pupils/Alternative Education Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

Rehabilitation Plans

Students who are expelled from Sherwood Montessori shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Sherwood Montessori for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be the sole discretion of the Board of Directors following a meeting with the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the Sherwood Montessori environment. The Director shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The pupil's readmission is also contingent upon Sherwood Montessori's capacity at the time the student seeks readmission.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Any information that a student may be dangerous will be shared promptly and confidentially with teachers by the School Director or a designee. The notification will be followed up with an email documenting the content of the conversation.

(E) Sexual Harassment Policies (EC 212.6 [b])

Sexual Harassment Policy

Sherwood Montessori is committed to providing a cooperative and comfortable work environment free of sexual harassment of any kind. This policy is intended to be consistent with, and intended to be, enforced in conformance with the California Fair Employment and Housing Act as well as Title VII of the Civil Rights Act of 1964, which proscribes harassment in the workplace. The policy of Sherwood Montessori forbids discrimination against any employee, applicant for employment, or student, on the basis of sex. The school will not tolerate sexual harassment activity by any of its employees. This policy similarly applies to non-employee volunteers or any other persons who work subject to the control of school authorities.

A. Definitions

1. Conduct of a Sexual Nature - Conduct of a sexual nature may include, but is not limited to, verbal, visual or physical sexual advances, including subtle pressure for sexual activity; touching, staring, looking up and down, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; sexually-oriented "kidding," "teasing," double entendres, explicit or suggestive messages, cartoons, pictures and jokes, and any harassing conduct to which an employee would not be subjected by for such employee's sex.

2. Unwelcome Conduct of a Sexual Nature.

(a) Verbal, visual or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed employee has indicated, by his or her conduct, that it is unwelcome;

(b) An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome;

(c) Sherwood Montessori prohibits any conduct of a sexual nature directed toward students by teachers or others to whom this policy applies, and shall presume that any such conduct is unwelcome.

B. Sexual Harassment Prohibited

1. For the purposes of this policy, unwelcome sexual advances or requests for sexual favors, and other unwelcome conduct of a sexual nature constitute prohibited sexual harassment if:

(a) submission to the conduct is made either an explicit or implicit condition of employment (as an illustration, and not as a limitation, where a person's
continued employment is conditioned upon or impacted by prohibited sexual-based factors);

(b) submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee; and

(c) the conduct substantially interferes with an employee's performance, or creates an intimidating, hostile, or offensive work or school environment, regardless of whether the employee's continued employment or compensation is affected.

2. Specific Prohibitions.

School Director

(1) It is sexual harassment for the School Director to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.

(2) A School Director who either engages in sexual harassment or tolerates such conduct by other employees shall be subject to sanctions, as described below;

a. Non-managerial and Non-supervisory Employees - It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below;

b. Employees and Students - It is sexual harassment for an employee to subject a student to any conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.

C. Reporting, Investigation, and Sanctions

1. It is the express policy of Sherwood Montessori to encourage victims of sexual harassment to report such claims. The School understands that victims of harassment are often embarrassed and reluctant to report acts of harassment for fear of being blamed, concern about being retaliated against, or because it is difficult to discuss sexual matters openly with others. However, no employee of the School should have to endure harassing conduct, and therefore the School encourages everyone to promptly report any incidents of harassment so that corrective action can be taken. This may be done through the employee grievance resolution procedure or by reporting such matters to the onsite School Director or to the Board Chair if the grievance is with the School Director.

(a) Employees who feel that their superiors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon agreement to unwelcome conduct of a sexual nature, are encouraged to report these conditions to the appropriate administrator. If the employee's direct administrator or supervisor is the offending person, the report shall be made to the next higher level of authority, up to and including the Board of Directors;

(b) Employees are also urged to report any unwelcome conduct of a sexual nature by superiors or fellow employees if such conduct interferes with the individual's work performance, or creates a hostile or offensive working environment. Every reported complaint of harassment will be investigated promptly and thoroughly by School staff. Typically the investigation will include interviewing the complainant, anyone who may have knowledge of the alleged harassment, and the alleged harasser. Once the investigation is completed, the School will notify the complainant of the results of the investigation. The School will make every effort to handle the investigation in as confidential a manner as possible consistent with a thorough, fair and proper investigation. It should be understood that the School will not tolerate reprisals or retaliation against anyone as a result of the good-faith reporting of charges of sexual harassment. If you feel you have been subject to retaliation in any form, you should report it to your supervisor or the appropriate school administrator;

(c) Students are urged to report any conduct of a sexual nature by school employees or others to whom this policy applies to the School Director or the Board Chair if the problematic conduct is initiated by the School Director.

2. In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred have to be investigated. Sherwood Montessori has a responsibility to investigate and resolve complaints of sexual harassment.

3. Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination, subject to applicable procedural requirements. Conduct of a sexual nature directed toward students shall be reported as child abuse for investigation by appropriate authorities.

Filing Complaints with State and Federal Agencies
In addition to notifying the School of harassment or retaliation, aggrieved parties may wish to file complaints with other appropriate state and federal agencies including the Department of Fair Employment and Housing (DFEH), which has authority to conduct investigations of facts. The deadline for filing complaints with the DFEH is two years from the date of the alleged unlawful conduct. If the DFEH believes that a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission or file a lawsuit in court. Both the California Fair Employment and Housing Commission (FEHC) and the courts have the authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC at the locations listed in the School's DFEH poster or by checking the state government listings in the local telephone directory.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
It is recommended that children wear comfortable and washable clothing that will enable them to participate freely in the many activities of the day. Children in the elementary and middle school levels should wear comfortable athletic shoes on their Physical Education class day/s, no boots or sandals. To prevent loss, jackets and sweatshirts should be labeled with the child's name. There is a Lost and Found shelf near the front office; parents are advised to check there routinely for their child's belongings. Smaller lost and found items are in the office, Room 3. Items in the Lost and Found will be sent to a charitable agency at Thanksgiving Break, Spring Break, and Summer Break. Prior to these donations, lost and found items will be displayed for parents to peruse at arrival and dismissal times.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
Arrival

Between 8:30 a.m. and 8:45 a.m., Sherwood Montessori staff is available to monitor students as they arrive. The only adults allowed on campus in the morning are employees of the school, unless an appointment has been made or the adult has business in the office. These visitors must sign in at the point of entry with the Director or designee. This will be on the playground nearest Sherwood side of campus, or on the TK/K playground for students in TK/K. Any child on campus before 8:30 a.m. must check in to Extended Day. Extended Day is an optional program and students must be registered prior to attending.

Children arriving after 8:45 a.m. are tardy and must be signed in at the front office, Room 3.

Dismissal/ Pick Up Procedures

- 2:50 is the regular pick-up time for all students in grades TK-3 every day. 2:55 is the regular pick-up time for students in grades 4-8.
- For students in grades TK-3, we ask that parents pick kids up at the classrooms.
- Students in grades 4-8 are dismissed to walk home, ride bikes home, or walk if parents have signed a permission form. Students in grades 4-8 may walk out to their rides or wait for a pick up at the picnic tables near the garden.
- At 2:55, all students in all grades who have not been picked up will be checked in to Extended Day and supervised by after school care staff.
- Students who do not have an Extended Day contract and are on campus before or after school will be sent to the office and a call home will be made.

These procedures ensure that all students are under the supervision of an adult, either a parent or child care staff, at all times while on Sherwood's campus.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
COMPONENT 1: Safe and Secure Learning Environment

Opportunity for Improvement:
A functioning camera system that monitors all outdoor areas of the campus is needed to track visitors on campus once they enter the buzz-in gate.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective 1: Students and staff are trained in a variety of relevant emergencies, and will respond appropriately to them. Staff will communicate to parents/guardians procedures should a disaster occur. .	Related Activities: 1) Annually review/revise Sherwood's Disaster Preparedness /Emergency Plan, replenish emergency supplies. 2) Practice drill procedures with students(eg. fire, tornado, earthquake)	Resources Needed: 1) Time to identify, develop and publicize and practice procedures. 2) Seek resources (ie. other Disaster Preparedness handbook) that assist with the continuing development of these procedures. 3) Inform parents/guardians, in Family Handbook, regarding procedures should a disaster occur. 4) Place emergency/disaster information on the school website	Persons Responsible: Director, staff, School Safety Committee	Timeline: Update annually by March 1.
Objective 2: Maintain staff CPR/First Aid training and certification.	Related Activities: 1) Practice CPR procedures. 2) Schedule a first aid class for the staff as needed.	Resources Needed: Funds for CPR/First Aid training/retraining	Persons Responsible: Director	Timeline: Review needs/budget annually.

Objective 3: Maintain facility's security.	Related Activities: 1) Maintain functioning lighting in interior and exterior building and classrooms. 2) Check classroom stability for falling objects in an earthquake. 3) Audit campus for needed physical safety improvements monthly, annually, and on an ongoing basis. 4) Evaluate the "checkin/visitor sign-in" policy for effectiveness. 5) Lock gates, doors, windows, nightly. Last staff out of a given room (classroom, office, or 1010 Cleveland property) checks doors and windows. Office Manager locks pedestrian gate before a weekend or vacation. 6) Train noon duty supervisors (staff monitoring lunch and recess) to maintain security by monitoring playground and lunch room for unauthorized visitors during lunch break and child care (Extended Day) staff to maintain security during before and after school hours. 7) Train office staff to maintain security of building during school hours by monitoring for unauthorized visitors or suspicious activity near the school. 8) Train all staff to maintain security by monitoring for unauthorized visitors and observing surroundings and report Director or Director's designee suspicious persons on	Resources Needed: 1) Annual and ongoing reassessment of effectiveness of procedures implemented. 2) Monthly and annual inspection of physical building for working lights, alarms, locks, windows & doors.	Persons Responsible: Director, Safety Committee	Timeline: Assess the interior and exterior of each classroom, roomby-room monthly by Director and annually by Safety Committee.

	an campus at any time. 9) Maintain one point of entry in the morning per campus and lock the perimeter fencing gates			

Component:
COMPONENT 2: School's Social Environment

Opportunity for Improvement:
Social Environments are complex and should be considered arena for continuous improvement.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective 1: Maintain written procedures to inform students and parents of acceptable pick-up and drop-off times to prevent unsupervised children and unsafe behavior.	Related Activities: 1) Publicize the acceptable pick-up and drop-off procedures and through Family Handbook, school announcements, letters/emails to parents from teachers/director, and posting signs. 2) Provide kindergarten through third grade children with supervised staff pick up.	Resources Needed: Director will publish the Family Handbook annually.	Persons Responsible: Director, SMPO and Safety Committee.	Timeline: Publish procedures for parents annually in time for start of school in August.
Objective 2: Provide ongoing training for the morning and noontime aides in order to develop more effective playground supervisory practices before, during, and after school hours.	Related Activities: 1) Provide conflict resolution techniques training and effective monitoring methods. 2) Build in student awareness of aides' authority and their roles.	Resources Needed: Funding source(s) and training time for noon duty supervision staff in conflict resolution techniques and effective monitoring techniques. Persons Needed: Director, classroom teachers, playground supervisors, Classified Staff Lead.	Persons Responsible: Director, Classified Staff Lead	Timeline: Review training procedures annually.

Objective 3: Publicize the school's discipline policy in August via the Family Handbook and Postive Discipline Handbook posting on the school website and as needed (revisit in School Announcements if emphasis is needed) throughout the school year.	Related Activities: 1) Reinforce discipline policy at Back-to-School Night, in parent conferences as needed, and in the Family Handbook. 2) Include traditional Montessori Grace & Courtesy lessons in curriculum. 3) Positive Discipline Handbook published for all employees and community members and reviewed with all employees.	Resources Needed: Time to review, update and publish "School Discipline Policy" in parent handbook.	Persons Responsible: Director, Staff, Safety Committee	Timeline: Prepare, update and publish student discipline policy in Family Handbook annually.
Objectives	**Action Steps**	**Resources**	**Lead Person**	**Evaluation**
Objective 4: Maintain a school climate where each student and staff member is secure from physical and verbal abuse and is responsible for safe play at all times.	Related Activities: 1) Reinforce school playground rules, develop classroom discussions around bullying, breakdown "code of silence" behavior where students are passive bystanders to bullying, address same playground issues with parents and staff in appropriate setting, publicize safety expectations in Family Handbook. 2) Build-in process to empower students to take responsibility for their own behavior. 3) Train all staff on maintaining school policies to discussing student behavior issues with parents and Director.	Resources Needed: Resources from Second Step and Steps to Respect curricula on "Bullying" as professional development topic (e.g. school counselor, literature). Positive Discipline Handbook and training.	Persons Responsible: Director, Safety Committee	Timeline: Evaluate all programs annually.

Component:
COMPONENT 3: School Discipline

Opportunity for Improvement:

School Discipline, as it relates to human behavior, is complex and is arena for continuous improvement.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective 1: Publicize the school's discipline policy in August via the Family Handbook and Postive Discipline Handbook posting on the school website and as needed (revisit in School Announcements if emphasis is needed) throughout the school year.	Related Activities: 1) Reinforce discipline policy at Back-to-School Night, in parent conferences as needed, and in the Family Handbook. 2) Include traditional Montessori Grace & Courtesy lessons in curriculum. 3) Positive Discipline Handbook published for all employees and community members and reviewed with all employees. 4) Track behavior referral data for trends to address with continuous improvement.	Resources Needed: Time to review, update and publish "School Discipline Policy" in parent handbook.	Persons Responsible: Director, Staff, Safety Committee	Timeline: Prepare, update and publish student discipline policy in Family Handbook annually.

Objective 2: Maintain a school climate where each student and staff member is secure from physical and verbal abuse and is responsible for safe play at all times.	Related Activities: 1) Reinforce school playground rules, develop classroom discussions around bullying, breakdown "code of silence" behavior where students are passive bystanders to bullying, address same playground issues with parents and staff in appropriate setting, publicize safety expectations in Family Handbook. 2) Build-in process to empower students to take responsibility for their own behavior. 3) Train all staff on maintaining school policies to discussing student behavior issues with parents and Director.	Resources Needed: Resources from Second Step "Bullying" as professional development topic. Positive Discipline Handbook and training.	Persons Responsible: Director, Safety Committee	Timeline: Evaluate all programs annually.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Sherwood Montessori Student Conduct Code

Montessori's approach to conduct is one of self-discipline. We understand that students test limits as they grow and they sometimes make mistakes. Our philosophy of discipline is based on using a collaborative problem-solving approach involving the person with the problematic behavior. This includes students, teachers and staff, parents, and any community member involved with Sherwood Montessori. This approach honors the sentiment in our mission statement: providing Montessori education within the context of mutual respect and joy. The focus of the education will be on engaging critical thinking and fostering empathy, and developing the skills needed to become competent, responsible citizens who are life-long learners and skillful problem solvers.

Every student at Sherwood Montessori has a right to learn and thrive in a school atmosphere that is conducive to academic achievement and social growth. Any behavior that threatens to disrupt the learning process or pose a danger to others is unacceptable.

Conduct Code Procedures

The Montessori classroom provides a variety of activities from which to choose. Once a child becomes acclimated to the classroom, her or his concentration on the absorbing tasks enable the teacher to maintain a comfortable hum of activity. A combination of group and individual attention is provided. Children are free to move about the environment provided they follow Sherwood's philosophy of mutual respect which includes respect for self, respect for others, and respect for the environment. Occasionally, a child may disrupt the normalized atmosphere; when this occurs, the teacher is responsible for redirecting the child's behavior in a positive manner. If unacceptable behavior continues, the following measures will be taken:

Observe - The teacher will make every attempt to see the situation from the child's point of view. At this point the teacher will ask the child questions to try to resolve the conflict. S/he will always involve the feelings of the child when trying to find a solution.

Discuss - Dr. Montessori believed a child to be capable of reason at an early age. The teacher will attempt to ascertain the cause of the child's acting out. On occasion, a parent may receive an Incident Report, which is intended to keep you apprised of any situations which have occurred. Certain actions, such as willful fighting, will require a parent to be called to come to the school to take the child home for the day. Usually, a conference will follow such measures.
Conference - Continued disruption will require a discussion as to the nature of the misbehavior. Communication between parents, teacher, and child is essential. The aim of these conferences is to suggest the best ways in which to deal with the behavior and gain cooperation from the child. Information shared at these conferences will help to better understand the child's perception. Referral- When parent conferences fail to successfully resolve a situation, we can recommend an appropriate professional on a private basis, or direct you to services offered by our intervention program. These professionals include, but are not limited to, the following: speech therapist, school resource specialist, and school psychologist.

Dismissal - When all efforts previously stated prove unsuccessful, and we sincerely believe that our program is unable to meet the needs of the child, we may require that a child be dismissed from the school. Please understand that the well-being of your child, as well as his or her classmates, is our primary concern. Every effort possible will be taken to avoid this final measure. Parents have a legal right to appeal a decision to expel a student and details can be read in our Charter.

(K) Hate Crime Reporting Procedures and Policies
"Hate crime" means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim:

(1) Disability.
(2) Gender.
(3) Nationality.
(4) Race or ethnicity.
(5) Religion.
(6) Sexual orientation.
(7) Association with a person or group with one or more of these actual or perceived characteristics.

Any hate crime committed on school grounds or at a school function must be reported to the Chico Police. Reports will be made for any witnessed or alleged acts that occur between students, staff, parents, or any person whether or not they are associated with the school.

(J) Procedures to Prepare for Active Shooters
Lockdown /Barricade Procedure
4. All Call (Walkie Talkies, channel 5): "Teachers please secure your students in your classrooms immediately. It is necessary to begin a lockdown."
5. If staff hears bullet shots or sees an individual with a weapon or with a threatening demeanor, lockdown procedures should be initiated whether or not an all call is made.
6. Once a lockdown is begun, staff in the office will switch the two-way radios between Sherwood and Chapman to channel 1 (it is usually kept on channel 2). Sherwood office will communicate to the classroom teachers and staff via walkie talkies channel 5.

Variations to the lockdown procedure:
1. Classes in progress (not during recess/lunch/PE):
Teacher Response to a Lockdown:
2. Bring any students outside the classroom in and lock the classroom door(s) immediately. Your classroom door should already be locked with the lock block on. Lock your door and, close curtains, shut off lights, and remain in the room with the students until you hear the code words.
If any other command is given, DO NOT end the lockdown. An intruder may be forcing the office staff to make an announcement. Only the proper code should be followed.
17. Keep all students sitting on the floor, away from the door and windows or in a large closet or cabinet if possible, out of sight of the intruder.

18. Portable classrooms should form a circular shield of desks/tables/furniture to stop bullets should they pierce the walls.
19. Do not unlock your door after the initial sweep to bring kids in. Students should be directed to go to the office if they are locked out in a lockdown. The office is the only door that will open once a lockdown has been initiated.
20. Advise students that there is some type of emergency that requires a lockdown, but that you don't know what it is.
21. Collect all cell phones and turn them off. This is to prevent the noise and light that will indicate to an intruder where people are hiding. This is also to stop a flow of communication that could cause a panic among parents. If an approved message is sent from the Director or Director's designee, students may text the message verbatim under your supervision.
22. Turn your own cell phone ringer off. Use Walkie Talkies, channel 5, to communicate to Sherwood staff members. First communication should be who is missing from the room (Cecile is at the bathroom, Andi is in the Learning Center, etc.).
23. Take attendance of your students and prepare a list of missing students and any extra students in your room. Be prepared to take this list with you in case you are directed to leave the classroom.
24. Wait until the office asks for your classroom's accounting of students to report missing students.
25. Ignore any fire alarm activation–the school will never be evacuated using this method during a lockdown.
26. Project a calm attitude to quell student fears.
27. Remain in the room until advised in person by office staff or Director that it is safe to end lockdown procedures.
28. When or if students are moved from the classroom, assist them in moving as quietly and quickly as possible.
29. If an incident is severe in nature, radios may be used to receive further information. Refrain from turning on TV or media when students are present.
30. Do not open your door unless you recognize the voice telling you to open the door. We will communicate via the walkie talkies in your room. Students will be instructed to enter the nearest classroom if the need to lockdown is urgent and they are not near their classroom. Students who are out after doors are closed should go to the office.
19. Sometimes when the police lockdown an area, it takes a long time for them to clear the area. You may have to be locked down in your room for quite a while. You must stay calm and keep the children calm. Prepare to read books or otherwise keep students busy while they wait.
20. Inform students that if they ever hear gunshots while they are outside, they are to lie down on the ground right where they are. The supervision duty person will announce when he or she wants the students to
proceed to the nearest room. If students are on the way to the bathroom, or to the office, or are otherwise out of the classroom during class time, they must go into the nearest room when they hear the lockdown announcement or when they hear a gunshot.

To students outside at recess/lunch/PE:
3. Announce: "Students please line up immediately. Your teacher will be out to pick you up momentarily. Once again, students please stop all activity and line up."
4. To call off a lockdown, the code will be announced via the wireless intercom system.

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

During Recess/Lunch/PE:
Involving an Armed or Potentially Dangerous Intruder on Campus
8. Principal, playground supervisors, or a designated staff member will contact office immediately with the announcement, "It is necessary to begin a lockdown".
9. Students should be instructed to drop to the playground and cover their heads.
10. Students should be instructed to get up and quickly line up when shooting stops.
11. The office staff should alert all teachers to lockdown. A member of the office staff should quickly lock all doors.
12. Via 9-1-1, local enforcement will be contacted immediately.
13. If possible, a staff member should keep the office informed of the location of the intruder.
14. Staff members should use caution when approaching a stranger/intruder on campus.
8 Never approach someone with a weapon of any kind.

When approaching an intruder/stranger, staff members should:
7. Be courteous and confident
8. Keep a distance from the individual
9. Not touch the individual

10. Protect him/herself at all times
11. Encourage students either verbally or with hand signals to keep away from the situation.
12. Attempt to be helpful–identify him/herself as someone who can assist the person if necessary.

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

If the Intruder Enters a Classroom or Office:
Procedures where students and staff hide in place are only effective if the intruder is apprehended before students and staff are found.
4. In the event that an intruder is able to force his/her way into a classroom, be prepared to fight back.
5. Arm students with books, staplers, or other heavy objects to throw at the intruder.
6. This procedure SHOULD NOT be practiced with students as it is disturbing, however, could save lives in the event of an actual invasion.

If Evacuating the Campus is the Best Option:
Running away from the scene is another potential life-saving procedure that will not be practiced in a drill, but should be used if it is the best possible action to save lives.
4. We have identified the tennis courts at 20th Street Park as a place to evacuate in the event that this is the safest option. There is a bathroom and visual cover from the campus.
5. The office staff will bring the Crisis Folder which will have updated student contact information, updated medical conditions, and contact information for people who are authorized to pick up children.
6. If we will be dismissing students from the evacuation site, parents MUST communicate with the staff assigned to the Release Center. This will be office staff. NO STUDENTS SHOULD BE RELEASED TO ANYONE, INCLUDING PARENTS, UNTIL OFFICE STAFF HAS RECORDED WHO IS BEING RELEASED TO WHOM IN THIS FOLDER.

Medical Emergency During a Lockdown:
Paramedics will not be able to enter a campus that is on lockdown. The procedure if there is a medical emergency is to call 911 and explain to the operator that you are calling from a campus on lockdown and have a medical emergency. The operator will relay this information to the law enforcement EMS, who will respond to the medical emergency. You will need to tell the 911 operator to ask the law enforcement EMS to use your name, from Sherwood, who called in to 911 about _____. The law enforcement EMS will repeat this information at the locked door, which you should then open to access help.
Example of 911 call:
“This is Michelle from Sherwood. We are located on Chapman Elementary campus and are on lockdown, but I have a student who is having a seizure. I need you to send the police EMS to room 9 and tell her or him to say: ‘I am here for Michelle from Sherwood who called about a student having a seizure.’”

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

Adaptations for Students with Disabilities

Students with disabilities will be best supported by staff members who are most familiar with their individualized education plans and the accommodations and modifications within these plans. For some students, this will be a 1:1 aide. For others, it will be the Education Specialist, and for others it will be the general education teacher. Staff will communicate via walkie talkie, channel 5, to determine what is the best course of action to take for different students. In the event that it is unsafe for staff to move from an area to the student, consult should be given over the walkie talkies. Every effort to preserve the students’ privacy should be made. Safety with the students’ protection should take priority in emergency situations.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Bullying may be relational and/or physical and demonstrates an observable pattern of behaviors. Bullying will under no circumstances be tolerated by any person, adult or child, and will be dealt with decisively. Relational bullying can include:

- verbal put downs
- threats of exclusion
- tattling
- boasting and drawing disparaging comparisons
- gossiping
- internet bullying
- threats of physical violence
- threatening non-verbal behaviors such as glaring at someone
- using one's physical size to intimidate
- pushing
- pulling
- pinching
- shoving
- tripping
- any other such means of exerting power and/or intimidation.

Instances of bullying behavior will be dealt with as they happen. Education and support will be provided to all students involved in a short and empathic manner. If additional support is required, the teacher(s), Director, and parent(s)/guardian(s) will develop and implement a plan. However, by responding proactively to these situations, the goal is to prevent unhealthy and conflictual dynamics between teacher, students, and parents.

Students at Sherwood are taught to recognize and stand up to bullying. The acronym "POUR" is used to help students understand the difference between relational conflicts and bullying.
"P" stands for "purposeful". The behavior is on purpose, not impulsive or reactive, or the result of not understanding appropriate social interactions.
"O" is for "one-sided". There is one person who is targeting the other, it is not a back-and-forth in a difficult relationship.
"U" is for "unfair". There is clearly an aggressor and a victim, the bully has the power.
"R" is for repeated, actions and words are recurring.

We empower students to "Give the bully the SLIP", with "SLIP" being another acronym that can help kids remember what to do if they are being bullied.
"S" is for "Stand up, speak up" Kids are encouraged to practice standing still and strong and saying clearly: "Stop!" "L" is for "Label it." Say something like: "That's bullying, it's name-calling, it's a threat, it's leaving someone out." Name the behavior and label it as bullying.
"I" is for "I don't like it."
"P" is for "Please stop." Politely, with power and purpose.

Sherwood students are encouraged to stand up for one another when they notice bullying and use their "bystander power" because bullies are few and bystanders are many. These are just some of the lessons that students are taught in the realm of conflict management and social-emotional learning. Our intention in sharing here in the Family Handbook is to give common language used at school that can be used at home if children report troubling behavior. Having common language will reinforce to kids that caring adults at school and at home will support them in coping with conflict and recognizing when bullying is occurring.

Armed Assailant Drills - ED Code 32282 (a)(2)(K)

Sherwood utilizes the federal Run, Hide, Fight model when preparing for active assailant incidents. Run, Hide, and Fight training is completed with staff through discussions and tabletop exercises. Emergency training with students and staff includes lockdown drills, focusing on:

- Locking doors

- Covering windows
- Identifying safe areas
- Testing communication systems

High-Intensity Drills

Sherwood does not conduct high-intensity drills that simulate active assailant incidents. These include:

- Theatrical makeup, blood simulations, or gunshot wound effects
- Actors posing as assailants or victims
- Simulations encouraging physical resistance (e.g., throwing objects, swarming)
- Use of real weapons, blanks, or explosions

Drill Implementation Approach

When designing any drills that prepare for an active assailant incident, Sherwood ensures:

- Drills are age-appropriate and developed with guidance from school-based mental health professionals.
- Parents, guardians, teachers, administrators, and staff receive prior notice, including the expected duration of the drill.
- Parents and guardians can opt out.
- Drills are announced immediately before and after completion.
- Notification is sent to parents once the drill concludes.

Sudden Cardiac Arrest – ED Code 32282 (a)(2)(M)

In the event of an unresponsive individual:

1. Staff will notify the front office to call 9-1-1 immediately.
2. The front office will:
    - Dispatch staff to gather medical supplies and the Automated External Defibrillator (AED).
    - Announce a school-wide emergency "STAY" message with the emergency details.
    - Direct staff to meet and guide emergency personnel.
    - Notify the school site administrator.
3. Administrators will:
    - Clear the area of additional students. ○ Ensure emergency personnel have clear access.
    - Notify the parents if the unresponsive individual is a student.

AED Availability

Chapman Elementary's AED is in the main office in a non-lockable, visible wall-mounted case with a sign mounted above the case that reads "AED." Annually, the principal will inform students in grades 6- of the AED's location. The AED complies with the Butte County Office of Education Automated External Defibrillator Policy.

CPR and AED Training

The Butte County Office of Education's training meets the current standards set by the American Heart Association. If CPR/AED training is not mandated as part of the employee's job description, the training will be optional.

Instructional Continuity Plan – Ed Code 32282 (a)(3)(A)

If in-person instruction is disrupted due to an emergency:

1. **Communication**: Establish contact with the pupil within five calendar days to assess social-emotional, mental health, and academic needs.
2. **Instruction Plan**: Implement in-person or remote instruction within ten days. This may include assisting with enrollment at another school.

Note: The deadline to implement AB 153 was extended to July 1, 2026 by AB 176. If an emergency disruption occurs before this date, Sherwood will implement instruction using IEP emergency plans as a guideline, including remote synchronous and asynchronous instruction.

High Fire Hazard Plan - Ed Code 32282 (a)(2)(B)(i)(III)
In the event of an evacuation order, schools in high and very high fire hazard severity zones must:

- Identify a refuge area for all pupils and staff.
- Notify the operational area of having jurisdiction over the refuge area of their location.
- Develop procedures for receiving evacuation warnings and determining whether an evacuation order is appropriate.
- Refer to high-fire areas listed on the State Fire Marshal's website.

Student Naloxone
Pupils aged 12 or older may:

- Carry and administer naloxone hydrochloride or another opioid antagonist.
- Provide emergency treatment for suspected opioid overdoses while on school sites or participating in school activities.
- Section 49414.35 of the Education Code.

Response Procedures for Dangerous, Violent, or Unlawful Activity
Follow HOLD Procedures in Emergency Response Flipbook:

NO unsupervised movement outside of the buildings by students.

- Clear the hallways and remain in your room.
- If appropriate, return to classroom or closest building.
- Lock doors.
- Keep curtains/windows closed.
- Lights can remain on.
- Normal classroom activities may continue inside the classroom.
- COMMUNICATE via Walkie Talkies channel 5

Safety Plan Review, Evaluation and Amendment Procedures

This Safety Plan will be reviewed, evaluated and adopted annually by March 1st. Input will be sought from staff, local law enforcement and fire authorities. Amendments will be made based on updated guidance.

Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

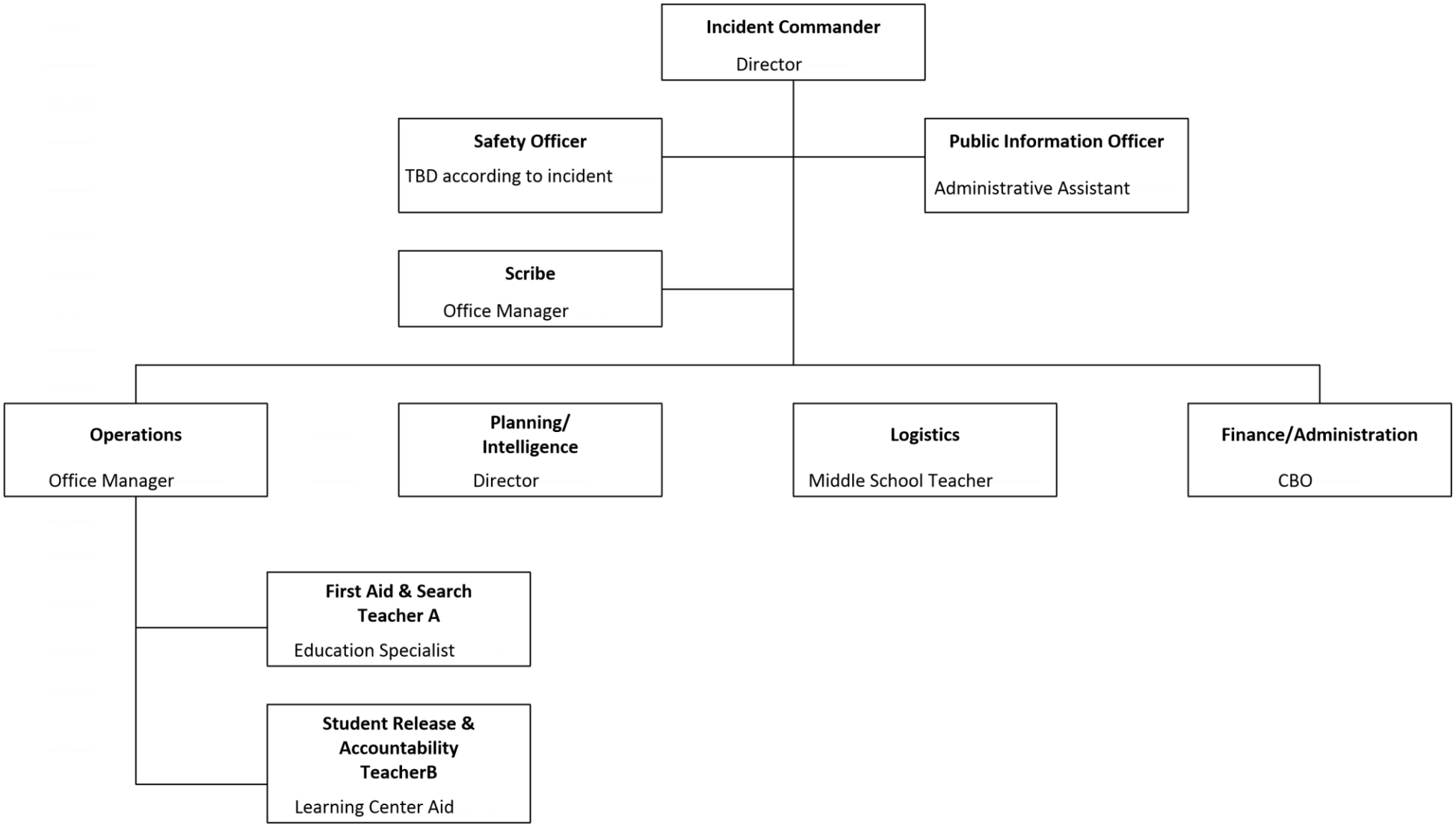
Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Chico Police Department	530-897-4900	
Law Enforcement/Fire/Paramedic	Chico Fire Department	530-897-3400	

Other	Butte County Department of Public Health	530-552-4000	
Public Utilities	Water	530-893-6300	
Public Utilities	Gas & Electric, PG&E	877-660-6789	
Local Hospitals	Enloe	530-332-7330	
City Services	Animal Control	530-897-4960	
School District	Chico Unified School District	530-891-3000	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Facilities Inspections	Monthly	Hard copies are stored in school office, summary available in SARC
Staff Meetings	Annually or more	Prior to annual update, teachers are consulted for needed revisions
Positive Discipline Team Meetings	Monthly	Meeting notes are stored on school computers
Safety Committee Meetings	Annually or more	Notes from meeting are incorporated in updated CSSP.
Board Meeting	Annually or more	Agendas and minutes on website and in office

Sherwood Montessori Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Note: As indicated in the organizational chart, some positions may have more than one role as a result of the organizations small size.

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency
Gather information via walkie talkies, channel 5, monitor video surveillance, and relay information with Chapman.

Step Two: Identify the Level of Emergency
Use language identified in Emergency Response Flipbooks. This will keep meaning congruent with Chapman and emergency response personnel.

Step Three: Determine the Immediate Response Action
Collaboratively with Chapman and emergency response personnel.

Step Four: Communicate the Appropriate Response Action
Use walkie talkies, channel 5, to direct staff on appropriate response. Refer to flipbook whenever possible for direction.

Types of Emergencies & Specific Procedures

Aircraft Crash
The school is not located in a flight path. If an aircraft crash occurs that could compromise the safety of the students or staff, school personnel will follow the directions of the Safety Officer heading the incident.

Animal Disturbance
If a dangerous animal is observed on campus or in an area near campus, school personnel will contact Chico Animal Control at (530) 897-4960. Students will be asked to stay in their classrooms until the animal is contained, following HOLD procedures.

Armed Assault on Campus
<u>Lockdown /Barricade Procedure</u>
7. All Call (Walkie Talkies, channel 5): “Teachers please secure your students in your classrooms immediately. It is necessary to begin a lockdown.”
8. If staff hears bullet shots or sees an individual with a weapon or with a threatening demeanor, lockdown procedures should be initiated whether or not an all call is made.
9. Once a lockdown is begun, staff in the office will switch the two-way radios between Sherwood and Chapman to channel 1 (it is usually kept on channel 2). Sherwood office will communicate to the classroom teachers and staff via walkie talkies channel 5.

Variations to the lockdown procedure:
1. Classes in progress (not during recess/lunch/PE):
Teacher Response to a Lockdown:
2. Bring any students outside the classroom in and lock the classroom door(s) immediately. Your classroom door should already be locked with the lock block on. Lock your door and, close curtains, shut off lights, and remain in the room with the students until you hear the code words.
If any other command is given, DO NOT end the lockdown. An intruder may be forcing the office staff to make an announcement. Only the proper code should be followed.
31. Keep all students sitting on the floor, away from the door and windows or in a large closet or cabinet if possible, out of sight of the intruder.
32. Portable classrooms should form a circular shield of desks/tables/furniture to stop bullets should they pierce the walls.
33. Do not unlock your door after the initial sweep to bring kids in. Students should be directed to go to the office if they are locked out in a lockdown. The office is the only door that will open once a lockdown has been initiated.

34. Advise students that there is some type of emergency that requires a lockdown, but that you don't know what it is.
35. Collect all cell phones and turn them off. This is to prevent the noise and light that will indicate to an intruder where people are hiding. This is also to stop a flow of communication that could cause a panic among parents. If an approved message is sent from the Director or Director's designee, students may text the message verbatim under your supervision.
36. Turn your own cell phone ringer off. Use Walkie Talkies, channel 5, to communicate to Sherwood staff members. First communication should be who is missing from the room (Cecile is at the bathroom, Andi is in the Learning Center, etc.).
37. Take attendance of your students and prepare a list of missing students and any extra students in your room. Be prepared to take this list with you in case you are directed to leave the classroom.
38. Wait until the office asks for your classroom's accounting of students to report missing students.
39. Ignore any fire alarm activation–the school will never be evacuated using this method during a lockdown.
40. Project a calm attitude to quell student fears.
41. Remain in the room until advised in person by office staff or Director that it is safe to end lockdown procedures.
42. When or if students are moved from the classroom, assist them in moving as quietly and quickly as possible.
43. If an incident is severe in nature, radios may be used to receive further information. Refrain from turning on TV or media when students are present.
44. Do not open your door unless you recognize the voice telling you to open the door. We will communicate via the walkie talkies in your room. Students will be instructed to enter the nearest classroom if the need to lockdown is urgent and they are not near their classroom. Students who are out after doors are closed should go to the office.
21. Sometimes when the police lockdown an area, it takes a long time for them to clear the area. You may have to be locked down in your room for quite a while. You must stay calm and keep the children calm. Prepare to read books or otherwise keep students busy while they wait.
22. Inform students that if they ever hear gunshots while they are outside, they are to lie down on the ground right where they are. The supervision duty person will announce when he or she wants the students to proceed to the nearest room. If students are on the way to the bathroom, or to the office, or are otherwise out of the classroom during class time, they must go into the nearest room when they hear the lockdown announcement or when they hear a gunshot.

To students outside at recess/lunch/PE:

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

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

During Recess/Lunch/PE:

Involving an Armed or Potentially Dangerous Intruder on Campus

15. Principal, playground supervisors, or a designated staff member will contact office immediately with the announcement, "It is necessary to begin a lockdown".
16. Students should be instructed to drop to the playground and cover their heads.
17. Students should be instructed to get up and quickly line up when shooting stops.
18. The office staff should alert all teachers to lockdown. A member of the office staff should quickly lock all doors.
19. Via 9-1-1, local enforcement will be contacted immediately.
20. If possible, a staff member should keep the office informed of the location of the intruder.
21. Staff members should use caution when approaching a stranger/intruder on campus.

8 Never approach someone with a weapon of any kind.

When approaching an intruder/stranger, staff members should:

13. Be courteous and confident
14. Keep a distance from the individual
15. Not touch the individual
16. Protect him/herself at all times
17. Encourage students either verbally or with hand signals to keep away from the situation.

18. Attempt to be helpful–identify him/herself as someone who can assist the person if necessary.

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

If the Intruder Enters a Classroom or Office:
Procedures where students and staff hide in place are only effective if the intruder is apprehended before students and staff are found.
7. In the event that an intruder is able to force his/her way into a classroom, be prepared to fight back.
8. Arm students with books, staplers, or other heavy objects to throw at the intruder.
9. This procedure SHOULD NOT be practiced with students as it is disturbing, however, could save lives in the event of an actual invasion.

If Evacuating the Campus is the Best Option:
Running away from the scene is another potential life-saving procedure that will not be practiced in a drill, but should be used if it is the best possible action to save lives.
7. We have identified the tennis courts at 20th Street Park as a place to evacuate in the event that this is the safest option. There is a bathroom and visual cover from the campus.
8. The office staff will bring the Crisis Folder which will have updated student contact information, updated medical conditions, and contact information for people who are authorized to pick up children.
9. If we will be dismissing students from the evacuation site, parents MUST communicate with the staff assigned to the Release Center. This will be office staff. NO STUDENTS SHOULD BE RELEASED TO ANYONE, INCLUDING PARENTS, UNTIL OFFICE STAFF HAS RECORDED WHO IS BEING RELEASED TO WHOM IN THIS FOLDER.

Medical Emergency During a Lockdown:
Paramedics will not be able to enter a campus that is on lockdown. The procedure if there is a medical emergency is to call 911 and explain to the operator that you are calling from a campus on lockdown and have a medical emergency. The operator will relay this information to the law enforcement EMS, who will respond to the medical emergency. You will need to tell the 911 operator to ask the law enforcement EMS to use your name, from Sherwood, who called in to 911 about _____. The law enforcement EMS will repeat this information at the locked door, which you should then open to access help.
Example of 911 call:
“This is Michelle from Sherwood. We are located on Chapman Elementary campus and are on lockdown, but I have a student who is having a seizure. I need you to send the police EMS to room 9 and tell her or him to say: ‘I am here for Michelle from Sherwood who called about a student having a seizure.’”

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

Adaptations for Students with Disabilities

Students with disabilities will be best supported by staff members who are most familiar with their individualized education plans and the accommodations and modifications within these plans. For some students, this will be a 1:1 aide. For others, it will be the Education Specialist, and for others it will be the general education teacher. Staff will communicate via walkie talkie, channel 5, to determine what is the best course of action to take for different students. In the event that it is unsafe for staff to move from an area to the student, consult should be given over the walkie talkies. Every effort to preserve the students’ privacy should be made. Safety with the students’ protection should take priority in emergency situations.

Regarding Emergency Drills:

1. Sherwood will NEVER conduct an unannounced emergency drill. If there is an emergency, we don't want to waste precious seconds guessing if it is real or not.
2. Sherwood will comply with all aspects of Ed Code 32282 (a)(2)(K) which prohibits high-intensity drills that simulate active assailant incidents.
3. Other assurances regarding Ed Code 32282: Parents, guardians, teachers, administrators, and staff will receive prior notice including expected duration of the drill; parents and guardians can opt out; drills are announced immediately before and after completion with notifications when the drill concludes.

Biological or Chemical Release

If a biological or chemical release is determined to be a risk for the staff or students of Sherwood, all students and personnel will remain indoors with windows and doors shut tightly. Staff will follow roles outlined in the Incident Command System to coordinate with first responders. When it is safe to do so, staff will begin to release students to parents while remaining in Incident Command System roles to keep order and record when and with whom students are released.

Bomb Threat/ Threat Of violence

A bomb threat will result in a building evacuation with students and staff proceeding to the far end of the playground field, lining up in fire drill order near the fence. The Chico Police Department will be called at (530) 897-4900 and school staff will follow the instructions of the officer assigned to the incident.

A credible threat of violence will result in a LOCKDOWN procedure and call to the Chico Police Department. A potential threat of violence will initiate a HOLD until the situation is resolved or escalates to a LOCKDOWN. If initiated, students and staff will remain in lockdown until the incident is determined to be resolved by the Chico Police.

Bus Disaster

Sherwood does not have a bus.

Disorderly Conduct

Disorderly conduct observed by a stranger outside the school will be reported to the Chico Police Department if the conduct appears to be dangerous and a HOLD may be initiated. If the individual appears to pose a threat to students or staff on the school site, LOCKDOWN procedures may be initiated.

Earthquake

Earthquake

1. Warning Signal

2. Procedures

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

Detailed Earthquake Procedures

1. For earthquakes, the quake itself is the signal to drop and take cover. (Duck-Cover-Hold) Tell students not to try to run during a quake. Broken legs can occur if people run. Students should drop to the ground if they are on the playground. If in the room, they should try to cover themselves in case windows break. Try to drop under a table or desk if possible. Stay down until the shaking subsides.

2. If we are able to announce an all clear signal, teachers are responsible to decide when to take students outside to the assembly area. Use your best judgment.

3. In a severe quake, students may be injured. Remember that the first step of triage is to instruct all the students to stand up and walk out with you. Those who can't move are your most serious injuries. You may have to leave a student in the room in order to make sure the rest of your group is safe. The sweep and rescue team will take care of the student left behind. This example would not occur except in the most severe kind of earthquake.

4. Always have an up-to-date list of your students in an accessible location. Teachers will need these to make sure all students are accounted for. Teachers will be responsible to take the list when exiting the classroom.

Office Staff

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

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

Sweep Team

Purpose: account for all students and staff, check physical condition of school for unsafe areas.
1. Meet at the Release Center. Sweep team members (4)–assign a runner, an entrance "monitor," and two room checkers.
2. Check every room and all bathrooms, multi-purpose room, library, 1010 Cleveland, Learning Center, and the office.
3. Try to open doors, use a crow bar covered with a jacket, etc. to open/break a window if necessary.
4. If all rooms are cleared, check gas lines.

First Aid Team

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

Teachers and Students

Major responsibility of teachers is for their own students. Teachers are to remain with their students and follow evacuation procedures.

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

Special Teachers

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

COMMUNICATIONS PLAN

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

Explosion or Risk Of Explosion

Explosion or risk of explosion on campus will result in a building evacuation with students and staff proceeding to the far end of the playground field, lining up in fire drill order near the fence. The Chico Police Department will be called at (530) 897-4900 and school staff will follow the instructions of the officer assigned to the incident.

Fire in Surrounding Area

If a fire in the surrounding area is determined to be causing poor air quality but there is no risk of the fire spreading to the school, students and staff will remain indoors with doors and windows shut tightly.

If it is determined that the fire could spread to the school, an evacuation will be conducted with coordination from emergency personnel. The school does not have a bus, so vehicular evacuation will require coordination with first responders. Sherwood's Incident Command System will be implemented to track dismissal of students and recording when and with whom students were released.

Fire on School Grounds

Fire

1. Warning Signal: Series of short bells continue until building is evacuated to the playground.
2. Procedures:

a. If the smell of smoke or gas is detected, teacher will walk class immediately to designated evacuation area. Be sure doors are closed and lights are turned off.

b. If there is no smell of smoke or gas, lock the classroom and stay inside as in a lockdown procedure/code red until the all clear signal is given. Have walkie talkies on channel 5 and turned up, wait to respond to office. The office will contact each classroom if a lockdown is extended and ask for an account of the children.
c. Children on errands or in rest rooms at the sound of a fire bell should report immediately to the office.
d. Children with special teachers will remain with that teacher until arriving in the evacuation area. Once inside the evacuation area, special teachers will dismiss students to join the regular classroom teacher. e. Children will wait quietly in evacuation area.

3. Teachers will account for all children using the class register. A green classroom number will be held up if all students are accounted for, a red classroom number will be held up if one or more students are missing. Teachers report to Director if all are present or who is missing.

Flooding

Sherwood Montessori is located in an area with minimal flood hazard. If school personnel is notified by emergency personnel that a flood is imminent, school staff will follow the directions of the emergency personnel.

Loss or Failure Of Utilities

If there is a loss or failure of utilities such as water or electricity, the appropriate agency will be contacted to determine the duration and area of the outage. The duration and scope of the outage will determine the action of the school. If it is determined that normal school operations can continue because the outage time will be limited, staff will adjust instruction accordingly: e.g.: teachers may lead classes in outdoor activities, portable handwashing stations may be set up and filled with transported water, battery powered light sources may be used.

A longer outage will require interagency communication and cooperation to determine if generators can be safely used on campus, for example, or if temporary bathroom facilities should be brought to campus.

Pandemic

OVERVIEW

An infectious disease is an illness caused by the presence of disease-causing agents or germs, including viruses, bacteria, fungi and parasites and other microbes. These diseases are called communicable diseases or transmissible diseases due to their potential of transmission from one person to another.

Transmission may occur by direct contact with an infected person or animal, by ingesting contaminated food or water, or by contact with infected surroundings or contaminated air. Infectious (communicable) diseases that usually require a more specialized route of infection—for example, by insects such as mosquitoes or ticks (disease vectors) —are usually not regarded as contagious. Contagious diseases acquired by blood or needle transmission or sexual contact require prophylactic strategies but not measures such as social distancing or quarantine. Strict measures as addressed in annual Blood Borne Pathogen training are a prevention strategy in place in the school system.

At-Risk Populations

Students are a high- risk population for infectious disease, and exposure to a variety of infectious diseases in a school population is inevitable. Infectious diseases are common in young children who have immature immune systems and are developmentally unable to understand and practice the concepts of good personal hygiene. However, older youth and teenagers exposed to different social situations are also prone to certain infections. In any school population, there are certain individuals who may have a higher risk of complications if exposed to specific diseases. Students and staff who are medically fragile or are immunosuppressed, pregnant, and/or have chronic disease, nutritional deficiencies or debilitating illness should be informed of the possible risks of acquiring an infection.

The responsibility of the school is to inform those individuals to consult with their licensed health care provider. The licensed health care provider will assess the risk, provide appropriate treatment and/or make recommendations so that reasonable accommodations are put in place for the individual by the school.

PURPOSE OF THE PLAN

The purpose of this plan is to provide a comprehensive guide on how an infectious disease outbreak might affect school-aged children, how to respond, and how local agencies should plan ahead.

During an infectious disease outbreak, Sherwood will utilize this Emergency Plan to achieve the following goals:

- Limit the number of illnesses and deaths
- Preserve continuity of essential school functions
- Minimize educational and social disruption
- Minimize economic and academic losses A designated lead agency, generally the Butte County Department of Public Health, will coordinate with other local response and support agencies teams to incorporate all-hazard response activities and plans of our community, state and federal partners.

This plan does not address:

- Symptoms of specific infectious diseases, diagnosis, epidemiology, treatment, prognosis, and follow- up.
- Nuisance diseases such as lice that do not pose a significant threat to the health of the community. Such diseases, however, may cause considerable anguish and disruption to schools. Therefore, close cooperation between school administrators and local Public Health is essential for effective control of "nuisance" diseases in schools.
- Health plans, exams, medications, insurance, testing and assessment.

Planning Assumptions

1. The Butte County Public Health Department has the legal authority and primary responsibility for investigating the health and contagiousness of local students. These duties include the identification and control of human disease outbreaks and determining response capacity and capabilities.
2. Recognizing that children will more likely shed the greatest amount of virus (they are more contagious than adults), they are therefore likely to pose the greatest risk for transmission.
3. On average, about two secondary infections will occur as a result of transmission from someone who is ill.
4. In a severe outbreak, the school will need to plan to function with a 40%-60% work force absentee rate.
5. Whether or not schools will be closed or for how long is impossible to say in advance. However, it is well established that infectious disease outbreaks most often start in schools, so school closings may be likely. The duration of school closings can only be determined at the time of the event based on the characteristics of the outbreak, but it is unlikely that schools will be closed for less than 2 weeks (based on the incubation period of the disease and the length of time people are contagious) and could be as long as 12 weeks or longer.
6. Other planning assumptions that are being used by the community include working closely with local health and emergency services agencies will maximize the health and safety of the school community. Understanding the roles of each agency and their responsibilities will promote coordination and communications.

- An infectious disease outbreak may result in the rapid spread of the infection. Communities across the State and the country may be impacted simultaneously.

- There will be a need for heightened local surveillance of disease symptoms and infection rates.

- Antiviral medications may be in extremely short supply. Local supplies of antiviral medications may be prioritized by the local health agency for hospitalized patients, close contacts of patients, health care workers providing care for patients, or other designated groups.

- Social distancing strategies aimed at reducing the spread of infection such as closing schools, community centers, and other public gather points and canceling public events may be implemented.

- It will be especially important to coordinate disease control strategies throughout counties in the local area and the State due to the regional mobility of the population.

- The general public, health care partners, response agencies, elected officials and schools will need continuous updates on the status of the outbreak, the steps local response agencies and the school are taking to address the incident, and steps the public can take to protect themselves.

Legal Issues Relating to Schools

1. Public Health Responsibilities
   a. The Butte County Public Health officer may order schools to close. (Health & Safety §120175).
   b. Written permission of the Public Health Officer or private physician may be required before an individually-quarantined employee or student is allowed to return to school.

2. School Facilities California Education Code §32282 provides that school facilities are to be made available for mass care and welfare shelters during disasters. As part of its school safety plan, schools are required to establish a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds and equipment for emergencies involving the public health and welfare. For buildings owned by CUSD and located on a CUSD campus, Sherwood will defer to CUSD's procedures for such emergencies.

3. School Employees as Disaster Workers School employees are disaster workers pursuant to Government Code §3100 and, as such, are "subject to such disaster service activities as may be assigned to them by their superiors or by law."

4. School funding during closure/reduced Average Daily Attendance (ADA) due to infectious disease outbreak a. California Education Code §46392 allows crediting for ADA in the case of an epidemic that reduces school enrollment.
b. California Education Code §41422 allows crediting for full apportionment if a school is prevented from operating schools for at least 175 days due to epidemic or order from government official due to emergency.

5. Students a. Quarantine under direction of County Public Health officer is an excused absence. (California Education Code §48205).

Concept of Operations

The Butte County Department of Health and Human Services will be the lead agency in coordinating the local health and medical response to an epidemic or pandemic with state, federal, and local agencies and officials.

The school will maintain increased communications with Butte County Department of Health and Human Services, which will then provide information to the County Operational Area Emergency Operations Center (EOC) to implement those procedures that increase the health and safety of the school community.

The school assumes the following responsibilities:

- Develop capabilities to implement non-medical measures to decrease the spread of disease throughout the school community as guided by the epidemiology of the pandemic and the Butte County Health Department.
- Develop and implement pandemic preparedness activities and a business continuity plan aimed at maintaining the provision of educational services and limiting the spread of disease throughout the duration of the pandemic outbreak.
- Review sick leave policies and make adjustments as necessary to ensure non-punitive policies are in place.
- Review policies regarding quarantines and pay continuation and make adjustments as necessary.
- Communicate with and educate the school community and parents about approved public health practices and what each person can do to prepare or respond to minimize health risks.

- Develop and implement educational support plans for students who are isolated or quarantined and coordinate these plans with the social support plans developed by the Butte County Health Department and the California Department of Education.
- Develop a recovery plan that provides for education support and emotional support for staff and students.
- Review best practices for respiratory hygiene and universal precautions and train all school staff, volunteers and students.
- Identify and procure needed resources.
- Review procedures for sending ill individuals home and make adjustments, if necessary.
- Establish and implement surveillance process to report the number of absent staff and students due to communicable diseases. Many communicable diseases are required by California state law to be reported to the County Department of Health. Appendix B provides the Title 17, California Code of Regulations §2500, §2593, §2641.5-2643.20 and §28002812 Reportable Diseases and Conditions and a sample School Weekly Report of Communicable Diseases.
- Update staff and provide information on extent of infection at school site and potential changes that might take place at school.
- Document all actions taken.

MITIGATION AND PREVENTION

Mitigation activities are taken in advance of an infectious disease outbreak to prevent or temper its impact. Mitigation efforts will occur primarily during the early phase of the outbreak.

How Illness Spreads
Transmission of an infectious disease may occur through several pathways:

1. Direct Contact. Direct-contact involves skin-to-skin contact and physical transfer of microorganisms from an infected person to a susceptible host.

a. Person to person: The most common way for infectious disease to spread is through the physical direct transfer of bacteria, viruses or other microorganisms from one person to another. These germs can be spread when an infected individual touches, coughs on or kisses someone who is not infected, through the exchange of body fluids from sexual contact or a blood transfusion. Mononucleosis can be spread by saliva. Diseases such as Hepatitis B, Hepatitis C, and the human immunodeficiency virus (HIV) can be spread by contact with infected blood. Infected students can possibly transmit these diseases through biting if there is visible blood mixed with their saliva (i.e. from bleeding gums).

b. Animal to person: A scratch or bite from infected animal or handling animal droppings can cause disease.

2. Indirect Contact. Many microorganisms can linger on objects such as a doorknobs, faucet handles, desktops and computer keypads. Indirect contact involves contact of a susceptible host with a contaminated intermediate object in the environment. Some infections can be spread indirectly by contact with contaminated clothing. Chickenpox (varicella), shingles (herpes zoster), impetigo, head lice, ringworm, and scabies are all spread this way.

3. Vector. Vector-borne diseases rely upon organisms, usually insects, for transmission of the parasitic, viral or bacterial pathogens
from one host to another. Bites and stings from mosquitoes, fleas, ticks and lice carry disease-causing microorganisms on their body or in their intestinal tract which can infect humans.

4. Droplets. Disease is easily spread when droplets containing pathogenic microorganisms are generated from an infected person during sneezing, coughing or talking. Large droplets travel less than three feet before falling to the ground and do not remain suspended in the air. Transmission via large-particle droplets requires close contact between the infected host and another person. Sick students will often contaminate their hands and other objects with infectious nose and throat discharges. When other students come in contact with these objects and then touch their eyes, mouth, or nose, they can become infected. Some of the infections passed in this way are the common cold, chickenpox, influenza, meningitis (viral and bacterial), mumps, rubella, pink eye (conjunctivitis), strep throat, and whooping cough (pertussis).

5. Airborne. Airborne transmission occurs when an infected person coughs, sneezes or talks and generates very small respiratory droplets containing virus or bacteria. These small particles remain suspended in the air for long periods and can be widely dispersed by air currents. When another person inhales these small particles, they can become ill. Airborne transmission of disease can also occur through inhalation of small-particle aerosols in shared air spaces with poor circulation.

6. Foodborne. Consumption of food and liquids contaminated with pathogenic bacteria can result in illness or death. 7. Fecal. Intestinal tract infections are often spread through oral ingestion of viruses, bacteria, or parasites found in the stool of an infected person or animal. This type of transmission happens when objects contaminated with microscopic amounts of human or animal feces are placed in the mouth. In schools, the areas most frequently contaminated with feces are hands, classroom floors, faucet handles, toilet flush handles, toys and tabletops.

MITIGATION AND PREVENTION Mitigation activities are taken in advance of an infectious disease outbreak to prevent or temper its impact. Mitigation efforts will occur primarily during the early phase of the outbreak.

How Illness Spreads
Transmission of an infectious disease may occur through several pathways:

1. Direct Contact. Direct-contact involves skin-to-skin contact and physical transfer of microorganisms from an infected person to a susceptible host.

a. Person to person: The most common way for infectious disease to spread is through the physical direct transfer of bacteria, viruses or other microorganisms from one person to another. These germs can be spread when an infected individual touches, coughs on or kisses someone who is not infected, through the exchange of body fluids from sexual contact or a blood transfusion. Mononucleosis can be spread by saliva. Diseases such as Hepatitis B, Hepatitis C, and the human immunodeficiency virus (HIV) can be spread by contact with infected blood. Infected students can possibly transmit these diseases through biting if there is visible blood mixed with their saliva (i.e. from bleeding gums).

b. Animal to person: A scratch or bite from infected animal or handling animal droppings can cause disease.

2. Indirect Contact. Many microorganisms can linger on objects such as a doorknobs, faucet handles, desktops and computer keypads. Indirect contact involves contact of a susceptible host with a contaminated intermediate object in the environment. Some infections can be spread indirectly by contact with contaminated clothing. Chickenpox (varicella), shingles (herpes zoster), impetigo, head lice, ringworm, and scabies are all spread this way.

3. Vector. Vector-borne diseases rely upon organisms, usually insects, for transmission of the parasitic, viral or bacterial pathogens from one host to another. Bites and stings from mosquitoes, fleas, ticks and lice carry disease-causing microorganisms on their body or in their intestinal tract which can infect humans.

4. Droplets. Disease is easily spread when droplets containing pathogenic microorganisms are generated from an infected person during sneezing, coughing or talking. Large droplets travel less than three feet before falling to the ground and do not remain suspended in the air. Transmission via large-particle droplets requires close contact between the infected host and another person. Sick students will often contaminate their hands and other objects with infectious nose and throat discharges. When other students come in contact with these objects and then touch their eyes, mouth, or nose, they can become infected. Some of the infections passed in this way are the common cold, chickenpox, influenza, meningitis (viral and bacterial), mumps, rubella, pink eye (conjunctivitis), strep throat, and whooping cough (pertussis).

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person or animal. This type of transmission happens when objects contaminated with microscopic amounts of human or animal feces are placed in the mouth. In schools, the areas most frequently contaminated with feces are hands, classroom floors, faucet handles, toilet flush handles, toys and tabletops.

Prevention Strategies

CLEANING. A virus generally lives 2 to 8 hours on surfaces, but certain viruses may live up to a week or longer. Friction is a key element in cleaning by using soap (or detergent) and water to physically remove germs, dirt, and impurities from surfaces or objects. Cleaning does not necessarily kill germs, but lowers their numbers and mitigates the necessary host environment for pathogen survival, concurrently reducing the risk of spreading infection.

DISINFECTING. Disinfection is the destruction of pathogenic or other harmful microorganisms by use of chemicals on surfaces or objects. Disinfecting does not necessarily clean dirty surfaces or remove germs. Disinfecting agents specifically target infectious pathogens and can lower the risk of spreading infection by killing germs on a surface after it has been cleaned. Disinfection is generally intended for patient-care items in health care facilities. Disinfection requires contact between the disinfectant and the surface to be disinfected for at least ten minutes under moist conditions.

SANITIZING. Sanitizing reduces the number of microbial contaminants on surfaces or objects to a relatively safe level, as judged by public health standards or requirements. Sanitizing works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

a. Routine Cleaning and Disinfecting. It is important to match cleaning and disinfecting activities to the types of microorganisms to be removed.
Flu viruses are relatively fragile and can live and potentially infect a person for only 2 to 8 hours after being deposited on a surface, so standard cleaning and disinfecting practices are sufficient to remove or kill them. It is not necessary to close schools to clean or disinfect every surface in the building to slow the spread of flu.
Special cleaning and disinfecting processes, including wiping down walls and ceilings, frequently using room air deodorizers, and fumigating, are not necessary or recommended. These processes can irritate eyes, noses, throats, and skin; aggravate asthma; and cause other serious side effects. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

Extra attention should be paid in cleaning the following areas:

- Classrooms with young children. Clean and sanitize toys regularly.
- Common areas. Clean and periodically sanitize desks, tables, countertops and drinking fountains.
- High touch areas. Computer keyboards, doorknobs and handles, visual aids, and telephones.

Do not mix cleaners and disinfectants unless the labels indicate it is safe to do so. Combining certain products (such as chlorine bleach and ammonia cleaners) can result in serious injury or death.

b. Handle waste properly. Follow standard procedures for handling waste, which may include wearing gloves. Place no-touch waste baskets where they are easy to use. Throw disposable items used to clean surfaces and items in the trash immediately after use. Avoid touching used tissues and other waste when emptying waste baskets. Wash your hands with soap and water after emptying waste baskets and touching used tissues and similar waste.

Universal Precautions

Universal precautions are a set of guidelines that assume that all blood and certain other bodily fluids are potentially infectious. Follow universal precautions when providing care to any individual, whether or not the person is known to be infectious.

The list below describes universal precautions:

a. Handwashing

Handwashing is one of the best tools for controlling the spread of infections. All students and staff should perform effective hand washing, which will reduce the amount of illness in schools. Avoid eating or touching mouth or eyes while giving any first aid.

Wash hands thoroughly with warm running water and a mild liquid soap for at least 15 seconds. Scrub between fingers, under fingernails and around the tops and palms of hands:

- Before and after physical contact with any person (even if gloves have been worn)
- After contact with a cleaning agent
- After using the restroom
- After providing first aid
- Before and after eating or handling food
-

b. Personal Protective Equipment (PPE)

- Wear disposable gloves when in contact with blood or any body fluid
- Wear protective eyewear whenever eyes may come in contact with body fluids (e.g.: squirting blood)
- Wipe up any blood or body spills as soon as possible
- Double-bag the gloves/soiled paper towels in plastic bags and dispose of immediately
- Clean the area with an approved disinfectant or bleach solution (bleach: water= 1:10)
- Send all soiled clothing home with the person in a double-bagged plastic bag

Immunizations

Childhood Immunizations

Immunizations help prevent serious illnesses. State health regulations require students attending school to be up-to-date on all immunizations. A waiver signed by a licensed physician is required for a valid medical exemption. Hepatitis A, influenza, and bacterial meningitis vaccines are available but not required for school attendance. Seasonal flu vaccination is strongly recommended for anyone over 6 months of age. California law requires students entering grades 7 through 12 to provide proof of Tdap immunization to enter school. Schools should have documentation of the immunization status of all students on file.

Adult Immunizations

The California Department of Public Health strongly recommends that school personnel be vaccinated against diphtheria, tetanus, mumps, measles, polio, chickenpox (varicella), and rubella (German measles). It is especially important for women of childbearing age to be immune to rubella, as this infection can cause complications for the developing fetus. Seasonal flu vaccination is strongly recommended.

Animals/Pets at School

Animals in the classroom can be beneficial in the education process. However, some animals can transmit infectious diseases to humans. For example, reptiles shed Salmonella bacteria in their feces without being sick themselves. People can contaminate their hands with feces when they handle or clean up after the animal, and disease can spread through the fecal?oral route explained above. Some animals are not appropriate for the classroom, such as: poisonous animals (e.g., poisonous spiders, snakes, and insects); wild,

stray, or aggressive animals; or animals from an unknown source. To minimize the risk of students and staff acquiring an infectious disease from animals, take simple precautions:

- Keep animal cages or enclosures clean and in good repair. Students who assist in cleaning the cage(s) should be supervised and should wash their hands afterwards.
- Students and staff should always wash their hands after any contact with animals, and after visiting places with animals such as zoos or farms.
- Students should never "kiss" animals or have them in contact with their faces.

PREPAREDNESS

Effective preparedness includes establishing policies to maintain sanitation, keep records current, conduct periodic inspections and regular maintenance and training for staff.

General Activities

- Plan, exercise, evaluate and revise the Emergency Plan for Infectious Disease;
- Train and equip staff to assure competencies and capacities needed to respond to an infectious disease outbreak;
- Develop strategic partnerships with local community health care institutions and providers, and local, State and federal response agencies and their staff;
- Develop and implement surveillance and reporting procedures to monitor illness patterns in the schools;
- Educate schools and parents about infectious disease and recommend protective measures
- Inform and update schools about the potential impacts of an infectious disease outbreak on essential services and city, county, and school infrastructure;
- Stockpile necessary equipment and supplies that will be needed to respond to a disease outbreak;
- Establish ventilation (HVAC) standards to be used during response and recovery (such as filter change schedules, etc.).

Personal Protective Equipment (PPE)

- Provide PPE to staff (For example, N-95, which must be fit-tested, or surgical masks and nitrile gloves, an alternative to latex gloves).
- Address PPE issues with staff (i.e. uncomfortable, frequent changes, difficulties recognizing coworkers, communication issues, one size does not fit all).
- Ensure that you have adequate stock and an array of sizes and types available.
- Provide and use alcohol-based hand sanitizer and non-aerosol spray disinfectant for commonly touched surfaces.
- Train all staff to use PPE, including administrators, maintenance and security staff.
- Encourage staff to talk about the PPE issues and to develop a "we will get through this" mentality.

Training

- Require new staff, including substitutes and volunteers, to complete First Aid and CPR training, including child CPR;
- Provide refresher awareness training for all staff;
- Train staff to use chemicals properly to prevent accidental contamination and human exposure;
- Provide training on identifying symptoms of infectious disease;
- Educate school staff on the process and importance of routine hand hygiene and standard health precautions;
- Maintain training and attendance records on all staff (paid and volunteer) at each facility.

RESPONSE

Response is the immediate reaction to a disaster. Certain aspects of the response may take place before the event if it is anticipated. Response yields to recovery.

Detection

Schools have a role in assessing the health of students. School personnel should be trained to monitor student's behavior and note any symptoms of illness.

Common Indicators of Infectious Disease in Children

Teachers who spend several continuous hours a day with their students, are in an excellent position to detect early physical and behavioral changes in students at school. They may observe differences in the usual pattern for a particular student, and deviation from a developmental "norm" for students of a given age. The physical and behavioral "indicators" listed below are nonspecific and do not in themselves suggest the presence of an infection.

- Appetite. Often, a student who is ill or becoming ill with an infection will exhibit changes in eating habits. He/she may "pick at" solid foods, eat lightly, want only certain foods, and/or prefer liquids.
- Behavior. Irritability may be associated with illnesses, often because of the accompanying fatigue, fever, and discomfort. Play activities may diminish and the student may become lethargic (drowsy or indifferent).
- Fever. Fever is a symptom of illness, but it does not automatically require therapy. Repeated low-grade fever may occur as the result of physiological changes in the body and may not cause any discomfort to the student. However, students with fever over 101°F and other symptoms should/need to be sent home from school, especially if other symptoms are apparent. The student's parent/guardian should be notified.
- Appearance. A pasty, pale appearance may signal an illness, especially if it is a change from a student's normal skin color. A new yellow tinge to the eyes or skin, or a flushed appearance with rosy cheeks and glassy or red eyes, may also indicate an illness.
- Rash. The diagnosis of rashes can be very difficult and even a licensed health care provider may require lab tests to confirm whether a certain disease is present. If a referral to a licensed health care provider is made, advise the student's parent/guardian to inform their licensed health care provider's office staff of the presence of a rash illness so that appropriate medical isolation can be arranged during the visit, Itchiness of the rash is not necessarily a signal of infection. A rash can be a symptom of a serious or unserious condition.

- Change in Bowel Habit. Diarrhea may accompany a number of infectious diseases. Conversely, sluggishness of the bowels and constipation may occur, sometimes with abdominal cramps. Cramps can be due to the inactivity of the ill student and the dehydration that often occurs during infections.

- Nasal Discharge and Obstruction. Clear nasal discharge may signal a cold or it may indicate an allergic reaction, especially if accompanied by watery eyes. Yellow or green discharge indicates an infection (usually viral or possibly bacterial) or obstruction by a foreign body. Breathing may be noisy. If breathing is labored, immediate medical referral is indicated.

- Sore Throat. A sore throat can be a minor problem. However, it may also accompany potentially more significant infections such as streptococcal pharyngitis, infectious mononucleosis, or even serious generalized illnesses. Check for accompanying fever and notify the parent/guardian. Recommend medical evaluation if the sore throat is accompanied by fever, difficulty swallowing, and/or swollen lymph nodes (glands).

- Cough. Coughs accompany some chronic conditions, allergic conditions, and many infectious diseases. Persistent coughs (lasting 3 weeks or more), especially with other symptoms such as fever, loss of appetite, and weight loss, need medical evaluation.

- Earache and Ear Discharge. A student may complain, pull at the ear, or put a hand to the ear if there is discomfort. When there is an earache, particularly when blood or pus is seen running from the ear, the student needs to be referred for medical care.

- Pain (Back, Limbs, Neck, Stomach). Leg and back pains are not uncommon during the course of infectious diseases. Stomach pains or cramps usually do not signal serious disease in children, although appendicitis must be considered when abdominal pain is severe or persistent. Gastrointestinal disturbances such as vomiting, diarrhea, and constipation may be accompanied by abdominal pain.

Symptomatic Treatment

- Symptomatic treatment of any illness in the school setting is prohibited unless the parent/guardian has complied with school policy on the administration of oral medications for symptomatic treatment of illness or injury. Aspirin should not be administered for viral illnesses in children under age 19 because of the possible association with Reyes Syndrome.

Infection Control

The key concepts of infection prevention and control are:

Handwashing – the single most effective way to prevent the spread of germs. Cover your cough – an effective way to reduce the spread of germs when coughing and sneezing. Proper diapering procedures – to reduce the spread of germs found in feces to hands, objects, and the environment. Cleaning, sanitizing, and disinfection – to reduce the presence of germs in the environment. Food safety – to reduce the spread of germs from improperly cooked and handled food. Exclusion guidelines – to reduce the opportunity for germs to spread from ill people to others. Immunizations– for list of resources for age appropriate immunizations and childcare and school requirements. Avoid sharing personal items – encourage children, students, and staff to NOT share items such as water bottles, food, utensils, beverages, straws, toothbrushes, lip gloss, lip balm, lipstick, towels, head gear, combs, brushes, etc. to prevent the spread of germs to others.

Self-care – encourage staff and children to perform their own first aid when age appropriate.

Barriers: Barriers may be used where there is a possibility of exposure to blood and body fluids (e.g., urine, stool, secretions from the nose and mouth, drainage from sores or eyes). One aspect of standard precautions is the use of barriers. The purpose of using barriers is to reduce the spread of germs to staff and children from known/unknown sources of infections and prevent a person with open

cuts, sores, or cracked skin (non-intact skin) and their eyes, nose, or mouth (mucous membranes) from having contact with another person's blood or body fluids.

Examples of barriers that would be used for childcare and school settings include:

- Gloves when hands are likely to be soiled with blood or body fluids. Note: an incident of an allergic response to latex or powdered gloves may occur, but the risk from not using gloves of any kind is greater.
- CPR (cardiopulmonary resuscitation) barriers – CPR mask or shield.
- Eye protection and face mask when the face is likely to be splattered with another's blood or body fluid.
- Gowns when clothing likely to be splattered with another's blood or body fluid.
- Safety needles that facilitate safe and proper disposal of used needles

Exposure Response Strategies

- Direct any students affected with health issues to the school nurse, send home, or direct to appropriate medical personnel.
- Send sick employees home.
- Identify number and scope of potential and probable exposures.
- Isolate the infected students
- Notify administrative authorities and local health department. Follow reporting protocols.
- Identify spokesperson for the incident (School Director or appointee).
- Identify key messages, protecting student confidentiality.
- Collect health-related information needed for public communications to parents and the community.
- Communicate information about the infectious disease to the school community and any other stakeholders:
  - Possible physical symptoms;
  - At risk groups
  - Medical response – only health professionals should provide medical advice
  - Actions being taken.
  - Clean and sanitize rooms and facilities
  - Document actions, submit data and appropriate forms.

High Risk Populations

These individuals have high risk for harm from an emergency or disaster due to significant limitations in their personal care or self-protection abilities, mobility, vision, hearing, communication or health status. Such limitations may be the result of physical, mental or sensory impairments or medical conditions.

Some of these individuals may be reliant on specialized supports such as mobility aides (wheelchairs, walkers, canes, crutches, etc.), communication systems (hearing aids, TTY's, etc.), medical devices (ventilators, dialysis, pumps, monitors, etc.), prescription medication, or personal attendants. For some individuals, loss of these supports due to emergency-related power and communication outages, or transportation and supply disruptions, may be the primary or only risk factor.

- Identify populations at high risk for the outbreak and exclude from school/workplace, as appropriate.
- Note special considerations for children and give information to parents, pediatricians, and daycare providers. Include ages affected, signs and symptoms, medical treatment, and risk reduction.
- Provide information to caregivers for children regarding limiting children's exposure to others and to the news, reminding them to only give age-appropriate information to children, and encouraging hand washing.
- Inform the community of risk factors with medically compromised individuals.

Exclusion Guidelines

The decision to exclude students who have an infectious disease from school should be made in conjunction with the school nurse, the State or local public health agency, health care professionals, and/or parents/guardians. These guidelines contain exclusion

recommendations for each disease or condition. Students should be allowed to return to school once the exclusion period is met or a health care provider clears the student.

Generally, if any of the following conditions apply, exclusion from school should be considered:

- If the student does not feel well enough to participate comfortably in usual activities, it may be recommended that he/she stay or return home until feeling well.
- If the student requires more care due to illness than school personnel can provide.
- If the student has a high fever, behavior changes, persistent crying, difficulty breathing, lack of energy, uncontrolled coughing, or other signs suggesting a severe illness.
- If the student is ill with a potentially contagious illness and exclusion is recommended by a health care provider, the State or local public health agency, or these guidelines.

In cases where unvaccinated students are exposed to a vaccine preventable disease (such as measles, mumps, rubella, and pertussis), the State or local public health agency should be consulted in order to determine if exclusion of unvaccinated students is necessary.

If school personnel become ill with an infectious disease, the affected staff member should consult with a health care provider to determine if they can work. If ill with diarrhea or vomiting, school personnel should not work until the illness is over. This is especially important for staff who work in the cafeteria or handle food in any manner. A letter from the health care provider/physician may be required to return to work.

Social Distancing

Social distancing strategies are non-medical measures intended to reduce the spread of disease from person-to-person by discouraging or preventing people from coming in close contact with each other. These strategies include closing schools and public assemblies, cancelling athletic activities and social events, closing non-essential agency functions, implementing emergency staffing plans, increasing telecommuting and flexible scheduling and other options.

Quarantine

Quarantine is the physical separation and restriction of movement of individuals, family groups and communities who, though not ill, have been exposed to a contagious disease. Quarantine may be required to prevent the spread of infectious disease that may be transmitted to other individuals before illness develops or is recognized. Quarantines may be done at home or in a restricted area, depending on the specific nature of the infectious agent.

Isolation

Isolation applies to persons who are ill with a contagious disease. Isolation is the physical separation and restriction of movement of an individual who is ill or is suspected of having an infectious illness from those who are not ill and have not been exposed to the contagion. Isolation may be required if medically necessary and reasonable to treat, prevent, or reduce the spread of the disease. Individuals may be isolated in a health care facility, the individual's home or a non-health facility.

Communications

Communications with the public and health care providers will be one of the most critical strategies for containing the spread of the infectious disease and for managing the utilization of health care services. This plan's communications goals are to:

1. Provide accurate, consistent, and comprehensive information about the infectious disease, including case definitions, symptom management, treatment options, infection control measures, and reporting requirements.
2. Instill and maintain public confidence in the schools and the County's public health care systems and their ability to respond to and manage an emerging infectious disease environment.

3. Ensure an efficient mechanism for managing information between local County Department of Health Services, emergency response agencies, health system partners and the schools.
4. Contribute to maintaining order, minimizing public panic and fear, and facilitating public compliance by providing accurate, rapid, and complete information.
5. Address rumors, inaccuracies, and misperceptions as quickly as possible, and prevent the stigmatization of affected groups.
6. Ensure that all information release to the public is provided through the School Public Information Officer as identified in the School Emergency Operations Plan.

Reporting Requirements

Individuals treating or having knowledge of a reportable disease, whether the disease is suspected or confirmed, should report the case to the State or local public health agency. In most cases, health care providers or laboratories report diseases. In certain circumstances, school nurses and personnel should report diseases, such as when a student is suspected of having measles, chickenpox, a serious infectious disease, or when an outbreak occurs. It is important to remember that only qualified health care providers can diagnose an illness.

Regarding confidentiality, the Family Rights and Privacy Act prohibits sharing of health-related information except in certain well-defined circumstances, including, but not limited to: specified officials for audit or evaluation purposes, and appropriate officials in cases of health and safety emergences. Notifying the State or local public health agency of a reportable disease does not breach confidentiality laws.

When a case is reported, public health agencies may conduct an investigation to confirm the diagnosis, treatment, and cause of the illness, and determine the appropriate methods of disease control. Group outbreaks resulting from any cause, including foodborne outbreaks, must be reported to the State or local public health agency within 24 hours. In an outbreak situation, the goal of the public health agency is to assist the school in preventing further spread of the illness and to try to determine the cause of the outbreak.

To report a disease or outbreak, contact the Butte County Public Health Department:

Submit completed Confidential Morbidity Report (CMR) via fax to Oroville: 530.538.5387 or Chico: 530.879.3309. For questions about reporting, or for a disease that must be reported IMMEDIATELY, during regular business hours (Monday-Friday 8:00AM5:00PM excluding holidays) call 530. 552.3929. For IMMEDIATE reports after hours, please contact our exchange at 530.332.2462. For CMR's visit http://www.buttecounty.net/ph/Programs/Communicable-Disease/OtherDiseases/Report. The CMR includes a reporting document as well as a list of diseases that should be reported and the timeline for reporting.

To the extent the following information is available, it should be reported when contacting the Public Health Department:

Patient's name
Diagnosis
Date of birth
Sex
Ethnicity
Address
Phone number
Name and address of the responsible health care provider
Pertinent laboratory test results (if applicable)

RECOVERY

School recovery from the spread of an infectious disease will begin when school officials receive notice from the County Public Health Department that schools may resume normal operations. The School Director will determine if normal supplies, resources and response systems are adequate to manage ongoing school activities.

In consultation with County Department of Health and Human Services, the School Administration will recommend specific actions to be taken to return the schools to pre-event status.

The School will:

Assess the economic and educational impact of the infectious disease on the schools.

- Evaluate the response actions taken by the school as a result of the infectious disease
- Determine effectiveness of existing plan to respond to similar events in the future.
- Revise existing plan as necessary to address any deficiencies.

After Action Review

- Implement sanitization and disinfection procedures
- Deploy solid waste disposal plans
- Review processes and incident communication protocols
- Review impact on the school and community
- Evaluate lessons learned
- Review and revise procedures, as needed
- Retrain staff

Document Archive

Maintain all information for the current year and the three prior years:

- Reports provided to the local Public Health Department or other government agencies
- Attendance rosters of affected classrooms or schools
- Reports from students and staff with symptoms of illness
- Reports showing what materials were provided to families and staff
- Actions taken by nurses, teachers, office staff and school administrators

Motor Vehicle Crash

A nearby motor vehicle crash may result in a CAUTION ALERT. Follow procedures in flipbook:

NO Action Required by Staff
Information is given as a precaution.
Lights can remain on.
Normal classroom activities may continue inside and outside the classroom.

Staff may be asked to communicate with parents to remain out of the area if crash response coincides with drop-off, pick-up, or travel to or from a field trip. This is to allow emergency personnel space to respond.

Psychological Trauma

If students are exposed to potentially traumatic events, consults with the school psychologist, wellness counselors, and behavioral health personnel will be initiated to determine best supportive response.

Suspected Contamination of Food or Water

Any suspected contaminated food will be collected and kept away from students. Samples will be submitted to the Butte Department of Public Health for evaluation and advised course of action to anyone potentially exposed. If water lines are suspected to be contaminated, all drinking fountains and bottle filling stations effected will have water turned off until samples can be analyzed by the Butte Department of Public Health.

Tactical Responses to Criminal Incidents
Follow procedures described on POLICE INITIATED SECURE page of the Emergency Response Flipbook:

NO movement for students or staff outside
of the buildings.

Precautionary secure per Chico PD/law enforcement.
Lock doors.
Keep curtains/windows closed.
Lights can remain on.
Normal classroom activities may continue inside the classroom.
COMMUNICATE via Walkie Talkies channel 5

Emergency Evacuation Map





A-Students line up here for drills
B-Students line up here in actual emergency

QUICK ACTION GUIDE

CATAPULT EMS ALERTS & EMERGENCY RESPONSE GUIDE

February 2024

CatapultEMS
Emergency Management System

CAUTION ALERT ..... **NO Action required** by Staff.
Information given only as a precaution.

ACTION ALERT ..... **Action required** by Staff.

ACTION ALERT OPTIONS

CUSD HOLD	POLICE INITIATED SECURE	LOCKDOWN / BARRICADE	EVACUATE
			
NO unsupervised movement outside of the buildings by students.	NO movement for students or staff outside of the buildings.	IMMEDIATE THREAT ON CAMPUS.	Students and staff must immediately vacate the building utilizing the fire drill evacuation map.

EMS ALERTS AT A GLANCE

CAUTION ALERT

CAUTION ALERT ..... **NO Action required by Staff.**

- Information is given as a precaution.
- Lights can remain on.
- Normal classroom activities may continue inside and outside the classroom.

EXAMPLES

- ***Nearby accident causing traffic delays***
- ***Unsafe tree nearby***
- ***Emergency in neighboring town***

CAUTION

HOLD ALERT

HOLD

NO unsupervised movement outside

- Clear the hallways and remain in your room.
- If appropriate, return to classroom or closest building.
- Lock doors.
- Keep curtains/windows closed.
- Lights can remain on.
- Normal classroom activities may continue inside the classroom.
- **COMMUNICATE via Walkie Talkies channel 5**

EXAMPLES

- ***Out of control Parent or Student***
- ***Medical situation on campus***
- ***Stray/wild animal***

HOLD

POLICE INITIATED SECURE

POLICE INITIATED SECURE

NO movement for students or staff outside of the buildings.

- Precautionary secure per Chico PD/law enforcement.
- Lock doors.
- Keep curtains/windows closed.
- Lights can remain on.
- Normal classroom activities may continue inside the classroom.
- **COMMUNICATE via Walkie Talkies channel 5**

EXAMPLES

- ***Nearby police chase***
- ***Nearby hostage situation***
- ***Suspicious activity in the area***

POLICE INITIATED SECURE

LOCKDOWN / BARRICADE

LOCKDOWN / BARRICADE

IMMEDIATE THREAT ON CAMPUS

- Lockdown/Barricade
  - LOCK Doors.
  - LIGHTS OFF.
  - CLOSE Curtains/Windows.
  - TAKE ROLL.
- *Active Shooter—shots heard or fired
  - Run, Hide, Fight

During ANY event, COMMUNICATE via Walkie Talkies Channel 5.

EXAMPLES

- ***Suspected fugitive in surrounding area***
- ***Irate visitor threating to harm others***
- ***Shots heard or fired****

LOCKDOWN / BARRICADE

EVACUATE

EVACUATE

Students and staff must immediately vacate the building

- Evacuate utilizing the Fire Drill Evacuation Map.
- Once safe, TAKE ROLL.
- Site administrators will issue an all clear when conditions are safe for returning to buildings.
- All staff are to stay with students until all students have been released.
- If the evacuation site is determined unsafe, additional instructions will be communicated via Walkie Talkies channel 5.
- COMMUNICATE via Walkie Talkies channel 5 if you need assistance.

EXAMPLES

- ***Fire/Explosive***
- ***Bomb Threat***
- ***Evacuation after Earthquake***

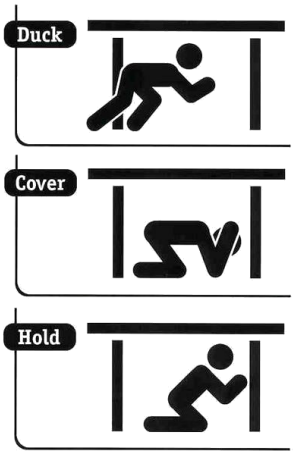
EVACUATE

EARTHQUAKE - ACTION

Earthquakes usually strike without warning. Therefore, earthquake drills are at designated times throughout the year. To ensure student and staff safety, use the following procedures:

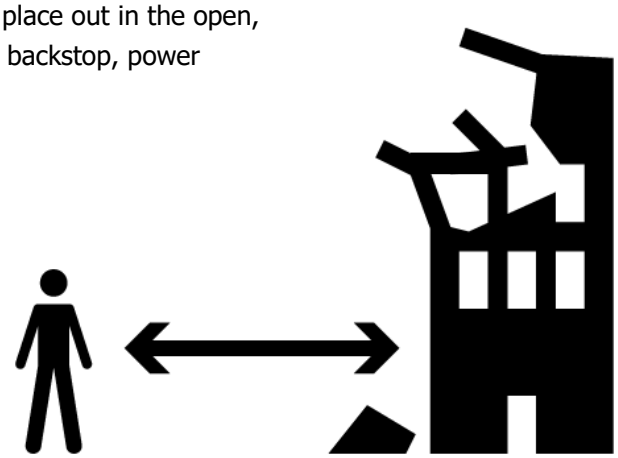
INSIDE SCHOOL BUILDING

- The teacher or person in authority implements action: **DUCK, COVER, HOLD**.
- All students and staff should immediately turn away from glass areas and place themselves under tables and desks.
- Move away from windows where there are large panes of glass and out from under heavy, suspended light fixtures.
- When the earthquake is over, initiate EVACUATION—giving special consideration to exit routes to ensure safety. Take roll.
- If necessary, render first aid.



OUTSIDE SCHOOL BUILDING

- The teacher or person in authority directs students to safe place out in the open, away from any potential falling objects (i.e. trees, portable backstop, power lines, buildings, etc.).
- Stay there until the earthquake is over.
- Take roll.
- As buildings may be damaged, wait until ALL CLEAR signal from Site Administrator before returning to classroom.
- If necessary, render first aid.



EARTHQUAKE

FIRE / EXPLOSION - ACTION

FIRE

1. Sound the school fire alarm.
2. All staff should stay inside classrooms/offices (unless you smell smoke or see flames) until the Site Administrator announces, "This is an evacuation" over the Walkie Talkies, channel 5. The code phrase will be used following the announcement to evacuate.
3. Once the evacuation order is given, teachers and staff will:
   - Clear room(s) of students.
   - Lock doors and windows. Shut off lights.
   - Bring attendance/student related documents.
   - Escort students to designated area and conduct roll call.
   - Maintain control of students at a safe distance from fire, fire personnel and equipment.
   - If necessary, render first aid.
4. Return to buildings only when the ALL CLEAR signal is given.



EXPLOSION

The following actions should be taken when an explosion occurs:

1. Staff with students should **drop** and **cover**.
2. **Evaluate** the situation and decide on necessary actions (e.g., evacuation).
3. **Inform** the office of the situation as quickly and calmly as possible.
4. **Render** first aid if necessary.
5. **Wait** for instructions from Site Administrator via Walkie Talkies, channel 5.

FIRE / EXPLOSION

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Mid-Year LCAP Update**

Date: February 20, 2025

SUMMARY

Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.

DISCUSSION

This required report includes components required by law:

- All available midyear outcome data related to metrics identified in the current LCAP; and,
- All available midyear expenditure and implementation data on all actions identified in the current LCAP.

ACTION REQUESTED

Receive report.

Attachment: LCAP Mid-Year Monitoring Report for the 2024-25 LCAP

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

Goal 1

Goal Description
Provide an equitable learning environment with high quality, authentic Montessori instruction, curriculum aligned to Common Core State Standards, a broad range of traditional Montessori materials, highly-qualified teachers, and a facility in good repair. **1.1: Provide highly qualified teachers for all students.** **1.2: Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).** **1.3: Provide a broad range of Montessori materials.** **1.4: Provide a facility in good repair and maintain recess equipment.** **1.5: Refine Student Success Team (SST) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.**

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Personnel files/teachers' credentials	100% highly qualified credentialed teachers			100% highly qualified credentialed teachers have been hired.	100% highly qualified credentialed teachers
1.2	CASSPP Scores	Increased 20.6 points in ELA to 16 points below standard and increased 3.2 points to 46.4 points below standard.			Star Renaissance ELA & Math assessment data indicate students overall on target for expected growth.	30 points below standard for ELA 50 points below standard for math
1.3	Montessori Materials Inventories	Most materials are in good repair, worn or broken materials will be replaced after the end of the fiscal year.			Materials to replace worn or broken materials were ordered at the beginning of the year. Some were replaced with materials that had been kept in storage.	All classrooms will have a broad range of materials for the grade levels served.
1.4	Facilities Inspection Tool	Repairs request system implemented and facility is being kept up. PE and recess equipment check-out system working and new			Repairs request system is being implemented and facility is being kept up. PE and recess equipment check-out system is working and new materials were	Facility in good repair; PE and recess equipment check-out system working and new materials are ordered as old wear out.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		materials are ordered as old wear our.			ordered at the begninning of the school year.	
1.5	Local Indicator/School Community Survey	77% reported satisfied or very satisfied with support given to struggling learners.			TBD	80% satisfied or very satisfied with support given struggling learners.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Provide highly qualified teachers for all students.** All classrooms will have highly qualified teachers. Teachers' credentials will be reviewed each year.	No	Fully Implemented	All teachers are highly qualified with appropriate credentials.		$1,500.00	$1,250.00
1.2	**Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).** Instruction will provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	No	Fully Implemented	Two new teachers were sent to Montessori training. Curriculum materials have been purchased and training for all teachers has been implemented.		$33,500.00	$35,179.00
1.3	**Provide a broad range of Montessori materials.** Montessori materials are a necessary component of the Montessori classroom.	No	Fully Implemented	Classrooms are well stocked. Worn or broken materials are replaced, often with materials in storage.		$3,000.00	$1,000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.4	**Provide a facility in good repair and maintain recess equipment.** It is a basic servcie for a school to provide a facility in good repair. Input from the students indicate that they value recess equipment.	No	Fully Implemented	Repairs request procedure is in place and repairs are completed in a timely fashion.		$20,000.00	$9,965.00
1.5	**SST process** Refine Student Success Team (SST) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.	No	Fully Implemented	SSTs are being conducted for most students who are below grade level in one or more academic area or who have behavioral needs. An Alternate to SST document is filed for any student who is not yet at grade level and has not yet had an initial SST. 11 students progressed from needing intervention in ELA and 10 students progressed from needing intervention in math according to Star Renaissance		$40,000.00	$17,280.00

Goal 2

Goal Description
Provide a positive school climate with authentic opportunities for parent involvement. **2.1 Ensure that parents understand the ways the school communicates with students' families.** **2.2 Ensure that parents understand the nature of the Montessori method of education.** **2.3 Improve parent involvement and volunteerism.** **2.4 Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.**

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Local metric/Parent Square	100% of parents contactable			98% contactable	100% of parents contactable
2.2	Local metric/Community Survey Results	90% of respondents agree or strongly agree that they are satisfied iwith curriculum in terms of Montessori authenticity. 81% of repondents agree or strongly agree that they are satisfied with the opportunities to make an impact in academic outcomes for my student/s.			TBD	90% of respondents will agree or strongly agree that they are satisfied iwith curriculum in terms of Montessori authenticity. 80% of repondents will agree or strongly agree that they are satisfied with the opportunities to make an impact in academic outcomes for my student/s.
2.3	Local metric/Parent Volunteer Tracking System	40% of families reported volunteer huors; 4% of families met or exceeded 30 hours			13% of families have reported volunteer hours; 3% of families are on track to meet or exceed 30 hours.	35% of familieswill report volunteer huors; 5% of families will meet or exceeded 30 hours .
2.4	Chronic absenteeism Rate	35% Chronic Absenteeism Rate			Currently 11.45%	15% Chronic Absenteeism Rate
2.5	Decreased or maintained suspension rate	5.3% Suspension Rate			Currently 4.58%	5% Suspension Rate

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Ensure that parents understand the ways the school communicates with students' families.** Office Manager and teachers will ensure that parents understand how announcements are sent home via the Parent Square Application	No	Fully Implemented	All parents are contactable, aside from two families with full inboxes. These families are reachable by phone or email.		$6,000.00	$4,500.00
2.2	**Ensure that parents understand the nature of the Montessori method of education.** Parents will have opportunities to learn about Montessori education.	No	Partially Implemented	Back to School Night and Open House were well-attended, especially by new famiiles and families of younger students. Almost all new families attend a school tour and observe briefly in the classrooms. A parent education event was attended by 22 parents and a Sherwood teacher. We have had one parent observe in a classroom and another request to schedule an observation. We would like to see more parents observe in their children's classrooms.		$30,000.00	$12,413.00
2.3	**Improve parent involvement and volunteerism.** The school will provide opportunities for parents to become involved in their children's education and volunteer for the school.	No	Fully Implemented	22% of families have reported volunteer hours; 5% have exceeded the end of year goal, 6% more are on target to meet the goal.		$5,500.00	$2,500.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.4	**Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.** The school will promote regular attendance through the PBIS program(now called the Positive Discipline program) and through outreach efforts to educate families on the importance of regular attendance.	No	Fully Implemented	11.45% of students are chronically absent as of 1/10/2025,		$15,000.00	$15,762.00

Goal 3

Goal Description
Socioeconomically disadvantaged students will have access to free or reduced lunch, free after school tutoring, and free child care before and after school.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	CAASPP Scores and/or growth data	Increased 20.6 points in ELA to 16 points below standard and increased 3.2 points to 46.4 points below standard.			Star Renaissance ELA & Math assessment data indicate students overall on target for expected growth.	ELA 50 points below standard for low-income students; math 60 points below standard for low-income students and/or show at least one year's growth in ELA and math
3.2	CAASPP Scores and/or growth data	Increased 20.6 points in ELA to 16 points below standard and increased 3.2 points to 46.4 points below standard.			Star Renaissance ELA & Math assessment data indicate students overall on target for expected growth.	ELA 50 points below standard for low-income students; math 60 points below standard for low-income students and/or show at least one year's growth in ELA and math
3.3	CAASPP Scores and/or growth data	Increased 20.6 points in ELA to 16 points below standard and increased 3.2 points to 46.4 points below standard.			Star Renaissance ELA & Math assessment data indicate students overall on target for expected growth.	ELA 50 points below standard for low-income students; math 60 points below standard for low-income students and/or show at least one year's growth in ELA and math

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**Socioeconomically disadvantaged students will have**	Yes				$9,000.00	$4,000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	access to free or reduced lunch and healthy snacks. Students will have access to free breakfast and lunch through Chico Unified Nutrition Services and Sherwood will provide healthy snacks.						
3.2	**Socioeconomically disadvantaged students will have access to free after school tutoring.** Students will have access to free tutoring after school as described in our after care program, socioeconomically disadvantaged students will not pay fees to participate.	Yes				$35,000.00	$27,000.00
3.3	**Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program.** Students from lower income backgrounds will have access to free child care.	Yes				$67,000.00	$34,478.00

Goal 4

Goal Description
Socioeconomically disadvantaged students will have access to scholarships to attend field trips.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Local mesures/Community Survey Results & Student Surveys	77% of students agreed or strongly agreed tha they are happy to be students at the school. Teachers indicate that field trips are important and including all students on field trips, regardless of ability to pay, is important.			TBD	The majority of students will agree or strongly agree that they are happy to be students at the school. Teachers will give feedback about the importance of field trips and inclusion of all students.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Students in low-income will have access to scholarships to attend all field trips.** All student fees will be covered by the school for families that can't afford to contribute, including end of year middle school overnight trips to Ashland/Shakespeare Festival or Environmental Camp.	Yes	Partially Implemented	Students have attended field trips and school has covered costs for kids who cannot pay. The Environmental Camp is at the end of the year, and another fundraising event is planned. Cost will be covered for any student who is unable to pay.		$6,000.00	$2,255.00

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$1,419,407	$167,582
LCFF Supplemental/Concentration Grants	$116,992	$67,773

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Measure K Project Proposal: King Consulting Group**

Date: February 20, 2025

SUMMARY

This proposal is to use Measure K funds to hire a consulting firm to fill the Charter School Facility Program (CSFP) application.

DISCUSSION

King Consulting has worked as a consultant with California school districts, including Chico Unified School District, on projects in the finance and facilities realm. They would be able to support Sherwood to apply for the CSFP for funding from the school bond that was passed by voters in the last election.

The funds to pay for their services would come from Measure K. Their fee is $205/ hour for approximately 25 hours of work, or $5,125.

The table calculating allocations on the form does not account for the distribution of Step Up Academy's allocation on 5.20.2019: $10,244. Also, note that $12,756 of unused funds from projects was also returned to the remaining funds available.

ACTION REQUESTED:

Approve proposal and contract.

Attachment: Measure K Project Proposal: CSFP application, Contract with King

Measure K Charter School Facilities Committee
Project Recommendation Form for Consideration by CUSD Board of Trustees

GENERAL INFORMATION:

Submission Meeting Date	03.12.2025
Name of School	Sherwood Montessori
Address of School	1010 Cleveland Ave., Chico, CA 95928
Contact Name	Michelle Yezbick
Contact Phone/Email	(530) 345-6600 /michelle@sherwoodmontessori.org
Year Established	2010
Next Renewal Date	2025
CDS Code	04-61424-010
Charter Number	1166
Website	www.sherwoodmontessori.org

1. **Type of Project:**
   - ___X__ Planning
   - _____ Construction
   - _____ Health Safety (Including ADA)
   - _____ Modernization/Repair/Renovation/Improve
   - _____ Purchase or Lease Project
   - _____ Other (including FF&E)

2. **Project Narrative:**

This proposal is to use Measure K funds to hire a consulting firm to complete the Charter School Facility Program (CSFP) application.

_____

3. **Charter School Property Project Location**: *(If project location is different from address above.)*

_____

   a. Does your school currently operate on a CUSD School Site: ___x__ yes _____ no
   b. Does your school lease property/buildings from a private owner: _____ yes __x___ no

4. **Current enrollment and ADA:** 122/106.597

5. **Financial Questions**
   a. Was your prior annual audit report free of any negative findings? __X__ yes _____ no
      *If no, please explain*_____

   b. What were your cash reserves as a percent of expenditures at the end of the prior fiscal year? 39.91%

6. **Project Schedule** *Please briefly describe the timeline for the project planning and completion.*

   King Group estimates 25 hours to be spent on completing the application.

7. Preliminary Estimate (Cost)

	Round 1	Round 2	Round 3
Allocation Per Round	400,174	509,695	481,893
Less Previously Allocated Funds	400,174	509,695	77,328
Less Current Project Funds Requested	---	---	5,125
Remaining Measure K Allocation	1,001,832	492,137	422,440

School Facilities Projects to be Funded with Proceeds of Bonds

"Bond proceeds will be expended to repair, modernize, replace, renovate, expand, construct, acquire, equip, furnish and otherwise improve the classrooms and school facilities the [charter's] existing schools, new school sites, and other [charter] owned properties to provide equity among campuses, improved facilities, and student access to instructional technology."—Measure K

Documentation *(please indicate those completed)*

All Projects

Project Narrative: general scope of work __X___ *Included*
Enrollment Capacity: Current Facility and/or Proposed __X___ *Included*
Preliminary Estimate (Cost) __X___ *Included*
Project Schedule __X___ *Included*

Building/Modernization/Renovation Projects

Feasibility Study and Site Review _____ *Included* _X__ *Not Applicable*
Enrollment Capacity: Current Facility and/or Proposed _____ *Included* _X__ *Not Applicable*
Pre-Schematics *(to be completed by a District approved architect and/or engineering team)* _____ *Included* _X__ *Not Applicable*
Facility Assessment _____ *Included* _X__ *Not Applicable*
Schematic Drawing(s) *(areas of work)* _____ *Included* _X__ *Not Applicable*
CEQA Process Determination *(pre-CEQA-form)* _____ *Included* _X__ *Not Applicable*
Design Development Drawings _____ *Included* _X__ *Not Applicable*
Design or Bid Estimate _____ *Included* _X_ *Not Applicable*
Construction Documents _____ *Included* _X__ *Not Applicable*

For Committee Use:

All necessary documents were included: **___X__ yes** **_____no**
(if no: request for additional documentation)

CORE QUESTIONS:

1. Does the project fall under the bond language? yes
2. Given the life span of a bond, is the project an appropriate use of funds? yes

3. Has the school demonstrated the feasibility of project completion? yes
4. Has the local school board approved the project? yes 2.20.2025

MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: _____

Attestation of Committee Secretary: _____

For questions or clarifications relative to the completion of this application, please contact:
Julie Kistle at jkistle@chicousd.org or (530) 891-3000 x. 20602

KING

January 22, 2025

Michelle Yezbick, Director
Sherwood Montessori School District
1010 Cleveland Ave.
Chico, CA 95928-6207

RE: Proposal for School Facility Program Consulting Services for Charter Facilities

Dear Ms. Yezbick,

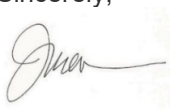
King Consulting is pleased to present the Sherwood Montessori School District with the enclosed proposal for State School Facility Program (SFP) Consulting Services. We appreciate the opportunity to maximize State funding opportunities in Sherwood Montessori School District. King Consulting has extensive experience in assisting school districts obtain maximum funding for capital facility projects. Since the inception of the State School Facility Program in 1998 we have been assisting Districts throughout California, using our extensive experience in the program to provide creative funding strategies.

The enclosed proposal aids the District with the following services:

- Assisting in the preparation and submittal of Charter school Facility Program application Form SAB

If acceptable, please return signed Agreement to our office. We would welcome the opportunity to utilize our experience to support and assist the District in meeting its school facilities planning and funding needs. Please call if you have any questions or need additional information.

Sincerely,



Jamie King-Iseman

KING

Proposal:

Professional Services for Charter Facilities

Prepared for:

Sherwood Montessori School District

Attention:

Michelle Yezbick
Director
michelle@sherwoodmontessori.org
530-345-6600

Primary Contact:

Jamie King-Iseman
President
jamie@kinginc.com
916-706-3538

Scope of Services

King Consulting will review all enrollment projection options and determine the most advantageous option for your District for new construction dollars; in addition, King Consulting will analyze, review and update all modernization eligibility in order to provide more State funding for facilities. With new and more complex State regulations being implemented for funding of projects, it is imperative that the District remain proactive in working to move projects forward for funding.

Our services include the following:

SUPPORT FOR SHERWOOD MONTESSORI CHARTER SCHOOL FACILITY PROGRAM APPLICATON

- Assist in the preparation and submittal of Charter school Facility Program application Form SAB 50-09 and participation in funding round, including:
  - Calculation of Modernization and New Construction eligibility for project
  - Narrative of Project
  - Recommended CDE Site Size Letter
  - Notification of Intent Letters
  - Site Diagrams
  - Any/All other required documentation

Consulting Fees

For the services outlined, the District shall pay King Consulting on a time and material basis at the **hourly rate of $205, for 25 hours**. King Consulting will bill the District in increments of 15 minutes, and invoice on a monthly basis. The scope of work necessary to complete the services listed in this Agreement is dependent upon the availability and quality of the District's enrollment and facilities information.

The fees shall cover all normal business expenses incurred on behalf of the District. Necessary visitations to the District by King Consulting will be reimbursed on an actual and necessary basis. Reimbursed visitations shall have prior approval by the District.

The District shall be responsible for reviewing and verifying all data included in documents, forms, and reports prepared by King Consulting on behalf of the District. The District shall be responsible for consulting legal counsel as related to the preparation and submittal of documents, forms, and reports.

The terms of this agreement shall remain in force unless mutually amended.

ADDITIONAL CONSIDERATIONS

King Consulting shall be reimbursed as follows:

- Work Completed above and beyond the hours specified in this contract shall be billed at **$205.00 per hour**;
- Mileage for all meetings shall be reimbursed to King Consulting at the IRS standard mileage rate;
- Application filing fees and other State-required fees are the responsibility of the District;
- Express Mail expenses will be documented and reimbursed to King Consulting;
- Reproduction of documents shall be the responsibility of the District. King Consulting will provide duplicating costs at an actual cost basis.

VALIDITY PERIOD

The quoted price and services outlined in this contract are valid for a period of 60 days from the date of issuance. Any acceptance of this proposal beyond the specified validity period may result in a reevaluation of the pricing and services offered. Both parties acknowledge and agree that any changes to the scope of work, market conditions, or other relevant factors may necessitate adjustments to the terms outlined herein after the expiration of the 60-day validity period.

Signatures

This Agreement is between the Sherwood Montesorri School District and King Consulting.



Michelle Yezbick
Director
Sherwood Montesorri School District

Jamie King-Iseman
President
King Consulting

01/29/2025

Date

Date

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Community Engagement and Fundraising**

Date: February 20, 2025

SUMMARY

The Board would like to continue the conversation started at the retreat in November on the topic of Community Engagement and Fundraising.

DISCUSSION

The board is asked to continue the discussion on fundraising and community engagement that was begun at the Board retreat. From the retreat minutes:

A. Laying the Foundation for Future Planning
    a. Thoughts:
        i. timekeeping for future retreats, keeping the focus more narrowed and all topics afforded the appropriate amount of time
        ii. We're still figuring out how this retreat should go as a Board consisting of many new members - this was a good, broad view of where we're at, what we need/want to do
        iii. Look back each year's retreat goals - maybe build a singular document that is kept up to date year-over-year, reflect on goals, accomplishments, hiccups, road blocks, etc. - This would be passed down and live with the Board Gmail
        iv. Community-oriented, larger scale fundraising event, not just for funds, but community recruitment, awareness, etc.

ACTION REQUESTED

Discuss fundraising and community engagement.

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Elections**

Date: February 20, 2025

SUMMARY

The board is asked to discuss the upcoming Board elections.

DISCUSSION

Dinah Weller and LeOsha Hamilton were the original board members appointed to the Elections Committee.

Elections Committee (Required, Ad Hoc)	
Members:	Two Board members, SMPO member
Meeting Frequency:	Meets typically two to three times annually, around Board elections time in the spring.
Purpose:	● Recruit candidates, announce upcoming election, accept applications for potential candidates, present candidates to SMPO, facilitate election and voting process. ● Committee is active in spring as elections approach. First actions would be encouraging recruitment efforts, especially of outgoing members, beginning in March and intensifying in April. The Elections Committee should be prepared to present candidates and their materials at the May meeting of the SMPO. The bylaws do not require approval of the candidates by the whole of the Board.

Goals:	Conduct a fair and successful election for a governing board, following bylaws outlined in the current Charter (relevant excerpts below): Sherwood Charter 2017-2022
Charter/ Bylaws:	● Charter, Section 4.0 Governance Structure of School *(speaks to Elections Committee process)* ● BYLAWS, SECTION 2. SELECTION: The Board of Directors will be selected in the following way: 1. An Elections Committee, appointed by the Board of Directors, will accept applications for potential candidates. The Elections Committee shall be made up of two current members of the Board of Directors with terms that extend beyond the current year and one member of the Sherwood Montessori Parent Organization (SMPO); 2. The Elections Committee shall review applications and present a slate of candidates for consideration to the SMPO at the annual meeting in May. Voting will be carried out by the SMPO in consultation with the Elections Committee. Interim appointment shall be done in accordance with Article 4 Section 10 of these by-laws; 3. The top vote getter in the event of one seat being open or vote getters in the event of more than one seat being open shall win; 4. In the event of a tie, the deciding votes will be made by the Elections Committee. 5. New Directors will be announced before the end of the school year and will assume duties at the June meeting.

ACTION REQUESTED

Discuss elections.

SHERWOOD MONTESSORI

SPECIAL MEETING NOTICE OF THE BOARD OF DIRECTORS

Date/Time: **Monday, March 10, 2025 – 2:15p.m.**
Location: 1071 E. 16th Street Room 5, Chico, CA 95928

AGENDA

A. CALL TO ORDER (2:00) **A.1**

Land Acknowledgement

Sherwood Montessori acknowledges that we are on the unceded ancestral homeland of the Mechoopda people. Dr. Maria Montessori said: "We shall walk together on this path of life, for all things are part of the universe and are connected with each other to form one whole unity." As Montessori educators, we recognize that the Mechoopda people are the experts on the way to walk on the path of life here, with respect, gratitude and responsibility for the land, flora, fauna, waters, and air of this place. We extend our respects to the Mechoopda ancestors, elders, and all their relations in affirming their sovereign rights.

A.2 Roll Call Tina Hanson-Lewis, Samantha Lawson, Maria Santori, Dinah Weller, Holly Sisk

B. PUBLIC COMMENT

CLOSED SESSION CONFERENCE WITH LEGAL COUNSEL- ANTICIPATED LITIGATION
(Paragraph (2) or (3) of subdivision (d) of Gov. Code § 54956.9)
Significant exposure to litigation: One case.

C. FUTURE AGENDA ITEMS (2:40)

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

E. ADJOURNMENT (2:45)

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.

SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Date/Time: **Thursday, March 27, 2025 – 6:00 p.m.**
Location: 1017 E. 16th St., Room 1, Chico, CA 95928

AGENDA

A. CALL TO ORDER (6:00)

A.1 Land Acknowledgement

Sherwood Montessori acknowledges that we are on the unceded ancestral homeland of the Mechoopda people. Dr. Maria Montessori said: "We shall walk together on this path of life, for all things are part of the universe and are connected with each other to form one whole unity." As Montessori educators, we recognize that the Mechoopda people are the experts on the way to walk on the path of life here, with respect, gratitude and responsibility for the land, flora, fauna, waters, and air of this place. We extend our respects to the Mechoopda ancestors, elders, and all their relations in affirming their sovereign rights.

A.2 Roll Call Tina Hanson-Lewis, Sam Lawson, Maria Santori, Dinah Weller, Holly Sisk

B. CONSENT AGENDA (6:05)

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, February 20, 2025 and Special Meeting, March 10, 2025.

B.2 Audit The Board is asked to accept the Independent Financial Audit for the 2023-2024 fiscal year.

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

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

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS (6:20)

E.1 Items Removed from Consent (If any)

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

E.2.1 School Director Report
E.2.2 Treasurer Report

E.3 Action Items (6:40)

E.3.1 Community Surveys The Board will be asked to give input regarding the Community Surveys and Student Surveys that will generate valuable data for school improvement.
Action Requested: Discuss community surveys.

E.3.2 Adoption of Second Interim Budget
Consider adopting the Second Interim Budget.
Action Requested: Adopt budget.

E.3.3 Extended Learning Opportunities Program Plan
Consider approving ELOP Plan.
Action Requested: Approve plan.

E.4 Board Governance (7:10)
E.4.1 Elections Committee Update The Elections Committee will update the Board on recruitment efforts.

F. FUTURE AGENDA ITEMS (7:20)
The Board will be asked to discuss the 2025-2026 Local Control Accountability Plan (LCAP) and adopt the LCAP at a subsequent meeting before June 30. The Board will receive an update on Board Elections.

G. CLOSED SESSION (7:25)
G.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.

H. ADJOURNMENT (7:35)

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Sherwood Montessori Board of Directors

Regular Meeting, 20 February 2025

Meeting Minutes

A. Call to Order - The Meeting started at 6:05pm
    a. Land acknowledgement
    b. Roll Call: Tina Lewis, Samantha Lawson, Maria Santoni, Dinah Weller, Holly Sisk
B. Appointment of New Board Member: Holly Sisk, was runner-up and volunteered to serve the remainder of the year
    a. Dinah moves to approve, Maria seconds, unanimous approval
C. Consent Agenda
    a. Approving meeting minutes
        i. Sam moves to approve, Tina seconds, 4 approve with 1 abstention
D. Public Comment
    a. Kimberly Fellner - certified Nurtured Heart trainer at the school - sharing an empowerment speech about the community with the Board - focusing on community, positivity, support for the children, the impact an individual can have, the worth of our school, mutual support and accountability
    b. Teresa - appreciation for the Board and Michelle for getting the gates and new safety measures in place
E. Noticed Public Hearings
    a. NA
F. Regular Business
    a. Instructional staff report
        i. How well do you think the school engages with the community and ideas you have for improvement?
        ii. Sam concerned about lack of parent volunteers to support the garden at 1010 as mentioned by Adam
        iii. Do we think having a more directed call for volunteers would be helpful?
            1. Kimberly notes that involvement shifts and that it will help to have sign up sheets more regularly and education on how to log hours
            2. Teresa feels it's hard to get sign ups with other family commitments
        iv. Anne's feedback makes us wonder if we need to communicate better what we, as the Board, are asking for with these questions, as she had her own questions for how to respond to the prompt
        v. Anne and Marlo both mentioned the larger Montessori community, makes us consider how well we connect with that
        vi. Teresa's list of involvements was really helpful for us
        vii. A lot seems to have dropped off during COVID and it's been slow to pick back up
        viii. Kimberly is in contact with Farmers Market and most teachers are willing to do a shift once or so a month

ix. Sam feels it would be fine for teachers to send our ParentSquare requests for volunteers more directly - starting narrower, smaller classroom community to begin rebuilding, perhaps?
x. Kimberly talking about a field day or orientation leading up to school starting - where all the sign ups and options are all there at once and we're there as a community
xi. Holly thinking about maybe a more focused "library day" for volunteering rather than a general call for library helping - as an example

b. School Director Report
   i. Current enrollment: 122 (123 on Monday)
   ii. Seeking part-time aide for aftercare - need to replace one who left
   iii. De-escalation/Co-regulation training for teachers was provided
      1. Presented by Sariyah, was originally an intern through Bachelors in Social Work program, moved to leading After Care program, now working on Masters in Social Work
   iv. Upcoming Nurtured Heart professional development, in coordination with Stonewall
   v. CUSD board meeting charter renewal last night - Michelle presented about the school, Tina talked briefly, and Liz (a community volunteer) spoke as well - Tina felt receptiveness from the Board was different from what Inspire and Nord got, felt like they might have had some more personal connections to the other schools, but not Sherwood - it wasn't bad, but maybe they didn't know a lot about us
      1. Discussion in the room about getting the word out about Sherwood, where to get the word out, how to engage, bigger social media presence - Pat, even CUSD is down in enrollment substantially and they won't grow more than 1.5% through 2031 due to small Kinder classes coming
   vi. School tours have been well-attended and promising
      1. Try to survey exiting families, but the families don't always offer their feedback
   vii. The gates are keeping everyone happy in the office
   viii. Going to get an estimate for cameras as well - also coming out of Measure K

c. Treasurer's Report
   i. We're holding steady at about 107 ADA, a little increase in enrollment should bump that a little bit
   ii. Right about $250k deficit spending
   iii. If we don't achieve what we're projecting for enrollment next year, we will continue in deficit spending - need 125 ADA
      1. If nothing changes, it's the year after that we'll expect to see problems - the state is also expected to be in deficit spending by then

iv. Comment that came even from CUSD is that low ADA isn't just about students being ill, but parents not sending them to school when they don't want to go

G. Action Items
   a. Safety Plan
      i. Notable changes: new sections - AED section, procedures to notify teachers of dangerous people, armed assailant drills, sudden cardiac arrest, continuity plan, student naloxone
      ii. There's a template that we have a document tracking service provide
      iii. Will need to be updated again in the future in line with other new laws coming up - instructional continuity plan will have a new template later that will be implemented when it is available
      iv. We will use Chapman's AED and would love to get one with a grant, but it might be beyond our current budget
      v. AED changed to show that grades 6-8 will know its location
      vi. Various small details noted for revision (mostly formatting, etc.)
      vii. Vote to approve: Dinah moves to approve, Maria seconds - 4 approved plus 1 abstention
   b. Mid-Year LCAP Report
      i. LCAP is about transparency for the community with how we use funding, based on data collected from stakeholders
      ii. Item 1.2, we appear to be over budget - related to sending new teachers to training
      iii. Item 2.4, appear to be a little above budget on reducing chronic absenteeism - most of that is salaries, due to spending more time on it than historically - calculated based on how much time different staff are spending - not an additional funding expense, just more time allocated
      iv. 11.45% of students chronically absent as of 1/10/25 - likely a bit worse right now
      v. Item 3.1, access to breakfast and lunch through CUSD - sometimes the cafeteria might close for lunch before some kids are able to get their meals - might just be that the kids don't go to the lunch line until quite late
      vi. Item received.
   c. Kings Consulting Contract
      i. *Note:* attached memorandum clearly requests the action to approve proposal and contract. On the agenda, a typo indicated the action requested was to receive the report. Due to the clear request on the Memo, the Board decided to continue with the approval request
      ii. Charter School Facility Program application - Kings Consulting would assist with this application - they say we look good to be approved, can't say 100%, but we should score highly on the list of items looked for
      iii. The funds would come from Measure K
      iv. CUSD has used this consulting firm and someone from CUSD referred us to them

v. This would potentially lead to us bringing more money to the table with the upcoming Chapman build
vi. Preliminary Cost Estimate just outlines funding to show that we have funding in Measure K available for this
vii. Verifying feelings regarding them staying within the 25 hours cited - make sure they communicate clearly when getting close to the 25 hours
viii. We don't know exactly how much we would be able to get out of the bond if we are successful, but bringing the additional funding to the table can help improve our relationship with CUSD
ix. Does Measure K funding expire? - we're not certain and haven't heard about any kind of expiration on the funding - but we will want to look more into this
x. Is there a different or better option we haven't thought about? Is this what the faculty will be supportive of? - from what we can tell, this is likely our best option for the moment and likely to have staff support
xi. Vote to approve: Sam moves, Maria seconds, 4 approve with 1 abstention with support

H. Board Governance
   a. Community engagement and fundraising
      i. The Board has felt like it's just been putting out fires and we want to get back to doing more fundraising and building community engagement
      ii. Talked about bringing back something bigger for community limelight, like Sherwoodstock, etc.
      iii. Sam supports the idea of starting with smaller community engagement first, like entering poetry contests, etc.
      iv. Realistically gauge our bandwidth
      v. Kimberly has a lot of experience with our community engagement in the past and following the Camp Fire and COVID, we lost so much momentum - she is interested in helping spearhead some of these ideas for bringing it back
      vi. Holly wants to take on social media as a volunteer - Dinah can work on strategy and stuff with her
      vii. Fundraising idea: Festival of Colors/Color Runs - could be a cheap, fun fundraising thing - likely some liability stuff - there's already one in May in the park, but we can still build off ideas like this
      viii. Kids "paint and sip" for any kids in the community
      ix. Family movie night - drive in style
      x. Tina still knows some of the people who did Sherwoodstock and can ask around, see how those sorts of events are going over these days
      xi. Community hang outs - group bike ride, group Caper Acres, etc.
      xii. Kimberly is offering to host Nurtured Heart classes for adults once or twice a month
   b. Elections

i. Discussed value of non-parent Board members - we are all very aware and trying very hard to recruit from outside of our immediate community
ii. Dinah expressed struggling with expressing to non-parents what we are looking for and what kind of balance would be valuable for the Board
iii. Determining when we want to hold them
    1. Leaning toward a spring election to minimize issues over timing, allowing start time to be easier, etc.
iv. Call for nominations, SMPO has option to “vet” nominations, put together ballot (paper and electronic form), count them, etc. - 2 weeks nominations, 2 weeks for vote, 1-2 weeks to coordinate training
v. Maybe looking at a flyer for recruiting
vi. Kimberly has connections at CORE Butte for recruiting
vii. Further discussion of potential recruits for Board spots
viii. Maria will join the Elections Committee with Dinah

I. Future Agenda Items
    a. Adopting second interim budget
J. Adjournment at 8:55pm

Sherwood Montessori Board of Directors
Special Meeting, March 10, 2025
Meeting Minutes

A. Call to Order - Meeting started: 2:15pm
   A.1 Land acknowledgement
   A.2 Roll Call: Tina Lewis, Samantha Lawson, Holly Sisk
B. Public Comment - None
C. Closed Session
   C.1: Action: Letter to be sent to CUSD with attachments
D. Adjournment: 2:50pm

March 12, 2025

Board of Directors
Sherwood Montessori
Chico, CA

55 Independence Circle, Suite 102
Chico, CA 95973
530.588.7427

We have audited the financial statements of Sherwood Montessori (the Charter School), as of and for the year ended June 30, 2024, and have issued our report thereon dated March 12, 2025. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit

As communicated in our engagement letter dated May 4, 2022, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of your respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of the Charter School solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you in our planning letter dated July 15, 2024.

Compliance With All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, our firm, and our network firms have complied with all relevant ethical requirements regarding independence.

Safeguards have been implemented to reduce the threats on our independence. These safeguards include continuing education related to independence and ethics requirements; peer review of our firm's quality control system; our firm's internal policies and procedures which are designed to monitor compliance with the independence requirements; and the involvement of another firm partner who is responsible for completing an independent technical review of the financial statements and significant audit conclusions.

Significant Risks Identified

Management override of internal controls was identified as a significant risk. Although a risk not solely specific to the Charter School, override of internal controls warrants attention as intentional override may be more difficult to detect than an unintentional error. To address this risk, we maintained professional skepticism throughout the audit, and incorporated an element of unpredictability in designing our audit procedures.

Qualitative Aspects of the Charter School's Significant Accounting Practices

Significant Accounting Policies Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by the Charter School is included in note 1 to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during the year ended June 30, 2024. No matters have come to our attention that would require us, under professional standards, to inform you about: (1) the methods used to account for significant unusual transactions, and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates Accounting estimates and related disclosures are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimate affecting the financial statements is depreciation expense. Management's estimate of the depreciation expense is based on the assets' estimate useful lives. We evaluated the key factors and assumptions used to develop the depreciation expense and determined that it is reasonable in relation to the basic financial statements as a whole.

Financial Statement Disclosures Certain financial statement disclosures involve significant judgement and are particularly sensitive because of their significant to financial statement users. The most sensitive disclosures affecting the Charter School's financial statements relate to commitments and contingencies.

Significant Unusual Transactions

For the purposes of this communication, professional standards require us to communicate to you signficant unusual transactions identified during the audit. We did not identify any signficant unusual transactions.

Identified or Suspected Fraud

For the purposes of this communication, professional standards require us to communicate to you any identified or suspected fraud detected during the audit. We did not identify any fraud, although there is always a risk that fraud may exist that has not been identified.

Significant Difficulties Encountered During the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances, or disclosures, and the financial statements as a whole. Uncorrected misstatements or matters underlying those uncorrected misstatements could potentially cause future-period financial statements to be materially misstated, even though the uncorrected misstatements are immaterial to the financial statements currently under audit. Management has corrected all identified misstatements.

In addition, professional standards require us to communicate to you all material, corrected misstatements that were brought to the attention of management as a result of our audit procedures. The attached schedule summarizes the material misstatements that we identified as a result of our audit procedures were brought to the attention of, and corrected by, management. These adjustments resulted in a net increase to net assets of $100,525.

Disagreements With Management

Professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the Charter School's financial statements or the auditors' report. No such disagreements arose during the course of the audit.

Representations Requested From Management

We have requested certain written representations from management that are included in the management representation letter dated March 12, 2025.

Management's Consultations With Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Information Included in the Annual Report

Pursuant to professional standards, our responsibility as auditors for other information, whether financial or nonfinancial, included in the Charter School's annual report, does not extend beyond the information identified in the audit report, and we are not required to perform any procedures to corroborate such other information. However, in accordance with such standards, we have read the information and considered whether such information, or the manner of its presentation, was materially inconsistent with its presentation in the financial statements.

Our responsibility also includes communicating to you any information which we believe is a material misstatement of fact. Nothing came to our attention that caused us to believe that such information, or its manner of presentation, is materially inconsistent with the information, or manner of its presentation, appearing in the financial statements.

Other Significant Matters, Findings, or Issues

In the normal course of our professional association with the Charter School, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, operating and regulatory conditions affecting the Charter School, and operational plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as the Charter School's auditors.

This information is intended solely for the use of the Charter School's Board of Directors and management of the Charter School, and is not intended to be, and should not be used by anyone other than these specified parties.

Very truly yours,

Horton McNulty & Gaeteurn, LLP

Client: ***31542 - Sherwood Montessori***
Engagement: ***31542 - 06-30-24-Audit-Sherwood Montessori***
Period Ending: ***6/30/2024***
Trial Balance: ***TB - Trial Balance***
Workpaper: ***AJE-01 - Adjusting Journal Entries***

Account	Description	Debit	Credit
Adjusting Journal Entries			
Adjusting Journal Entries JE # 1			
To correct BB to PY audit			
1-9292	Due from State Government	33,567.00	
5-5800	Other Services	10.00	
3-9790	Unrestricted Net Assets		24,796.00
4-8181	Federal Revenue		8,336.00
5-1100	Teacher Salaries		445.00
Total		**33,577.00**	**33,577.00**
Adjusting Journal Entries JE # 2			
To post CY depreciation.			
5-6900	Depreciation Expense	9,618.00	
1-9435	Accumulated Depreciation		9,618.00
Total		**9,618.00**	**9,618.00**
Adjusting Journal Entries JE # 3			
To adjust lottery receivables to actual.			
1-9290-11	Due from Grantor Govt: Unrestricted Lottery	6,864.00	
1-9290-10	Due from Grantor Govt: Restricted Lottery		2,777.00
4-8560	State Lottery Revenue: Lottery		4,087.00
Total		**6,864.00**	**6,864.00**
Adjusting Journal Entries JE # 4			
To adjust Title I receivable to actual at 6/30/24.			
1-9290-02	Due from Grantor Govt: Title I	9,912.00	
4-8181	Federal Revenue		9,912.00
Total		**9,912.00**	**9,912.00**
Adjusting Journal Entries JE # 5			
Adjust in lieu taxes to actual.			
1-9290-03	Due from Grantor Govt: CUSD - In Lieu	4,770.00	
5-5800	Other Services	1,796.00	
4-8096	In Lieu of Property Taxes		6,566.00
Total		**6,566.00**	**6,566.00**
Adjusting Journal Entries JE # 6			
To adjust state aid to actual at 6/30/24 and reclassify learning recovery deposit to state revenue.			
4-8011	Local Control Funding	4,889.00	
4-8590	Categorical Funds	20,711.00	
1-9290-06	Due from Grantor Govt: LCFF		4,889.00
4-8011	Local Control Funding		20,711.00
Total		**25,600.00**	**25,600.00**
Adjusting Journal Entries JE # 7			
To clear remaining receivables and payables to actual balances.			
2-9520	PY Payroll & Liabilities	4,544.00	
2-9590	Due to Grantor Govts.	19,258.00	
2-9650	Refundable Advances	1,757.00	
1-9200	Accounts Receivable		20,108.00
4-8019	Prior Year Adjustments		5,451.00
Total		**25,559.00**	**25,559.00**
Adjusting Journal Entries JE # 8			
To clear learning recovery overpayment recaptured in 23-24.			
2-9590	Due to Grantor Govts.	20,837.00	
4-8590	Categorical Funds		20,837.00
Total		**20,837.00**	**20,837.00**
Adjusting Journal Entries JE # 9			
Clear deposits posted against AR.			
1-9290	Due from Grantor Govts.	984.00	
1-9290	Due from Grantor Govts.	12,259.00	
1-9290	Due from Grantor Govts.	447.00	
1-9290	Due from Grantor Govts.	3,100.00	
4-8311	AB602 Spec. Educ.- SELPA		12,259.00

	4-8312	ERMHSLvl2		447.00
	4-8590	Categorical Funds		4,084.00
Total			**16,790.00**	**16,790.00**

Adjusting Journal Entries JE # 10
To post pre-k implementation balances.

	1-9200	Accounts Receivable	33,567.00	
	2-9650	Refundable Advances		3,262.00
	4-8590	Categorical Funds		30,305.00
Total			**33,567.00**	**33,567.00**

Adjusting Journal Entries JE # 11
To clear advances to 6/30/24 balance.

	2-9650	Refundable Advances	29,108.00	
	4-8590	Categorical Funds		29,108.00
Total			**29,108.00**	**29,108.00**

Adjusting Journal Entries JE # 12
To defer A&M grant unspent consistent with Topic 951 treatment and previous year.

	4-8590	Categorical Funds	31,387.00	
	2-9650	Refundable Advances		31,387.00
Total			**31,387.00**	**31,387.00**

Adjusting Journal Entries JE # 13
To defer Title I balanced.

	4-8181	Federal Revenue	18,248.00	
	2-9650	Refundable Advances		18,248.00
Total			**18,248.00**	**18,248.00**

Adjusting Journal Entries JE # 14
To capitalize school sign.

	1-9420	Land Improvement	9,840.00	
	5-5800	Other Services		9,840.00
Total			**9,840.00**	**9,840.00**

	Total Adjusting Journal Entries	**277,473.00**	**277,473.00**
	Total All Journal Entries	**277,473.00**	**277,473.00**

Sherwood Montessori

Chico, California
Charter School #1166

FINANCIAL STATEMENTS
WITH INDEPENDENT AUDITORS' REPORTS

June 30, 2024

HORTON MCNULTY & SAETEURN, LLP

Sherwood Montessori
TABLE OF CONTENTS
June 30, 2024

	Page Number
Independent Auditors' Report	1
FINANCIAL SECTION	
Statement of Financial Position	6
Statement of Activities	7
Statement of Cash Flows	8
Notes to the Financial Statements	9
OTHER SUPPLEMENTARY INFORMATION SECTION	
Schedule of Average Daily Attendance	17
Schedule of Instructional Time	18
Note to the Other Supplementary Information	19
OTHER INFORMATION SECTION	
Local Educational Agency Organization Structure	21
OTHER REPORTS SECTION	
Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With *Government Auditing Standards*	23
Independent Auditors' Report on State Compliance and on Internal Control Over Compliance	25
FINDINGS SECTION	
Schedule of Findings	31
Summary Schedule of Prior Audit Findings	33

INDEPENDENT AUDITORS' REPORT

To the Board of Directors
Sherwood Montessori
Chico, California

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Sherwood Montessori (the Charter School), a nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2024; the related statements of activities and cash flows for the year then ended; and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Charter School as of June 30, 2024, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Charter School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Charter School's ability to continue as a going concern for one year after the date that the financial statements are issued.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Charter School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control–related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements taken as a whole. The accompanying schedules of average daily attendance and instructional time are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from, and relates directly to, the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements, or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the local educational agency organization structure but does not include the financial statements or our auditors' report thereon. Our opinion on the financial statements does not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Report Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated March 12, 2025, on our consideration of the Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance, and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School's internal control over financial reporting and compliance.

Horton McNulty & Gaeteurn, LLP

March 12, 2025
Chico, California

FINANCIAL SECTION

Sherwood Montessori

STATEMENT OF FINANCIAL POSITION

June 30, 2024

ASSETS		
Current Assets		
Cash and cash equivalents	$	593,608
Accounts receivable		5,875
Due from federal government		41,598
Due from state government		260,999
Due from local governments		24,999
Total Current Assets		927,079
Property and Equipment		
Net of accumulated depreciation		228,573
TOTAL ASSETS	$	1,155,652
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable	$	6,649
Accrued payroll and payroll liabilities		53,977
Due to state government		113,999
Due to local governments		2,895
Advances from grantors		52,897
Total Liabilities		230,417
Net Assets		
Without donor restrictions		885,942
With donor restrictions		39,293
Total Net Assets		925,235
TOTAL LIABILITIES AND NET ASSETS	$	1,155,652

The accompanying notes are an integral part of these financial statements.

Sherwood Montessori

STATEMENT OF ACTIVITIES

Year Ended June 30, 2024	Without Donor Restrictions	With Donor Restrictions	Total
Revenue and Other Support			
Local control funding formula sources	$ 1,269,759	$ -	$ 1,269,759
Federal revenue	-	46,585	46,585
State revenue	113,713	245,668	359,381
Contributions	15,951	-	15,951
Other local revenue	31,682	40,000	71,682
Net assets released from restrictions	317,974	(317,974)	-
Total Revenue and Other Support	1,749,079	14,279	1,763,358
Expenses			
Program services:			
Instruction services	989,872	-	989,872
Instruction-related services	169,628	-	169,628
Pupil services	128,848	-	128,848
Ancillary services	156,601	-	156,601
Plant services	98,791	-	98,791
Total Program Services	1,543,740	-	1,543,740
Supporting services:			
General administration	325,542	-	325,542
Total Expenses	1,869,282	-	1,869,282
Change in Net Assets	(120,203)	14,279	(105,924)
Net Assets - Beginning of Year	1,006,145	25,014	1,031,159
Net Assets - End of Year	$ 885,942	$ 39,293	$ 925,235

The accompanying notes are an integral part of these financial statements.

Sherwood Montessori

STATEMENT OF CASH FLOWS

Year Ended June 30, 2024

CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	$	(105,924)
Adjustments to reconcile change in net assets to net cash used in operating activities:		
Depreciation		9,618
Changes in:		
Accounts receivable		(5,875)
Due from federal government		(2,748)
Due from state government		(3,679)
Due from local governments		(9,282)
Prepaid expenses		13,851
Accounts payable		4,059
Accrued payroll and payroll liabilities		(8,522)
Due to state government		(94,074)
Due to local governments		1,092
Advances from grantors		22,032
NET CASH USED IN OPERATING ACTIVITIES		(179,452)
CASH FLOWS FROM INVESTING ACTIVITIES		
Acquisition of property and equipment		(9,840)
Net Change in Cash and Cash Equivalents		(189,292)
Cash and Cash Equivalents - Beginning of Year		782,900
Cash and Cash Equivalents - End of Year	$	593,608

The accompanying notes are an integral part of these financial statements.

1. SIGNIFICANT ACCOUNTING POLICIES

The following is a summary of significant accounting policies followed in the preparation of the financial statements.

Organization Sherwood Montessori (the Charter School), is a nonprofit public benefit corporation, which receives its principal funding from the California Department of Education and Chico Unified School District, in lieu of local property taxes, to operate a classroom-based instruction program for students in kindergarten through grade eight, primarily in Chico, California. Chico Unified School District is the sponsoring local educational agency of the Charter School.

Basis of Accounting and Presentation The financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America. Net assets, revenues, and expenses are classified based on the existence or absence of stipulations imposed by donors or grantors. Accordingly, net assets of the Charter School, and changes therein, are classified and reported as follows:

Net Assets Without Donor Restrictions: Net assets that are not subject to stipulations imposed by donors or grantors and may be expended for any purpose in performing the primary objectives of the Charter School. These net assets may be used at the discretion of the Charter School's management and the board of directors.

Net Assets With Donor Restrictions: Net assets subject to stipulations imposed by donors and grantors. Some donor restrictions are temporary in nature; those restrictions will be met by actions of the Charter School or by the passage of time. Other donor restrictions are perpetual in nature, whereby the donor has stipulated the funds be maintained in perpetuity.

Donor restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets are reclassified from net assets with donor restrictions to net assets without donor restrictions in the statements of activities. Donor contributions with a measurable performance barrier and a right of return are not recognized in the statement of activities until conditions on which they depend have been met.

Cash and Cash Equivalents The Charter School considers all highly liquid investments with an initial maturity of three months or less to be cash and cash equivalents.

Accounts Receivable and Due From Federal, State, and Local Governments Accounts receivable represent amounts due from private persons, firms, or corporations based on contractual agreements or amounts billed but not received as of June 30, 2024. Amounts due from federal, state, and local governments include entitlements and grants from federal, state, and local governments that the Charter School has earned or been allocated, but has not received as of June 30, 2024. Management believes that all receivables are fully collectible.

Property and Equipment Property and equipment purchased for $5,000 or greater are recorded at cost and depreciated over their estimated useful lives using the straight-line method. Depreciation is computed on a straight-line basis over the estimated useful lives of buildings (50 years) and building improvements (20 - 25 years). At the time property and equipment are retired or otherwise disposed of, the cost and the related accumulated depreciation are adjusted, and any gain or loss on disposal is included in the statement of activities.

Advances from Grantors Cash received for federal and state special projects and programs is recognized as revenue to the extent that qualified expenses have been incurred. Refundable advances from grantors are recorded to the extent that cash received on specific programs exceeds qualified expenses.

Income Taxes The Charter School is a nonprofit corporation operating under Section 501(c)(3) of the *Internal Revenue Code* (IRC) and 23701(d) of the *California Revenue and Taxation Code*, and is exempt from federal and state income taxes. Accordingly, no provision for income taxes is included in these financial statements. In addition, the Charter School is classified as an organization that is not a private foundation under Section 509(a)(2) of the IRC. Management believes that it has appropriate support for any tax positions taken; accordingly, management believes there are no uncertain tax positions that are material to the financial statements.

Functional Expenses Allocation The financial statements report certain categories of expenses that are attributable to more than one program or supporting function. Therefore, these expenses require allocation on a reasonable basis that is consistently applied. The expenses that are allocated include depreciation, interest, and office and occupancy, which are allocated on a square-footage basis, as well as salaries and benefits, which are allocated on the basis of estimates of time and effort.

Advertising The cost of advertising is charged to expenses as incurred. Advertising costs for the year ended June 30, 2024, were $9,771.

Estimates The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Evaluation of Subsequent Events Management has evaluated subsequent events through March 12, 2025, the date the financial statements were available to be issued.

2. AVAILABILITY AND LIQUIDITY

The following represents the Charter School's financial assets available to meet general expenditures, liabilities, and other obligations over the next twelve months:

June 30, 2024		
Cash and cash equivalents	$	593,608
Accounts receivable		5,875
Due from federal government		41,598
Due from state government		260,999
Due from local governments		24,999
Total Financial Assets	$	927,079

Of this amount, $52,897 represents advances from grantors with purpose restrictions, therefore, these financial assets are not available to meet cash needs for general expenditures. The Charter School's goal is generally to maintain financial assets to meet anticipated operating expenses projected on a monthly basis based on management's knowledge of upcoming fixed and variable costs. As part of its liquidity plan, excess cash is stored in the Northern California National Bank.

3. PROPERTY AND EQUIPMENT

Property and equipment consisted of the following:

June 30, 2024		
Land	$	95,000
Buildings and improvements		192,355
Subtotal		287,355
Less: Accumulated depreciation		58,782
Property and Equipment - Net	$	228,573

Depreciation expense amounted to $9,618 for the year ended June 30, 2024.

4. JOINT POWERS AUTHORITY

The Charter School participates in a joint venture under a joint powers agreement with the California Charter Schools Joint Powers Authority (CharterSAFE).

CharterSAFE (the JPA) arranges for and provides property, liability, and workers' compensation for their members. The JPA is governed by a board consisting of representatives from the members. The board controls the operations of the JPA, including selection of management and approval of operating budgets, independent of any influence by the members beyond their representation on the board. Each member pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to its participation in the JPA. The Charter School's share of year-end assets, liabilities, or fund equity is not calculated by the JPA. Separately issued financial statements may be requested from the JPA.

5. NET ASSETS WITH DONOR RESTRICTIONS

Net assets with donor restrictions are restricted for the following purposes:

June 30, 2024		
Subject to expenditure for specified purpose:		
Program services:		
Proposition 28 Arts and Music Grant	$	5,900
Technology		33,393
Total Net Assets With Donor Restrictions	$	39,293

6. FUNCTIONAL EXPENSE ANALYSIS

The table below presents expenses by both their nature and their function for the fiscal year ended June 30, 2024.

	Program Activities							
Year Ended June 30, 2024	Instruction Services	Instruction-Related Services	Pupil Services	Ancillary Services	Plant Services	Program Subtotal	General Administration	Total Expenses
Certificated salaries	$ 484,171	$ -	$ 59,008	$ -	$ -	$ 543,179	$ -	$ 543,179
Classified salaries	182,427	109,381	47,606	104,370	-	443,784	46,877	490,661
Employee benefits	231,608	51,085	22,234	48,744	-	353,671	21,893	375,564
Books and supplies	20,764	-	-	3,487	7,002	31,253	16,942	48,195
Services and other operating	61,284	9,162	-	-	91,789	162,235	239,830	402,065
Depreciation	9,618	-	-	-	-	9,618	-	9,618
Total Expenses	$ 989,872	$ 169,628	$ 128,848	$ 156,601	$ 98,791	$ 1,543,740	$ 325,542	$ 1,869,282

7. COMMITMENTS AND CONTINGENCIES

Federal and State Allowances, Awards, and Grants

The Charter School has received federal and state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expense disallowances under terms of the grants, it is believed that any required reimbursements will not be material.

8. RISK MANAGEMENT

The Charter School is exposed to various risks, including loss or damage to property, general liability, and injuries to employees. Settled claims resulting from these risks have not exceeded insurance coverage in any of the past three years. No significant reductions in insurance coverage from the prior year have been made. As described above, the Charter School participates in risk pools under a joint powers agreement for property, liability, and workers' compensation coverage.

9. EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under cost-sharing multiple-employer defined benefit pension plans maintained by agencies of the state of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

The risks of participating in these multi-employer plans are different from single-employer plans in the following aspects:

- Assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers.
- If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers.
- If the Charter School chooses to stop participating in some of its multi-employer plans, it may be required to pay those plans an amount based on the underfunded status of the plan, referred to as a withdrawal liability.

California State Teachers' Retirement System

Plan Description The Charter School contributes to State Teachers' Retirement Plan (STRP), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. STRP provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statute, as legislatively amended, within the Teachers' Retirement Law. CalSTRS issues a publicly available *Annual Comprehensive Financial Report* (ACFR) that includes financial statements and required supplementary information. Copies of the ACFR may be obtained from CalSTRS, 100 Waterfront Place, Sacramento, California, 95605, and from www.calstrs.com.

According to the most recently available ACFR and other pension information for the fiscal year ended June 30, 2023, the total pension liability for STRP was $393,080,000,000, fiduciary net position was $316,919,000,000, employer and state contributions totaled $11,483,714,856, and the plan is 81% funded. The Charter School did not contribute more than 5% of the total contributions to the plan.

Funding Policy Active plan members of the CalSTRS 2% at 60 benefit formula are required to contribute 10.25% of their salary. Active plan members of the CalSTRS 2% at 62 benefit formula are required to contribute 10.205% of their salary. The required employer contribution rate for fiscal year 2023-24 was 19.10% of annual payroll. The contribution requirements of the plan members are established by state statute. The Charter School's contributions to CalSTRS for the fiscal years ended June 30, 2024, 2023, and 2022, were $91,558, $107,645, and $102,696, respectively, and equaled 100% of the required contributions for the year. State Teachers' Retirement Law also requires the state to contribute 10.828% of the members' creditable earnings from the fiscal year ending in the prior calendar year. For the year ended June 30, 2024, the Charter School recognized pension expense of $54,851 and revenue of $54,851 for support provided by the state.

California Public Employees' Retirement System

Plan Description The Charter School contributes to the School Employer Pool under CalPERS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement, disability benefits, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statute, as legislatively amended, within the Public Employees' Retirement Law. CalPERS issues a publicly available ACFR that includes financial statements and required supplementary information. Copies of the ACFR may be obtained from CalPERS, 400 Q Street, Sacramento, California, 95811, and from www.calpers.ca.gov.

According to the most recently available ACFR and other pension information for the fiscal year ended June 30, 2023, the School Employer Pool total pension liability was $120,513,594,000, fiduciary net position was $84,314,661,000 employer contributions totaled $4,391,877,302, and the plan is 70% funded. The Charter School did not contribute more than 5% of the total contributions to the plan.

Funding Policy Active plan members that meet the definition of a new member under the Public Employees' Pension Reform Act are required to contribute 8.00% of their salary. Classic employees are required to contribute 7.00% of their salary. The Charter School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for the 2023-24 fiscal year was 26.68%. The contribution requirements of the plan members are established by state statute. The Charter School's contributions to CalPERS for the fiscal years ended June 30, 2024, 2023, and 2022, were $54,128, $48,637, and $42,965, respectively, and equaled 100% of the required contributions for each year.

OTHER SUPPLEMENTARY INFORMATION SECTION

Sherwood Montessori

SCHEDULE OF AVERAGE DAILY ATTENDANCE

June 30, 2024

	Originally Reported		Final	
	Second Period Report	Annual Report	Second Period Report	Annual Report
ELEMENTARY				
Regular ADA				
Transitional kindergarten/kindergarten through grade 3	56.94	56.98	56.94	56.98
Grades 4 through 6	37.21	37.21	37.21	37.21
Grades 7 through 8	10.11	10.29	10.11	10.29
Classroom-Based ADA Totals	104.26	104.48	104.26	104.48

See the accompanying note to the other supplementary information.

Sherwood Montessori

SCHEDULE OF INSTRUCTIONAL TIME

Year Ended June 30, 2024

	Minutes Requirement	Days Requirement	Actual Minutes Offered	Actual Days Offered	Approved J-13A Credited Minutes*	Approved J-13A Credited Days*	Total Traditional Calendar Minutes	Total Traditional Calendar Days	Multitrack Calendar Days	Status
Kindergarten	36,000	175	54,150	180	-	-	54,150	180	N/A	Complied
Grade 1	50,400	175	54,150	180	-	-	54,150	180	N/A	Complied
Grade 2	50,400	175	54,150	180	-	-	54,150	180	N/A	Complied
Grade 3	50,400	175	54,150	180	-	-	54,150	180	N/A	Complied
Grade 4	54,000	175	55,000	180	-	-	55,000	180	N/A	Complied
Grade 5	54,000	175	55,000	180	-	-	55,000	180	N/A	Complied
Grade 6	54,000	175	55,000	180	-	-	55,000	180	N/A	Complied
Grade 7	54,000	175	55,000	180	-	-	55,000	180	N/A	Complied
Grade 8	54,000	175	55,000	180	-	-	55,000	180	N/A	Complied

**The Charter School did not apply for any Form J-13A emergency closure days.*

See the accompanying note to the other supplementary information.

PURPOSE OF SCHEDULE OF INSTRUCTIONAL TIME

Schedule of Average Daily Attendance

Average daily attendance is a measure of the number of pupils attending classes of the Charter School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various levels.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Charter School and whether the Charter School has complied with the provisions of *California Education Code,* Sections 47612 and 47612.5, as applicable.

OTHER INFORMATION SECTION

Sherwood Montessori

LOCAL EDUCATIONAL AGENCY ORGANIZATION STRUCTURE

June 30, 2024

The Sherwood Montessori (the Charter School), charter number 1166, is located in Butte County and was established on May 6, 2010. The Charter School was numbered by the State Board of Education on May 6, 2010, and is sponsored by Chico Unified School District. The Charter School currently operates one elementary school.

GOVERNING BOARD

Name	Office	Term Expires
Dr. Russel Shapiro	Chair	2025
Tina Hanson-Lewis	Vice Chair	2025
Sami Lawson	Treasurer	2026
Emma Cluff	Member	2024
Kati Boomgarden	Member	2026

ADMINISTRATION

Michelle Yezbick
Director

Patrick Casey
Business Manager

OTHER REPORTS SECTION

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors
Sherwood Montessori
Chico, California

We have audited in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America, the financial statements of Sherwood Montessori (the Charter School), which comprise the statement of financial position as of June 30, 2024; the related statements of activities and cash flows for the year then ended; and the related notes to the financial statements; and have issued our report thereon dated March 12, 2025.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Charter School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter School's internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies; and, therefore, material weaknesses or significant deficiencies may exist that have not been identified. However, as described in the accompanying schedule of findings, we did identify certain deficiencies in internal control that we consider to be material weaknesses and significant deficiencies.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Charter School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider the deficiencies described in the accompanying schedule of findings as item 2024-001 to be material weaknesses.

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*
(Continued)

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Charter School's Response to Findings

Government Auditing Standards requires the auditor to perform limited procedures on the Charter School's response to the findings identified in our audit and described in the accompanying schedule of findings. The Charter School's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance, and the results of that testing, and not to provide an opinion on the effectiveness of the Charter School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



March 12, 2025
Chico, California

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE AND ON INTERNAL CONTROL OVER COMPLIANCE

To the Board of Directors
Sherwood Montessori
Chico, California

Report on State Compliance

Opinion on State Compliance

We have audited the Sherwood Montessori's (the Charter School) compliance with the requirements specified in the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel as prescribed by Title 5, *California Code of Regulations*, Section 19810, applicable to the Charter School's state program requirements identified below for the year ended June 30, 2024.

In our opinion, the Charter School complied, in all material respects, with the laws and regulations of the state programs noted on pages 27 and 28 for the year ended June 30, 2024.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Charter School and to meet our ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the Charter School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the Charter School's state programs.

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE AND ON INTERNAL CONTROL OVER COMPLIANCE
(Continued)

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Charter School's compliance based on our compliance audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Charter School's compliance with the requirements of the state programs as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* we:

- Exercise professional judgment and maintain professional skepticism throughout the audit;
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Charter School's compliance with the compliance requirements referred to above and performing such procedures as we considered necessary in the circumstances;
- Obtain an understanding of the Charter School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control over compliance. Accordingly, no such opinion is expressed; and
- Select and test transactions and records to determine the Charter School's compliance with the state laws and regulations applicable to the following items:

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE AND ON INTERNAL CONTROL OVER COMPLIANCE
(Continued)

June 30, 2024		Procedures Performed
Local Education Agencies Other than Charter Schools:		
A.	Attendance	Not applicable
B.	Teacher certification and misassignments	Not applicable
C.	Kindergarten continuance	Not applicable
D.	Independent study	Not applicable
E.	Continuation education	Not applicable
F.	Instructional time	Not applicable
G.	Instructional materials	Not applicable
H.	Ratio of administrative employees to teachers	Not applicable
I.	Classroom teacher salaries	Not applicable
J.	Early retirement incentive	Not applicable
K.	Gann limit calculation	Not applicable
L.	School accountability report card	Not applicable
M.	Juvenile court schools	Not applicable
N.	Middle and early college high schools	Not applicable
O.	K-3 grade span adjustment	Not applicable
Q.	Apprenticeship: Related and supplemental instruction	Not applicable
R.	Comprehensive school safety plan	Not applicable
S.	District of choice	Not applicable
TT.	Home to school transportation reimbursement	Not applicable
School Districts, County Offices of Education, and Charter Schools:		
T.	Proposition 28 arts and music in schools	Yes
U.	After/Before school education and safety program:	
	After school	No
	Before school	No
	General requirements	No
V.	Proper expenditure of education protection account funds	Yes
W.	Unduplicated local control funding formula pupil counts	Yes
X.	Local control and accountability plan	Yes
Y.	Independent study-course based	No
Z.	Immunizations	Yes
AZ.	Educator effectiveness	Yes
BZ.	Expanded learning opportunities grant (ELO-G)	Yes
CZ.	Career technical education incentive grant	No
DZ.	Expanded learning opportunities program	Yes
EZ.	Transitional kindergarten	Yes

June 30, 2024		Procedures Performed
Charter Schools:		
AA.	Attendance	Yes
BB.	Mode of instruction	Yes
CC.	Nonclassroom-based instruction/independent study	No
DD.	Determination of funding for nonclassroom-based instruction	No
EE.	Annual instructional minutes – classroom based	Yes
FF.	Charter school facility grant program	No

Items A. through TT. were not performed as they do not apply to charter schools.

Since the Charter School did not participate in the following programs during 2023-24, all steps related to them were not performed:

U. After/Before school education and safety program
Y. Independent study-course based
CZ. Career technical education incentive grant
FF. Charter school facility grant program

Since the Charter School did not offer nonclassroom-based instruction during 2023-24, all steps related to the following were not performed:

CC. Nonclassroom-based instruction/independent study
DD. Determination of funding for nonclassroom-based instruction

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are described in the accompanying schedule of findings as item 2024-002. Our opinion on state compliance is not modified with respect to these matters.

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE AND ON INTERNAL CONTROL OVER COMPLIANCE
(Continued)

The Charter School's Response to Findings

Government Auditing Standards requires the auditor to perform limited procedures on the Charter School's response to the noncompliance findings identified in our compliance audit and described in the accompanying schedule of findings. The Charter School's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on it.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, such that there is a reasonable possibility that material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we considered to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that have not been identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

Horton McNulty & Gaeteurn, LLP

March 12, 2025
Chico, California

FINDINGS SECTION

INTERNAL CONTROL (Financial Reporting)

30000 (2024-001)

Material Weakness

Condition The audit procedures identified material adjustments related to transactions that were not accurately captured within the proper accounting period.

Criteria Financial reporting on the accrual basis of accounting must accurately capture transactions in the proper accounting period in conformity with accounting principles generally accepted in the United States of America. Internal controls should be in place and operating effectively to reduce the risk of a financial reporting misstatement to an acceptable level.

Effect Without strengthening internal control over financial reporting, misstatements may not be timely identified by the Charter School's internal control structure.

Cause Unknown.

Context The issues identified appear systematic.

Repeat Finding No, this is not a repeat finding.

Recommendation We recommend that internal controls be implemented to strengthen internal control over financial reporting.

Response The Charter School's management will adopt procedures during fiscal year 2024-25 to comply with the recommendation.

STATE COMPLIANCE (Expanded Learning Opportunities Program)

40000 (2024-002)

State Compliance

Condition Although the Charter School has a formal written plan in place for the expanded learning opportunities program (ELO-P), the plan did not include the required information.

Criteria Pursuant to *California Education Code*, Section 46120(b)(2), local educational agencies must develop a program plan for ELO-P which includes specific information regarding the program.

Effect The Charter School was not in compliance with *California Education Code*, Section 46120(b)(2).

Cause The Charter School was not aware of the requirement to include specific information in developing an ELO-P plan.

Context This is an annual compliance requirement.

Repeat Finding No, this is not a repeat finding.

Recommendation We recommend that the Charter School develop a plan for ELO-P which includes the information required *California Education Code*, Section 46120(b)(2).

Response The Charter School's management will adopt procedures during fiscal year 2024-25 to comply with the recommendation.

None.

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **School Director Report**

Date: March 27, 2025

Administrative

- Updated enrollment will be reported at the meeting.
- We are currently seeking a teacher's aide and a one-on-one aide.
- Teachers resumed their work with continuous improvement protocols and process to address response to student behavior in their meetings in March.
- Teachers' aides had professional development with Chico Stonewall Alliance on creating inclusive and sensitive environments for LGBTQ+ people.

Legislative

- We will return to the CUSD Board Regular meeting in April to finish our charter renewal process.

Community

- The middle school students had a Book Faire with their teacher, Stacy, at Barnes and Nobles on March 8th and 9th to raise funds for their environmental camp trip while promoting the school in the community.
- Families enjoyed the Winter Wonderland Family Ball on Friday, February 28th. The event was well attended, and the kids and parents had a great time dancing.
- We had a school tour in March that led to the enrollment of five new students.
- Invitations went out to our TK/K Open House on April 2nd. All parents and guardians who filled an application were sent invitations in the mail, and local preschools were sent invitations and flyers to share with their families.
- The teachers have decided to participate in the Spring Jam event that will take place in 2oth Street Community Park and will involve a performance by Sherwood kids.
- Plans and preparations for the Endangered Species Faire and Procession of the Puppets have begun!

Safety

- Our new air conditioning unit was installed at 1010 Cleveland ahead of summer's heat.

SHERWOOD MONTESSORI

To: Board of Directors

From: Pat Casey, Business Manager

Subject: **Treasurer's Report**

Date: March 27,2025 Board Meeting

Bank statement reconciliation

- The Business Manager has verified that the beginning and ending cash balances on Sherwood's bank statement for the month of February 2025 reconciled with and matched those of the school's internal reports. The bank Ending Balance cash totaled $ 538,382.31 as of February 28,2025 for the checking account.
- The expenses in January were for the normal operating cost for the school.

Profit & Loss

The February 2025 Profit & Loss report shows a Net Income of $ -377,774, with added amounts of $ 61,982 for February LCF funds deposited in February 2025 along with $ 7,483 for ELOP, $ 1,538. The actual Net Income for February 2025 is $ -306,771, which means that the school is deficit spending (expense is greater than income).

Cash Flow

The school will end the year with a positive cash balance based on P2 ADA of 107. A Deferral Exemption request will be filed with BOCE which would mean the June apportionment check would not be delayed until August 2025.

Sherwood Montessori
Profit & Loss YTD Comparison
July 2024 through February 2025

	Jul '24 - Feb 25
Ordinary Income/Expense	
Income	
8000-Revenues	880,245
Total Income	880,245
Gross Profit	880,245
Expense	
1000 Certificated Salaries	429,356
2000 Classified Salaries	315,290
3000-Employee Benefits	227,398
4000-Books and Supplies	30,598
5000 Services/Other Op. Exp.	255,378
Total Expense	1,258,019
Net Ordinary Income	-377,774
Net Income	**-377,774**

Sherwood Montessori
Board of Directors - Vendor Payments Report
February 2025

Type	Date	Num	Name	Memo	Account	Amount
Check	02/01/2025	DBT	1 & 1 Internet Inc.	Internet hosting IONOS - 3MO....	Website, Hosting	54.00
Check	02/03/2025	7726	THE HARTFORD GROUP B...	INV 373192488794	3401-Health Benefits	29.25
Check	02/03/2025	DBT	Amazon.com	BATTERIES, LAMINATOR SH...	Office Supplies	33.02
Check	02/03/2025	DBT	Amazon.com	PAINT	ART-MUSIC	12.76
Check	02/03/2025	DBT	Amazon.com	GLUE	ART-MUSIC	11.46
Check	02/03/2025	DBT	Amazon.com	BRUSHES-ICE MACHINE	Office Supplies	9.73
Check	02/03/2025	EFT	COSTCO VISA CARD	THRU 15TH PURCHASES 20...	SHERWOOD COSTCO VISA	254.49
Check	02/03/2025	DBT	Chico U Lock It Self Storage	LOCKER RENTAL	5600-Rental/Leases/Repairs	130.00
Check	02/04/2025	EFT	Comcast 4454	SERVICE - 2025 JAN-FEB	Internet Service Provider	490.52
Check	02/04/2025	DBT	Amazon.com	WIGGLE STOOL	Instructional Supplies	59.53
Check	02/04/2025	DBT	Amazon.com	BULK LINED PAPER	Office Supplies	24.84
Check	02/04/2025	DBT	Costco	Snacks	Food (Instructional)	373.00
Check	02/04/2025	DBT	Pearson Education Inc.	TESTING	Instructional Supplies	55.00
Check	02/04/2025	DBT	Mendes Supply Co.	Clorox - towels - tissue	Custodial Supplies	129.74
Check	02/04/2025	DBT	Mendes Supply Co.	Clorox - towels - tissue	Custodial Supplies	383.34
Check	02/04/2025	DBT	University Box Office	TICKETS	Field Trips and Assemblies	256.00
Check	02/08/2025	DBT	USPS	MAILING	Postage	12.65
Check	02/10/2025	DBT	Amazon.com	BANDAIDS	Office Supplies	40.28
Check	02/10/2025	DBT	Amazon.com	SENSORY SAND	Instructional Supplies	14.88
Check	02/10/2025	DBT	Amazon.com	PENS	Office Supplies	16.23
Check	02/10/2025	DBT	AT&T	PREPAID CARD	Telephone, Landline	52.23
Check	02/11/2025	DBT	Amazon.com	STICKERS	Instructional Supplies	9.73
Check	02/12/2025	DBT	Square.com	SQUARE READER FOR MAG...	Office Supplies	10.83
Check	02/13/2025	DBT	Laser Printer Checks	CHECKS-ENVELOPES FOR QB	Office Supplies	112.72
Check	02/13/2025	9968	Chico Country Day	NURSE CONTRACT 24-25 IN...	Contracted Service	1,647.77
Check	02/14/2025	7727	Stacy .Gertz	ART SUPPLIES FOR WINTER...	ART-MUSIC	17.90
Check	02/14/2025	ACH	Macquarie Equipment Capital...	Kyocera Copier Lease 2025 F...	Copier Lease	223.00
Check	02/17/2025	7730	THE HARTFORD GROUP B...	INV 373191756849 - DECEM...	3401-Health Benefits	29.25
Check	02/17/2025	7730	THE HARTFORD GROUP B...	INV 373191715269 - JANUAR...	3401-Health Benefits	29.25
Check	02/17/2025	7730	THE HARTFORD GROUP B...	INV 373192867240 - FEBRUA...	3401-Health Benefits	29.25
Check	02/17/2025	7731	SARIAH PILANT	INTERN CONTRACT	Contracted Service	1,750.00
Check	02/18/2025	9969	Chico Country Day	NURSE CONTRACT 24-25 IN...	Contracted Service	1,647.77
Check	02/18/2025	DBT	Amazon.com	HOT PLATE	Instructional Supplies	34.63
Check	02/18/2025	DBT	Amazon.com	PENS	Office Supplies	24.89
Check	02/18/2025	DBT	Amazon.com	DRY ERASE MARKERS	Office Supplies	14.35
Check	02/18/2025	DBT	Amazon.com	BORAX	Instructional Supplies	16.23
Check	02/18/2025	DBT	Wufoo	SERVICE - 2025 FEBRUARY	Online List Management	19.00
Check	02/18/2025	ACH	CharterSAFE	BILLED PREMIUM - LIABILIT...	5400-Liability Insurance	2,653.00
Check	02/18/2025	ACH	CharterSAFE	BILLED PREMIUM - LIABILIT...	3601-Workers Comp	1,351.00
Check	02/20/2025	DBT	Amazon.com	PRONG PAPER FASTENERS	Office Supplies	10.81
Check	02/21/2025	DBT	Amazon.com	TODDLER WALKING ROPE	Instructional Supplies	77.91
Check	02/21/2025	DBT	Amazon.com	DRY ERASE MARKERS	Office Supplies	5.95
Check	02/21/2025	EFT	Comcast Business 9110	SERVICE - 2025 FEBRUARY	Telephone, Landline	200.24
Check	02/24/2025	DBT	Costco	PIZZA-WINTER BALL	Food - Meetings	64.63
Check	02/24/2025	DBT	Lowe's	FLOWERS	Facilities	6.45
Check	02/25/2025	7732	Chico Unified School District ...	FAC-25 00053	Other Rentals	480.00
Check	02/25/2025	DBT	Amazon.com	SNACK BAGS	Office Supplies	33.80
Check	02/25/2025	DBT	Amazon.com	KINETIC SAND, LABEL MAKER	Instructional Supplies	31.53
Check	02/25/2025	9971	CUSD	FUA INV25-00088 2025 JAN	CUSD FUA Charges	2,073.43
Check	02/26/2025	DBT	Amazon.com	TIMERS	Instructional Supplies	16.23
Check	02/26/2025	DBT	Costco	SNACKS	Food (Instructional)	497.57
Check	02/26/2025	DBT	USPS	POSTAGE	Postage	10.83
Check	02/26/2025	DBT	HWY 32 MINIMART	DRINKS-PBIS	Food - Meetings	2.60
Check	02/26/2025	DBT	GORDO BURRITO	FOOD PBIS MTG	Food - Meetings	35.13
Bill	02/28/2025	2024/2...	Pat Casey	CONTRACT SERVICE 2024-2...	Business Manager Services	5,000.00
TOTAL						**20,610.63**

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Local Control Accountability Plan (LCAP) Community Survey**

Date: March 27, 2025

SUMMARY

Each year, Sherwood community members and students are asked to fill a survey for LCAP planning purposes.

DISCUSSION

The LCAP is created annually for the following school year by collecting data from mulitple sources, including feedback from educational partners and students.

Sherwood has a core of questions it typically poses to its community and students for feedback to allow us to compare feedback over time. These cover the required areas to assess with community feedback. We also add new questions as needed, e.g.: during the pandemic we had questions about distance learning/in-person learning. The Student Surveys are consistent from year to year.

Please consider the questions and propose any that would capture additional data the Board would like to collect.

ACTION REQUESTED

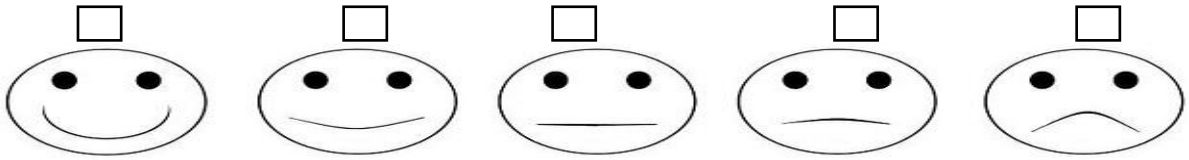
Discuss Community Survey and Student Survey questions.

Attachment: Surveys from the 2023-2024 school year that were used to inform the 2024-2025 LCAP.

For any "disagree" or "strongly disagree" responses, can you please explain why?

1. I am happy to be at this school.

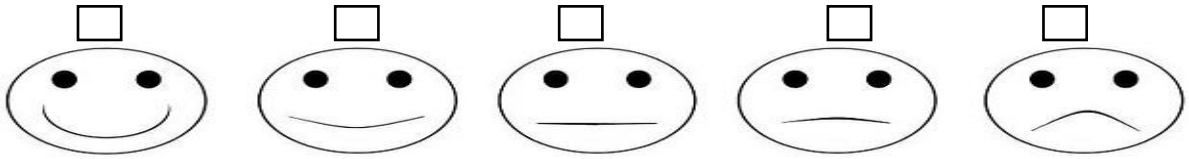
strongly agree | agree | neutral | disagree | strongly disagree



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2. I get to do interesting activities at school.

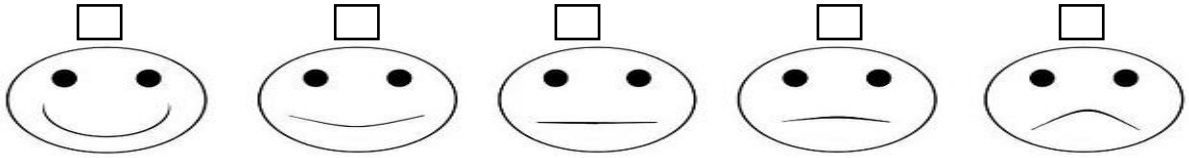
strongly agree | agree | neutral | disagree | strongly disagree



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3. I am learning a lot.

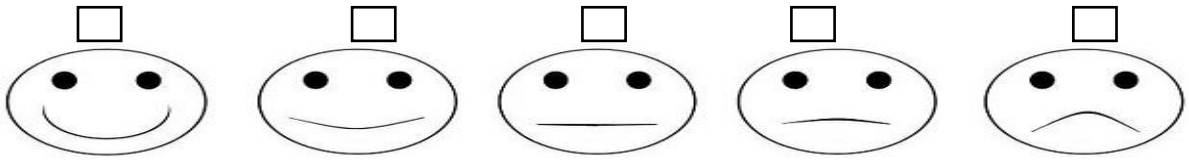
strongly agree | agree | neutral | disagree | strongly disagree



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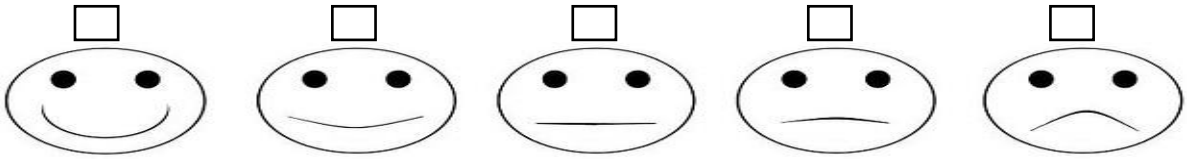
4. I feel I am part of the school community.

strongly agree | agree | neutral | disagree | strongly disagree



5. My teacher treats me with kindness and respect.

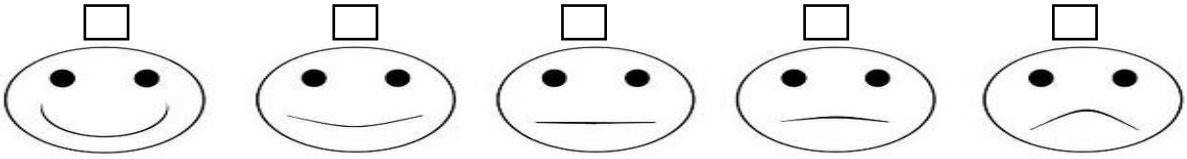
strongly agree agree neutral disagree strongly disagree



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6. The aides and other adults at school treat me with kindness and respect.

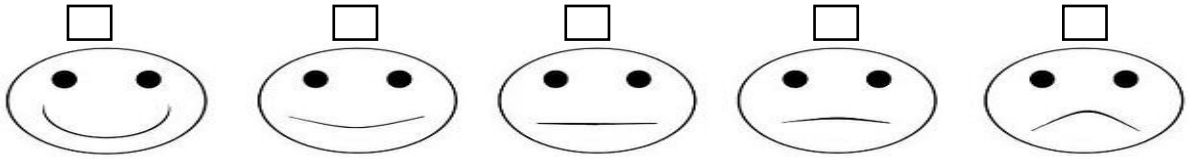
strongly agree agree neutral disagree strongly disagree



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7. The students at school treat me with kindness and respect.

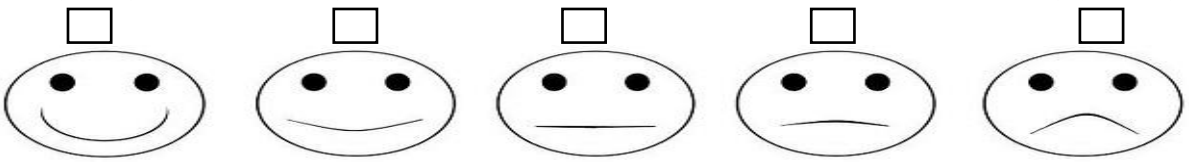
strongly agree agree neutral disagree strongly disagree



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8. The adults at school try to help students resolve conflicts with each other.

strongly agree agree neutral disagree strongly disagree



9. I feel safe at school.

strongly agree ☐  agree ☐  neutral ☐  disagree ☐  strongly disagree ☐ 

---

10. The school rules are fair and easy to understand.

strongly agree ☐  agree ☐  neutral ☐  disagree ☐  strongly disagree ☐ 

---

11. My work has the right amount of challenge.

strongly agree ☐  agree ☐  neutral ☐  disagree ☐  strongly disagree ☐ 

---

12. I have enjoyed my Enrichment classes (this is when you have a different teacher for a special subject on Tuesday and Wednesday afternoons)/

strongly agree ☐  agree ☐  neutral ☐  disagree ☐  strongly disagree ☐ 

Please share any other ideas you might have to improve Sherwood. Thanks for your feedback!

Community Survey:

Questions about Sherwood in General

How long have you been a member of the community?

0-1 year
2-4 years
More than 4 years
Perfer not to answer

Please rate your satisfaction with Sherwood in general for each of the following:

1. overall satisfaction
2. teachers at Sherwood
3. curriculum, in terms of Montessori authenticity
4. support given to struggling learners
5. support for students who need academic challenge
6. level of academic challenge
7. school's approach to discipline and conflict resolution using PBIS (Positive Behavior Interventions and Supports) * *Revision for 2024-2025: school's approach to discipline and conflict resolution using Positive Discipline*
8. students' emotional well-being at school
9. school climate in terms of respectfulness and inclusivity
10. I am given the opportunity by the school to make an impact in academic outcomes for my student/s

For any "less than satisfied" responses, can you please explain why?

What are you especially satisfied with from your experience with Sherwood Montessori? New question for this year*

We are always open to improving our program. Do you have any suggestions for ways the school could improve?

If you have a complaint about school, are you likely to bring it up to a teacher, staff member, or administration?

If you answered no, what could we do to make you feel more comfortable voicing your concerns?

Did you know that:

- The board of directors meetings are open to the community?

- During each board meeting there is an opportunity for public comment, including feedback about the school, concerns, complaints, compliments, and ideas?

- That board meetings are held monthly?

- That parents and teachers have an opportunity to vote for board members?

Did you know that:

- The SMPO, which stands for Sherwood Montessori Parents Organization, includes all teachers and parents (if you are a parent or guardian you are a member, no need to sign up or pay dues)?

- That parents are asked to volunteer 40 hours per school year per family, and that the Family Handbook includes a list of over 30 ways to volunteer?

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Second Interim Budget**

Date: March 27, 2025

SUMMARY

Business Manager Pat Casey has prepared the Second Interim Financial Report.

DISCUSSION

Second Interim Report reflects adjustments made considering spending patterns to project out for the remainder of the year.

ACTION REQUESTED

Adopt 2nd Interim Budget.

Attachment: 2nd Interim Budget

2024-25	FUNDING AT 107 ADA	FUNDING AT 107 ADA			FUNDS
					TIED TO STATE TAX COLLECTIONS
3/27/25 BOARD MEETING	115 Enroll. x 92% attendance	115 Enroll. x 92% attendance	CHANGE		
2ND INTERIM	2024-25 1ST INTERIM BUDGET	2024-25 2ND INTERIM BUDGET			
Revenue					
8011 Local Control Funding	*739,101*	*740,387*			
8012 Education Protection Act	*194,678*	*163,923*			
8096 In Lieu Taxes	*347,319*	*364,582*			
Subtotal LCFF Revenues	*1,281,098*	*1,268,892*	(12,206)	*0.23%*	1,268,892
8290 - TITLE I	**50,000**	**25,087**	(24,913)		
8181 - Spec. Educ.- SELPA Fed	15,000	15,540	540		
8311 - Spec. Educ. - SELPA State	95,000	92,266	(2,734)		
8312 - Spec. Educ. - SELPA ERMHS	10,000	8,659	(1,341)		
8550 - Mandates Block Grant	2,500	2,091	(409)		
8560 - State Lottery	25,000	35,000	10,000		
8590 - ELOP	***88,000***	***83,165***	(4,835)		
8590 - UPK - LCFF CALC	*20,000*	*32,001*	12,001		32,001
8590 - PROP 28 ART-MUSIC		*18,444*	18,444		-
8699 Other Local Revenue	3,000	17,000	14,000		
TOTAL REVENUES	**1,589,598**	**1,598,145**	8,547		*1,300,893*
Expense					
1000 Certificated Salaries	560,800	575,800		28%	
2000 Classified Salaries	560,031	546,698		28%	
3000 Employee Benefits	372,035	350,464		18%	
SUBTOTAL	***1,492,866***	***1,472,962***		**74%**	
4100 Texts and Core Curricula	500	500			
4200 Reference Materials	3,000	500			
4300 Materials and Supplies	36,800	43,587			
4400 NonCap Equipment	3,000	5,000			
4700 Food (Nutrition)	800	800			
SUBTOTAL	***44,100***	***50,387***		2%	
5200 Travel and Conferences	3,000	3,800			
5300 Dues and Memberships	4,000	3,500			
5400 Property/Liability Insurance	38,000	48,000		2%	
5500 Operations / Housekeeping	94,900	88,200		4%	
5600 Rentals, Leases, and Repairs	12,000	7,700			
5800 Prof. & Consulting Services	292,500	254,800		**14%**	
5900 Communications	42,600	36,900		2%	
SUBTOTAL	***487,000***	***442,900***		24%	
TOTAL EXPENDITURES	**2,023,966**	**1,966,249**	**185,482**	100%	
Net Income	***(434,368)***	***(368,104)***	**ADA Equiv.**	**-39**	
Restricted Funds - Prior Year					
Net Income - Unrestricted	**(434,368)**	**(368,104)**	**ADA Equiv.**	**-39**	
Unassigned/Unappropriated- NET ASSETS	**1,031,159**	**885,942**			
Net Unassigned/Unappropriated	**596,791**	**517,838**	657369		
Unassigned/Unappropriated - Yr End Proj..	**381,791**	**169,265**	**ADA Equiv.**	**14**	
Reserve - Economic Uncertainties	**120,000**	**120,000**	**Est. 1 mos. salary/benes.**		
Other Designations	**95,000**	**228,573**	**ADA Equiv.**	**11**	
Restricted Grant Funds		**39,293**			

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Extended Learning Opportunities Program Plan**

Date: March 27, 2025

SUMMARY

The CDE requires a plan with specific elements to be board approved for all LEAs receiving funds for and running an Extended Learning Opportunities Program.

DISCUSSION

Sherwood has participated in the ELOP since it began during COVID recovery. It requires that a participating LEA provide nine hours of learning opportunity for 175 days of school and an additional 30 days during intersession.

Previously, the school had a plan written on a template provided by our document service. We learned through the audit that the template had been updated and required more elements. The attached plan is written on the updated template.

ACTION REQUESTED

Approve ELOP Plan.

Attachment: ELOP Plan on approved template.

Expanded Learning Opportunities Program Plan Guide

Sherwood Montessori

This Program Plan Template Guide is required by California *Education Code* (*EC*) Section 46120(b)(2).

March 2025

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

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

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Sherwood Montessori, 1010 Cleveland Ave., Chico, CA
2.
3.
4.
5.
6.
7.
8.

Governing Board Approval Date:
Review/Revision Date:
Review/Revision Date:

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning":

Expanded Learning refers to before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [EC Section 8482.1(a).])

"Expanded Learning Opportunities":

Expanded Learning Opportunities has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (See [EC Section 46120(g)(1)]).

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at https://youth.gov/youth-topics/positive-youth-development.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE’s guidance that this Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and publicly posted on the LEA’s website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The program will operate on the school's campus at 1010 Cleveland Ave. Any excursions offsite will require a permission slip. A walking field trip permission slip will cover walking trips to the community parks in the neighborhood.

The school will use existing staff from the school year whenever possible. New hires will have online training with Vector Solutions and the recording of the all-staff training at the beginning of the school year. New hires will be given in-person training by the program lead.

The staffing ratio will be 10:1 or better.

Transportation will not be offered, but bus passes will be offered for unduplicated pupils who would like to attend but do not have transportation. Gas cards will be given for youth from low-income backgrounds or experiencing homelessness for transportation if needed.

Health records will be in the office for all enrolled students.

Incident reporting for injuries and behavior incidents will use the same recording documents as used during the school year.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

School employees who are familiar with the students already will be employed in the extended learning program. Staff are supported throughout the year with professional development on the following topics: Montessori method and classrooms, the role of a classified staff member in a Montessori school, responding to behavior, de-escalation and co-regulation, inclusive settings for LGBTQ+ youth, inclusive settings for nuerodiverse youth, supporting youth experiencing grief and the Nurtured Heart Approach.

2—Active and Engaged Learning

Explain how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The Extended Learning classroom is located in the school's library. In this environment, students have access to some Montessori materials as well as supplementary materials. They also have access to the library books, arts and crafts supplies, and an outdoor playground and learning area that includes a garden. There is also a teaching kitchen in which staff can lead cooking projects. The schedule for the program includes time for snacks and meals during summer program, as well as outdoor play and tutoring/learning time.

3—Skill Building

Detail how the program will provide opportunities for students to experience skill building.

Academic skills are built during the tutoring/learning scheduled time. During the summer program, a reading program is also incorporated. Social emotional learning is addressed with teaching and reteaching expectations and supporting students with restorative conferences when conflict arises. Art, music and craft are taught as well as outdoor games and sports.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

Sherwood's Extended Learning Program is open to students in grades TK-8. Parts of the days' scheduling includes time when groups are divided by age, but each day also includes time when the group is multi-age. Following the Montessori philosophy, leadership is encouraged both in elders mentoring youngers and with experts of any age supporting peers who are learning a skill. These leadership opportunities are fostered authentically in our multi-age classrooms during the school day and naturally conitnue in the Extended Learning program. Likewise, Montessori students are given agency in their learning during the school day and are encouraged to diplomatically

and using Grace and Courtesy advocate for their preferences. Evaluatory discourse is encouraged in all Montessori school settings, including the Extended Learning Program, and students are encoraged to respectfully give their feedback to adults with whom they work.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

The school will provide healthy snacks and lunches for students who do not have snack or lunch from home. When CUSD Nutrition program is operating, those resources will be utilized, but if the schedules do not allow, Sherwood will provide nutritious snacks and lunches. Students will have outdoor (weather permitting) and physical activity time daily. In summer program, extreme heat will be considered and physical activity will be in the morning hours or will involve a walk to the water park down the street.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Include how the ELO-P will provide access for students with disabilities.

The ELO-P is an extension of the Montessori model, which addresses cultural and lignustic diversity in its design as well as inclusion of students with disabilities. The program also employs diverse staff members.

7—Quality Staff

Staff Engagement

Detail how the program will provide opportunities for students to engage with quality staff.

School employees will be employed in the extended learning program. Staff are supported throughout the year with professional development on a variety of topics previously addressed in item #1.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

QUALIFICATIONS:

KNOWLEDGE OF:

1. Experience with, knowledge of, or interest in the Montessori method of education.

2. Techniques and methods of supporting learning experiences of children and youth.

3. Child and youth learning activities, such as academic achievement, educational enrichment, visual/performing arts, health/nutrition, technology, sports/recreation, and cultural groups and events.

4. Techniques and methods of student supervision and behavior management.

5. Cultural and physical differences and needs of children in assigned activities.

6. Basic computer and technology applications.

7. English usage, spelling, and writing.

8. Elementary and middle school levels of math and science curriculum and tutoring strategies.

All employees must pass a background check, TB check and be eligible for school employment. Maintaining staffing ratios of 10:1 or better has been achievable with staff members and substitutes who have the same qualifications.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

School employees who are familiar with the students already will be employed in the extended learning program. Staff are supported throughout the year with professional development on the following topics: Montessori method and classrooms, the role of a classified staff member in a Montessori school, responding to behavior, de-escalation and co-regulation, inclusive settings for LGBTQ+ youth, inclusive settings for nuerodiverse youth, supporting youth experiencing grief and the Nurtured Heart Approach.

8—Clear Vision, Mission, and Purpose

Explain the program's clear vision, mission, and purpose.

The Extended Learning Program's Mission:

Extended Day is dedicated to providing children with a safe, joyful, and enriching Before/After School Program. We are committed to the Sherwood Montessori Mission Statement of engaging within the context of mutual respect and joy, engaging in critical thinking, fostering empathy, and advocating for skillful problem solving. We work within the core values of Sherwood Montessori emphasizing mutual respect, honesty, and courtesy in our interactions with each other and children. Our aim is to expand their understanding of these core values beyond the classroom and into our Extended Day program.

Extended Day strives to provide an environment for children to play, work, and collaborate with each other. Each day children can participate in eating a healthy snack, guided activities, homework help, outdoor and indoor free play, reading assistance, engaging conversation and outdoor games.

Extended Day strives to employ staff who are passionate about Maria Montessori's philosophy and will apply firm standards of contact by emphasizing mutual respect, honesty, grace and courtesy at all times - with each other, the children we serve, and the families of Sherwood Montessori.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

Sherwood has used community surveys annually to develop its LCAP and all parents, family member, teachers, staff and community members are asked to evaluate their experiences and give input regarding what they would like to see in terms of school improvement. Student surveys are also given with questions tailored for their experiences. Focus group members analyze the data and prepare a presentation for public meetings of the board of directors. A draft of the plan is vetted at the public meetings and the final plan is posted on the school's website.

Included in recent years' survey were questions to assess interest in participating in an after school tutoring program. As parents' responses indicated an interest, this plan addressed an after school tutoring program. Parents have expressed interest in and participated in a summer program, so this plan also addresses a summer program, child care, healthy snacks, and training for staff.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

Community members are invited to give feedback in the LCAP survey. The LEA has communication with Chico Area Recreation Department (CARD) regarding use of their parks which are used by the Extended Learning Program. Sherwood is not a Community School. Sherwood uses MTSS and shares relevant data with ELOP staff.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

Social-emotional (SEL) competencies in ELOP are taught as an extension of the SEL competencies taught in the school day. ELOP staff are familiar with these lessons, the values they strive to instill, and the strategies used to teach them as they are employed by the school during the school day and have access to the professional development described previously. The ELOP program lead communicates with parents and the school director about relevant data, i.e. observable behavior.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

https://docs.google.com/document/d/1JAf9-wSlmmHVBIInkeP2lAbN69sL2x8gSVB_mfBOYR4/edit?usp=sharing

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program[3]. How does this budget reflect the needs of students and families within the community?

The budget for the program covers salary and benefits for the staff, the cost of healthy snacks, and a materials budget. Revenue sources include ELOP allocation and the school's general fund.

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

The LEA will properly implement all requirements of the program through communication from the CDE to the school director who will dissemenate the information to the program lead and relevant staff.

[1] (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

[2] (California School Accounting Manual (CSAM) Procedure 905; Education Code (*EC*) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

[3] (*EC* 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B]

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? ☐ Yes ☒ No

Do you have a 21st CCLC Grant? ☐ Yes ☒ No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (See [EC Section 46120(b)(2)(D)]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

ELOP staff are familiar with the younger students, their curriculum and program, and ways to support them by being regular employees of the school who access professional development previously described.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

The school uses Parent Square, an app which offers translation. The school also has staff who speak Spanish. Transportation is addressed in section 1. More transportation solutions will be provided should the state decide to fund transportation for charter schools.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be

a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

ELOP does not take field trips during the school year due to the differing after school schedules of families. During summer, the program takes walking field trips to the local parks for physical education and to a local bookstore as a culminating event in the summer reading program. The knowledge and skills students will develop are reading skills and knowledge gleaned from reading for the bookstore trip and physical skills for trips to parks. Anticipated dates will be in June and July and the duration will be two to three hours. Grade levels will depend on who signs up in grades TK-8. All policies and procedures related to field trips will be followed (signed permission slips, 10:1 or better supervision).

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

No fees are collected for the ELO-P that runs during the school year. Unduplicated pupils will not be charged for summer program. A fee will be charged for any students who are not designated as unduplicated pupils and families may apply for a discount.

Sample Program Schedule- Regular Schoolday

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

Additional Legal Requirements

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

Operations, Sites, ELO Program Plan, Family Fees, Ratio
***EC* Section 46120(b)(2):**

> Local educational agencies operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:
>
> (A) The department's guidance.
>
> (B) Section 8482.6.
>
> (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
>
> (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

Regular Schooldays and Hours
EC Section 46120(b)(1)(A):

> On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours
EC Section 46120(b)(1)(B):

> (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
>
> (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites
***EC* Section 46120(b)(3):**

> Local educational agencies shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunity programs across their attendance area.

Grades Served
***EC* Section 46120(b)(4):**

> Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners
EC Section 46120(b)(6):

> Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunity programs offered across their attendance areas.

Audit
EC Section 46120(c)(1):

> Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals
EC Section 8482.3(d)(1-2):

> (A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
>
> (B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale
EC Section 46120(b)(5):

> Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio
***EC* sections 8483.4(a) and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

Program Components
***EC* Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Third Party Notifications
***EC* Section 8483.4(b-d):**

(A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).

(B) For purposes of this section, an “event” includes any of the following:

(1) Death of a child from any cause.
(2) Any injury to a child that requires medical treatment.
(3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
(4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
(5) Epidemic outbreaks.

(6) Poisonings.
(7) Fires or explosions that occur in or on the premises.
(8) Exposure to toxic substances.
(9) The arrest of an employee of the third party.

(C) Any other event as specified by the local educational agency.

When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.

SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Date/Time: **Thursday, April 17, 2025 – 6:00 p.m.**
Location: 1017 E. 16th St., Room 1, Chico, CA 95928

AGENDA

A. CALL TO ORDER (6:00)

A.1 Land Acknowledgement

Sherwood Montessori acknowledges that we are on the unceded ancestral homeland of the Mechoopda people. Dr. Maria Montessori said: "We shall walk together on this path of life, for all things are part of the universe and are connected with each other to form one whole unity." As Montessori educators, we recognize that the Mechoopda people are the experts on the way to walk on the path of life here, with respect, gratitude and responsibility for the land, flora, fauna, waters, and air of this place. We extend our respects to the Mechoopda ancestors, elders, and all their relations in affirming their sovereign rights.

A.2 Roll Call Tina Hanson-Lewis, Sam Lawson, Maria Santori, Dinah Weller, Holly Sisk

B. CONSENT AGENDA (6:05)

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, March 27, 2025.

B.2 Audit Engagement Consider approval of a one year contract for the annual financial audit.

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

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

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS (6:20)

E.1 Items Removed from Consent (If any)

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

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

E.2.1 School Director Report
E.2.2 Treasurer Report
E.2.3 Instructional Staff Report

E.3 Action Items (6:40)

E.3.1 Measure K Proposal: Air Conditioning Overage Consider approval of having overage come from Measure K allocation instead of general fund.
Action Requested: Approve proposal.

E.3.2 Measure K Proposal: Security Cameras Consider approval of Measure K spending proposal for security cameras.
Action Requested: Approve proposal.

E.4 Board Governance (7:10)
E.4.1 Elections Committee Update The Elections Committee will update the Board on recruitment efforts.

F. FUTURE AGENDA ITEMS (7:20)
The Board will be asked to discuss the 2025-2026 Local Control Accountability Plan (LCAP) and adopt the LCAP at a subsequent meeting before June 30. The Board will receive an update on Board Elections.

G. CLOSED SESSION (7:25)
G.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.

H. ADJOURNMENT (7:35)

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.

Sherwood Montessori Board of Directors
Regular Meeting, March 27, 2025
Meeting Minutes

A. Call to Order - Meeting started: 6:11pm
  A.1 Land acknowledgement
  A.2 Roll Call: Tina Lewis, Samantha Lawson, Holly Sisk, Maria Santoni
B. Consent Agenda
  B.1 Minutes Approval
  - Sam moves to approve, Holly seconds, unanimous approval
  B.2 Audit Accepted
  - Questions were asked to Michelle and Pat about the findings. They explained that they were circumstantial and will not be recurring issues.
  - Sam moves to approve, Maria seconds, unanimous approval
C. Public Comment - None
D. Noticed Public Hearings - None
E. Regular Business
  E.1 Items removed from consent - none
    E.2.1 School Director Report
    -Enrollment = 127 with 129 on Monday
    -CUSD Board meeting will ne on Wednesday April 16th at 6pm at Merigold
    - Board is encouraged to attend
  E.2.2 Treasurer's Report
    -A lot of numbers were asked about and explained, the general take away was Pat was saying the school is doing a bit better than he thought we would be 2-3 months ago but it is not in the clear yet. ADA needs to go up a bit more before he feels more comfortable.
  E.3 Action Items
    E.3.1 Community Surveys
    -Suggestions about question rewording/additions were given
    E.3.2 Adoption of Second Interim Budget
    - Maria moves to approve, Holly seconds, unanimous approval
    E.3.3 Extended Learning Opportunities Program Plan Approval
    -Clarifying questions were asked about acronyms and state reimbursements
    -Sam motioned to approve, Holly seconded, unanimous approval
  E.4 Board Governance
  - E.4.1 Elections Committee Update
  - Timeline (general) : Vote in May 22nd meeting so need elections by May 15ht so need to start elections May 8th which puts call for nominations at May 1st.
F. Closed Session
  F.1: Action: None
G. Adjournment: 7:40pm

April 4, 2025

Ms. Michelle Yezbick
Sherwood Montessori
1010 Cleveland Avenue
Chico, CA 95928

55 Independence Circle, Suite 102
Chico, CA 95973
530.588.7427

Dear Michelle:

The following represents our understanding of the services we will provide Sherwood Montessori (the Charter School).

You have requested that we audit the basic financial statements of the Charter School, which comprise the statements of financial position as of June 30, 2025; the related statement of activities and cash flows for the year then ended; and the related notes to the financial statements. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter.

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS) and *Government Auditing Standards*, will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

The following supplementary information will be presented for purposes of additional analysis and is not a required part of the financial statements. Such information, which is the responsibility of management, will be subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with U.S. GAAS. Our auditors' report will provide an opinion on the supplementary information in relation to the financial statements as a whole:

- Schedule of Average Daily Attendance
- Schedule of Instructional Time

The Local Educational Agency Organization Structure will also accompany the Charter School's financial statements as other information. The other information will not be subjected to the auditing procedures applied in our audit of the financial statements. Our responsibility is to read the other information and consider whether a material inconsistency exits between the other information and the financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement to the other information exists, we are required to describe it in our report. Our opinion on the financial statements will not cover the other information, and we will not express an opinion or any form of assurance thereon.

Auditor Responsibilities

We will conduct our audit in accordance with U.S. GAAS, the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States of America, and the *Guide for Annual Audits of K-12 Local Educational Agencies and State Compliance Reporting,* issued by the Education Audit Appeals Panel. As part of an audit in accordance with these standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- Conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Charter School's ability to continue as a going concern for a reasonable period of time.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements or noncompliance may not be detected exists, even though the audit is properly planned and performed in accordance with U.S. GAAS, *Government Auditing Standards,* issued by the Comptroller General of the United States of America, and the *Guide for Annual Audits of K-12 Local Educational Agencies and State Compliance Reporting*, issued by the Education Audit Appeals Panel. Please note that the determination of abuse is subjective and *Government Auditing Standards* does not require auditors to detect abuse.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any other periods.

Compliance with Laws and Regulations

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the Charter School's compliance with certain provisions of laws, regulations, contracts, and grants that could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions is not an objective of our audit, and accordingly, we will not express such an opinion, except as noted in this letter related to certain provisions of state compliance.

Management Responsibilities

Our audit will be conducted on the basis that management acknowledge and understand that they have responsibility:

1. For the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP);
2. For the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to error, fraudulent financial reporting, misappropriation of assets, or violations of laws, governmental regulations, grant agreements, or contractual agreements;
3. To provide us with:
    a. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters;
    b. Additional information that we may request from management for the purpose of the audit;
    c. Unrestricted access to persons within the Charter School from whom we determine it necessary to obtain audit evidence.
4. For including the auditors' report in any document containing financial statements that indicates that such financial statements have been audited by us;

5. For identifying and ensuring that the Charter School complies with the laws and regulations applicable to its activities;
6. For adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the current period under audit are immaterial, both individually and in the aggregate, to the financial statements as a whole;
7. For acceptance of nonattest services, including identifying the proper party to oversee nonattest work;
8. For maintaining adequate records, selecting and applying accounting principles, and safeguarding assets;
9. For informing us of any known or suspected fraud affecting the Charter School involving management, employees with a significant role in internal control and others where fraud could have a material effect on the financials;
10. For the accuracy and completeness of all information provided;
11. For taking reasonable measures to safeguard protected personally identifiable and other sensitive information; and
12. For confirming your understanding of your responsibilities as defined in this letter to us in your management representation letter.

With regard to the supplementary and information (the information) referred to above, you acknowledge and understand your responsibility: (a) for the preparation of the information in accordance with the applicable criteria; (b) to provide us with the appropriate written representations regarding information; (c) to include our report on the information in any document that contains the information and that indicates that we have reported on such information; and (d) to present the information with the audited financial statements, or if the information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the information no later than the date of issuance by you of the information and our report thereon.

As part of our audit process, we will request from management written confirmation concerning representations made to us in connection with the audit.

Nonattest Services

With respect to any nonattest services we perform, we agree to perform the following:

- Assist with financial statement drafting, including the notes to the financial statements and supplementary/other information.
- Update the depreciation schedule based on client-provided data.
- Prepare the California and federal organizational returns.

With respect to any nonattest services we perform, we will not assume management responsibilities on behalf of the Charter School. However, we will provide advice and recommendations to assist the Charter School's management in performing its responsibilities. The Charter School's management is responsible for: (a) making all management decisions and performing all management functions; (b) assigning a competent individual to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) designing, implementing, and maintaining the system of internal control, including the process used to monitor the system of internal control. *Government Auditing Standards* require that we document an assessment of the skills, knowledge, and experience of management, should we participate in any form of preparation of the basic financial statements and related schedules or disclosures as these actions are deemed a nonattest service.

Our responsibilities and limitations of the nonattest services are as follows:

- We will perform the services in accordance with applicable professional standards, including the Statements on Standards for Accounting and Review Services, the Statement on Standards for Consulting Services, and the Statements on Standards for Tax Services.

- The nonattest services are limited to those previously outlined. We, in our sole professional judgment, reserve the right to refuse to do any procedure or take any action that could be construed as making management decisions or assuming management responsibilities.

Reporting

We will issue a written report upon completion of our audit of the Charter School's basic financial statements. Our report will be addressed to the Board of Directors of the Charter School. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of the circumstances, it may be necessary for us to modify our opinion, add an emphasis-of-matter or other-matter paragraph(s) to our auditors' report, or if necessary, withdraw from the engagement. If our opinion on the basic financial statements is other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express an opinion or to issue a report as a result of the engagement.

In accordance with the requirements of *Government Auditing Standards*, we will also issue a written report describing the scope of our testing of internal control over financial reporting and over compliance with laws, regulations, and provisions of grants and contracts, including the results of that testing. However, providing an opinion on internal control and compliance will not be an objective of the audit and, therefore, no such opinion will be expressed.

In accordance with the *Guide for Annual Audits of K-12 Local Educational Agencies and State Compliance Reporting,* we will also issue a written report that will include an opinion or disclaimer of opinion regarding the Charter School's compliance with the state compliance requirements described in the *Guide for Annual Audits of K-12 Local Educational Agencies and State Compliance Reporting.* We will also issue a written report describing the scope of our testing over internal control over state compliance, including the results of that testing. However, providing an opinion on internal control over state compliance will not be an objective of the audit and, therefore, no such opinion will be expressed.

Other

If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

Professional standards prohibit us from being the sole host and/or the sole storage for your financial and non-financial data. As such, it is your responsibility to maintain your original data and records and we cannot be responsible to maintain such original information. By signing this engagement letter, you affirm that you have all the data and records required to make your books and records complete.

Provisions of Engagement Administration, Timing, and Fees

During the course of the engagement, we may communicate with you or your personnel via fax or e-mail, and you should be aware that communication in those mediums contains a risk of misdirected or intercepted communications.

The timing of our audit will be scheduled for performance and completion as follows:

	Begin	*Complete*
Document internal control and preliminary tests	July	September
Mail confirmations	July	September
Perform year-end audit procedures	September	November
Issue audit report	By December 15	December 15

Delays in receipt of items requested for the audit or other unexpected circumstances may result in delays to the estimated timeline.

In accordance with our document retention and destruction policy, the documentation related to this engagement will be retained for eight years.

We may from time to time, and depending on the circumstances, use certain third-party service providers in serving your account. This may include the use of a third-party portal to facilitate the transfer of potentially confidential information. We may also share confidential information about you with these service providers, but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. By your signature below, you consent to having confidential information transmitted to entities outside the firm. Please feel free to inquire if you would like additional information regarding the transmission of confidential information to entities outside the firm.

Joy L. McNulty is the engagement partner for the audit services specified in this letter. Her responsibilities include supervising Horton McNulty & Saeteurn, LLP's services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report.

Our fees are based on the amount of time required at various levels of responsibility, plus actual out-of-pocket expenses. Our gross fee, including expenses, will not exceed the following for the fiscal year indicated:

2024-25	$14,100

The fee estimate is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered while performing the work. We understand that you will provide us with all financial records and related information required for our audit and that you are responsible for the accuracy and completeness of that information. We will provide you with lists of information and various forms that can be used to provide us with the financial records and related information required for our audit. You will be obligated to compensate us at the average hourly rates included below for all time expended by us as a result of unexpected circumstances which may include but are not limited to: the issuance of new long-term debt; acquisition or construction of significant new capital assets; implementing new attendance programs; receiving new awards subject to state compliance testing; audit findings; and adjusting the financial statements for inaccurate or incomplete amounts recorded in the general ledger or unaudited actual financial reports. Your employees will prepare all confirmations we request and will locate any documents or invoices selected by us for testing. As part of our audit process, we may request written representations from your attorneys, and they may bill you for responding.

Whenever possible, we will attempt to use Charter School's personnel to assist in the preparation of schedules and analyses of accounts. This effort could substantially reduce our time requirements and facilitate the timely conclusion of the audit.

Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. A late payment fee of 1.5% per month will be added to all overdue balances over 30 days. In accordance with our firm policies, work may be suspended if your account becomes 30 days or more overdue and will not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report. You will be obligated to compensate us for all charges and to reimburse us for all out-of-pocket expenditures through the date of termination.

We will also prepare the Charter School's federal Form 990 and related state returns for the fiscal year ending June 30, 2025. The fee for tax return preparation will not exceed $1,800 for each fiscal year, which may be adjusted for inflation based on the U.S. Bureau of Labor Statistics 12-month reading noted above.

In accordance with the provisions of *California Education Code*, Section 14505, 10% of the audit fee will be withheld until the State Controller certified that the audit report conforms to the reporting provisions of subdivision (a) of Section 14503. In addition, 50% of the audit fee for any subsequent year of a multiyear contract will be withheld if the prior year's audit report was not certified as conforming to the provisions of subdivision (a) of Section 14503. Any multi-year contract will become null and void if the firm is deemed ineligible pursuant to subdivision (c) of Section 41020.5.

All audit requirements included in the July 1, 2024, audit guide published by the Education Audit Appeals Panel, *Guide for Annual Audits of K-12 Local Educational Agencies and State Compliance Reporting*, have been incorporated in the above fees. In the event that any additional services may be requested by the Charter School or required by *Guide for Annual Audits of K-12 Local Educational Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel subsequent to July 1, 2024, those services will be billed to the Charter School at $235 per hour for 2024-25

The above fees do not include the presentation of the audit report at the Charter School's board meeting. Should you desire a presentation, you will be obligated to compensate us at the above rate for the time to prepare for and attend the board meeting. Travel time will be charged at $130 per hour. You will also be obligated to reimburse us for any travel expenses.

Comprehensive reporting requires adequate planning and preparation by Charter School personnel to ensure that all necessary information is accurately and thoroughly compiled prior to the beginning of audit fieldwork. We recommend that Charter School personnel responsible for preparing for the audit develop a comprehensive list of all tasks required to be completed prior to and following the fiscal year-end and that Charter School management monitor a timeline of deadlines to verify that the Charter School is prepared for the arrival of the auditors. If scheduled timelines are not adhered to and/or inaccurate or incomplete records are provided, we reserve the option to bill for the additional time involved in completing your audit. Should this become necessary, additional fees will be discussed with you in advance.

Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

During the course of the audit we may observe opportunities for economy in, or improved controls over, your operations. We will bring such matters to the attention of the appropriate level of management, either orally or in writing.

You agree to inform us of facts that may affect the financial statements of which you may become aware during the period from the date of the auditors' report to the date the financial statements are issued.

The audit documentation for this engagement is the property of Horton McNulty & Saeteurn, LLP and constitutes confidential information. However, we may be requested to make certain audit documentation available to the California State Controller's Office or the U.S. Government Accountability Office pursuant to authority given to it by law or regulation, or to peer reviewers. If requested, access to such audit documentation will be provided under the supervision of Horton McNulty & Saeteurn, LLP, LLP's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies.

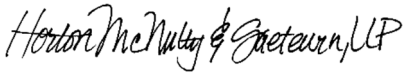
In accordance with the requirements of *Government Auditing Standards*, we have attached a copy of our latest external peer review report of our firm for your consideration and files.

You agree to release, indemnify, defend, and hold us harmless from any liability or costs, including attorney's fees, resulting from management's knowing misrepresentations to us. This agreement is binding upon, and inures to the benefit of, the parties and their respective permitted successors and assigns.

Please sign and return this engagement letter to indicate your acknowledgement of, and agreement with, the arrangements for our audit of the financial statements including our respective responsibilities.

We appreciate the opportunity to be your financial statement auditors and look forward to working with you and your staff.

Very truly yours,



Horton McNulty & Saeteurn, LLP

Acknowledged:
This letter correctly sets forth the understanding of Sherwood Montessori.

_____
Signature

_____
Title

_____
Date

THE RBH GROUP LLC
CERTIFIED PUBLIC ACCOUNTANTS

Report on the Firm's System of Quality Control

To the Partners of
Horton McNulty & Saeteurn, LLP
and the Peer Review Committee of the California Society of CPAs

We have reviewed the system of quality control for the accounting and auditing practice of Horton McNulty & Saeteurn, LLP (the firm) in effect for the year ended March 31, 2023. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported on in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The firm is responsible for designing and complying with a system of quality control to provide the firm with reasonable assurance of performing and reporting in conformity with the requirements of applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with the requirements of applicable professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of and compliance with the firm's system of quality control based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under *Government Auditing Standards*, and compliance audits under the Single Audit Act.

As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Horton McNulty & Saeteurn, LLP in effect for the year ended March 31, 2023, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Horton McNulty & Saeteurn, LLP has received a peer review rating of *pass*.

The RBH Group, LLC

June 19, 2023

SHERWOOD MONTESSORI

MEMORANDUM

To:	Board of Directors
From:	Michelle Yezbick, School Director
Subject:	**School Director Report**
Date:	April 17, 2025

Administrative

- Updated enrollment will be reported at the meeting.
- Ten of our middle school students attended camp in Cazadero, California with their teacher, Stacy, and two parent chaperons. Five chose not to attend this year.
- We have hired a new teacher's aide and are now fully staffed.

Legislative

- CUSD Staff has recommended approval of Sherwood's charter, we will know on April 16 if the CUSD Board will vote in accordance with the recommendation.

Community

- Our Community Survey for the LCAP input has been published in the School Announcements and we are now receiving input.
- Our TK/K Open House had a very small turnout, which was disappointing.
- Parent Teacher Conferences were conducted the week of April 7th.
- Our annual Variety Show will be at the end of the month on April 25th.
- Kids have been building puppets for the Endangered Species Faire which will be at the Downtown City Plaza on Saturday, April 26th.

Student Achievement Data

The following slides present student achievement data that is publicly available from the California Department of Education, although tricky to find! **Link here to the public data**

The state uses a student's score from 2023 CAASPP test to empirically establish an expected growth target for that student in 2024. Based on the student's observed growth relative to that expectation, they are given a growth score. A score of 0 indicates the student has met their expected growth target. Positive scores indicate a student exceeded their growth target, while negative scores indicate a student failed to meet expected growth.

These scores are then averaged up to the school and district levels for all applicable student groups to provide an aggregate growth score.

I have previously presented growth data from Star Renaissance ELA and math, these data are from the summative standardized assessment data, the CAASPP (California Assessment of Student Performance and Progress).

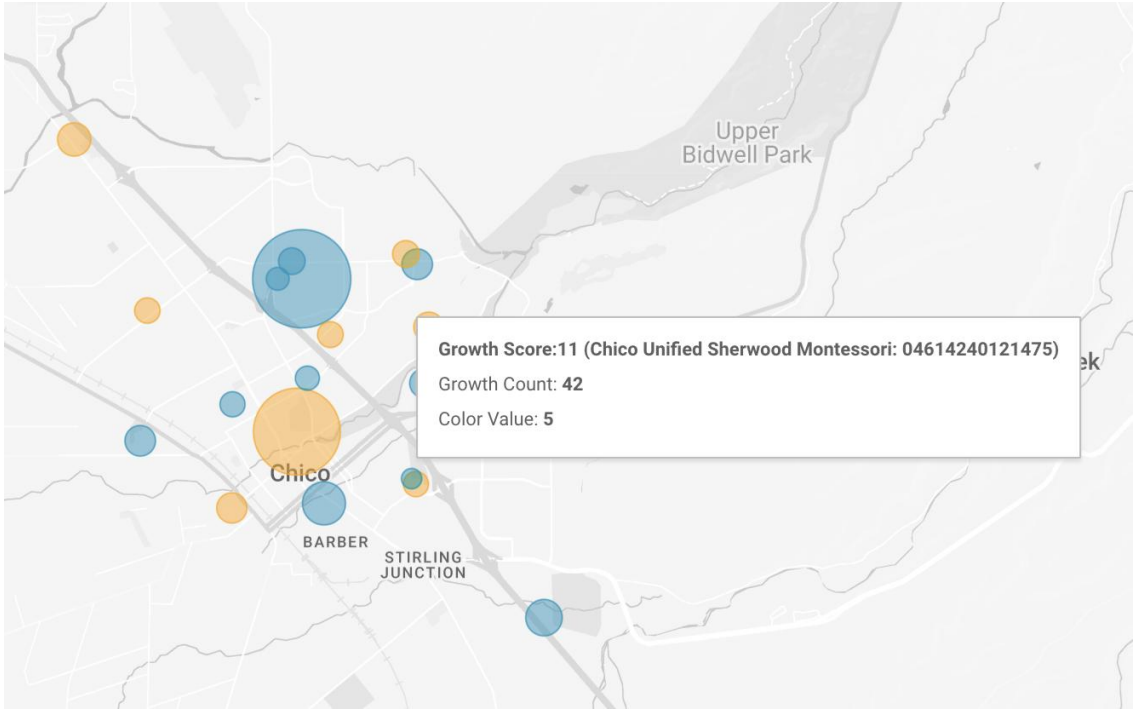
Sherwood's average growth score for ELA is 11 and for math is 8. Our equity reports show that white students are making typical rates of growth, while students who are socioeconomically disadvantaged and students with disabilities are exceeding expected rates of growth.

The maps attached here were created by our partners at Parsec Education. Schools shown in blue are meeting or exceeding expected growth, and schools shown in orange are not meeting expected growth targets on average. The size of the circle indicates enrollment size.

The next two slides show how Sherwood compares to CUSD, Butte County, and the State of California on Distance from Standard for ELA and math for all students, socioeconomically disadvantaged students, students with disabilities, white students, and students from two or more races.

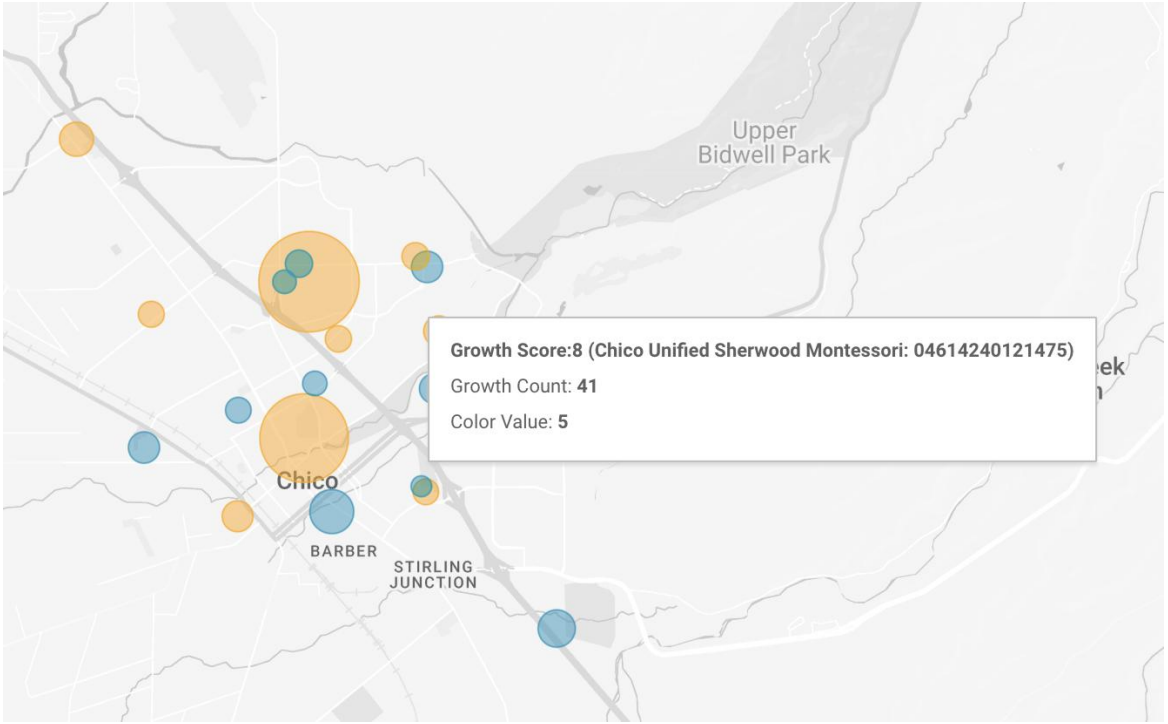
The final two slides show how Sherwood compares to CUSD, Butte County, and the State of California with chronic absenteeism and suspension rates for all students, socioeconomically disadvantaged students, students with disabilities, white students, and students from two or more races.

CA Growth - Sherwood Montessori ELA



On average, students at Sherwood Montessori students exceeded their expected growth target for ELA by 11 points.

CA Growth - Sherwood Montessori Math

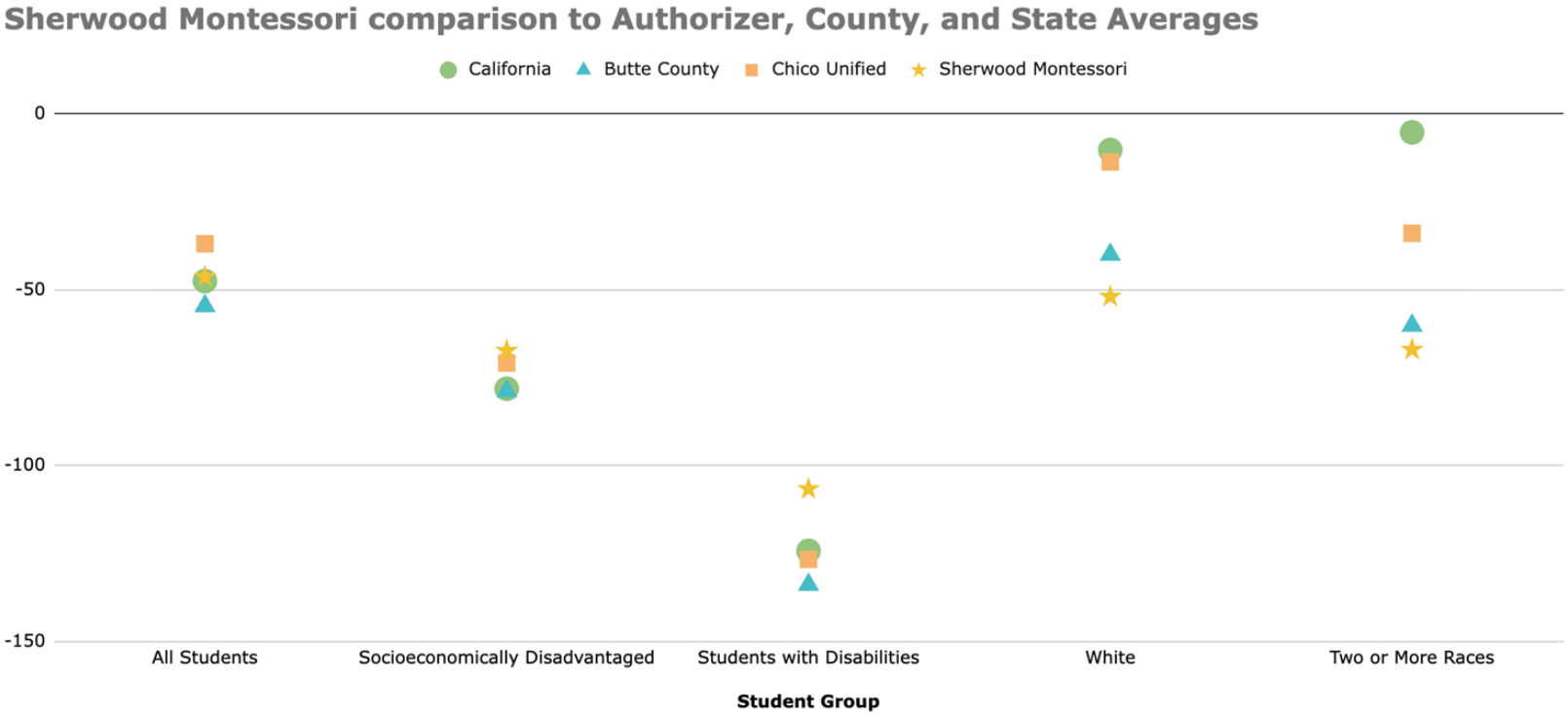


On average, students at Sherwood Montessori students exceeded their expected growth target in Math by 8 points.

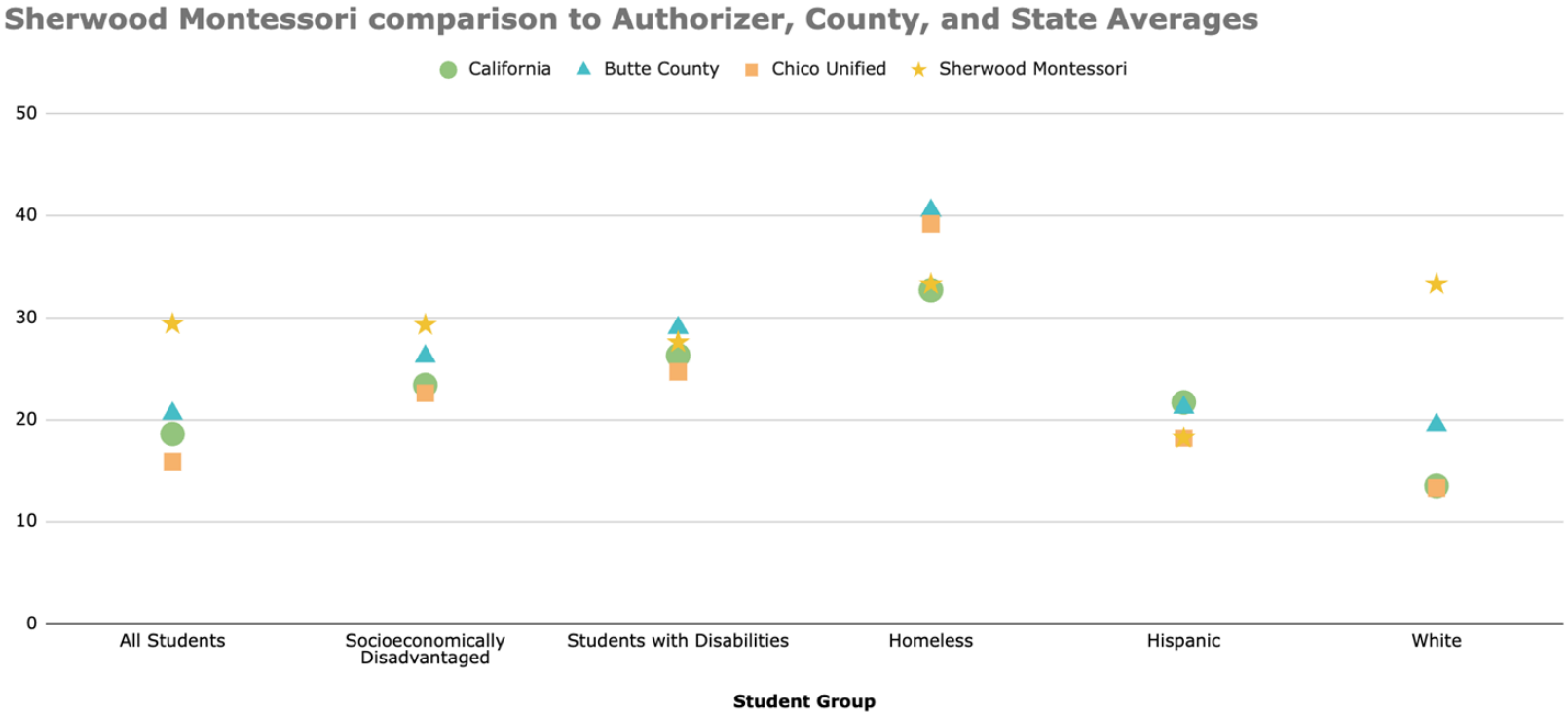
ELA


Sherwood Montessori comparison to Authorizer, County, and State Averages
California
Butte County
Chico Unified
Sherwood Montessori
50
0
-50
-100
-150
All Students
Socioeconomically Disadvantaged
Students with Disabilities
White
Two or More Races
Student Group

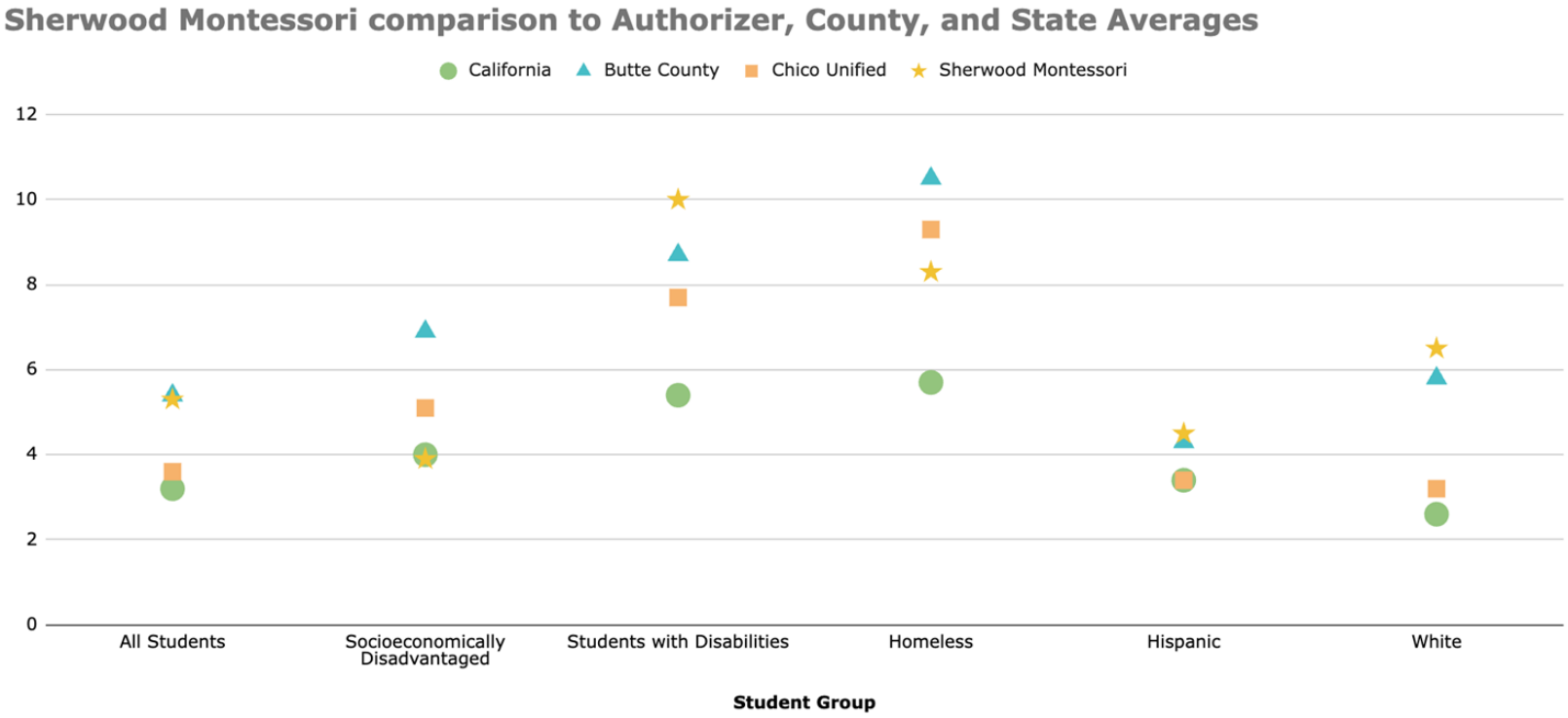
Math


Sherwood Montessori comparison to Authorizer, County, and State Averages
California
Butte County
Chico Unified
Sherwood Montessori
0
-50
-100
-150
All Students
Socioeconomically Disadvantaged
Students with Disabilities
White
Two or More Races
Student Group

Chronic Absenteeism



Suspension Rate



SHERWOOD MONTESSORI

To: Board of Directors

From: Pat Casey, Business Manager

Subject: **Treasurer's Report**

Date: April 17,2025 Board Meeting

Bank statement reconciliation

- The Business Manager has verified that the beginning and ending cash balances on Sherwood's bank statement for the month of March 2025 reconciled with and matched those of the school's internal reports. The bank Ending Balance (cash) totaled $ 498,582.66 as of March 31,2025 for the checking account.
- The expenses in March were for the normal operating cost for the school.

Profit & Loss

The March 2025 Profit & Loss report shows a Net Income of $ -405,945, with added amounts of $ 61,982 for March LCF and $ 60,405 EPA funds deposited in April 2025 along with $ 7,487 for ELOP, $ 1,538. The actual Net Income through March 2025 is $ -274,623, which means that the school is deficit spending (expense is greater than income).

Cash Flow

The school will end the year with a positive cash balance based on P2 ADA of 108. A deferral of the June apportionment check would mean the check arrives in August 2025.

Sherwood Montessori
Profit & Loss YTD Comparison
July 2024 through March 2025

	Jul '24 - Mar 25
Ordinary Income/Expense	
Income	
8000-Revenues	1,023,518
Total Income	1,023,518
Gross Profit	1,023,518
Expense	
1000 Certificated Salaries	493,286
2000 Classified Salaries	351,445
3000-Employee Benefits	256,600
4000-Books and Supplies	32,400
5000 Services/Other Op. Exp.	295,732
Total Expense	1,429,463
Net Ordinary Income	-405,945
Net Income	**-405,945**

Sherwood Montessori
Board of Directors - Vendor Payments Report
March 2025

Type	Date	Num	Name	Memo	Account	Amount
Check	03/03/2025	ACH	Macquarie Equipment Capital...	Kyocera Copier Lease 2025 M...	Copier Lease	223.00
Check	03/03/2025	DBT	Amazon.com	BATTERY FOR WALKIE TAL...	Office Supplies	16.23
Check	03/03/2025	DBT	Amazon.com	CHEERLEADING POM POMS	Extended Day	36.78
Check	03/04/2025	9974	Hernandez Cleaning Service	SERVICE 2025 FEBRUARY	Housekeeping Services	4,140.00
Check	03/04/2025	9975	City of Chico - sewer	SERVICE 2025 FEBRUARY	Sewer	32.31
Check	03/04/2025	9976	Advanced Document	3456600	Copier Lease	497.91
Check	03/04/2025	9977	PARK AVE PEST CONTROL	SERVICE 2025 FEBRUARY	Pest Control	110.00
Check	03/04/2025	EFT	Comcast 4454	SERVICE - 2025 FEB-MAR	Internet Service Provider	490.52
Check	03/04/2025	EFT	California Water Service Com...	SERVICE JAN-FRB	Water	33.29
Check	03/04/2025	EFT	Teresa Shippen	SUPPLIES	Instructional Supplies	118.71
Check	03/05/2025	7742	BidWell Behavior	FBA Consultation	SELPA	2,093.00
Check	03/05/2025	DBT	Amazon.com	BUTTON MAKER SUPPLIES	Instructional Supplies	32.46
Check	03/05/2025	ACH	Cypress Dental	MARCH 2025 BILLING	3401-Health Benefits	367.27
Check	03/06/2025	7741	Kimberly Fellner	GARDEN SUPPLIES	Food (Instructional)	36.44
Check	03/06/2025	7743	Zebra Businerss Solutions	chromebooks repair 2.5 hrs x $...	Contracted Service	237.50
Check	03/06/2025	9978	Laura Swanson	INTERN SUPERVISION	Contracted Service	720.00
Check	03/07/2025	DBT	Amazon.com	PENCILS-PENS-FLASHCARDS	Office Supplies	46.86
Check	03/10/2025	DBT	Chico U Lock It Self Storage	LOCKER RENTAL	5600-Rental/Leases/Repairs	130.00
Check	03/10/2025	DBT	ARCO PUMPPASS	Gas cards	5200-Travel and Conferences	100.00
Check	03/10/2025	DBT	ARCO PUMPPASS	Gas cards	5200-Travel and Conferences	100.00
Check	03/10/2025	DBT	ARCO PUMPPASS	Gas cards	5200-Travel and Conferences	50.00
Check	03/11/2025	7744	Anne Adams	AFRO-CARIBBEAN DRUM LE...	Food (Instructional)	200.00
Check	03/11/2025	7745	Lillian Follrath	DRUM LESSON SERIES	Instructional Supplies	200.00
Check	03/11/2025	7746	Corey Collier	LIVESCAN	LiveScan and TB Test Services	70.00
Check	03/11/2025	9981	Law Office of Gregory P. Einh...	INV 25309 LEGAL REVIEW S...	Attorney	1,844.50
Check	03/11/2025	EFT	Waste Management	SERVICE - 2025 FEBRUARY	Trash/Recycling	147.09
Check	03/11/2025	DBT	USPS	MAILINGS	Postage	105.45
Check	03/11/2025	DBT	Amazon.com	STOPWATCHES	Extended Day	16.23
Check	03/11/2025	DBT	Amazon.com	DRY ERASER- MAGNETIC P...	Instructional Supplies	34.16
Check	03/13/2025	7747	Chris Wenger	CARIBBEAN DRUM SERIES	ART-MUSIC	200.00
Check	03/13/2025	ACH	COSTCO VISA CARD	THRU 15TH PURCHASES 20...	SHERWOOD COSTCO VISA	4,048.21
Check	03/14/2025	ACH	CharterSAFE	BILLED PREMIUM - LIABILIT...	5400-Liability Insurance	2,653.00
Check	03/14/2025	ACH	CharterSAFE	BILLED PREMIUM - LIABILIT...	3601-Workers Comp	1,352.00
Check	03/14/2025	DBT	READING FOR LIFE	HOW TO TEACH BEGINNING...	Extracurricular Services	150.00
Check	03/14/2025	DBT	USPS	MAILING	Postage	5.00
Check	03/14/2025	DBT	Costco	SNACKS	Food (Instructional)	64.63
Check	03/17/2025	DBT	RED ROOM ADORNED		Instructional Supplies	43.30
Check	03/17/2025	DBT	ORANGE STREET CONSIG...		Instructional Supplies	16.69
Check	03/19/2025	9983	Chico Country Day	NURSE CONTRACT 24-25 IN...	Contracted Service	1,647.77
Check	03/19/2025	9982	Comcast Ethernet	SERVICE - 2025 FEBRUARY	Ethernet - Fiberoptic	1,239.51
Check	03/19/2025	EFT	PG & E	SERVICE FEB-MAR	Electricity	1,268.66
Check	03/19/2025	EFT	Comcast Business 9110	SERVICE - 2025 MARCH	Telephone, Landline	200.24
Check	03/19/2025	9980	THE HARTFORD GROUP B...	INV 373191756849 - 2025 PR...	3401-Health Benefits	58.50
Check	03/21/2025	9984	Marlo . Knox	ART SUPPLIES	Instructional Supplies	45.97
Check	03/24/2025	DBT	Amazon.com	NR	Instructional Supplies	6.48
Check	03/26/2025	DBT	Costco	SNACKS	Food (Instructional)	365.34
Check	03/27/2025	DBT	Amazon.com	NR	Instructional Supplies	18.39
Check	03/28/2025	9986	Hanna Kerr	FOOD	Extended Day	20.77
Check	03/28/2025	9987	PARK AVE PEST CONTROL	SERVICE 2025 MARCH	Pest Control	110.00
Check	03/28/2025	9988	CUSD	FUA INV25-00088 2025	CUSD FUA Charges	2,008.20
Check	03/28/2025	EFT	Heather Fisher	T BAR - LUNCH - POS DISC ...	LCAP	79.42
Check	03/28/2025	9989	CHICO MONTESSORI CHIL...	FUNDRAISER AD ON T SHIRT	Advertising	75.00
Check	03/31/2025	DBT	Amazon.com	NR	Instructional Supplies	96.52
Check	03/31/2025	DBT	Amazon.com	NR	Instructional Supplies	32.45
Check	03/31/2025	DBT	Amazon.com	NR	Instructional Supplies	32.43
Check	03/31/2025	EFT	Comcast-EPL 9287	INV 229270	COMCAST EPL	6,605.99
Bill	03/31/2025	INV 20...	Pat Casey	CONTRACT SERVICES INV 2...	Business Manager Services	5,000.00
TOTAL						**39,674.18**

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Instructional Staff Report**

Date: April 21, 2025

Instructional Staff Report prompt for this month was: Is there something you've heard another school does that made you think, *'Wow, it would be great if Sherwood did that too'*? It could be a program, event, policy, fundraiser, or anything else designed for students, parents, teachers, staff, or the community.

Transitional Kindergarten/Kindergarten -Teresa Shippen

Teresa is going to pass on writing a board report for this month and appreciates the opportunity to opt out!

Transitional Kindergarten/Kindergarten -Adam Mankoski

Sherwood will only become more visible or well known (for the right reasons) when we start asking how we can be unique, rather than how we can be the same. We will only rise if we have leadership with a vision for a distinctive school community, and a willingness to fight to unbind us from the bureaucratic restrictions that keep us from offering a true alternative Montessori-aligned experience. We will only attract families who are a good fit if we offer an uncommon educational environment, rather than trying to be a public institution carbon copy.

I think that Sherwood could be a place where families come for a true alternative to public education, and that we could attract families who are looking to us as an alternative for the right reasons - namely that we are totally unlike conventional public schools, populated with families who embody Montessori ideals, like equity and collectiveness. One of the ways we will do this is to continue to offer a true Montessori education both philosophically and materially: interesting environments, an emphasis on freedom and choice, and instruction based on each child's developmental plane or stage.

Another way we can do this is to offer community building and events that shift the focus away from offering what the majority of schools offer, and what we think families expect, and ask how we can be distinctly unlike other schools. We should be asking how we can, with our choice of events, programs, policies and fundraisers, continue to impart the important core Montessori messages of local and global community mindedness, stewardship of our environment and communities. and peace through education.

We currently organize three community events that are in that spirit: the Fall Festival, Community Lunch and Talent Show. These events are localized, student-focused, and are held at times of the year when families have fewer social obligations, and require little contribution or commitment from families, except coming to enjoy the event.

In general, I'd like to see us veer from organizing events during busy winter and spring holiday times and retire events that have inherent pressures to buy tickets and buy or consume before or during the event, in order to feel like one is participating. The best example of this is our winter performance. This event requires us to rent a facility, resources that could be directed to so many things, and requires what I think is undo stress on families and staff at an already busy and fiscally tight time of year. The shift to a January date was a step in the right direction, but I think we can get more creative than this, raise funds in other ways, and still offer students an opportunity to experience performing for an audience.

I'd also like us to add a few events and fundraisers that turn the focus around to how Sherwood can be a better contributor to the surrounding community and be an example to our students for service to others, in a culture increasingly individually focused and competitive. Perhaps a weekly all-student campus cleanup, neighborhood cleanup, care of yards for neighborhood seniors, a neighborhood concert at 1010, community drive through dinners, a community garden ... just a few ideas.

We are a school of small size and scope. Rather than conform and limp along, I think we need to create a more expansive vision and become visible because we're a unicorn in a sea of sameness.

1st/2nd/3rd -Marlo Knox

I am sorry I can not recommend an activity, program, or event that other schools are doing that might work well for our community. My child has long been out of a K-8th grade program. The same is true for my friends and family members.

I was recently inspired into deep thought and I'd like to share that source of inspiration with the board. It came in the form of a YouTube video shared on a social media platform by Christine MacShane, local artist, teacher, and grandmother of a child I served in my classroom for two years.

The video is titled, "The Most Compelling Argument Against Tech in Schools". The presentation was delivered, perhaps even sponsored by, the Alliance for Responsible Citizenship. I know nothing about this group, but a closer look revealed it is considered a conservative organization. This is what Alliance for Responsible Citizenship says about itself.

"The Alliance for Responsible Citizenship is an international movement with a vision for a better world where empowered citizens take responsibility and work together to bring flourishing and

prosperity to their families, communities, and nations.
We are inviting you to join us in developing a better narrative in response to life's most fundamental social, economic, philosophical and cultural questions. We reject the inevitability of decline and instead are seeking solutions which draw on humanity's highest virtues and extraordinary capacity for innovation and ingenuity."

The woman speaking in this video is Sophie Winkleman, royalty in her country, actress, and mother. I did not do a deep dive into her either.

We might agree there could be "red flags" to investigate before deciding if the YouTube video is worth our time and attention. To truly be certain this video is valid in any way we would need more time and further research. But if you are willing to watch and listen, being fully aware that there is more to understand and learn before adopting its opinions as the truth, I wonder if it will inspire you in any way.
Here's the link:
https://youtu.be/7V6nucKFK88?si=4WlkN36D8ZPkwDxE

1st/2nd/3rd Lily Follrath

4th/5th/6th-Anne Adams

4th /5th/6th -Chris Wenger

7th/8th-Stacy Gertz

After reading the article: "How to Build a Community" by Tim Seldin | MFA, TC May 2024

(Tim Seldin is President of the Montessori Foundation and Chair of the International Montessori Council. His more than 40 years of experience in Montessori education includes 22 years as Headmaster of the Barrie School in Silver Spring, Maryland, his alma mater from toddler through high school graduation.)

I was pleased to see that we were dialed in to most of the listed suggestions on building community. Here are a few that we can implement or improve on from the article:

- Many schools have student-led conferences during which students guide their parents through their learning journey. This can be especially empowering for older students, giving them a chance to showcase their progress and achievements. They gather the children's work, stories, and art into portfolios to give to their families.

- To add a fun twist to community engagements, some Montessori schools have

introduced innovative events such as the “Are-You-Smarter-Than-a-Montessori-Kid?” contest. This light-hearted game challenges parents to answer questions that children learn in their Montessori classes, such as recognizing European flags or solving complex puzzles. These events not only provide entertainment but also offer parents a glimpse into the depth and breadth of their children’s knowledge.

- Teachers call parents regularly just to share good news or to touch base.

- They send out press releases of any and all newsworthy information to the media.

- They create a special acknowledgment pin to recognize parents and teachers who have made an extraordinary contribution of service to the school.

- They develop a Montessori Speaker Series, inviting experts in Montessori education, child psychology, and related fields to speak to parents and local families.

In addition to these suggestions from the article, some other situations that created unity in other school communities that I have worked or visited in include:

* Scholastic Book Sales (parent/teacher/student run). Involves community, enhance literacy; fundraises for supplies, books or revenue.

*Having the entire school read the same book. For example, “Wonder” by R.J. Palacio. This book can be modified to all grade levels. This created a topic of conversation and unity throughout the entire school. Parents could be invited to join in the fun. Reflections adorned the hallways of the school with both written responses and artwork.

*Publishing our work in the local library-they will be attending our career day again this year.

*Hosting a science fair to increase critical thinking, team building and community engagement.

*Utilizing our library as more of a media center-We can fundraise to pull it off, attain publicity for the improvement; have the entire community work together (maybe even during the summer) and be more attuned with technology and current trends in education: AI, Canva ad other monitored creative outlets. It would aid in increasing enrollment.

It takes a village! I would be willing to spearhead some of these ideas.

P.E.-Kevin

Learning Center-Leslie

Other schools I’ve subbed for or worked for usually have a “library schedule” weekly where

students can check out books. I know some classrooms utilize the library and others not as often. I think creating a weekly schedule would help teachers to remember each week to take their class to check out library books.

Another idea I have that comes from another school, is to have weekly videos from the middle school or upper elementary students, reminding everyone of upcoming events or school rules. It can also be to showcase student work.

Some schools also have a student leadership/ student government group. This could be a good opportunity for the middle school students to show their leadership skills and feel like they're a part of something important. Another group could be a peer mentoring group. We have a lot of behaviors happening at recess and lunch and perhaps we could have some peer mentors, help mentor students who might need more behavioral support.

In addition, we should also restart the monthly spirit days. We've done this last year and I think it will be great to start it back up again. The students get creative control and it makes coming to school more fun.

My last idea is to have a jog-a-thon fundraiser for the school. My old elementary school had jog-a-thons and the students would always get so excited about it. The parents usually get pretty into it too with helping to volunteer and fundraise. Thank you for the opportunity to share my ideas with the board.

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Measure K Project Proposal: Air Conditioning Overages**

Date: April 17, 2025

SUMMARY

This proposal is to use Measure K funds to pay for the overage costs for the air conditioining unit at 1010 Cleveland Ave.

DISCUSSION

We got a quote from Royal Aire for $16,000 to replace a broken a/c unit at 1010 Cleveland Ave. in December, 2024. By the time the project was approved, the costs had increased. We negotiated to bring the cost to $18,000. This proposal is to pay for the overages with Measure K funds instead of the school's general fund.

ACTION REQUESTED:

Approve proposal and contract.

Attachments: Measure K Project Proposal: Air conditioining overages, Invoice from Royal Aire

Measure K Charter School Facilities Committee
Project Recommendation Form for Consideration by CUSD Board of Trustees

GENERAL INFORMATION:

Submission Meeting Date	05.14.2025
Name of School	Sherwood Montessori
Address of School	1010 Cleveland Ave., Chico, CA 95928
Contact Name	Michelle Yezbick
Contact Phone/Email	(530) 345-6600 /michelle@sherwoodmontessori.org
Year Established	2010
Next Renewal Date	2025
CDS Code	04-61424-010
Charter Number	1166
Website	www.sherwoodmontessori.org

1. **Type of Project:**
   _____ Planning
   _____ Construction
   _____ Health Safety (Including ADA)
   ___x__ Modernization/Repair/Renovation/Improve
   _____ Purchase or Lease Project
   _____ Other (including FF&E)

2. **Project Narrative:**

This proposal is to pay for overages for the air conditioning project approved on December 18, 2024. The approved amount was $16,000, but the quote expired and costs rose before the project was approved and completed. This proposal is to cover the remaining $2,000.

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3. **Charter School Property Project Location**: *(If project location is different from address above.)*

   a. Does your school currently operate on a CUSD School Site: ___x__ yes _____ no
   b. Does your school lease property/buildings from a private owner: _____ yes __x___ no

4. **Current enrollment and ADA:** 129/107.98

5. **Financial Questions**
   a. Was your prior annual audit report free of any negative findings? ____ yes ___x__ no
   If no, please explain We had two findings: 1. Our Extended Learning Plan needed more detail and 2. Material adjustments related to transactions were not accurately captured within the proper accounting period.

   b. What were your cash reserves as a percent of expenditures at the end of the prior fiscal year? 39.91%

6. **Project Schedule** *Please briefly describe the timeline for the project planning and completion.*

   The project is completed.

7. **Preliminary Estimate (Cost)**

	Round 1	**Round 2**	**Round 3**
Allocation Per Round	400,174	509,695	481,893
Less Previously Allocated Funds	400,174	509,695	82,453
Less Current Project Funds Requested	---	---	2,000
Remaining Measure K Allocation	1,001,832	492,137	397,440

School Facilities Projects to be Funded with Proceeds of Bonds

"Bond proceeds will be expended to repair, modernize, replace, renovate, expand, construct, acquire, equip, furnish and otherwise improve the classrooms and school facilities the [charter's] existing schools, new school sites, and other [charter] owned properties to provide equity among campuses, improved facilities, and student access to instructional technology."—Measure K

Documentation ***(please indicate those completed)***

All Projects

Project Narrative: general scope of work __X___ *Included*
Enrollment Capacity: Current Facility and/or Proposed __X___ *Included*
Preliminary Estimate (Cost) __X___ *Included*
Project Schedule __X___ *Included*

Building/Modernization/Renovation Projects

Feasibility Study and Site Review _____ *Included* _X__ *Not Applicable*
Enrollment Capacity: Current Facility and/or Proposed _____ *Included* _X__ *Not Applicable*
Pre-Schematics *(to be completed by a District approved architect and/or engineering team)* _____ *Included* _X__ *Not Applicable*
Facility Assessment _____ *Included* _X__ *Not Applicable*
Schematic Drawing(s) *(areas of work)* _____ *Included* _X__ *Not Applicable*
CEQA Process Determination *(pre-CEQA-form)* _____ *Included* _X__ *Not Applicable*
Design Development Drawings _____ *Included* _X__ *Not Applicable*
Design or Bid Estimate _____ *Included* _X_ *Not Applicable*
Construction Documents _____ *Included* _X__ *Not Applicable*

For Committee Use:

All necessary documents were included: **___X__ yes** **_____no**
(if no: request for additional documentation)

CORE QUESTIONS:

1. Does the project fall under the bond language? yes
2. Given the life span of a bond, is the project an appropriate use of funds? yes
3. Has the school demonstrated the feasibility of project completion? yes
4. Has the local school board approved the project?

MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: _____

Attestation of Committee Secretary: _____

For questions or clarifications relative to the completion of this application, please contact:
Julie Kistle at jkistle@chicousd.org or (530) 891-3000 x. 20602

Invoice

Royal Aire Inc
2530 Zanella Way
Ste A
Chico CA 95928
530-899-9999 FAX: 866-899-1605
Lic # 510286

Account # 142972

Invoice # 793657
Date: 3/19/2025
Page # 1 of 1

SHERWOOD MONTESSORI
1010 CLEVELAND AVE
CHICO CA 95928

Service At:
SHERWOOD MONTESSORI
1010 CLEVELAND AVE
CHICO CA 95928

Service Date 3/19/2025 PO # Job # 458235 Contract # Claim #

INSTALLED 3 TON BARD UNIT. ALL LABOR AND MATERIALS INCLUDED.

Description Of Service	Quantity	Unit Price	Extended Price	Tax
INSTALLED 3 TON BARD UNIT	1	$18,000.00	$18,000.00	
		Total	$18,000.00	

Quotes are valid for 30 days
Payment is due upon receipt. All sums owing and upaid beyond 30 days shall accrue interest fees of 1%

Terms: Due Upon Receipt Thank you for choosing Royal Aire **Please pay from this Invoice**

Please Detach and Return with Remittance

Check Enclosed [ ] Method of Payment
Master Card [ ] Visa [ ] AmExp [ ] Discover [ ]
Acct #_____ CVV_____ Exp Date_____
Name on Card_____
Signature_____

Invoice # 793657
Date : 3/19/2025
Account # 142972
SHERWOOD MONTESSORI

Remit To:
Royal Aire Inc
2530 Zanella Way
Ste A
Chico CA 95928

Amount Due **$18,000.00**
Amount Paid

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Measure K Project Proposal: Security Cameras**

Date: April 17, 2025

SUMMARY

This proposal is to use Measure K funds to have security cameras installed on our campuses.

DISCUSSION

There have been a number of times when having security cameras footage would have been helpful in investigating alleged incidents on Sherwood campuses. Some of the cameras at Chapman have been useful, and administration there has been supportive in giving access for me to conduct investigations.

The installation of these cameras would cover areas that are not currently covered, and reduce the amount of times we need to approach Chapman leadership to request to review footage.

ACTION REQUESTED:

Approve proposal and contract.

Attachments: Measure K Project Proposal: Security cameras, quote from Tec-Com

Measure K Charter School Facilities Committee
Project Recommendation Form for Consideration by CUSD Board of Trustees

GENERAL INFORMATION:

Submission Meeting Date	05.14.2025
Name of School	Sherwood Montessori
Address of School	1010 Cleveland Ave., Chico, CA 95928
Contact Name	Michelle Yezbick
Contact Phone/Email	(530) 345-6600 /michelle@sherwoodmontessori.org
Year Established	2010
Next Renewal Date	2025
CDS Code	04-61424-010
Charter Number	1166
Website	www.sherwoodmontessori.org

1. **Type of Project:**
   _____ Planning
   _____ Construction
   ___x__ Health Safety (Including ADA)
   _____ Modernization/Repair/Renovation/Improve
   _____ Purchase or Lease Project
   _____ Other (including FF&E)

2. **Project Narrative:**

This proposal is to use Measure K funds to install security cameras on both campuses.

---

3. **Charter School Property Project Location**: *(If project location is different from address above.)*

---

   a. Does your school currently operate on a CUSD School Site: ___x__ yes _____ no
   b. Does your school lease property/buildings from a private owner: _____ yes __x___ no

4. **Current enrollment and ADA:** 129/107.98

5. **Financial Questions**
   a. Was your prior annual audit report free of any negative findings? ____ yes ___x__ no
   If no, please explain We had two findings: 1. Our Extended Learning Plan needed more detail and 2. Material adjustments related to transactions were not accurately captured within the proper accounting period.

   b. What were your cash reserves as a percentage of expenditures at the end of the prior fiscal year? 31.76%

6. **Project Schedule** *Please briefly describe the timeline for the project planning and completion.*

   Summer installation to be completed before the 2025-2026 school year.

7. Preliminary Estimate (Cost)

	Round 1	**Round 2**	**Round 3**
Allocation Per Round	400,174	509,695	481,893
Less Previously Allocated Funds	400,174	509,695	84,453
Less Current Project Funds Requested	---	---	55,000
Remaining Measure K Allocation	1,001,832	492,137	342,440

School Facilities Projects to be Funded with Proceeds of Bonds

"Bond proceeds will be expended to repair, modernize, replace, renovate, expand, construct, acquire, equip, furnish and otherwise improve the classrooms and school facilities the [charter's] existing schools, new school sites, and other [charter] owned properties to provide equity among campuses, improved facilities, and student access to instructional technology."—Measure K

Documentation *(please indicate those completed)*

All Projects

Project Narrative: general scope of work __X___ *Included*
Enrollment Capacity: Current Facility and/or Proposed __X___ *Included*
Preliminary Estimate (Cost) __X___ *Included*
Project Schedule __X___ *Included*

Building/Modernization/Renovation Projects

Feasibility Study and Site Review _____ *Included* _X__ *Not Applicable*
Enrollment Capacity: Current Facility and/or Proposed _____ *Included* _X__ *Not Applicable*
Pre-Schematics *(to be completed by a District approved architect and/or engineering team)* _____ *Included* _X__ *Not Applicable*
Facility Assessment _____ *Included* _X__ *Not Applicable*
Schematic Drawing(s) *(areas of work)* _____ *Included* _X__ *Not Applicable*
CEQA Process Determination *(pre-CEQA-form)* _____ *Included* _X__ *Not Applicable*
Design Development Drawings _____ *Included* _X__ *Not Applicable*
Design or Bid Estimate _____ *Included* _X_ *Not Applicable*
Construction Documents _____ *Included* _X__ *Not Applicable*

For Committee Use:

All necessary documents were included: **___X__ yes** **_____no**
(if no: request for additional documentation)

CORE QUESTIONS:

1. Does the project fall under the bond language? yes
2. Given the life span of a bond, is the project an appropriate use of funds? yes
3. Has the school demonstrated the feasibility of project completion? yes
4. Has the local school board approved the project?

MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: _____

Attestation of Committee Secretary: _____

For questions or clarifications relative to the completion of this application, please contact:
Julie Kistle at jkistle@chicousd.org or (530) 891-3000 x. 20602

TEC-COM
LOW VOLTAGE SOLUTIONS INC.

2045 LIVE OAK BLVD, YUBA CITY, CA 95991
OFFICE: 530-751-2155 / www.tec-com.net
CCL: 769824 / DIR: 1000415457

Bid Proposal #253018.3

March 24, 2025

TEC-COM is pleased to provide a proposal to Sherwood Montessori Charter School for a Turn-Key Security Camera – (NVR) Network Video Recording System.

The Proposal includes 9 (180 Degree View) Security Cameras, Network Video Storage for up to 14 days of video storage, and UPS Battery backup systems to keep Cameras, NVR, and Access Control devices online in the event of a power outage.

- All proposed Axis Cameras & Recorder have a 5 Year manufacturer warranty.

Tec-Com will be responsible for Camera Installation, cabling, focusing/adjusting, and configuration of the Axis Camera devices on the NVR System.

- Network IP/Port addressing will be provided by Sherwood's Internet Service Provider (ISP).

Four hours of Software Training will be provided to Sherwood Staff.

The proposed Cameras are the same make and model as what Chico Unified utilizes.

- Cameras can easily be relocated if there are changes to the Facilities, such as modernization or construction.

The proposal also includes a new Access Control System Badge Printer.

Our proposal is based on Prevailing Wage Pay Rates and the information provided during on-site walk- thru with Sherwood Montessori Representative.

Attached below is project pricing, Camera layouts and specification sheets for the proposed material.

An As-built drawing will be provided by Tec-Com once the project has been completed.

Thank You for your consideration.

Ryan Cetko / Vice President (TEC-COM)

TEC-COM
LOW VOLTAGE SOLUTIONS INC.

2045 LIVE OAK BLVD, YUBA CITY, CA 95991
OFFICE: 530-751-2155 / www.tec-com.net
CCL: 769824 / DIR: 1000415457

Bid Proposal #253018.3

March 24, 2025

Project: Sherwood Montessori /Chico - IP Camera System

TEC-COM is pleased to provide this Bid Proposal for the Sherwood Montessori / Chico – IP Camera System project.
Our proposal is based on Prevailing Wage Pay Rates & information provided during on-site walk-thru with Sherwood Montessori Representative & attached drawing.

SCOPE OF WORK

1. Provide & install new plywood backboard at existing MDF / IDF location (2 total locations).
   - ➢ This is necessary to support the new wall mounted NVR (Network Video Recorder) & UPS's (Uninterrupted Power Supplies).
2. Provide & install the following Uninterrupted Power Supplies (UPS) in MDF & IDF (2 total):
   - IDF = Qty. 1 – Smart-UPS 1000VA LCD 120V with Smart Connect
     1. APC #SMT1000C
   - MDF = Qty. 1 – Smart-UPS 3000VA LCD 120V with Smart Connect
     1. APC #SMT3000C
   - ➢ These UPS's are necessary to keep power on to the Network / Phones / Access Control System / Camera System / etc. during power outages / brown outs / etc.
3. Provide & install the following NVR (Network Video Recorder) in existing MDF:
   - MDF = Qty. 1 – S1232 Tower Server / 32TB (Axis #02536-004)
   - ➢ This NVR will come with "Axis Camera Station Pro" (Video Management Software) & enough storage to store video from the camera system for around 14 days (give or take depending on weather, etc. / records on motion).
4. Provide & install Qty. 1 – Cat 6A cable & associated hardware from associated MDF / IDF to each new IP Camera location (9 total locations).
   - ➢ These network cables are necessary to patch each new camera into the existing network. Butte County Office of Ed. will be responsible for assigning & programming ports on the existing network switches to accommodate the new cameras.
5. Provide & install the following IP cameras & associated hardware at locations indicated on drawings:
   - Qty. 9 – Dual Lens / 180° / 4k Dome Camera (Axis #P4708-PLVE / 02944-001)
     1. Each camera has "IR & Lightfinder" technology to assist with better images at night.
6. Aim and focus newly installed IP cameras to owners' satisfaction.
7. Set up & train users on the new IP Camera / Video Management Software.

Access Control System Badging:

1. Provide the following Plastic Card Printer with Badge Studio:
   - Qty. 1 – Badgy 100 (Badgy #FBA_944761)

EXCLUSIONS:

1. IDF's / Patch Panels (existing).
2. POE switches / injectors (existing).
3. Switch port configurations (Done by Sherwood ISP).

PROJECT PRICING:

TOTAL…….....:$ 53,290.00

All pricing includes tax and freight and is good for 30 days from date of proposal.

Authorized Signature Ryan Cetko **Date** 03-24-2025

Ryan Cetko – Vice President

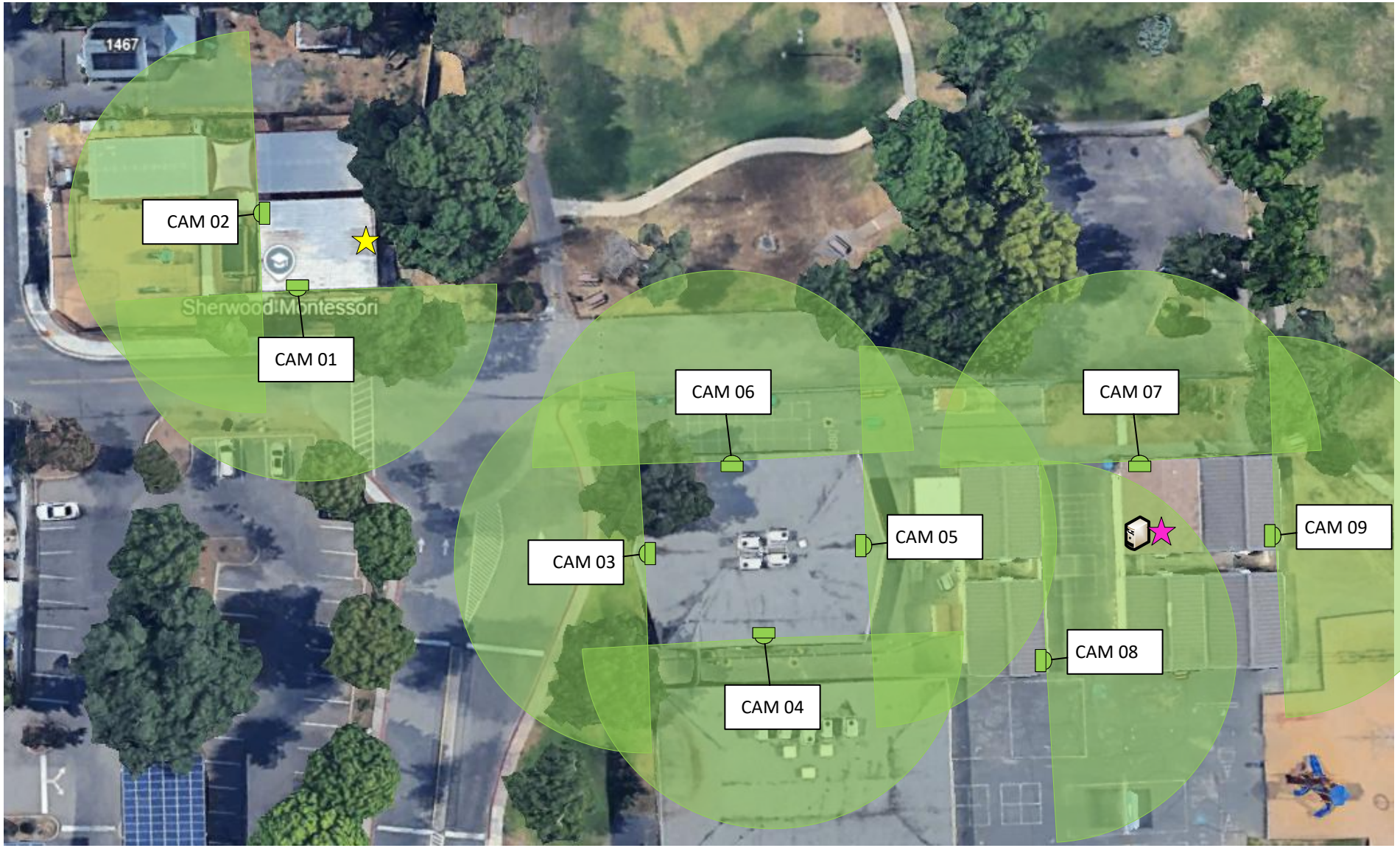
1 MDF

* Qty. 1 – Plywood Backboard
* Qty. 1 – 32 TB NVR
* Qty. 1 – 3000VA / UPS

1 IDF

* Qty. 1 – Plywood Backboard
* Qty. 1 – 1000VA / UPS

9 4K / 180° / Dual Sensor Camera (Axis #P4708-PLVE / 02944-001)



TEC-COM
CCL 799834 / DIR: 1000415457
P.O. Box 1626
Yuba City, CA. 95992
Office: 530-751-2155
Fax: 530-751-2112
www.tec-com.net

Sherwood Montessori Charter School (253018)
(Proposed Camera Locations)

03-05-2025

Middle Atlantic Products, Inc.

Search | Products

Wide Unit Shelf System

Accommodating components too wide to fit the 17-3/8" inside width of standard rackshelves, these shelf systems fit units up to 22" wide, and either bolt into millwork or to the mounting angle of standard rackrail. Occupies 3 rackspa the WUSS system comes complete with a pair ears, a bottom, and appropriate assembly hardware.
50 lb. Weight Capacity.



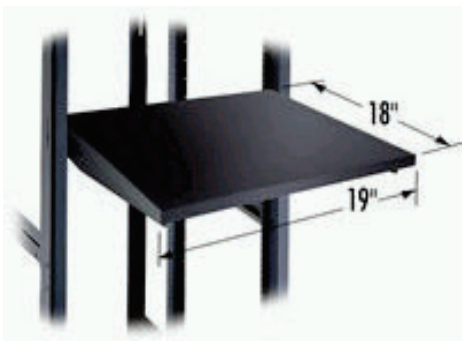
Part #	Depth
WUSS11.5	11-1/2"
WUSS14	14"
WUSS15.5	15-1/2"
WUSS17.5	17-1/2"
WUSS20.5	20-1/2"

14" depth available - fits our DWR series shallow wall racks!

Fixed Writing/ Computer keyboard Shelf

The FWS fixed writing/computer keyboard shelf bolts quickly to any 19 rack to create an ideal workspace. With an attractive, black laminate top made from 3/4 furniture-grade MDF board, it occupies 2 rackspaces and comes complete with special rail-mounting hardware.

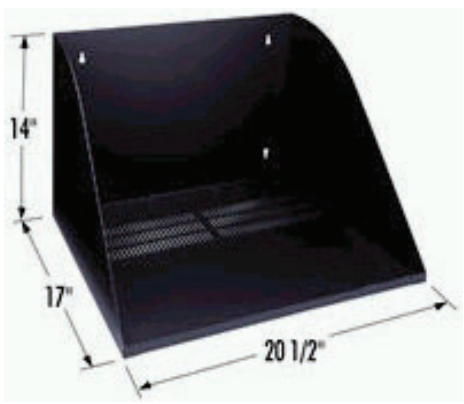
Part #
FWS



Wall Mount Shelf

Wall mounting non-rackmount components is much easier with our WMS wall mount shelf. Featuring a fully welded design using 16-gauge steel, the unit's 200 lb. capacity gives it unrivaled strength in its class. With a vented bottom to help keep things co both 1/2" and 3/4" electrical knockouts are provided for your convenience. Can be used to economicall wall-mount our RK series racks.

Part #
WMS-20



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Smart-UPS 120 V

Advanced line interactive power protection for servers and network equipment



The world's most popular network and server UPS

The award-winning Smart-UPS™ unit from APC™ by Schneider Electric™ is the most popular UPS in the world for servers, storage, and networks. Trusted to protect critical data and equipment from power problems, the UPS supplies clean and reliable network-grade power. In addition to Legendary Reliability and manageability, Smart-UPS units have extremely high efficiency at low, medium, and high load levels, making them ideal for today's multi-core or virtualized servers that have varying load consumption. Available in a variety of form factors (tower, rack-mount, rack/tower convertible), there is a model for every application and budget.

Intelligent and efficient network power protection from entry level to scaleable runtime. Ideal for servers, point-of-sale, routers, switches, hubs, and other network devices.

- Reliable
- Intelligent
- Efficient
- Manageable

APC by Schneider Electric

Smart-UPS Tower and Rack-mount 750 – 3,000 VA

Application-optimized standard models, ideal for servers, storage, point-of-sale, and other network devices



[SMT1500RM1U]



[SMT1500RM2U]



[SMT1500RM2U]



[SMT750]



[SMT750]

Standard Features

High-efficiency Green Mode:
Optimum efficiency which saves utility and cooling costs

Emergency Power Off (EPO):
Provides for remote UPS shut-off in the event of a fire or other emergency (2,200 VA and above)

Alphanumeric LCD Display:
Intuitive interface provides detailed and accurate information with ability to configure locally

Battery Disconnect:
Convenient way to disconnect battery for transport

Network-grade Power:
Provides most stable power conditions by filtering noise, automatic voltage regulation (AVR), and surge protection

Communication Ports:
Serial, USB, and SmartSlot™ for accessory cards

Advanced Battery Management:
Temperature-compensated charging extends life and advanced algorithms recommend replacement date

Smart-UPS Extended Run 750 – 3,000 VA

Convertible extended run models ideal for
critical servers and voice/data switches



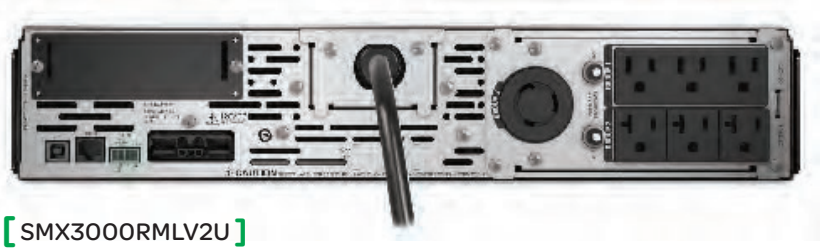
[SMX3000LV]



[SMX1500RM2U]



[SMX1500RM2UNC]



[SMX3000RMLV2U]

Additional Features

Slim 2U Rack/Tower and 4U Short Depth Convertible Forms:

Display rotates easily for use in or out of a rack

High-frequency Design:

Reduces size of (or eliminates) bulky transformers making installation even easier

Low-voltage Models:

(2 – 3 kVA)
Configurable output from 100 V – 127 V on low-voltage models

Models Available with Pre-installed Network Cards:

Models with “NC” suffix have pre-installed AP9631 network cards with environmental monitoring

Smart External Battery Connector:

Accepts external batteries and increases runtime automatically to increase availability

Switched Outlet Groups:

Reboot hung devices, shed non-critical loads to conserve runtime, and sequence start-up/turn off

Smart-UPS Display

Intuitive, easy-to-use LCD interface

Standard Features

LCD Display Screen
Clear, consistent, and detailed information in your choice of basic or advanced menus

Power Status:
- Operating mode and efficiency
- Load VA/Watts/Amps
- Input/Output voltage and frequency
- Battery capacity and runtime
- Energy meter and more

Control:
UPS and outlet group settings

Configuration:
- Language
- Power quality settings
- Alarm, delay, and threshold settings

Test and Diagnostics:
Initiate battery and runtime calibration tests

Logs:
See explanation of last 10 transfers and faults

About:
UPS and replacement battery part numbers, serial numbers, battery install, and suggested replacement dates

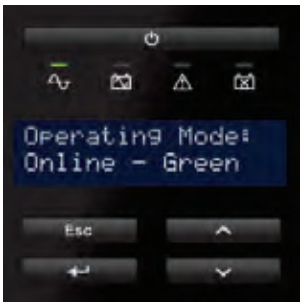
About:
UPS and replacement battery part numbers, serial numbers, battery install, and suggested replacement dates

Quick Status Indicators
Online, on battery, fault, and replace battery LEDs for quick status identification

Escape:
Exits to the previous menu or screen

Return:
Used to enter or confirm settings

Navigation Arrows:
Allow for quick adjustment of settings



Product Services and Accessories

Schneider Electric Critical Power & Cooling Services (CPCS) provides the highest quality services and solutions by trained and trusted professionals. Our world-class services offer a smart way to build, operate, and maintain your critical applications, ensuring the right people, in the right place, at the right time.

Management Cards

AP9630: UPS Network Management Card

AP9631: UPS Network Management Card with Environmental Monitoring

AP9620: Legacy Communications SmartSlot Card

Battery Packs

SMX48RMBP2U: APC Smart-UPS 48 V External Battery Pack Rack/Tower

SMX120RMBP2U: APC Smart-UPS 120 V External Battery Pack Rack/Tower

Additional Accessories

AP9625: APC Smart-UPS Two-post Rail Kit

SMX039-2: APC Smart-UPS 48V Battery Extension Cable

SMX040: APC Smart-UPS 120V Battery Extension Cable

Service Bypass Panels

SBP1500RM: APC Service Bypass PDU, 120 V; 15 AMP W/ (8) NEMA 5-15R

SBP3000RM: APC Service Bypass PDU, 120 V; 30 AMP W/ (4) NEMA 5-20R and (1) L5-30R

SBP3000: APC Service Bypass Panel- 100 – 240 V; 30 A; BBM; Hard-wire Input/Output

SBP3000RMHW: APC Service Bypass Panel- 100 – 240 V; 30 A; BBM; Hard-wire Input/Output





AP9631



SBP3000RM

Standard Tower models

IDF

MDF

Product feature	SMT750	SMT1000	SMT1500	SMT2200	SMT3000
Output					
Power capacity	500 W/750 VA	700 W/1,000 VA	1,000 W/1,440 VA	1,980 W/2,200 VA	2,700 W/3,000 VA
Nominal output voltage	120 V				
Output frequency	57 – 63 Hz				
Waveform type	Sine wave				
Output connections (NEMA)	(6) 5-15R	(8) 5-15R		(8) 5-15R (2) 5-20R	
Switched outlet groups	-	1			
Input					
Nominal input voltage	120 V				
Input voltage range for main operations (Max adjustable range)	82 – 144 V (75 – 154 V)				
Input frequency	50/60 Hz +/- 3 Hz (auto sensing)				
Input connection	5-15P, 6 ft. cord			5-20P	L5-30P
Batteries and runtime					
Battery type	Maintenance-free sealed lead-acid battery with suspended electrolyte; leak proof				
Replacement battery	RBC48	RBC6	RBC7	RBC55	
Runtime estimates					
200 W	:22	:45	1:24	2:17	2:29
500 W	:05	:10	:23	:51	:55
700 W		:06	:12	:34	:37
1,000 W			:07	:21	:23
1,400 W				:13	:14
1,600 W				:10	:12
Full load	:05	:06	:07	:07	:06
Communication and management					
Interface ports	Serial (RJ45), USB, and SmartSlot				
Control panel and audible alarms	Alpha-numeric LCD display with LED status indicators; alarm on battery, distinctive low battery alarm and configurable delays				
Emergency power off (EPO)	Optional			Yes	
Surge protection and filtering					
Surge energy rating	459 J	480 J			
Filtering meets	Full-time multi-pole noise filtering: 0.3% IEEE surge let-through, zero clamping response time, meets UL 1449				
Physical					
Maximum height (inches)	6.2	8.5	8.5	17.0	17.0
Maximum width (inches)	5.4	6.7	6.7	7.7	7.7
Maximum depth (inches)	14.1	17.3	17.3	21.5	21.5
Net weight (pounds)	29	42	53	112	116
Conformance					
Regulatory	UL 1778, CSA				
Warranty and equipment protection policy	3-year electronics, 2-years battery, and $150,000 lifetime EPP				

AXIS Camera Station Pro

Powerful and flexible video management and access control

Verified to ensure smooth operations with Axis IP products including network cameras, body worn cameras, door controllers, intercoms, speakers, analytics, as well as third-party cameras, this feature-rich, server-based VMS combines video and access control for efficient and active security. It provides the flexibility you need to fully control your system on your private network with optional cloud connectivity. It's easy to manage video and access control. The intuitive interface includes live view, data insight dashboard, replay, AI based search, export, video redaction for protection of third-party privacy, and a powerful action rule engine. Secure standards and built-in cybersecurity features enable secure behavior.

- > All-in-one video surveillance and access control
- > VMS optimized for Axis products
- > Private network setup with optional cloud connectivity
- > Intuitive design with a user-friendly interface
- > Powerful feature set for active operation



HDTV NETWORK VIDEO

4K NETWORK VIDEO

AXIS Camera Station Pro

System features

Supported products	**Axis network products:** Network cameras and encoders, PTZ and thermal cameras with firmware 4.30 or later Audio system products Network door controllers Network intercoms Network I/O relay modules Radar system products Body worn system For a complete list of supported Axis products go to the AXIS Camera Station Pro product support page. **Third-party products:** 2N IP Intercoms version 2.32.0 and later Third-party devices must comply with IEC62676-2-31 and IEC62676-2-32 standards, and be ONVIF Profile S conformant. Continuous recording of video stream through direct RTSP URL
Storage	Validated Axis storage such as the Axis S series network video recorders and appliances, local hard drives or high performance NAS for storage Unlimited recording database, limited only by disk space Retention can be limited per camera to conform to local legal requirement. Failover recording on devices with SD card when connection to the AXIS Camera Station Pro server is lost unexpectedly. Fallback recording on AXIS S30 Recorder Series when connection to the AXIS Camera Station Pro server is lost.
Application Programming Interface	API for software integration[a] available to approved partners on request.
Configuration	Automatic configuration via import of settings from an AXIS Site Designer project
Clients	Client application for Windows for direct server access or remote access using AXIS Secure Remote Access Mobile app for iOS and Android for direct server access or remote access using AXIS Secure Remote Access AXIS Camera Station Pro web client for direct server access AXIS Camera Station cloud web client using Axis Cloud Connect for server access 300 GB included monthly relay data for AXIS Camera Station cloud web client and AXIS Secure Remote Access, per organization
Multi-server system	Clients can connect to multiple servers simultaneously.
Installation	Test system installation with AXIS Installation Verifier System test report with AXIS Installation Verifier
Alert tabs	Receive system alarms and alerts from action rules. Links to alarm recordings
Security	Multiple user access levels with password protection using local or Windows domain users (Active directory) HTTPS protected connection between the server and devices AES-256 encrypted connection between server and client All connections support TLS 1.2 or higher Support for Kerberos
Schedules	Per camera for recording and action rules Access control: Per access rule and identification profile Customization of override schedules
Event triggers	Device events, ACAP events, and other events: AXIS Object Analytics, motion detection, system event and error, input/output, action button, external HTTPS, AXIS Perimeter Defender, access control events via door controller, third-party applications, and more.
Event actions	Various actions including record, raise alarm, send email, live view, set output, send HTTP notification and access control
Event log	Alarm, event and audit logs
Licenses	**License types:** Core Device License for Axis devices and 2N IP intercoms Universal Device License for all types of supported devices, Axis, 2N, compatible third-party devices as well as RTSP direct stream URLs. **Licenses are available as:** 1 and 5 year subscription licenses for use with free choice of hardware and virtual machines. NVR lifetime licenses are provided bundled and as expansion licenses that are tied to AXIS S11, S12, S21, S22 Series recorders. NVR Core Device licenses bundled with AXIS S Series Recorder can be upgraded to universal licenses using the Core to Universal NVR license. 90-day unlimited trial can be upgraded to licensed version
System health monitoring	Multiple systems on private network and cloud
Search	Object and free text search[b] with smart search 2 Access control events linked with video recordings License plate information captured by AXIS License Plate Verifier Speed data captured by AXIS Speed Monitor Automatic access control bookmarks Automatic backup of offline events on door controllers

Video

Video compression	H.264 (MPEG-4 Part 10/AVC) Baseline, Main and High Profiles H.265 (MPEG-H Part 2/HEVC) Main Profile MPEG-4 Motion JPEG
Video streaming	Multiple, individually configurable streams in H.264, H.265 and Motion JPEG Controllable frame rate and bandwidth Axis Zipstream technology in H.264 and H.265 ABR H.264/H.265 for continuous recordings
Resolution	Supports all camera resolutions up to 20 megapixels including 4K Ultra HD
Frame rate	Up to 180 fps per camera for the Windows client Up to 60 fps with 1080p and 30 fps with 4K for the mobile app on iOS and Android
Pan/Tilt/Zoom	Control of PTZ and dome cameras using mouse, keyboard or joystick Area zoom for Axis cameras Programmable hotkeys Support for PTZ priority
Live view	Flexible live view configuration, Axis Corridor Format, multiple monitors, hot spot, camera/view sequence, site maps, web page, digital PTZ, dewarp, onscreen control and action buttons
Recording playback	Search for recordings based on camera, date and timeline visualization, smart search, video scrubbing, bookmarks, locking of prioritized recordings. Up to 64x or frame by frame Up to 36 cameras synchronized playback Single images in JPEG format
Recording export	Manual and scheduled export Digital signature on exported recordings, standalone player Video redaction before exporting to protect third-party privacy Incident report to manage case information Notes added to video sequences Password protection when exporting to ZIP Export to ASF, MP4 and MKV

Audio

Audio streaming	Two-way, half duplex and full duplex for Axis devices (if supported by device) One-way for third-party cameras Echo cancellation and noise reduction[c]
Audio encoding	AAC-LC 8/16/32/48 kHz, G.711 PCM 8 kHz, G.726 ADPCM 8 kHz

Access control

Configuration	Active Directory integration for cardholder management Wireless door configuration Door and zone configuration with color-coded printable PIN chart Copy door configuration Multi-factor authentication for door access Customizable card format and PIN length setup
Cardholder management	Global cardholder management with multi-server system Cardholder with support for customized fields, photo, name, ID, email, exempt rule for lockdown, and anti-passback Credential enrollment with support for card, PIN and duress PIN, QR codes (dynamic and static), and license plates

	Cardholder groups Search for cardholders and cardholder groups Qualified for 10,000 cardholders and 5 credentials for each cardholder
Access management	Create and edit access rules combining cardholders, doors and schedules. Apply schedule to unlock a door with support for first person.
Door dashboard	Recent or bookmarked door transactions with cardholder names and photos for verification Door alarms including door open too long and door forced open Door physical status and lock status Graphical maps for system overview and door control
Manual door control	Lock, unlock, access and lockdown actions applied to multiple doors and zones
Security controls	Anti-passback, two-person rule, lockdown, double swipe, first person in, duress PIN, tailgating access control through AXIS People Counter
Hardware guidelines	
General	See *Hardware guidelines* in the AXIS Camera Station Pro installation and migration guide.
Scalability	AXIS S30 Recorder Series offloads the AXIS Camera Server. Go to the AXIS S30 Recorder Series product page on axis.com for more information.
Multi-server system	All systems with higher performance requirements than above shall have multiple servers. Add more AXIS Camera Station Pro servers and divide the bandwidth load equally per server with each server within above specifications.
Monitor	For multi-screen support (up to 4 monitors per graphic card) or multi-4K stream support, we recommend using graphic cards with more dedicated video memory than 2 GB (HDMI 2.0 or Display Port 1.2 support required). For example: NVIDIA® QUADRO® P620

General	
Optional cloud services	License management, server monitoring, cloud web client, device management, user management In order to ensure compatibility with the Axis provided cloud services the AXIS Camera Station Pro server must be updated on a regular basis in compliance with Axis instructions.
Operating system	We recommend Windows 11 for new systems. AXIS Camera Station Pro also supports: Windows 10, 11 Windows Server 2016, 2019, 2022 and later For all supported operating systems, see release notes at *axis.com*.
Web browser	The web client for AXIS Camera Station Pro supports the following browsers: Chrome version 56 and later Edge (Chromium) version 79 and later Safari version 11 and later
Optional accessories	AXIS TU9001 Control Board For more accessories, see *axis.com*.
Languages	English, Czech, French, German, Italian, Japanese, Korean, Russian, Spanish, Arabic, Chinese (Simplified), Chinese (Traditional), Dutch, Finnish, Persian, Polish, Portuguese (Brazil), Swedish, Thai, Turkish, Vietnamese, and Hebrew

a. *No API available for access control.*
b. *The free text search feature connects once a week to Axis cloud services to check if the AI models require any updates to comply with future regulations or requirements. Free text search performs all processing locally on your server and does not use the internet connection to send any video, images, or prompt texts. See below for information about the intended and responsible use and limitations of the free text feature. Requires a minimum of 16GB of RAM.*
c. *For full duplex communication, devices without echo cancellation require the use of headphones.*

Free text search

Intended use and limitations

The intended use of free text search in Smart Search 2 is to facilitate fast and efficient forensic video analysis, helping investigators to quickly locate and review relevant footage from Axis cameras. This AI search feature does not perform analyses of biometric data but on similarities in objects in the footage. Please note that English is the intended language to use in queries and the accuracy of Smart Search 2 results depends on various factors, including the performance of the underlying AI models, image resolution, camera placement, lighting conditions. For certain search features the result also depends on the content of the recorded material since the function will present what it statistically considers to be the nearest match.

By enabling free text search in Smart search 2, you acknowledge that results may contain inaccuracies or omissions. We recommend exercising caution when relying on these results for critical decision-making purposes. You are responsible for cautiously reviewing and verifying all findings. Smart Search 2 results are provided "as-is", without warranties of any kind. You assume full responsibility for any risks associated with incorrect or incomplete information.

Responsible use

By enabling free text search in Smart Search 2, you acknowledge the intended use and accept these terms for responsible use. This feature may not be used for any unlawful, harmful, harassing, or abusive activity, or in a manner that violates the rights of any natural person. You are fully responsible for the searches you perform. Axis has built search moderation into our platform to prevent misuse and reduce the risk of this AI search being used in ways that could be harmful and you also agree not to circumvent, attempt to circumvent, or disable any of these protective measures implemented by Axis.

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AXIS Camera Station S1232 Tower Recording Server

Flexible and scalable recording server

Featuring powerful components, this secure, scalable recording server offers high performance and support for powerful applications and features. It includes AXIS Camera Station licenses and multiple RAID configurations for flexible storage and multiple redundancy configuration. And, a Trusted Platform Module (FIPS 140-2 level 2 certified) ensures secure storage of all cryptographic keys and certificates. Available in one variant with a choice of storage, it comes preloaded with preconfigured software. Plus, all supported products are available in one price list for a one-stop-shop experience. Furthermore, it offers services such as Keep Your Hard Drive, Next Business Day Onsite Support, and a 5-year warranty.

- > Scalable and powerful solution
- > Flexible storage options including RAID
- > 32 TB storage
- > 32 AXIS Camera Station licenses included
- > Extensive support and 5-year warranty



T10180499/EN/M8.2/2411

AXIS Camera Station S1232 Tower Recording Server

Licenses	32 AXIS Camera Station core licenses included and tied to the hardware. Can be upgraded with additional licenses (sold separately).
System scalability	Qualified for 128 doors and a recording bitrate up to 500 Mbit/s, 64 video channels at 4 MP, 30 fps in a retail scenario. Check AXIS Site Designer for storage estimates. Tested with: 6 live view clients 3 clients performing heavy playback or scrubbing operations

Hardware

Processor	Intel® Xeon® E processor
Memory	2x 16 GB[a]
Storage	Hot swappable Enterprise Class HDD Total HDD slot: 8 Free HDD slot: 4 Out-of-the-box storage: 24 TB after RAID 5 Out-of-the-box capacity without RAID: 32 TB (4x8 TB)
RAID	Factory RAID level: 5 Supported RAID levels: 0, 1, 5, 6, 10
Graphics card	Nvidia® T series
Power	2 x 600 W hot-plug redundant power supplies (included) (100–240 V AC, 7.1–3.6 A, 50/60 Hz)
Power consumption	**Average:** 159 W (542 BTU/h) **Maximum:** 181 W (617 BTU/h)
Connectors	**Front side:** 1x USB 2.0 1x iDRAC direct port **Rear side:** 5x USB 2.0 1x USB 3.0 1x VGA (Do not use) 1x Serial port 1x iDRAC dedicated Ethernet port 2x RJ45 1 Gbps 3x Mini DisplayPort™ (max two monitors recommended)

Video

Video streaming	**Live view:** 1 stream x 4K at 30 fps 4 split x 1080p at 30 fps 9 split x 720p at 15 fps 16 split x 360p at 15 fps 25 split x 360p at 15 fps 36 split x 360p at 15 fps Any combination of the above for maximum two 4K monitors **Playback:** Supports one monitor with the same split scenarios as for live view. Playback at high speeds can affect the video performance.

Approvals

Supply chain	TAA compliant
EMC	EN 55032 Class A, EN 55024, EN 55035, EN 61000-3-2, EN 61000-3-3, FCC Part 2 and 15 Class A, ISED ICES-003 Class A, RCM AS/NZS CISPR 32 Class A, KS C 9832 Class A, KS C 9835, VCCI 32-1 Class A, BSMI
Safety	IEC/EN/UL 62368-1, EN 62311, NOM-019-SCFI-1998
Cybersecurity	FIPS 140

Cybersecurity

Documentation	*AXIS Camera Station Hardening Guide* *Axis Vulnerability Management Policy* *Axis Security Development Model* To download documents, go to *axis.com/support/cybersecurity/resources* To read more about Axis cybersecurity support, go to *axis.com/cybersecurity*

General

Operating system	Microsoft® Windows® 10 IoT Enterprise LTSC 2021 Built-in operating system recovery: yes Operating system drive: 480 GB SSD[b]
Remote server management	iDRAC 9 basic license
Security	Support for encrypted operating system drive and recording drive FIPS 140-2 level 2 certified Trusted Platform Module (TPM 2.0)
Operating conditions	10 °C to 35 °C (50 °F to 95 °F) Humidity 5–80% RH (non-condensing)
Storage conditions	-40 °C to 65 °C (-40 °F to 149 °F)
Dimensions	581 x 175 x 370 mm (22.88 x 6.89 x 14.57 in)
Weight	21.1 kg (46.52 lb)[c]
Included accessories	2x C13 wall plug power cord, 2x Mini DisplayPort™ to DisplayPort™ adapter
Optional accessories	Axis joysticks and control boards Enterprise hard drives For more accessories, see *axis.com*
Services	Next Business Day Onsite Support Keep Your Hard Drive
Warranty	5-year warranty, see *axis.com/warranty*

a. *Units produced prior to September 1, 2024: 2x 8 GB*
b. *Units produced prior to September 1, 2024: 240 GB SSD*
c. *Units produced prior to September 1, 2024: 21.3 kg (46.96 lb)*

AXIS Camera Station

For details about AXIS Camera Station features and functions, see the AXIS Camera Station datasheet on *axis.com*

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AXIS P4708-PLVE Panoramic Camera

2x 4K dual-sensor camera at 30 fps and deep learning

This dual-sensor camera offers 2x8MP at 30 fps. Lightfinder and Forensic WDR ensure sharp, clear images in challenging or poor light conditions. This high-performance AI-based camera enables improved processing and storage capabilities so you can collect and analyze even more data than before—on the edge. Plus, it delivers valuable metadata facilitating fast, easy, and efficient forensic search capabilities in live or recorded video. It offers flexible positioning of both varifocal camera heads and remote zoom and focus capabilities ensure cost-effective installation. Furthermore, Axis Edge Vault safeguards the device and protects sensitive information from unauthorized access.

- > 2x 4K, multidirectional camera, with one IP address
- > Support for AI analytics
- > 360° IR illumination with 2.5x zoom
- > Axis Lightfinder and Forensic WDR
- > Axis Edge Vault safeguards the device





AXIS P4708-PLVE Panoramic Camera

Camera

Image sensor	2 x 1/2.8" progressive scan RGB CMOS Pixel size 1.45 µm
Lens	Varifocal, 3.2–8.1 mm, F1.9–3.2 Horizontal field of view: 108°–40° Vertical field of view: 55°–23° Diagonal field of view: 131°–46° Minimum focus distance: 0.5 m (1.6 ft) Fixed iris, IR corrected, remote zoom and focus
Day and night	Automatic IR-cut filter
Minimum illumination	**Color:** 0.19 lux at 50 IRE, F1.9 **B/W:** 0 lux at 50 IRE, F1.9 0 lux with IR illumination on
Shutter speed	1/16000 s to 2 s with 50/60 Hz
Camera adjustment	Pan ±110°, tilt ±75°, rotation ±170°

System on chip (SoC)

Model	ARTPEC-8
Memory	4096 MB RAM, 8192 MB Flash
Compute capabilities	Deep learning processing unit (DLPU)

Video

Video compression	H.264 (MPEG-4 Part 10/AVC) Baseline, Main and High Profiles H.265 (MPEG-H Part 2/HEVC) Main Profile Motion JPEG
Resolution	**16:9:** 2x 3840x2160 (2x 8MP) to 2x 640x360
Frame rate	Up to 25/30 fps (50/60 Hz) in all resolutions
Video streaming	Multiple, individually configurable streams in H.264, H.265, and Motion JPEG Axis Zipstream technology in H.264 and H.265 Controllable frame rate and bandwidth VBR/ABR/MBR H.264/H.265 Low latency mode Video streaming indicator
Signal-to-noise ratio	>55 dB
WDR	Forensic WDR: Up to 120 dB depending on scene
Noise reduction	Spatial filter (2D noise reduction) Temporal filter (3D noise reduction)
Image settings	Saturation, contrast, brightness, sharpness, Forensic WDR, white balance, day/night threshold, tone mapping, exposure mode, exposure zones, barrel distortion correction, compression, rotation: 0°, 90°, 180°, 270° including corridor format, mirroring, dynamic text and image overlay, polygon privacy mask
Image processing	Axis Zipstream, Forensic WDR, Lightfinder, OptimizedIR

Audio

Audio features	Automatic gain control Speaker pairing Spectrum visualizer[a] Voice enhancer 10-band graphic equalizer for audio input
Audio streaming	Audio in, simplex Two-way audio via edge-to-edge technology
Audio input	Input for external unbalanced microphone, optional 5 V microphone power Digital input, optional 12 V ring power Unbalanced line input
Audio output	Output through speaker pairing or portcast technology
Audio encoding	24bit LPCM, AAC-LC 8/16/32/44.1/48 kHz, G.711 PCM 8 kHz, G.726 ADPCM 8 kHz, Opus 8/16/48 kHz Configurable bit rate

Network

Network protocols	IPv4, IPv6 USGv6, ICMPv4/ICMPv6, HTTP, HTTPS[b], HTTP/2, TLS[c], QoS Layer 3 DiffServ, FTP, SFTP, CIFS/SMB, SMTP, mDNS (Bonjour), UPnP®, SNMP v1/v2c/v3 (MIB-II), DNS/DNSv6, DDNS, NTP, NTS, RTSP, RTP, SRTP/RTSPS, TCP, UDP, IGMPv1/v2/v3, RTCP, ICMP, DHCPv4/v6, ARP, SSH, LLDP, CDP, MQTT v3.1.1, Secure syslog (RFC 3164/5424, UDP/TCP/TLS), Link-Local address (ZeroConf), IEEE 802.1X (EAP-TLS), IEEE 802.1AR

System integration

Application Programming Interface	Open API for software integration, including VAPIX® and AXIS Camera Application Platform; specifications at *axis.com/developer-community*. One-click cloud connection ONVIF® Profile G, ONVIF® Profile M, ONVIF® Profile S, and ONVIF® Profile T, specification at *onvif.org*
Video management systems	Compatible with AXIS Camera Station Edge, AXIS Camera Station Pro, AXIS Camera Station 5, and video management software from Axis' partners available at *axis.com/vms*.
Onscreen controls	Autofocus Video streaming indicator IR illumination Privacy masks Media clip
Edge-to-edge	Speaker pairing
Event conditions	Device status: above/below/within operating temperature, IP address removed, new IP address, network lost, system ready, ring power overcurrent protection, live stream active, casing open Digital audio input status Edge storage: recording ongoing, storage disruption, storage health issues detected I/O: manual trigger, virtual input MQTT: subscribe Scheduled and recurring: schedule Video: average bitrate degradation, day-night mode, tampering
Event actions	Day-night mode Overlay text Illumination: use lights, use lights while the rule is active LEDs: flash status LED, flash status LED while the rule is active MQTT: publish Notification: HTTP, HTTPS, TCP and email Record video: SD card and network share Security: erase configuration SNMP traps: send, send while the rule is active Upload of images or video clips: FTP, SFTP, HTTP, HTTPS, network share and email
Built-in installation aids	Pixel counter, remote zoom and focus, level grid

Analytics

Applications	**Included** AXIS Object Analytics, AXIS Scene Metadata, AXIS Video Motion Detection, active tampering alarm, audio detection **Supported** Support for AXIS Camera Application Platform enabling installation of third-party applications, see *axis.com/acap*
AXIS Object Analytics	**Object classes:** Humans, vehicles (types: cars, buses, trucks, bikes) **Scenarios**: Line crossing, object in area, crossline counting, occupancy in area, time in area Up to 10 scenarios **Other features**: Triggered objects visualized with trajectories, color-coded bounding boxes and tables Polygon include/exclude areas Perspective configuration ONVIF Motion Alarm event
Metadata	**Object classes**: Humans, faces, vehicles (types: cars, buses, trucks, bikes), license plates **Object attributes**: Vehicle color, upper/lower clothing color, confidence, position

Approvals

Product markings	CSA, UL/cUL, UKCA, CE, KC, EAC, VCCI, RCM
Supply chain	TAA compliant
EMC	CISPR 35, CISPR 32 Class A, EN 55035, EN 55032 Class A, EN 50121-4, EN 61000-6-1, EN 61000-6-2 **Australia/New Zealand:** RCM AS/NZS CISPR 32 Class A **Canada:** ICES-3(A)/NMB-3(A) **Japan:** VCCI Class A **Korea:** KS C 9835, KS C 9832 Class A

	USA: FCC Part 15 Subpart B Class A **Railway:** IEC 62236-4
Safety	CAN/CSA C22.2 No. 62368-1 ed. 3, IEC/EN/UL 62368-1, IEC/EN 62471, IS 13252
Environment	IEC 60068-2-1, IEC 60068-2-2, IEC 60068-2-6, IEC 60068-2-14, IEC 60068-2-27, IEC 60068-2-78, IEC/EN 60529 IP66/IP67, IEC/EN 62262:2002 IK10, MIL-STD-810H (Method 501.7, 502.7, 506.6, 507.6, 509.7, 512.6), NEMA 250 Type 4X
Network	IPv6 USGv6, NIST SP500-267
Cybersecurity	ETSI EN 303 645, BSI IT Security Label, FIPS 140

Cybersecurity

Edge security	**Software:** Signed OS, brute force delay protection, digest authentication and OAuth 2.0 RFC6749 OpenID Authorization Code Flow for centralized ADFS account management, password protection, AES-XTS-Plain64 256bit SD card encryption **Hardware:** Axis Edge Vault cybersecurity platform TPM 2.0 (CC EAL4+, FIPS 140-2 Level 2), secure element (CC EAL 6+), system-on-chip security (TEE), Axis device ID, secure keystore, signed video, secure boot, encrypted filesystem (AES-XTS-Plain64 256bit)
Network security	IEEE 802.1X (EAP-TLS, PEAP-MSCHAPv2)[d], IEEE 802.1AE (MACsec PSK/EAP-TLS), IEEE 802.1AR, HTTPS/HSTS[e], TLS v1.2/v1.3[f], Network Time Security (NTS), X.509 Certificate PKI, host-based firewall
Documentation	*AXIS OS Hardening Guide* *Axis Vulnerability Management Policy* *Axis Security Development Model* AXIS OS Software Bill of Material (SBOM) To download documents, go to *axis.com/support/cybersecurity/resources* To read more about Axis cybersecurity support, go to *axis.com/cybersecurity*

General

Casing	IP66-, IP67-, NEMA 4X- and IK10-rated Polycarbonate hard-coated dome Aluminum and plastic casing, weathershield Color: white NCS S 1002-B or black NCS S 9000-N For repainting instructions, go to the product's support page. For information about the impact on warranty, go to *axis.com/warranty-implication-when-repainting*.
Mounting	Mounting bracket with junction box holes (double-gang, single-gang, 4" square, and 4" octagon) ¼"-20 UNC tripod screw thread ½" (M20) conduit side entry
Power	Power over Ethernet (PoE) IEEE802.3at Type 2 Class 4 IR illumination on: typical 13.3 W, max 18.8 W IR illumination off: typical 7.3 W, max 13.5 W
Connectors	Shielded RJ45 10BASE-T/100BASE-TX/1000BASE-T PoE Audio: 3.5 mm mic/line in Audio: Audio and I/O connectivity via portcast technology
IR illumination	OptimizedIR with power-efficient, long-life 850 nm IR LEDs Range of reach 15 m (50 ft) or more depending on the scene
Storage	Support for microSD/microSDHC/microSDXC card Support for SD card encryption (AES-XTS-Plain64 256bit) Recording to network-attached storage (NAS) For SD card and NAS recommendations see *axis.com*
Operating conditions	-30 °C to 50 °C (-22 °F to 122 °F) Start-up temperature: -30 °C Humidity 10–100% RH (non-condensing)
Storage conditions	-40 °C to 65 °C (-40 °F to 149 °F) Humidity 5–95% RH (non-condensing)
Dimensions	For the overall product dimensions, see the dimension drawing in this datasheet. Effective Projected Area (EPA): 0.015 m^2 (0.158 ft^2)
Weight	975 g (2.1 lb)
Included accessories	Camera, installation guide, Windows® decoder 1-user license, connector kit, weathershield, connector guard, cable gaskets
Optional accessories	Black casing, smoked dome, conduit adapters, AXIS T94N02 Pendant Kit AXIS T8415 Wireless Installation Tool AXIS Surveillance Cards For more accessories, see *axis.com/products/axis-p4708-plve#accessories*
System tools	AXIS Site Designer, AXIS Device Manager, product selector, accessory selector, lens calculator Available at *axis.com*
Languages	English, German, French, Spanish, Italian, Russian, Simplified Chinese, Japanese, Korean, Portuguese, Polish, Traditional Chinese, Dutch, Czech, Swedish, Finnish, Turkish, Thai, Vietnamese
Warranty	5-year warranty, see *axis.com/warranty*
Part numbers	Available at *axis.com/products/axis-p4708-plve#part-numbers*

Sustainability

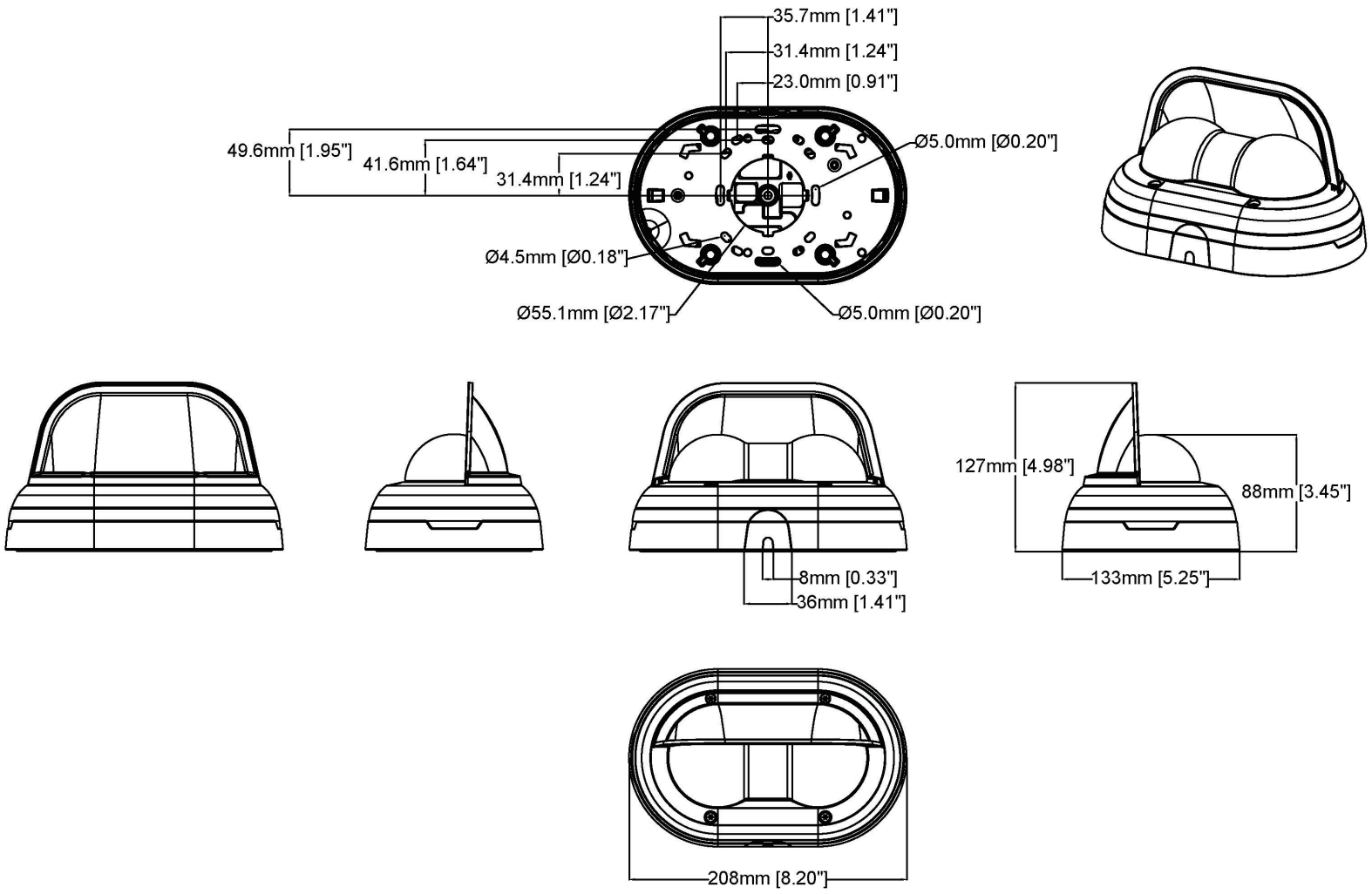
Substance control	PVC free, BFR/CFR free in accordance with JEDEC/ECA Standard JS709 RoHS in accordance with EU RoHS Directive 2011/65/EU/ and EN 63000:2018 REACH in accordance with (EC) No 1907/2006. For SCIP UUID, see *echa.europa.eu*
Materials	Renewable carbon-based plastic content: 9% (recycled: 7%, bio-based: 2%) Screened for conflict minerals in accordance with OECD guidelines To read more about sustainability at Axis, go to *axis.com/about-axis/sustainability*
Environmental responsibility	*axis.com/environmental-responsibility* Axis Communications is a signatory of the UN Global Compact, read more at *unglobalcompact.org*

a. *Feature available with ACAP*
b. *This product includes software developed by the OpenSSL Project for use in the OpenSSL Toolkit. (openssl.org), and cryptographic software written by Eric Young (eay@cryptsoft.com).*
c. *This product includes software developed by the OpenSSL Project for use in the OpenSSL Toolkit. (openssl.org), and cryptographic software written by Eric Young (eay@cryptsoft.com).*
d. *This product includes software developed by the OpenSSL Project for use in the OpenSSL Toolkit. (openssl.org), and cryptographic software written by Eric Young (eay@cryptsoft.com).*
e. *This product includes software developed by the OpenSSL Project for use in the OpenSSL Toolkit. (openssl.org), and cryptographic software written by Eric Young (eay@cryptsoft.com).*
f. *This product includes software developed by the OpenSSL Project for use in the OpenSSL Toolkit. (openssl.org), and cryptographic software written by Eric Young (eay@cryptsoft.com).*

Detect, Observe, Recognize, Identify (DORI)

	DORI definition	Distance (wide)	Distance (tele)
Detect	25 px/m (8 px/ft)	87.8 m (288.0 ft)	220.1 m (721.9 ft)
Observe	63 px/m (19 px/ft)	34.8 m (114.1 ft)	87.3 m (286.3 ft)
Recognize	125 px/m (38 px/ft)	17.6 m (57.7 ft)	44.0 m (144.3 ft)
Identify	250 px/m (76 px/ft)	8.8 m (28.9 ft)	22.0 m (72.2 ft)

The DORI values are calculated using pixel densities for different use cases as recommended by the EN-62676-4 standard. The calculations use the center of the image as the reference point and consider lens distortion. The possibility to recognize or identify a person or object depends on factors such as object motion, video compression, lighting conditions, and camera focus. Use margins when planning. The pixel density varies across the image, and the calculated values can differ from the distances in the real world.



AXIS P4708-PLVE Panoramic Camera

Revision	v.01	Revision date	2024-03-14
Paper size	A4	Release date	2024-03-14
Created by	MS	Scale	1:4

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T10200309/EN/M7.2/2502

Highlighted capabilities

AXIS Object Analytics

AXIS Object Analytics is a preinstalled, multifeatured video analytics that detects and classifies humans, vehicles, and types of vehicles. Thanks to AI-based algorithms and behavioral conditions, it analyzes the scene and their spatial behavior within – all tailored to your specific needs. Scalable and edge-based, it requires minimum effort to set up and supports various scenarios running simultaneously.

Axis Edge Vault

Axis Edge Vault is the hardware-based cybersecurity platform that safeguards the Axis device. It forms the foundation that all secure operations depend on and offer features to protect the device's identity, safeguard its integrity and protect sensitive information from unauthorized access. For instance, **secure boot** ensures that a device can boot only with **signed OS**, which prevents physical supply chain tampering. With signed OS, the device is also able to validate new device software before accepting to install it. And the **secure keystore** is the critical building-block for protecting cryptographic information used for secure communication (IEEE 802.1X, HTTPS, Axis device ID, access control keys etc.) against malicious extraction in the event of a security breach. The secure keystore and secure connections are provided through a Common Criteria or FIPS 140 certified hardware-based cryptographic computing module.

Furthermore, signed video ensures that video evidence can be verified as untampered. Each camera uses its unique video signing key, which is securely stored in the secure keystore, to add a signature into the video stream allowing video to be traced back to the Axis camera from where it originated.

To read more about Axis Edge Vault, go to *axis.com/solutions/edge-vault*.

Forensic WDR

Axis cameras with wide dynamic range (WDR) technology make the difference between seeing important forensic details clearly and seeing nothing but a blur in challenging light conditions. The difference between the darkest and the brightest spots can spell trouble for image usability and clarity. Forensic WDR effectively reduces visible noise and artifacts to deliver video tuned for maximal forensic usability.

Lightfinder

The Axis Lightfinder technology delivers high-resolution, full-color video with a minimum of motion blur even in near darkness. Because it strips away noise, Lightfinder makes dark areas in a scene visible and captures details in very low light. Cameras with Lightfinder discern color in low light better than the human eye. In surveillance, color may be the critical factor to identify a person, an object, or a vehicle.

Zipstream

The Axis Zipstream technology preserves all the important forensic in the video stream while lowering bandwidth and storage requirements by an average of 50%. Zipstream also includes three intelligent algorithms, which ensure that relevant forensic information is identified, recorded, and sent in full resolution and frame rate.

For more information, see *axis.com/glossary*

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SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Date/Time: **Thursday, May 22, 2025 – 6:00 p.m.**
Location: **Room 5, 1071 E 16th Street, Chico CA 95928**

AGENDA

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

A.1 Land Acknowledgement

Sherwood Montessori acknowledges that we are on the unceded ancestral homeland of the Mechoopda people. Dr. Maria Montessori said: "We shall walk together on this path of life, for all things are part of the universe and are connected with each other to form one whole unity." As Montessori educators, we recognize that the Mechoopda people are the experts on the way to walk on the path of life here, with respect, gratitude and responsibility for the land, flora, fauna, waters, and air of this place. We extend our respects to the Mechoopda ancestors, elders, and all their relations in affirming their sovereign rights.

A.2 Roll Call Tina Hanson-Lewis, Sam Lawson, Maria Santori, Dinah Weller, Holly Sisk

B. CONSENT AGENDA (6:05)

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, April 17, 2025.

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

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

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS (6:20)

E.1 Items Removed from Consent (If any)

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

E.2 Reports and Communications (6:20)

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

E.2.1 School Director Report

E.2.2 Treasurer Report

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

E.3.1 Local Control Accountability Plan (LCAP)

The Board will be asked to discuss the LCAP and allow for public input.

ACTION REQUESTED: Discuss plan and give input.

E.3.2 LCAP Federal Addendum

The Board will be asked to approve the updated Federal Addendum.

ACTION REQUESTED: Approve the Federal Addendum.

E.3.3 CARS Application

The Board will be asked to approve the Consolidated Application for Federal Funding

ACTION REQUESTED: Approve application.

E.3.4 Williams Uniform Complaint Quarterly Report

The Board will be asked to approve the Williams Uniform Complaint Quarterly Report.

ACTION REQUESTED: Approve report.

E.3.5 Elections Update The Elections Committee will update the Board on recruitment efforts.

ACTION REQUESTED: Discuss progress on recruitment of new members.

F. CLOSED SESSION (7:20)

F.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.

G. FUTURE AGENDA ITEMS (7:30)

The Board will be asked to adopt the 2025-2026 Local Control Accountability Plan (LCAP) and approve the Original Budget for 2025-2026. The Board will be asked to approve the Instructional Continuity Plan and a Dyslexia Screener.

H. ADJOURNMENT (7:30)

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

Sherwood Montessori Board of Directors

Regular Meeting, 17 April 2025

Meeting Minutes

A. Call to Order - The Meeting started at 6:09pm
    a. Land acknowledgement
    b. Roll Call: Tina Lewis, Samantha Lawson, Maria Santoni, Dinah Weller
B. Consent Agenda
    a. Approve minutes: Dinah moves, Maria seconds, unanimous approval
    b. Audit Engagement: cost appears consistent with previous years - Dinah moves to approve, Sami seconds, unanimous approval
C. Public Comment
    a. Daniel Green: Expressed concern regarding an Emotional Support Animal (ESA) on campus
    b. Kristina Vannucci: Also spoke concerning the ESA dog
    c. Jennifer Green: Also regarding the ESA dog
    d. Jylian Green: Expressed concern regarding teacher response to students on bereavement leave
D. Regular Business
    a. School Director Report
        i. Charter renewal successful with CUSD
        ii. Enrollment at 129
        iii. Parsec data showing student growth presented - all attached to the agenda
            1. Thoughts about why growth in students with disabilities is so far ahead of others - might be related to our high percentage of SWD students - recent issue of Montessori publication was about neurodivergence and SWD
            2. Our suspension rate went up from last year - with such a small population, the fluctuation is expected and not concerning, so long as it does not continue to climb year over year
        iv. Sami was one of the middle school trip chaperones and says it was amazing
        v. New teacher's aide for Adam's classroom has trained and will start officially soon
        vi. TK/K Open House was smaller than hoped
            1. Thinking about if that was down to scheduling, timing, etc.
            2. We have more applicants for TK/K than we have space for, for next year
        vii. Social media - Holly is on it and getting stuff going! We have seen things popping up
    b. Treasurer's Report
        i. We're in good shape in terms of cash flow

ii. We'll make it to August and are waiting to find out what our enrollment will be - used 115 in his estimates to CUSD
iii. First hint of low cash will be in December of this year
iv. We are deficit spending on a projection of the approved budget, so not concerned there
v. Going to a budget workshop in May (with Michelle)
1. They don't really know where things are going to be economically and what exactly will happen with school budgets - won't really know until about a year from now
vi. LA Unified has a 1.3 billion deficit and wants the state to help them - they lost so many students after the fires
vii. Will develop a budget for June, will use many of the same numbers as used in the charter renewal

c. Instructional Staff Report
i. Some of us got the vibe that Adam's feedback indicated he feels we're not doing enough Montessori - he did have some good takeaways, like how we could consider timing for events to reduce stressors in busy times - neighborhood cleanup and other great activities that could be good community buy-in - find ways to make it fun and community based
ii. Some of the other teachers' suggestions were contradictory (e.g. more vs less technology)
iii. Interested in the ideas from Stacy about reading the same book, or a science fair, or something similar - Tina mentioned that Chico State faculty have coordinated science fairs for other schools and could be reached out to next year, potentially - would do it non-competitively, etc., can do it in teams, etc.
iv. Student leadership and spirit days
v. Peer mentoring - social emotional (probably not), conflict resolution, academic support, reading groups?

E. Action Items
a. Measure K: Air Conditioning Overage - Sami moves, Maria seconds, unanimous approval
b. Measure K: Security Cameras - Dinah moves to approve, Sami seconds, unanimous approval

F. Board Governance
a. Elections committee update - updated our recruitment letter, have reached out to Inspire school, CARD, Butte County library, Rotary, Chico State folks, and more
b. Timeline:
i. Nominations: 4/28-5/5
ii. Voting: 5 / 8-16
iii. Results: 5/19-20
iv. Swear in: 5/22 meeting

G. Future Agenda Items
a. Will discuss LCAP

    b. Elections update
H. Closed session
I. Adjournment: 8:47pm

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **School Director Report**

Date: May 22, 2025

Administrative

- Updated enrollment will be reported at the meeting.
- CAASPP testing is underway. We had six students opted out of testing by their parents and will not make the 95% participation rate
- Our application for Measure C funds to build a new school was strongly supported by CUSD. We are waiting for the outcome for our application that will be submitted by the King group to see if we will have matching funds from the State bond allocation for charter schools.

Legislative

- Efforts to draw more candidates to the teaching profession may be having some effect with the 2023-2024 school year seeing an 18% increase in teaching credentials being issued. The beginning of this school year still saw about 25,000 more new teachers needed to fill classrooms, however, LAUSD currently has 500 more teachers than they need to fill positions in the 2025-2026 school year.

Community

- The Variety Show was well-attended and with a variety of talents on full display.
- The Endangered Species Faire with Puppet Parade was the best in recent years with an actual street parade and many community members enjoying the event. Sherwood puppets were beautiful and we had many visitors to our booth.
- Bike to School Day had great participation this year as well, with staff members Evan Kerr and Kimberly Fellner handing out treats and prizes donated by SMPO volunteers.
- We had our last SMPO meeting of the year, and identified some changes for next year, including having volunteers sign up to be leads for events and bringing back Spirit Days and launching a Spirit Week.
- We are looking forward to Career Day, which is Friday, May 23 and our 8th Grade Graduation Ceremony, our last community event of the school year.

Fiscal

- In compliance with our Purchasing Policy, I need to report to the Board that we have significantly overspent by more than $2,000 our special education personnel budget. Our Learning Center Aide will finish the year $10,000-$15,000 over the budgeted amount.

SHERWOOD MONTESSORI

To: Board of Directors

From: Pat Casey, Business Manager

Subject: **Treasurer's Report**

Date: May 22,2025 Board Meeting

Bank statement reconciliation

- The Business Manager has verified that the beginning and ending cash balances on Sherwood's bank statement for the month of April 2025 reconciled with and matched those of the school's internal reports. The bank Ending Balance (cash) totaled $ 504,173.83 as of March 31,2025 for the checking account.
- The expenses in April were for the normal operating cost for the school.

Profit & Loss

The April 2025 Profit & Loss report shows a Net Income of $ -414,593, with amounts received in May of $ 61,982 for April LCF, $ 7,487 for ELOP, $ 1,538 Prop 28 Art/Music, $ 809 SP ED MHS, and $ 9,016 of Q2 Lottery. The actual Net Income through April 2025 is $ -333,761, which means that the school is deficit spending (expense is greater than income).

Cash Flow

The school will end the year with a positive cash balance based on P2 ADA of 108. A deferral of the June apportionment check would mean the check arrives in August 2025.

Sherwood Montessori
Profit & Loss YTD Comparison
July 2024 through April 2025

	Jul '24 - Apr 25
Ordinary Income/Expense	
Income	
8000-Revenues	1,192,563
Total Income	1,192,563
Gross Profit	1,192,563
Expense	
1000 Certificated Salaries	560,431
2000 Classified Salaries	392,992
3000-Employee Benefits	294,968
4000-Books and Supplies	35,709
5000 Services/Other Op. Exp.	323,055
Total Expense	1,607,156
Net Ordinary Income	-414,593
Net Income	**-414,593**

Sherwood Montessori
Board of Directors - Vendor Payments Report
April 2025

Type	Date	Num	Name	Memo	Account	Amount
Check	04/01/2025	ACH	CharterSAFE	BILLED PREMIUM - LIABILIT...	5400-Liability Insurance	2,654.00
Check	04/01/2025	ACH	CharterSAFE	BILLED PREMIUM - LIABILIT...	3601-Workers Comp	1,351.00
Check	04/01/2025	DBT	Facebook Ads	JOB AD	Advertising	87.27
Check	04/01/2025	DBT	Amazon.com	FOREARM GUARDS	Instructional Supplies	21.60
Check	04/01/2025	EFT	Comcast 4454	SERVICE - 2025 NAR-APR	Internet Service Provider	490.52
Check	04/01/2025	9990	Hernandez Cleaning Service	SERVICE 2025 MARCH	Housekeeping Services	3,680.00
Check	04/01/2025	ACH	ANTHEM BLUE CROSS	BILLING 2025 APRIL	3401-Health Benefits	7,944.56
Check	04/02/2025	7749	Kendra Cueyo	LIVESCAN	LiveScan and TB Test Services	70.04
Check	04/02/2025	DBT	Costco	TKK OPEN HOUSE	Food - Meetings	40.95
Check	04/02/2025	DBT	Amazon.com	VINEGAR	Extended Day	3.16
Check	04/03/2025	9992	Advanced Document	SERVICE 2025 MARCH	Copier Lease	384.29
Check	04/03/2025	9993	Stacy .Gertz	ART SUPPLIES	ART-MUSIC	80.25
Check	04/03/2025	EFT	California Water Service Com...	SERVICE 2025 MARCH	Water	31.66
Check	04/04/2025	7750	MATTHEW MITCHELL	MUSIC VOLUNTEER	LiveScan and TB Test Services	70.00
Check	04/07/2025	9995	Patrick Bossetti	INSTALLATION SERVICES	Contracted Service	1,200.00
Check	04/07/2025	ACH	Wufoo	SERVICE - 2025 APRIL	Online List Management	19.00
Check	04/07/2025	DBT	Chico U Lock It Self Storage	LOCKER RENTAL	5600-Rental/Leases/Repairs	130.00
Check	04/07/2025	DBT	Amazon.com	GLUE-TAPE-PAPER-PENCIL...	Office Supplies	92.35
Check	04/08/2025	8006	Zebra Businerss Solutions	SERVICES INV 576	Contracted Service	380.00
Check	04/08/2025	DBT	Costco	SNACKS	Food (Instructional)	357.04
Check	04/08/2025	9996	Law Offices of Young, Minne...	LEGAL RESEARCH	Attorney	468.00
Check	04/08/2025	9998	City of Chico	SERVICE 2025 MARCH	Sewer	32.31
Check	04/08/2025	EFT	Waste Management	SERVICE - 2025 MARCH	Trash/Recycling	147.09
Check	04/09/2025	DBT	Target	COFFEE FILTER - PAPER	Office Supplies	7.81
Check	04/09/2025	DBT	Target	MIRRORS	Instructional Supplies	14.00
Check	04/10/2025	8007	Chris Wenger	TUBS-FLOUR-TAPE	Instructional Supplies	12.04
Check	04/10/2025	8008	LESLIE CAREY	STIPEND-MTSS	9500-Liabilities	2,500.00
Check	04/10/2025	DBT	Mendes Supply Co.	Clorox - towels - tissue	Custodial Supplies	250.00
Check	04/10/2025	DBT	Mendes Supply Co.	PAPER	Office Supplies	331.97
Check	04/11/2025	DBT	Amazon.com		Instructional Supplies	13.10
Check	04/14/2025	8009	BidWell Behavior	FBA Consultation	SELPA	845.00
Check	04/14/2025	DBT	TRILLIUM MONTESSORI C...		5200-Travel and Conferences	49.00
Check	04/14/2025	ACH	COSTCO VISA CARD	THRU 15TH PURCHASES 20...	SHERWOOD COSTCO VISA	98.94
Check	04/15/2025	DBT	UPGRADED LIVING MAGAZ...	AD IN UPGRADED LIVING M...	Advertising	200.00
Check	04/15/2025	EFT	PG & E	SERVICE 2025 APRIL	Electricity	895.63
Check	04/17/2025	ACH	Wufoo	SERVICE - 2025 APRIL	Online List Management	19.00
Check	04/17/2025	DBT	Amazon.com	Guitars	ART-MUSIC	1,092.45
Check	04/21/2025	10001	Stacy .Gertz	GAS FOR SCIENCE CAMP	5200-Travel and Conferences	111.94
Check	04/21/2025	EFT	Comcast Business 9110	SERVICE - 2025 APRIL	Telephone, Landline	200.07
Check	04/21/2025	DBT	Amazon.com	PENCIL SHARPENER	Office Supplies	30.27
Check	04/21/2025	DBT	Amazon.com	PAINT PENS-WATERCOLOR ...	ART-MUSIC	58.97
Check	04/21/2025	DBT	Amazon.com	AFFIRMATION NOTEPAD	Instructional Supplies	96.42
Check	04/22/2025	8010	CYO Camp and Retreat Center	78S CYO CAMP RETREAT	Field Trips and Assemblies	4,450.00
Check	04/22/2025	8011	CYO Camp and Retreat Center	78S CYO CAMP RETREAT-FI...	Field Trips and Assemblies	319.00
Check	04/22/2025	DBT	ARCO PUMPPASS	Gas cards	5200-Travel and Conferences	100.00
Check	04/22/2025	DBT	ARCO PUMPPASS	Gas cards	5200-Travel and Conferences	100.00
Check	04/22/2025	DBT	FoodMaxx	PUPPET BOWLS FOR PAINT	Office Supplies	19.63
Check	04/22/2025	DBT	Michaels	PAINT SUPPLIES	ART-MUSIC	153.80
Check	04/22/2025	DBT	Michaels	PAINT SUPPLIES	ART-MUSIC	104.86
Check	04/22/2025	ACH	Macquarie Equipment Capital...	Kyocera Copier Lease 2025 A...	Copier Lease	223.00
Check	04/23/2025	DBT	PANERA BREAD	PD LCAP	Food - Meetings	61.26
Check	04/23/2025	9997	Law Office of Gregory P. Einh...	INV 25410 LEGAL REVIEW S...	Attorney	1,503.50
Check	04/23/2025	9999	UPGRADED LIVING MAGAZ...	AD IN UPGRADED LIVING M...	Advertising	200.00
Check	04/23/2025	10000	Comcast Ethernet	SERVICE - 2025 MARCH	Ethernet - Fiberoptic	1,085.44
Check	04/23/2025	DBT	Amazon.com	STAR STRESS BALLS	Instructional Supplies	29.49
Check	04/24/2025	8012	Comcast-EPL 9287	INV 236820364	COMCAST EPL	1,565.94
Check	04/25/2025	DBT	USPS	MAIL R.G. PAPERS	Postage	82.85
Check	04/25/2025	DBT	Costco	SNACKS- VARIETY SHOW -- ...	LCAP	65.22
Check	04/25/2025	DBT	US Chef'Store	ICE = VARIETY SHOW -- LCA...	LCAP	9.38
Check	04/25/2025	DBT	Amazon.com	MONTHLY FEE	5300-Dues and Membership	16.23
Check	04/25/2025	DBT	Amazon.com		Instructional Supplies	16.38
Check	04/28/2025	DBT	FoodMaxx	PAPER PLATES - VARIETY S...	LCAP	4.91
Check	04/28/2025	DBT	Amazon.com	ART SUPPLIES	ART-MUSIC	75.63
Check	04/28/2025	DBT	Amazon.com	PAINT MARKERS	ART-MUSIC	85.22
Check	04/28/2025	DBT	Amazon.com	ART SUPPLIES	ART-MUSIC	276.34
Check	04/29/2025	8021	Stacy .Gertz	MTSS STIPEND	MTSS STIPEND	1,500.00
Check	04/29/2025	8022	PAUL WRIGHT	STIPEND-CYO CAMP DRIVER	5200-Travel and Conferences	200.00
Check	04/29/2025	10003	CUSD	FUA INV25-000131 2025 MAR...	CUSD FUA Charges	2,024.97
Check	04/30/2025	9979	THE HARTFORD GROUP B...	INV 373191756849 - 2025 PR...	3401-Health Benefits	58.50
Check	04/30/2025	10005	Chico Country Day	NURSE CONTRACT 24-25 IN...	Contracted Service	1,647.77
Check	04/30/2025	DBT	Amazon.com	ART SUPPLIES	ART-MUSIC	19.04
TOTAL						**42,560.06**

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Local Control Accountability Plan (LCAP) Public Hearing**

Date: May 22, 2025

SUMMARY

The LCAP adoption process should have ample opportunities for a variety of educational partners to give input, including: students, parents, faculty, staff and community members.

DISCUSSION

The LCAP format includes a description of the process for engaging educational partners to gain input. A focus group has met to discuss our current LCAP and the course for developing our future adoption, and data was presented at a staff meeting. Including the LCAP as an item at our public meetings is also a required part of the adoption process to give opportunity for educational partner input. Sherwood requests input from parents and guardians, teachers, and staff via an annual Community Survey. Students give input with a Student Survey. This year, we had a Student Focus Group who gave input as well.

Overall, the draft of the LCAP has maintenance goals, very similar to prior years', as we have either met, surpassed, or made significant progress on all goals but two. One goal not met was for 90 % of parents to rate satisfaction in curriculum in terms of Montessori authenticity. The other goal not met was for the majority of the students to report that they are happy to be a student at the school. This was especially disappointing, as only 43% of our current students responded that they agree or strongly agree that they are happy to be a student at Sherwood. However, 72% of the students in grades 1-3 indicated happiness, revealing that dissatisfaction is found in the upper grades.

ACTION REQUESTED

Discuss LCAP and allow educational partners' input.

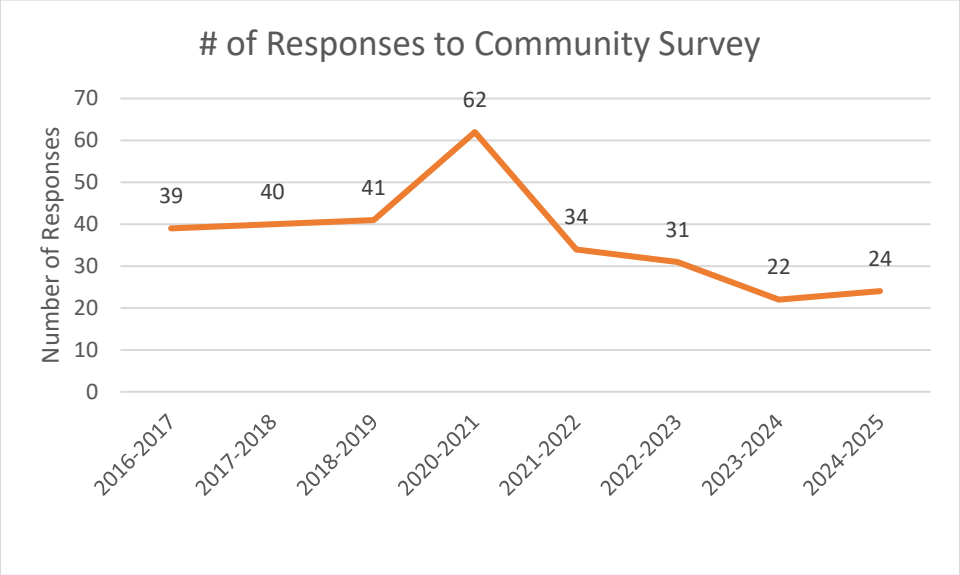
Attachments: LCAP Community Survey Report 2025, Draft of LCAP

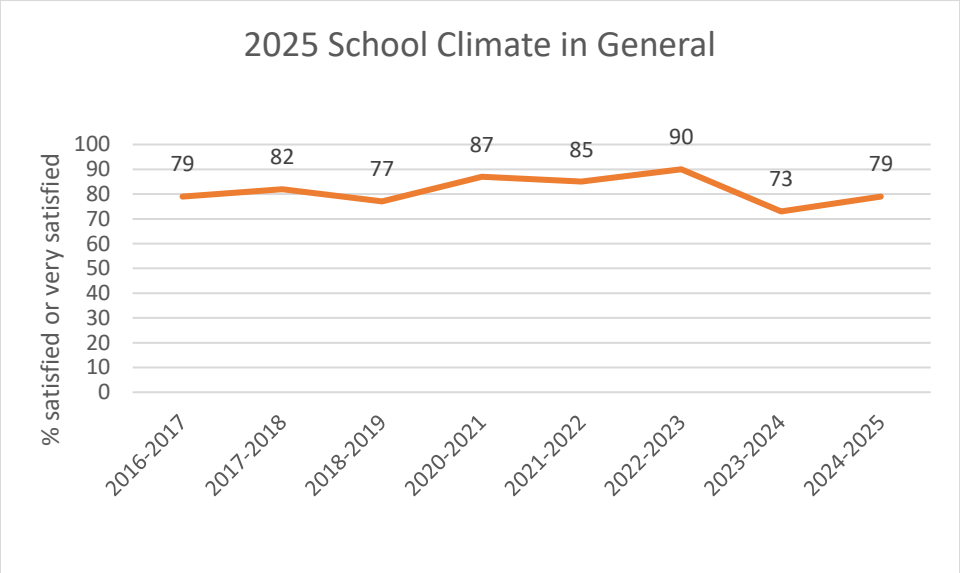
LCAP Community Survey 2025

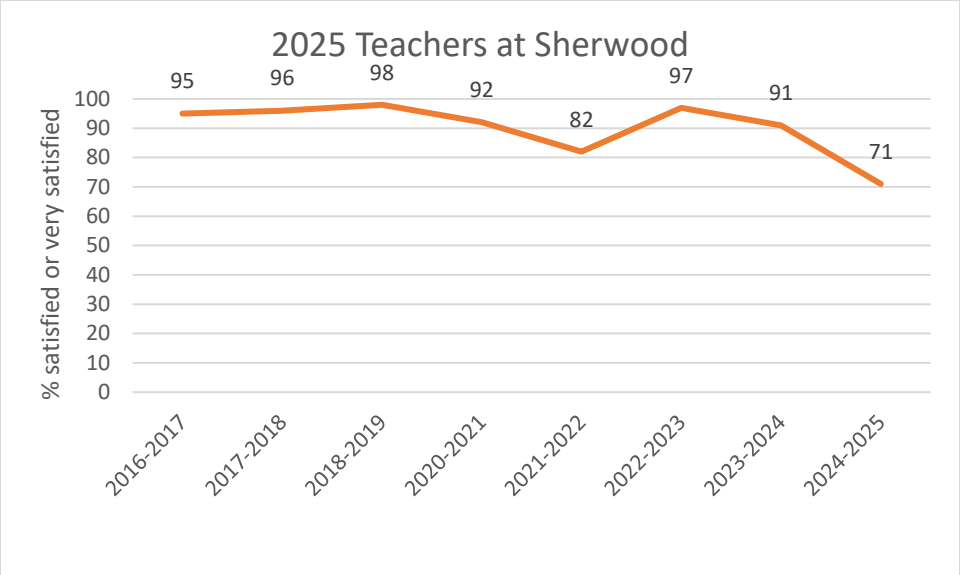
SURVEY RESULTS AND MULTI-YEAR COMPARISON DATA

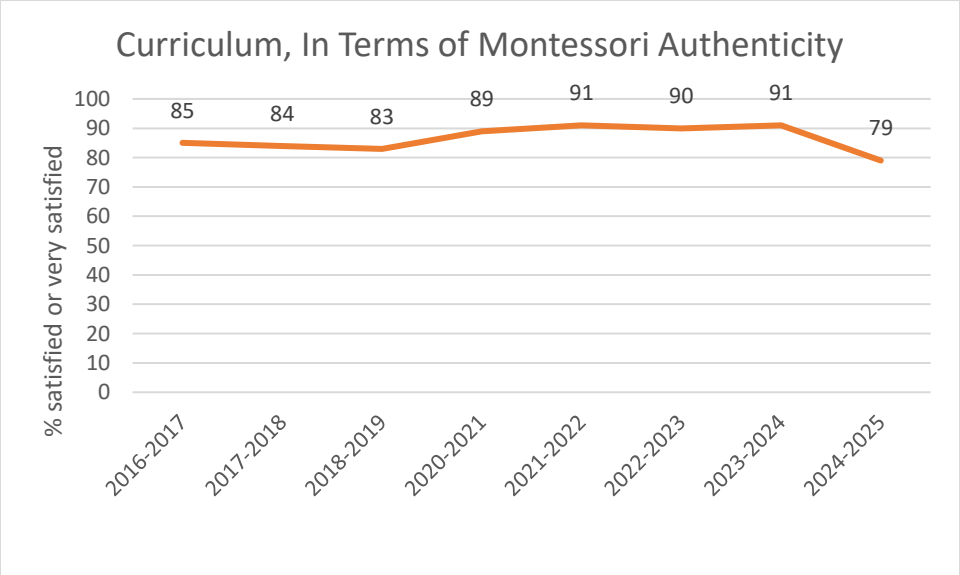
Michelle Yezbick ⌘ Director, Sherwood Montessori ⌘ May 22, 2025

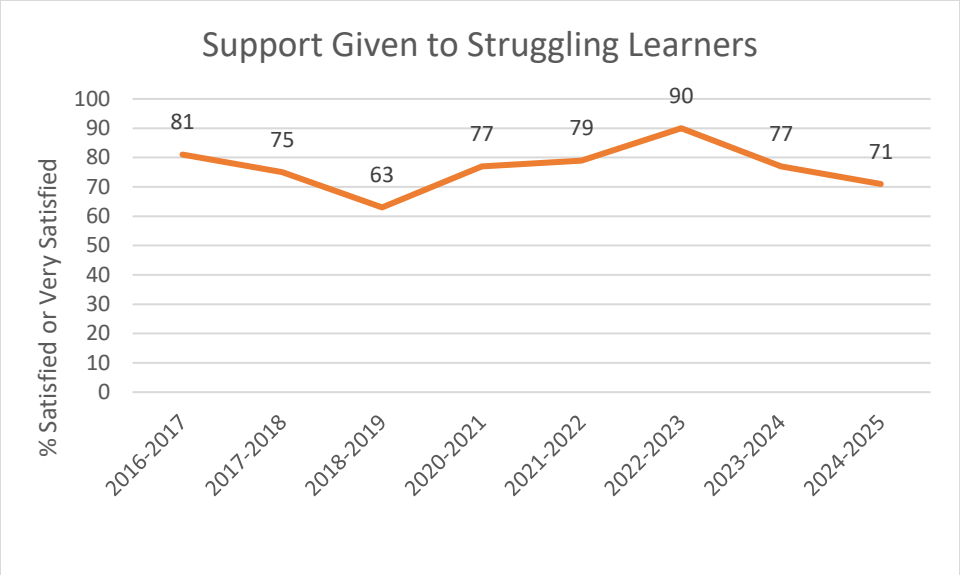
Community Survey Multi-Year Comparison Graphs

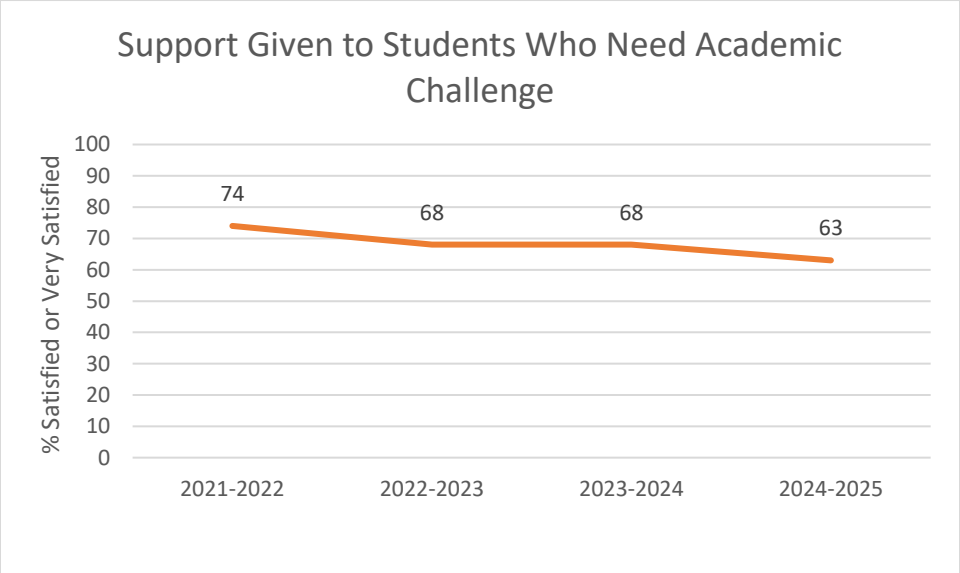


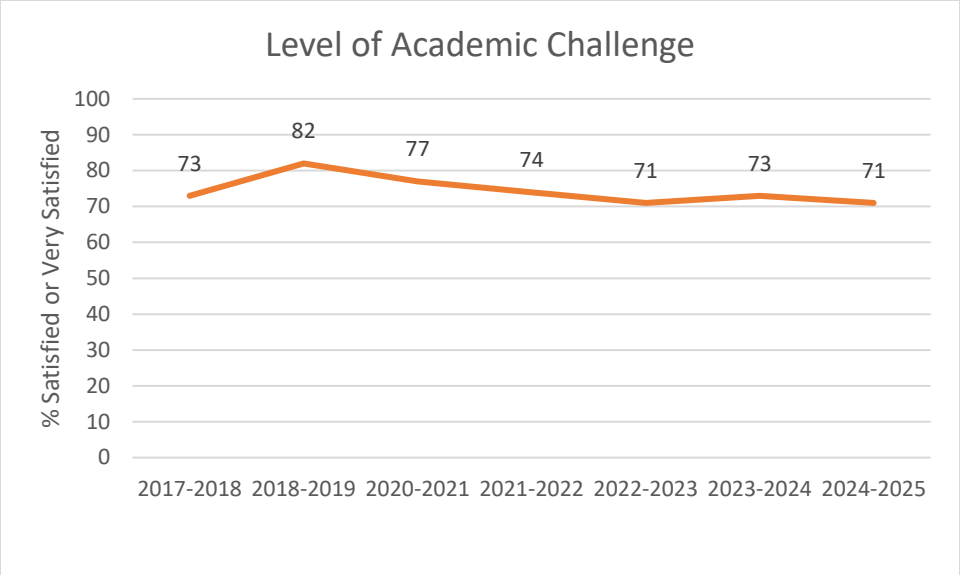


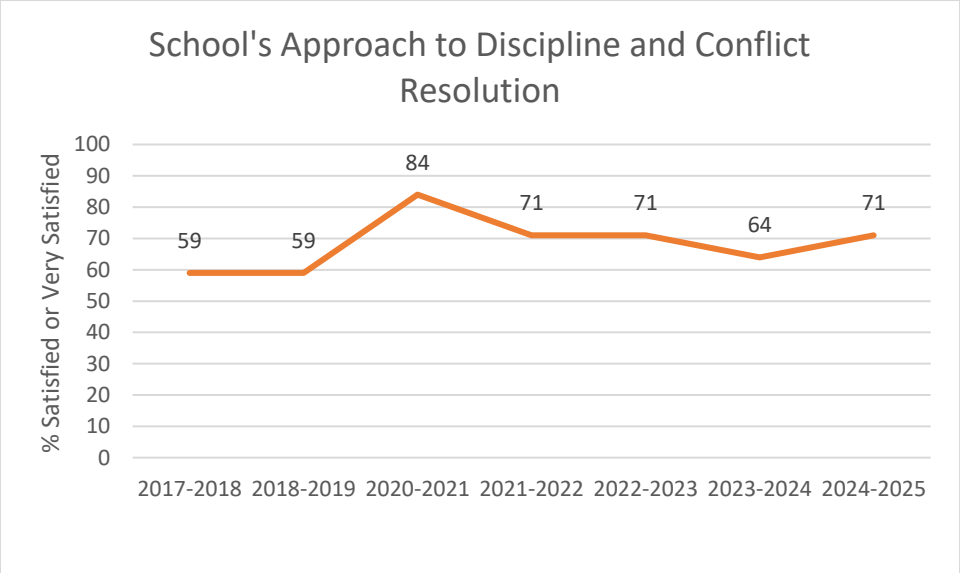

2025 Teachers at Sherwood
% satisfied or very satisfied
100
90
80
70
60
50
40
30
20
10
0
95
96
98
92
82
97
91
71
2016-2017
2017-2018
2018-2019
2020-2021
2021-2022
2022-2023
2023-2024
2024-2025

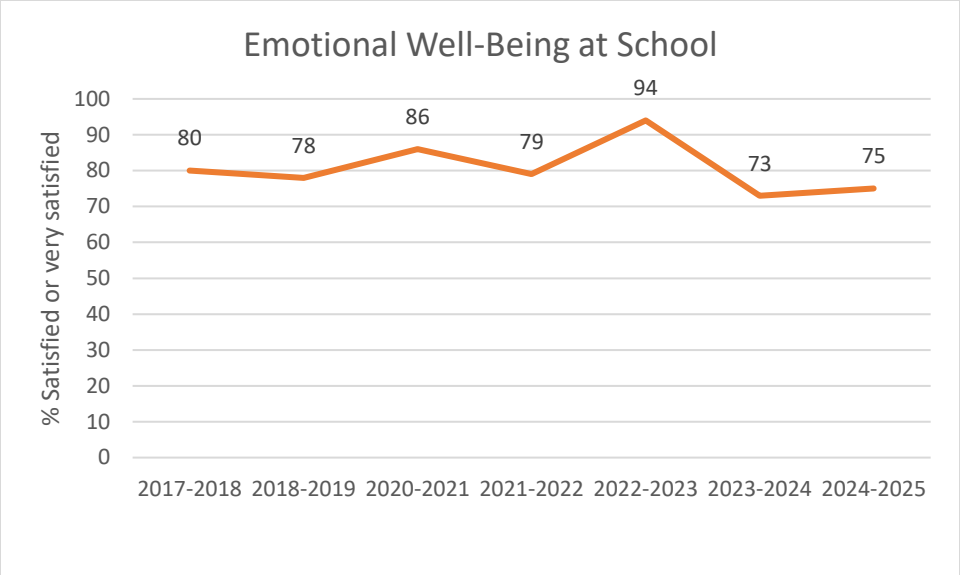

Curriculum, In Terms of Montessori Authenticity
% satisfied or very satisfied
100
90
80
70
60
50
40
30
20
10
0
85
84
83
89
91
90
91
79
2016-2017
2017-2018
2018-2019
2020-2021
2021-2022
2022-2023
2023-2024
2024-2025


Support Given to Struggling Learners
% Satisfied or Very Satisfied
100
90
80
70
60
50
40
30
20
10
0
81
75
63
77
79
90
77
71
2016-2017
2017-2018
2018-2019
2020-2021
2021-2022
2022-2023
2023-2024
2024-2025

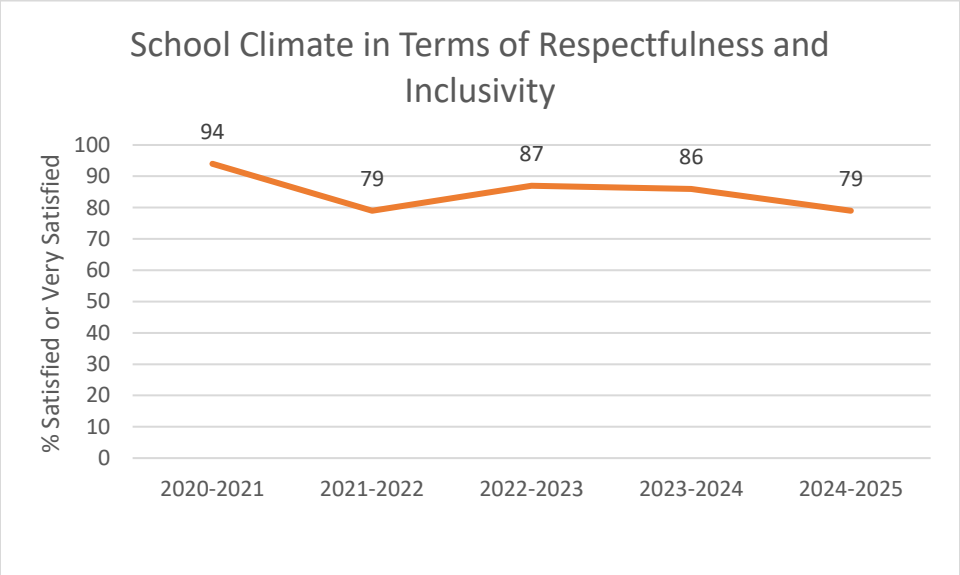

Support Given to Students Who Need Academic Challenge
% Satisfied or Very Satisfied
100
90
80
70
60
50
40
30
20
10
0
74
68
68
63
2021-2022
2022-2023
2023-2024
2024-2025

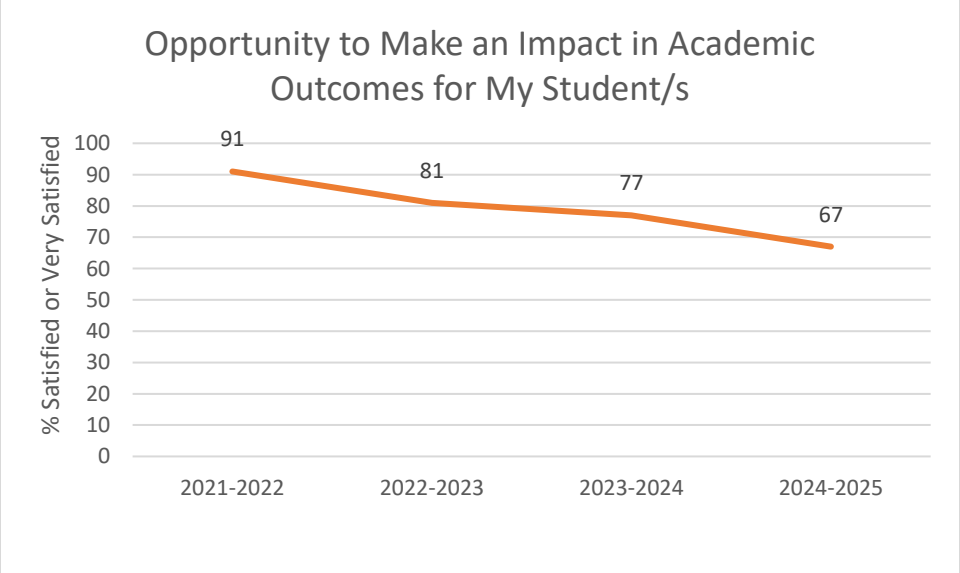

Level of Academic Challenge
% Satisfied or Very Satisfied
100
90
80
70
60
50
40
30
20
10
0
73
82
77
74
71
73
71
2017-2018
2018-2019
2020-2021
2021-2022
2022-2023
2023-2024
2024-2025

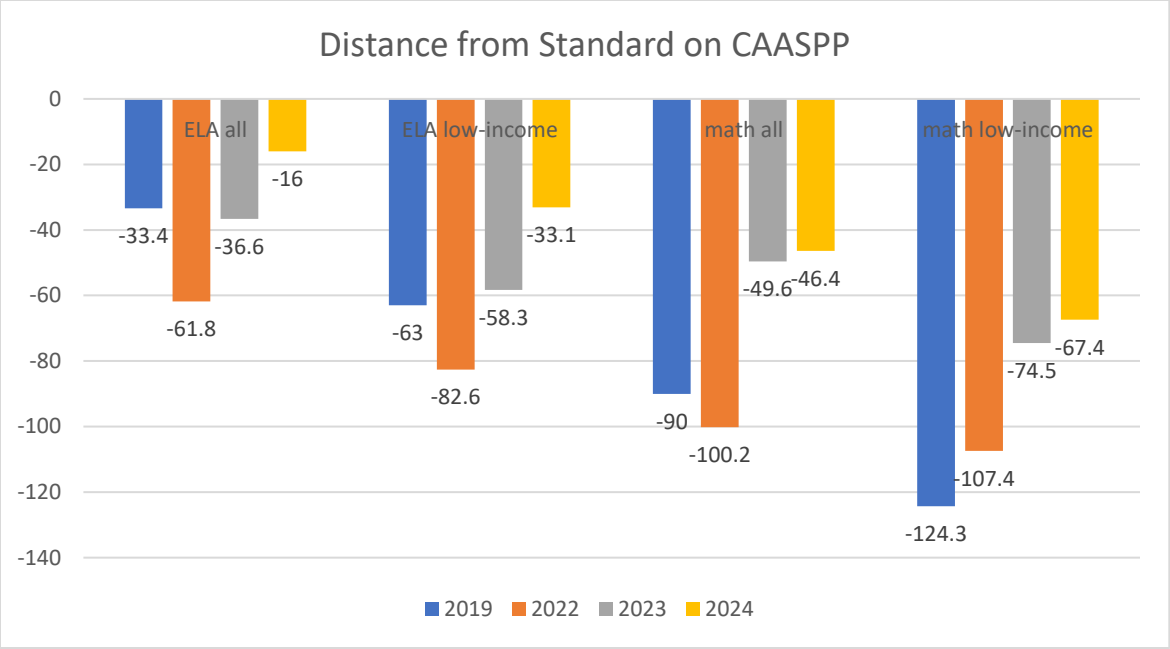

School's Approach to Discipline and Conflict Resolution
% Satisfied or Very Satisfied
100
90
80
70
60
50
40
30
20
10
0
59
59
84
71
71
64
71
2017-2018
2018-2019
2020-2021
2021-2022
2022-2023
2023-2024
2024-2025


Emotional Well-Being at School
% Satisfied or very satisfied
100
90
80
70
60
50
40
30
20
10
0
80
78
86
79
94
73
75
2017-2018
2018-2019
2020-2021
2021-2022
2022-2023
2023-2024
2024-2025

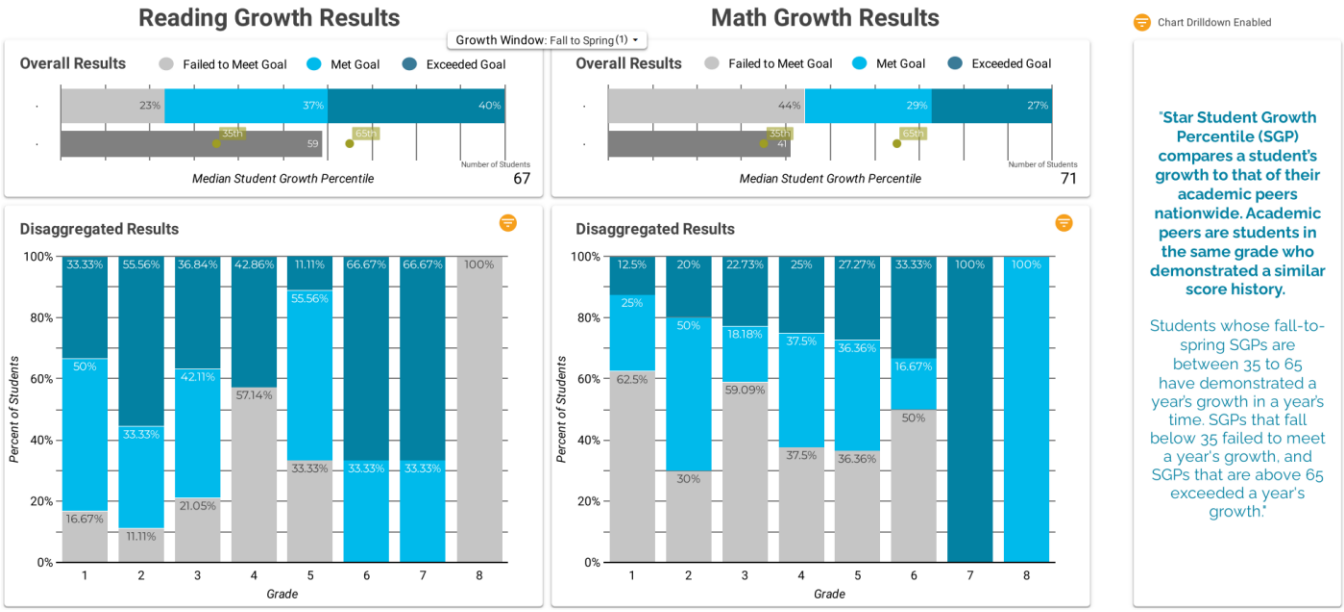
Note: Beginning 2020-2021 question was revised to read *Please rate your satisfaction with Sherwood in terms of: students' emotional well-being at school.* Prior years' question was *Please rate your satisfaction with Sherwood in terms of: students' emotional and physical well-being at school.*







Star Renaissance Average Year's Growth 2024-2025

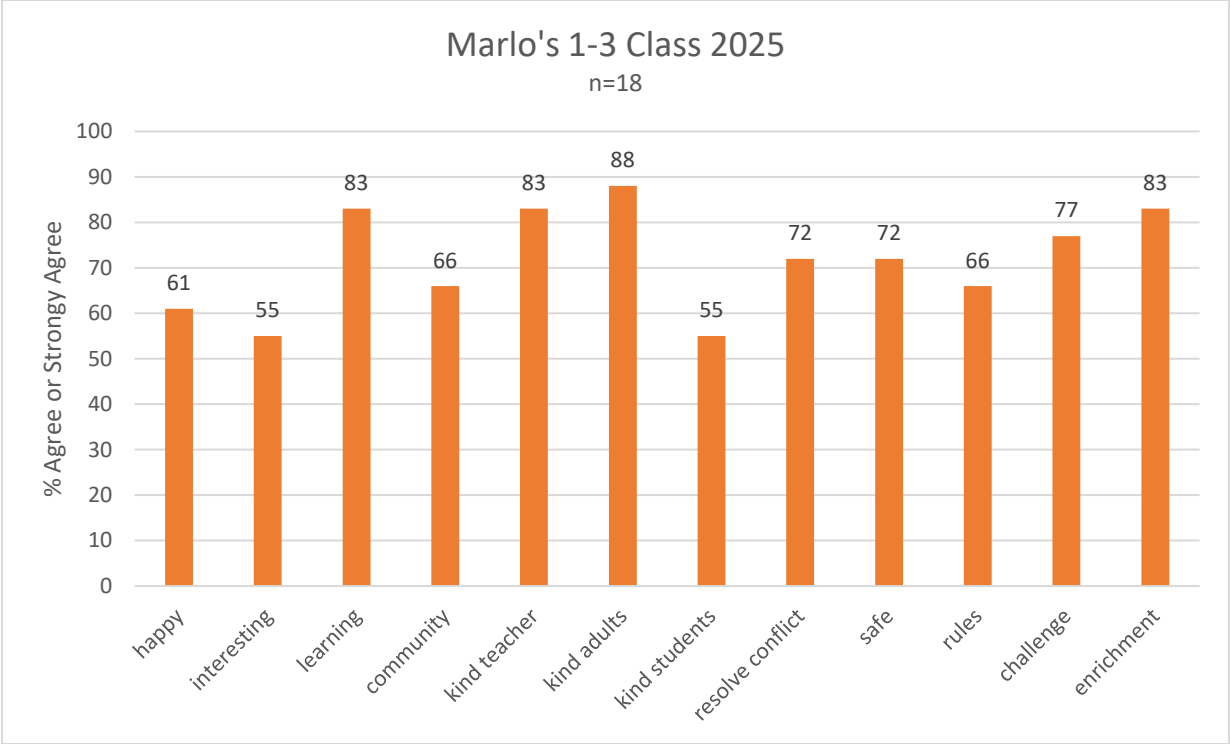


Student Survey Questions

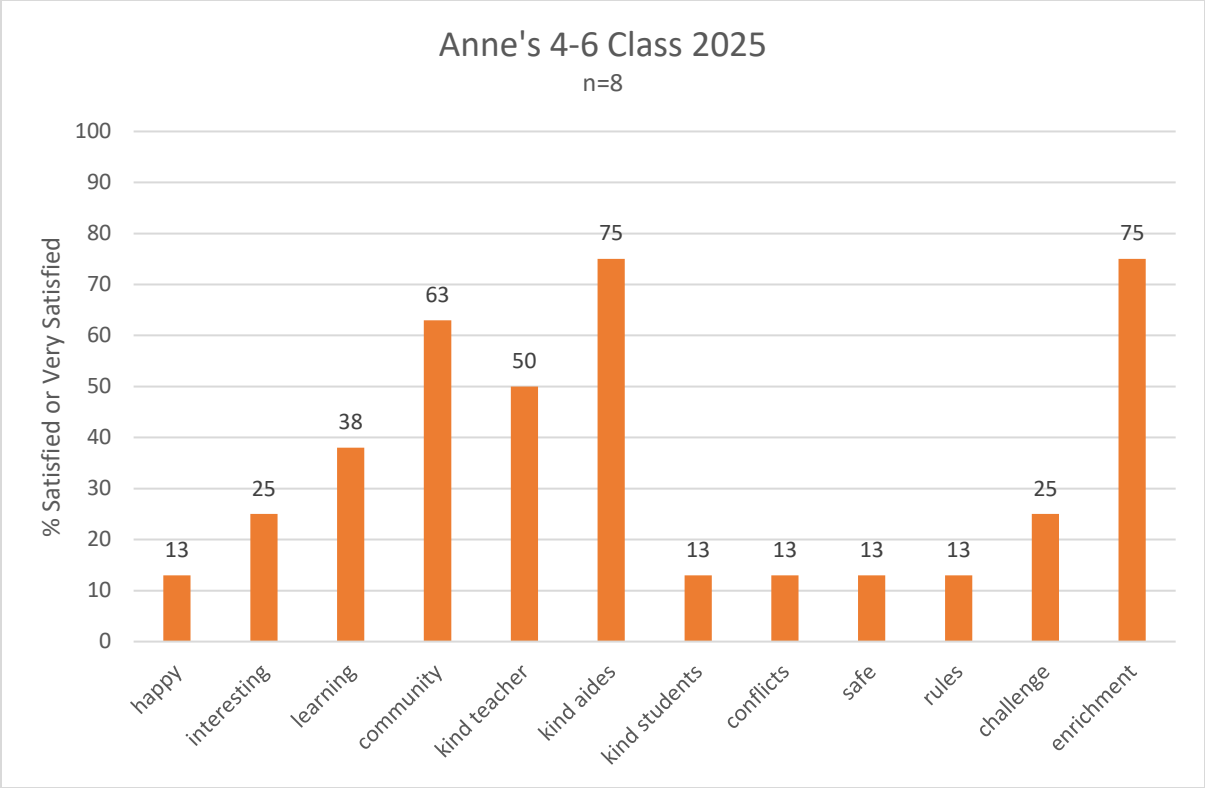
For any "disagree" or "strongly disagree" responses, can you please explain why?

1. I am happy to be at this school.
2. I get to do interesting activities at school.
3. I am learning a lot.
4. I feel I am part of the school community.
5. My teacher treats me with kindness and respect.
6. The aides and other adults at school treat me with kindness and respect.
7. The students at school treat me with kindness and respect.
8. The adults at school try to help students resolve conflicts with each other.
9. I feel safe at school.
10. The school rules are fair and easy to understand.
11. My work has the right amount of challenge.
12. I have enjoyed my Enrichment classes (this is when you have a different teacher for a special subject on Tuesday and Wednesday afternoons)

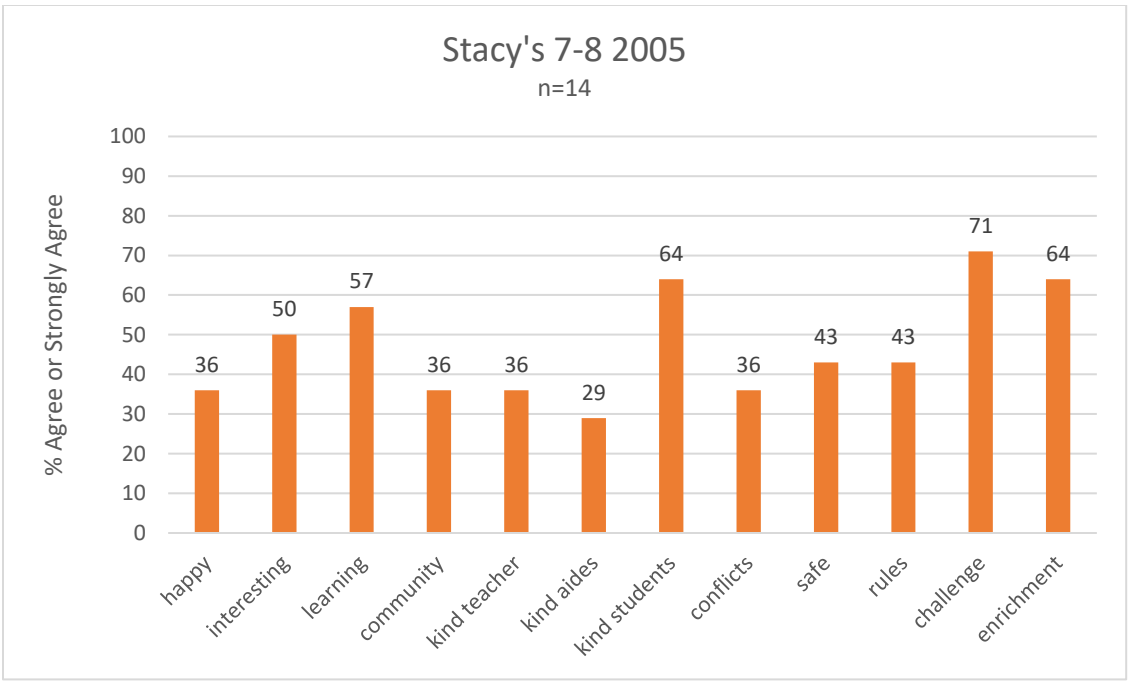
Please share any other ideas you might have to improve Sherwood. Thanks for your feedback!

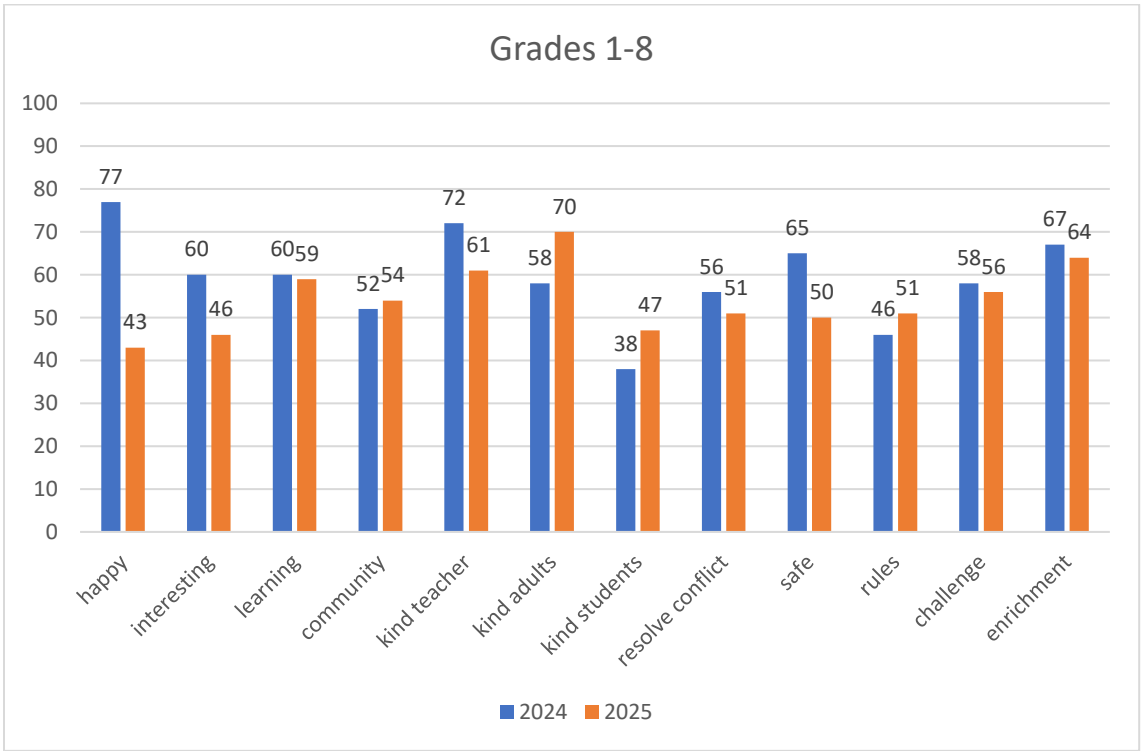

Marlo's 1-3 Class 2025
n=18
% Agree or Strongy Agree
100
90
80
70
60
50
40
30
20
10
0
61
55
83
66
83
88
55
72
72
66
77
83
happy
interesting
learning
community
kind teacher
kind adults
kind students
resolve conflict
safe
rules
challenge
enrichment

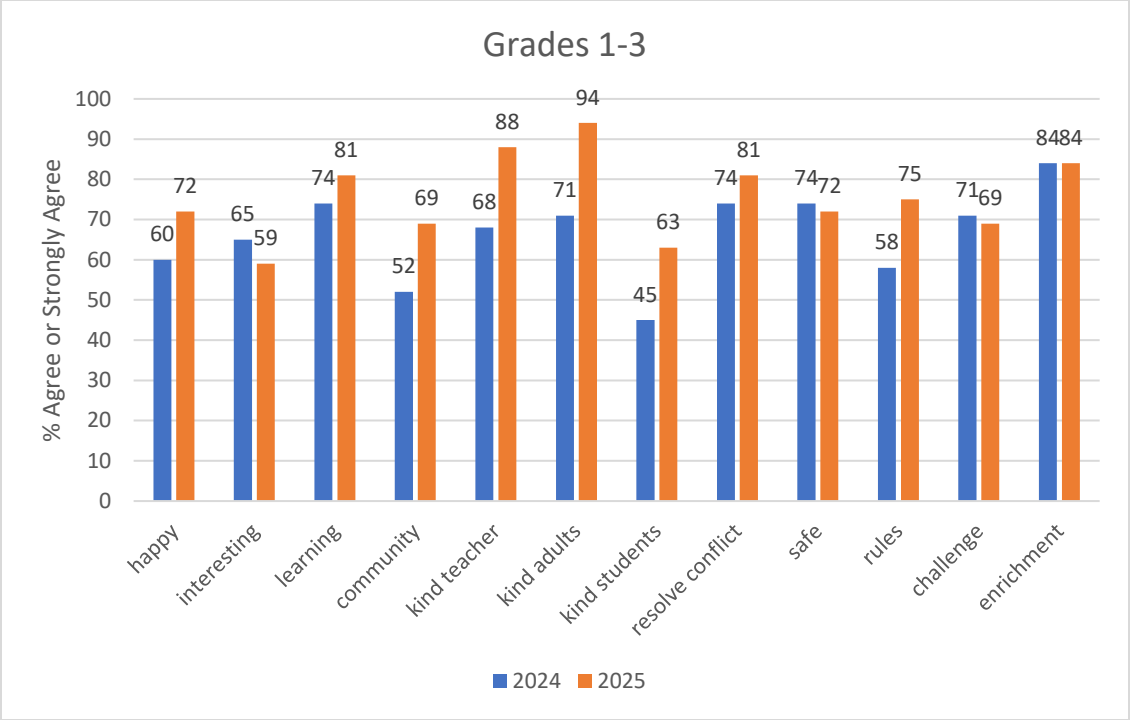

Lily's 1-3 Class 2025
n=14
% Satisfied or Very Satisfied
100
90
80
70
60
50
40
30
20
10
0
86
64
79
71
93
100
71
93
71
71
57
86
happy
interesting
learning
community
kind teacher
kind aides
kind students
conflicts
safe
rules
challenge
enrichment

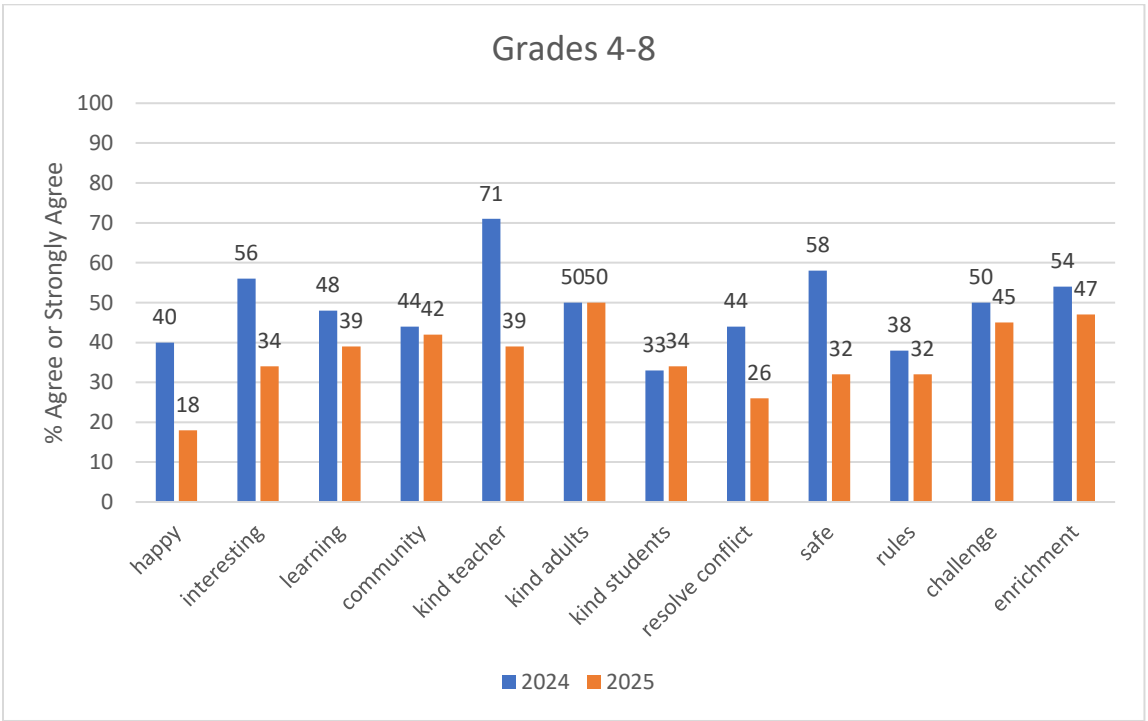

Anne's 4-6 Class 2025
n=8
% Satisfied or Very Satisfied
100
90
80
70
60
50
40
30
20
10
0
13
25
38
63
50
75
13
13
13
13
25
75
happy
interesting
learning
community
kind teacher
kind aides
kind students
conflicts
safe
rules
challenge
enrichment


Chris' Class 2025
n=16
% Agree or Strongly Agree
100
90
80
70
60
50
40
30
20
10
0
6
25
25
38
38
56
19
38
31
31
31
19
happy
interesting
learning
community
kind teach
kind aides
kind students
conflicts
safe
rules
challenge
enrichment

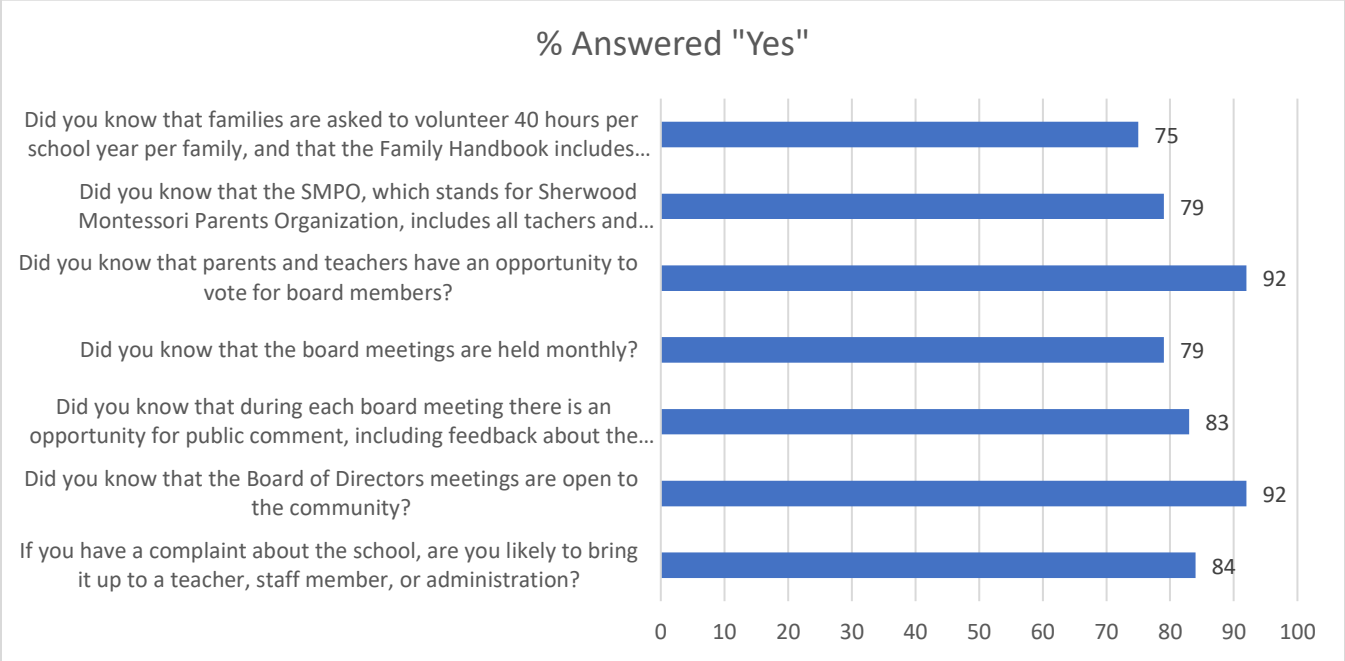

Stacy's 7-8 2005
n=14
% Agree or Strongly Agree
100
90
80
70
60
50
40
30
20
10
0
36
50
57
36
36
29
64
36
43
43
71
64
happy
interesting
learning
community
kind teacher
kind aides
kind students
conflicts
safe
rules
challenge
enrichment


Grades 1-8
100
90
80
70
60
50
40
30
20
10
0
77
43
60
46
60
59
52
54
72
61
58
70
38
47
56
51
65
50
46
51
58
56
67
64
happy
interesting
learning
community
kind teacher
kind adults
kind students
resolve conflict
safe
rules
challenge
enrichment
2024
2025


Grades 1-3
% Agree or Strongly Agree
100
90
80
70
60
50
40
30
20
10
0
60
72
65
59
74
81
52
69
68
88
71
94
45
63
74
81
74
72
58
75
71
69
84
84
happy
interesting
learning
community
kind teacher
kind adults
kind students
resolve conflict
safe
rules
challenge
enrichment
2024
2025


Grades 4-8
% Agree or Strongly Agree
100
90
80
70
60
50
40
30
20
10
0
40
18
56
34
48
39
44
42
71
39
50
50
33
34
44
26
58
32
38
32
50
45
54
47
happy
interesting
learning
community
kind teacher
kind adults
kind students
resolve conflict
safe
rules
challenge
enrichment
2024
2025





Themes from narrative responses generated from Poe.com

In what ways have you seen your child grow this year?

Based on the responses you've shared, here are some key themes regarding children's growth this year:

Academic Growth

- **Reading and Writing**: Many parents noted improvements in reading and writing skills. Some children not only caught up academically but developed a genuine love for learning.
- **Independence in Learning**: There are mentions of children becoming more independent in their educational pursuits, demonstrating confidence in trying new things.

Emotional and Social Development

- **Emotional Regulation**: Progress in managing emotions and conflicts was highlighted, with children showing increased maturity in dealing with interpersonal issues.
- **Social Skills**: Growth in social interactions and communication skills was observed, with children becoming more expressive and empathetic.

Personal Growth

- **Confidence**: Many responses emphasized a notable increase in self-confidence, with children feeling more like part of their community or "the crew."
- **Perseverance**: Despite challenges, students showed resilience and supported each other, which contributed to their overall growth.

Areas for Improvement

- **Curriculum Transparency**: Some parents expressed concerns about a lack of visibility into the curriculum and daily activities, making it hard to gauge progress in certain subjects like math.

Conclusion

Overall, the feedback reflects significant positive growth in various domains—academic, emotional, and social—despite some challenges faced within the school environment.

What is your child most proud of, or most excited about?

Here are the key themes from the responses regarding children's experiences at school:

Social Connections

- Friendships: A strong emphasis on the importance of friendships with peers, teachers, and staff, contributing significantly to their enjoyment of school.

Academic Engagement

- Pride in Accomplishments: Children expressed pride in their academic achievements, particularly in writing and spelling.

- Pursuit of Interests: Students are excited about exploring personal interests, such as coding, space, and creative writing.

Enjoyment of Learning

- Hands-On Activities: Engagement in projects like gardening, arts and crafts, and cooking has sparked enthusiasm for learning.
- Growing Literacy Skills: Many children are excited about becoming proficient readers, indicating a positive attitude towards literacy.

Community and Collaboration

- Supportive Environment: The sense of community within the school is highlighted, with collaborative group projects and competitions enhancing social bonds.

Summary

Overall, the feedback reflects a balanced combination of social enjoyment and academic pride, with children thriving in an environment that encourages exploration and friendships.

What informed your choice to attend Sherwood Montessori?

Commitment to Montessori Philosophy

- **Authenticity of Montessori Education**: Many parents emphasized the assurance of receiving a true Montessori education, highlighting the philosophy and structured environment that aligns with their educational values.

Individualized Learning

- **Pace and Freedom**: The ability for children to learn at their own pace and the flexibility of the Montessori approach were frequently mentioned as beneficial for their child's development.
- **Support for Unique Learning Styles**: Parents appreciated that the Montessori methods cater to their child's individual needs, fostering personal growth and self-actualization.

Community and Environment

- **Positive School Environment**: The welcoming atmosphere of Sherwood, along with the supportive community, was a significant factor in choosing the school. Many parents noted their children felt comfortable and encouraged to be themselves.
- **Multi-Age Classrooms**: The benefits of multi-age classrooms were highlighted, allowing for diverse interactions and peer learning.

Dissatisfaction with Traditional Education

- **Critique of Traditional Schools**: Some parents expressed dissatisfaction with conventional education methods, emphasizing that the traditional "sit and listen" approach did not work for them or their children.

Personal Connections and Experiences

- **Personal Stories**: Parents shared their own educational backgrounds and experiences with Montessori, reinforcing their commitment to this teaching style and its effectiveness for their children.

Conclusion

Overall, the feedback reflects a strong belief in the Montessori approach as not only effective but essential for fostering a nurturing and individualized learning environment that meets the needs of diverse learners.

What are you especially satisfied with from your experience with Sherwood Montessori?

Here are the key themes from the responses regarding the experience at Sherwood, particularly focusing on Teresa and the community:

Positive Teacher Impact

- **Qualified Staff**: The presence of teachers who have advanced training and show compassion is highly valued. Parents appreciate their dedication to nurturing individual learning styles.
- **Supportive Environment**: Teachers are recognized for fostering independence and curiosity, empowering students to pursue knowledge actively.

Strong Community Engagement

- **Parent Involvement**: The active involvement of parents in supporting the school creates a strong, cohesive community. Many parents feel that the Sherwood parent community is exceptional and integral to the school's success.
- **Welcoming Atmosphere**: The positive and inclusive environment makes families feel comfortable and valued, contributing to a sense of belonging.

Communication and Trust

- **Open Communication**: There is a strong emphasis on open lines of communication between parents and staff, which fosters trust and collaboration.

- **Community Participation**: Parents appreciate the opportunities for engagement and enrichment, even if they haven't been able to attend events yet.

Student Growth and Development

- **Witnessing Progress**: Parents and teachers alike express satisfaction in seeing the growth of students, highlighting the supportive resources available to help them thrive.

Conclusion

Overall, the feedback underscores a deep appreciation for the dedicated teachers, strong community ties, and an environment that values individualized learning and fosters student independence.

We are always open to improving our program. Do you have any suggestions for ways the school could improve?

Educational Philosophy

- **Montessori Alignment**: A strong desire to enhance Montessori practices by eliminating assigned seating charts and reducing discipline-focused policies, emphasizing a more nurturing environment.

Communication and Support

- **Enhanced Communication**: A call for better communication from special support staff, particularly in timely notifications about events and curriculum updates.
- **Parent Involvement**: Suggestions for increasing parental engagement through workshops and activities that allow parents to interact with their children's learning.

Teacher Autonomy and Support Staff

- **Decision-Making Autonomy**: Recommendations to establish a hierarchy among staff to empower teachers with more decision-making authority and recourse regarding support staff actions.
- **Qualified Staff**: Emphasis on hiring qualified Montessori teachers to ensure effective implementation of the educational philosophy.

Policy and Planning

- **Actionable Policies**: The need to update school rules and make them enforceable, particularly regarding bullying and community involvement.
- **Improved Planning**: Criticism of late notifications for events, highlighting the need for better planning and communication.

Community Engagement

- **Strengthening Community Ties**: Suggestions for improving relationships between the school community and organizations like SMPO to maintain consistent support and guidance.
- **Rejecting Federal Funding**: One sentiment expressed towards rejecting federal dollars to maintain autonomy over educational practices.

Student Growth and Learning

- **Clear Growth Paths**: Recommendations for providing clear opportunities for high-performing students to continue their academic growth.
- **Engaging Homework**: Ideas to send home small homework assignments and checklists to encourage parent-child interaction and reinforce learning at home.

Conclusion

Overall, the feedback reflects a desire for a more authentic Montessori experience, improved communication, and enhanced community involvement, with a focus on empowering teachers and parents in the educational process.

For any "less than satisfied" responses in items 2-11, can you please explain why?

From seven responses:

Administrative Challenges

- **Poor Leadership**: A significant frustration with the administration, particularly the director, who is perceived as ineffective in problem-solving and fostering a positive environment.
- **Lack of Support**: One teacher feels they lack the authority to address issues with support staff and are frustrated by the administration's defensive stance on problems.

Resource Limitations

- **Insufficient Resources**: Concerns about the school being understaffed and underfunded, leading to inadequate support for challenging students and those with extreme behaviors.
- **Disorganization**: A general sense of disorganization within the school, impacting communication and the effectiveness of educational support.

Communication Issues

- **Subpar Communication**: One respondent expresses frustration over poor communication practices, making it difficult to collaborate effectively on student needs and support.
- **Lack of Feedback Channels**: Critique of the feedback process, particularly how it fails to adequately capture and address concerns from parents and staff.

Student Support Concerns

- **Unclear Support Structures**: One respondent is concerned about the lack of clarity regarding the support the child in their family receives.
- **High-Performing Students**: One respondent shares a perception that high-performing students are not prioritized, leading to dissatisfaction and feeling their child's needs are overlooked.

Accommodations and Consistency

- **Excessive Accommodations**: One staff expresses ambivalence about the numerous accommodations made for students and parents, suggesting that fewer exceptions could lead to clearer expectations and improved consistency.
- **Impact on Instruction**: Concerns that the current approach to accommodations may hinder effective teaching and learning.

Community Involvement

- **Need for Fundraising**: Recognition of the need for improved fundraising efforts to enhance resources and support for the school.

Conclusion

Overall, the feedback highlights significant concerns about leadership, resource allocation, and communication, along with calls for clearer support structures and improved prioritization of student needs. There is a strong desire for a more organized and effective educational environment.

Is there anything else you'd like us to know?

14 responses, 4 "no" or "N/A"

Concern About Student Treatment

- **Harassment and Manipulation**: One respondent made serious allegations of inappropriate behavior by teachers, including harassment, gaslighting, and manipulation of students, indicating a significant issue with student welfare.

Administrative Strengths and Needs

- **Director's Strengths**: One acknowledgment of the current director's strengths in compliance and operational tasks, but a call for improvement in human resources and communication skills to better address conflicts and foster relationships with parents.
- **Need for Additional Support**: One suggestion for hiring an assistant to focus on proactive communication, conflict resolution, and representing the school effectively.

Mission and Effectiveness

- **Failure to Meet Mission**: One respondent shared a belief that the school is not fulfilling its mission, with a strong emphasis on the need for change at the highest administrative levels to improve conditions.

Positive Community Aspects

- **Staff Appreciation**: Despite concerns, there is a notable appreciation for the staff, who are described as courteous and compassionate, contributing to a positive school community.
- **Gratitude for Efforts**: Expressions of gratitude towards the staff for their hard work and dedication to students, emphasizing a sense of community and support.

Personal Connection and Commitment

- **Volunteer Experience**: One positive reflection on volunteering, despite logistical challenges, indicating a desire to be involved and support the school community.
- **Professional Home**: Some staff express a strong attachment to the school, viewing it as their professional home, and appreciate the encouragement they receive.

Conclusion

Overall, the feedback highlights significant concerns regarding student treatment and administrative effectiveness, while also showcasing a strong sense of community and appreciation for the staff's efforts. There is a clear call for leadership changes and improvements in communication and support structures.

Input from the Student Focus Group

Ideas to make the school better:

More math, multiplication and division. More challenge. More zoology and endangered species research. Bringing pets for sharing (but not all at once). Have a Water Park Day. Have a soccer team or basketball team. Take a tennis court field trip, a pickleball field trip, a baseball field trip, baseball field trip field trip (in the park).

A whole school field trip to a community pool or to a lake for swimming with special drinks from the vendor.

Have recess before lunch.

Favorite Events:

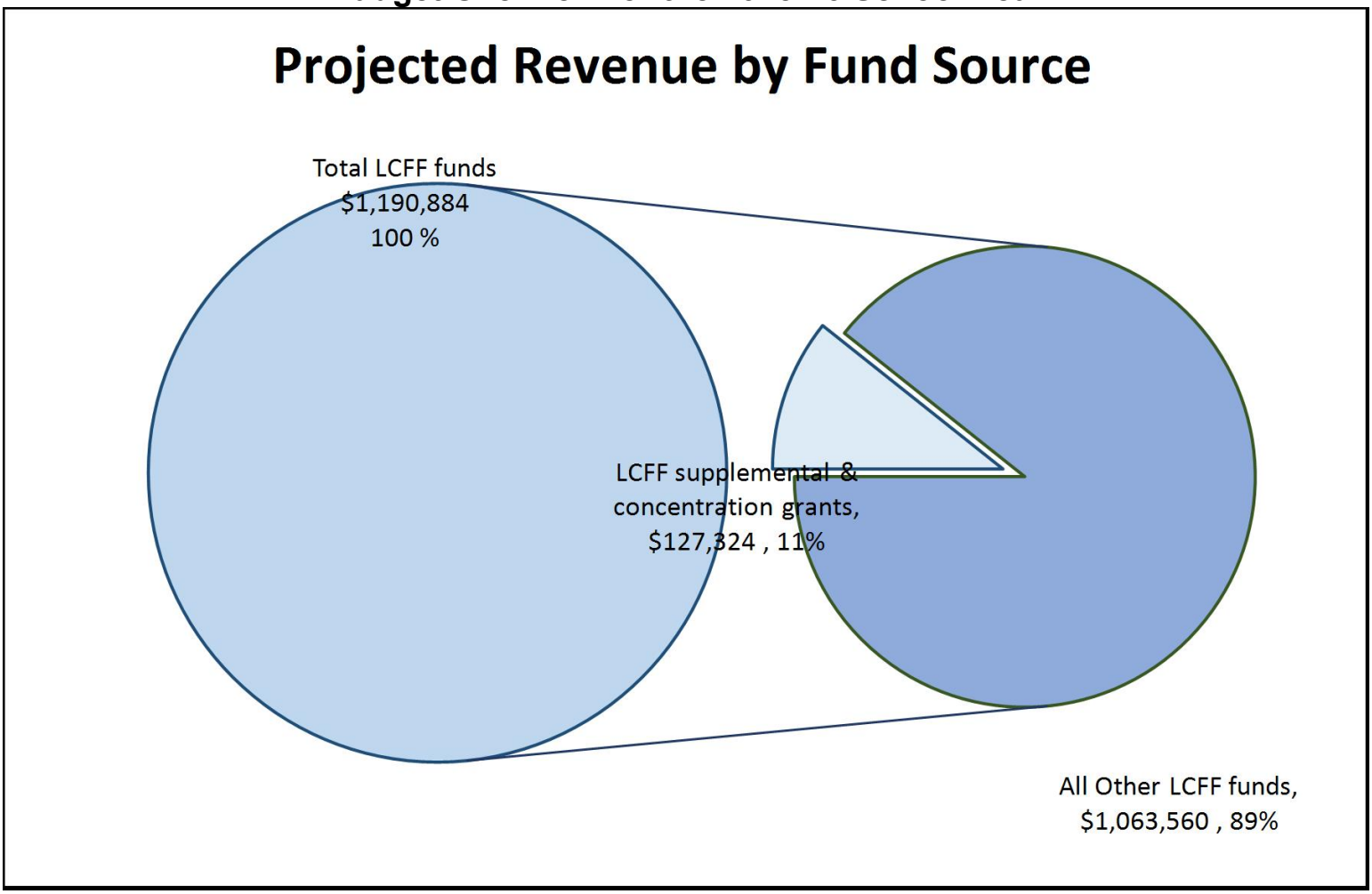
Career Day, Fall Festival, Cal Skate Night, Graduation

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sherwood Montessori
CDS Code: 04614240121475
School Year: 2025-26
LEA contact information:
Michelle Yezbick
Director
michelle@sherwoodmontessori.org
(530) 345-6600

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

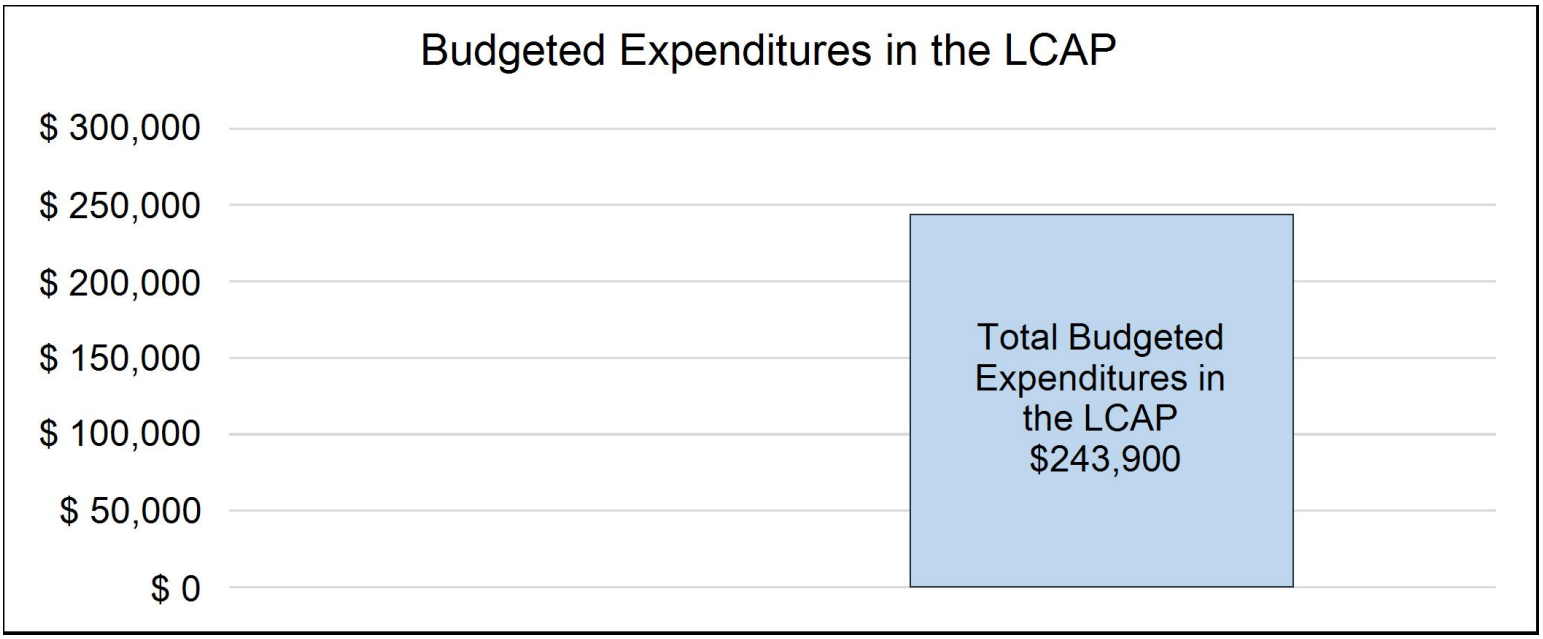


This chart shows the total general purpose revenue Sherwood Montessori expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sherwood Montessori is $1,190,884, of which $1,190,884 is Local Control Funding Formula (LCFF), $ is other state funds, $ is local funds, and $ is federal funds. Of the $1,190,884 in LCFF Funds, $127,324 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Sherwood Montessori plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

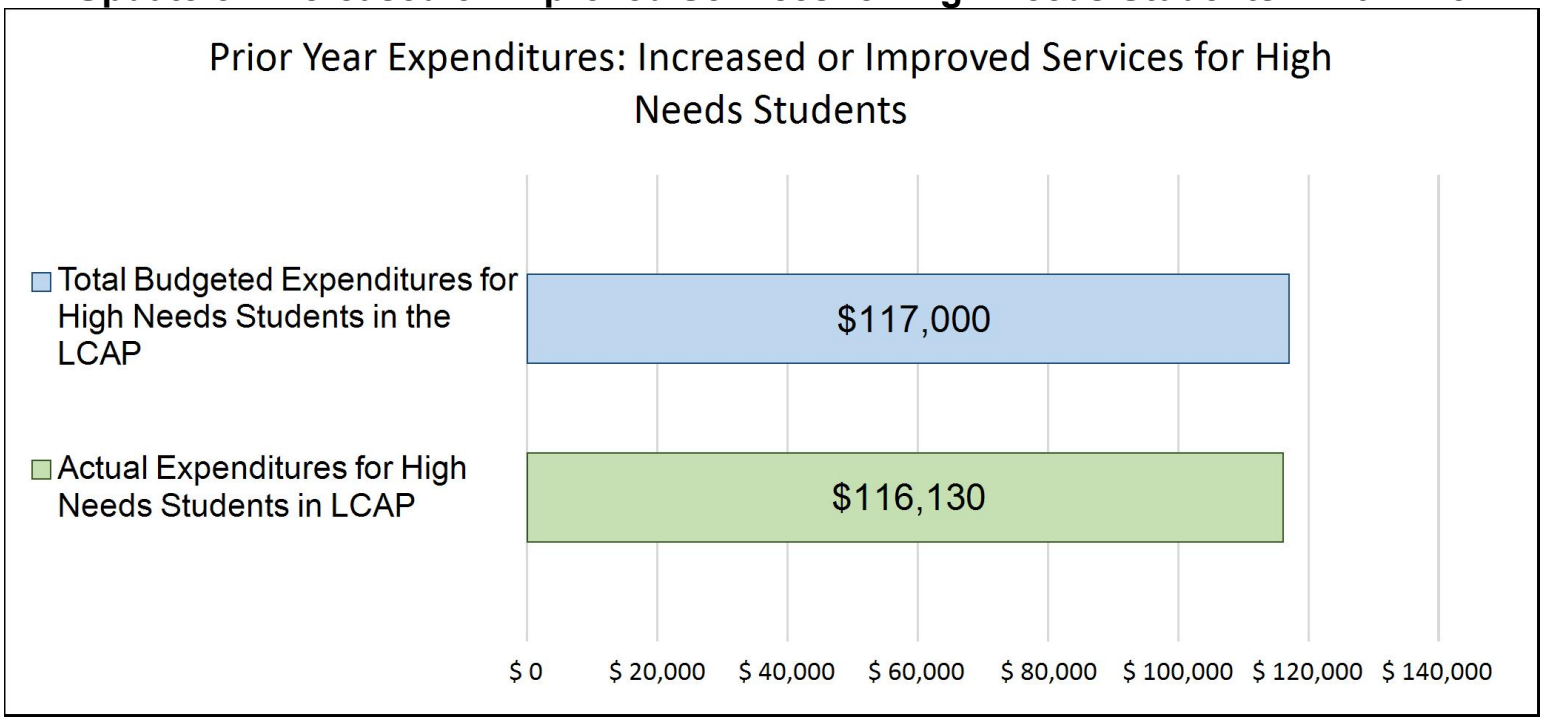
The text description of the above chart is as follows: Sherwood Montessori plans to spend $ for the 2025-26 school year. Of that amount, $243,900 is tied to actions/services in the LCAP and $-243,900 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Sherwood Montessori is projecting it will receive $127,324 based on the enrollment of foster youth, English learner, and low-income students. Sherwood Montessori must describe how it intends to increase or improve services for high needs students in the LCAP. Sherwood Montessori plans to spend $116,500 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Sherwood Montessori budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sherwood Montessori estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Sherwood Montessori's LCAP budgeted $117,000 for planned actions to increase or improve services for high needs students. Sherwood Montessori actually spent $116,130 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $870 had the following impact on Sherwood Montessori's ability to increase or improve services for high needs students:

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The mission of Sherwood Montessori is to educate TK-8 students of the greater Chico area by providing Montessori education within the context of mutual respect and joy. The focus of the education is on engaging critical thinking and fostering empathy, and developing the skills needed to become competent, responsible citizens who are life-long learners and skillful problem solvers.
The school serves our community by providing a rich and supportive educational environment for children based upon the philosophy of Maria Montessori which allows each child to reach his or her own potential academically, personally, and socially and focuses on educating the whole child intellectually, physically, and psychologically. The methodology used develops a firm foundation for the students, and emphasizes ethics, initiative, persistence, and self-confidence.
Our mission is accomplished by a concerted community-based effort between the school, the parents, and the individual child.
Sherwood currently serves 127 students with multi-age groups. We have two classrooms with learners ages 4-6 (TK/K), two classrooms with learners 6-9 years old (1st/2nd/3rd), two classrooms with learners 9-12 years old (4th/5th/6th), and one classroom with 12-14 year old learners (7th/8th). A Learning Center classroom serves students from all grades with specialized academic needs.

The main campus of Sherwood Montessori is located on the north side of Chapman Elementary campus, with an auxiliary campus located at 1010 Cleveland Ave. The main campus currently includes seven classrooms and an office; 20th Street Park connects the two campuses. Through funds available from the Measure K bond, Sherwood has been able to complete a construction project to install three classrooms at the 1010 site. In the 2022-2023 school year, the TK/K classrooms moved to classrooms located at 1010 with the third classroom housing the school's teaching kitchen and library and before and after school child care with tutoring after school.

This LCAP also serves as the school's Single Plan for Student Achievement (SPSA) with Title 1, Title II Part A and Title IV Part D funds herein accounted for. The process used to create this plan satisfies all requirements for creating a SPSA.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Community survey results indicate the greatest increases in the percentage of parents who reported being satisfied or very satisfied with the school's approach to discipline and conflict resolution using Positive Discipline and overal satisfaction.

The greatest decrease was in satisfaction with teachers, the curriculum in terms of Montessori authenticity, and with parents' opportunity to make an impact in academic outcomes.

Sherwood made great gains in CAASPP scores for both ELA and math between 2023 and 2024. Scores increased 20.6 points in English language arts to 16 Points Below Standard and 3.2 points in math 46.4 Points Below Standard. This is Sherwood's third year in a row showing improvement in our CAASPP scores. Additionaly, now that the State is reporting Student Growth Indicators on the Dashboard, we can see that Sherwood students far outperform the expected one year's growth. With a score of "0" showing expected growth, Sherwood earned a score of 11 for ELA and 8 for math.

Our 2025 scores are not yet available, however, there will be a significant penalty for not meeting the required Participation Rate as several students were opted out of testing by their parents. From verifiable growth data (Star Renaissance Early Literacy or Reading and Math) we can see that our students, on average, met or exceeded one year's growth in reading and math.

Chronic absenteeism dropped in 2022-2023 from 34.9% in 2021-2022 to 23.6% in 2023-2024 the chronic absentessism rate had increased to 29.4%, this year saw an improvement with the rate being 24.49% for 2024-2025 as of early May. There was also an improvement in the suspension rate from 5.3% in 2023-2024 to 4.91% in 2024-2025 as of early May.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The Sherwood Community Survey was promoted in the School Announcements on April 3, April 10, April 17, April 24 and May 1 and was available April 3 through May 8. Invitations to participate in the Focus Group were promoted in teh April 17, April 24 and May 1 School Announcements.

The teachers' meeting on April 3 had items relating to the LCAP, including invitation to join the LCAP Focus Group and planning for Student Surveys. A teacher representative for the Focus Group was chosen in September, and others were encouraged to join if they wished. Teachers also had meetings with the School Director throughout the school year in which input could be given on a 1:1 basis.

On September 9, October 11, November 8, December 13, January 10, March 13, April 11, and May 5 Coffee with the Director meetings were held for parents to dialogue with the School Director. Reminders went out in weekly school announcements in the weeks ahead of the meetings and the meetings were shown on the school's Google calendar on the homepage of the school's website.

The number of respondets to the Community Survey were 24, up from 22 last year but lower than typical averages in the 30-40 range.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide an equitable learning environment with high quality, authentic Montessori instruction, curriculum aligned to Common Core State Standards, a broad range of traditional Montessori materials, highly-qualified teachers, and a facility in good repair. 1.1: Provide highly qualified teachers for all students. 1.2: Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS). 1.3: Provide a broad range of Montessori materials. 1.4: Provide a facility in good repair and maintain recess equipment. 1.5: Refine Student Success Team (SST) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This was originally a Broad Goal to cover the State Priority 1: Basic Conditions for Learning.
A rationale for each Focus Goal is provided below:
1.1 The quality of the instruction students receive directly impacts their learning experiences and academic outcomes.
1.2 An effective curriculum increases students' understanding about the world around them and provides them with knowledge and skills necessary for success in the 21st century.
1.3 All public school students must be provided with equal access to instructional materials.
1.4 All public school students must be provided with safe and decent school facilities. Recess equipment is an important part of the school environment, as expressed by Sherwood students in the Student Survey.

1.5 Instructional strategies such as effective use of targeted direct instruction, scaffolding and modeling, monitoring student learning, and two-way feedback among students and teachers are associated with improved student achievement. The SST process addresses these and results in a plan formed with communication and analysis of data.
Good progress has been made on these and we are now classifying it as a whole as a maintenance of progress goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Personnel files/teachers' credentials	100% highly qualified credentialed teachers	100% highly qualified credentialed teachers		100% highly qualified credentialed teachers	none
1.2	CASSPP Scores	Increased 20.6 points in ELA to 16 points below standard and increased 3.2 points to 46.4 points below standard in math.	TBD. Star Renaissance data shows that students made, on average, a year's growth or more in reading and math. Six students were opted out of the ELA for CAASPP and 5 were opted out for math by their parents, so the publicly reported scores with penalties may not show accurate academic growth.		30 points below standard for ELA 50 points below standard for math	Met the target in baseline (2024 Baseline data was available after the target was written. 2023 data was used as a guide to set target).
1.3	Montessori Materials Inventories	Most materials are in good repair, worn or broken materials will be replaced after the end of the fiscal year.	New materials were purchased or brought out of storage prior to the beginning of the school year.		All classrooms will have a broad range of materials for the grade levels served.	none

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Facilities Inspection Tool	Repairs request system implemented and facility is being kept up. PE and recess equipment check-out system working and new materials are ordered as old wear our.	Repairs request system was implemented and the facility has been kept up, although the buildings are old and worn. An order for PE and recess equipment was made at the begnning of the year.		Facility in good repair; PE and recess equipment check-out system working and new materials are ordered as old wear out.	none
1.5	Local Indicator/School Community Survey	77% reported satisfied or very satisfied with support given to struggling learners.	71% reported satisfied or very satisfied with support given to struggling learners.		80% satisfied or very satisfied with support given struggling learners.	9%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All teachers hold appropriate credentials for their positions. Additionally, two new to the school teachers were sent to Montessori training. Curriculum materials were purchased or brought out of storage at the beginning of the year. The facilty is being maintained, but is old and worn. The SST process included further refinement this year with the addition of documenting the rationale when students found eligible for Tier 2 supports were not entering the SST process. There were no substantive differences in planned actions and actual implementation of these actions, or any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

$20,000 was budgeted to repair the school facility and maintain PE and recess equipment. While PE and recess equipment was purchased, money allocated to spend on repair was limited. This was in response to the school being asked early in the year to adopt a single point of entry through a security gate for the increased safety of both campuses (Sherwood is co-located on Chapman Elementary's campus). The school agreed to make this shift and spent $55,000 of Measure K bond funds allocation on security rather than repairs. Security gates were

installed. During the school year, Measure C, a new bond for school faclities, was passed by voters. Sherwood is now conserving the remaining Measure K dollars in hopes to apply these as well as state school construction funds and Measure C bond funds to build a new facility rather than needing to continuously repair the current facilities. About $9,000 less than budgeted was spent on the SST process, however, more resources were needed to spend on Tier 3, special education services. The SST is considered a Tier 2 support service, but the school currently has enrolled 22% of students with disabilities who are already at the third tier of support, leaving less funding for supporting those needing Tier 2 supports.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions are making effective progress towards the goals.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide highly qualified teachers for all students.	All classrooms will have highly qualified teachers. Teachers' credentials will be reviewed each year.	$1,400.00	No
1.2	Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	Instruction will provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	$33,500.00	No
1.3	Provide a broad range of Montessori materials.	Montessori materials are a necessary component of the Montessori classroom.	$2,500.00	No
1.4	Provide a facility in good repair and	It is a basic servcie for a school to provide a facility in good repair. Input from the students indicate that they value recess equipment.	$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
	maintain recess equipment.			
1.5	Refine Student Success Team (SST) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.	The SST process is part of the Multi-Tiered System of Support (MTSS) used to ensure that all learners are served with the appropriate program.	$32,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a positive school climate with authentic opportunities for parent involvement. 2.1 Ensure that parents understand the ways the school communicates with students' families. 2.2 Ensure that parents understand the nature of the Montessori method of education. 2.3 Improve parent involvement and volunteerism. 2.4 Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

These goals are ongoing, maintenance goals. They were originally developed to address the following State Priorities: State Priorities: Priority 3: Parental Involvement (Engagement), Priority 5: Pupil Engagement (Engagement), Priority 6: School Climate (Engagement)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Local metric/Parent Square	100% of parents contactable	100% of parents contactable		100% of parents contactable	none
2.2	Local metric/Community Survey Results	90% of respondents agree or strongly agree that they are satisfied with curriculum in terms of Montessori authenticity. 81% of repondents agree or strongly agree	67% of respondents agree or strongly agree that they are satisfied iwith curriculum in terms of Montessori authenticity.		90% of respondents will agree or strongly agree that they are satisfied iwith curriculum in terms of Montessori authenticity.	23% and 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		that they are satisfied with the opportunities to make an impact in academic outcomes for my student/s.	79% of repondents agree or strongly agree that they are satisfied with the opportunities to make an impact in academic outcomes for my student/s.		80% of repondents will agree or strongly agree that they are satisfied with the opportunities to make an impact in academic outcomes for my student/s.	
2.3	Local metric/Parent Volunteer Tracking System	40% of families reported volunteer huors; 4% of families met or exceeded 30 hours	31% of families reported volunteer hours; 6% of families met or exceeded 30 hours		35% of familieswill report volunteer huors; 5% of families will meet or exceeded 30 hours .	4% and -1%
2.4	Chronic absenteeism Rate	35% Chronic Absenteeism Rate	24.49% Chronic Absenteeism Rate		15% Chronic Absenteeism Rate	9.49%
2.5	Decreased or maintained suspension rate	5.3% Suspension Rate	4.76% Suspension Rate		5% Suspension Rate	-.24%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

There were no substantive differences in planned actions and actual implementation of these actions. There was a perception among survey respondents that the curriculum in terms of Montessori authenticity was not satisfactory. The school had made an investment in two new teachers receiving Montessori training, which included an in-person residency over the summer before the 2024-2025 school year and with distance learning modules throughout the school year. The new teachers will complete the training in July, 2025 and be ready to enter the 2025-2026 school year with Montessori training certification.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

About $10,000 less was spent on the goal of ensuring that parents understood the nature of Montessori education. When this goal's budget was planned, it was hoped that the school would add an event with an outside presenter and invite parents from the school and larger community to attend. However, due to the orignal budget being created with the assumption of 117 ADA and the school receiving an ADA of only 107 at the time the First Interim Budget Report was due in , close to $100,000 in revenues were not realized as anticipated in the original budget. Adjustments were made, spending was cut, and the guest speaker was not contracted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The survey results show a significant decrease in satisfaction regarding the curriculum in terms of Montessori authenticity, so this will become a focus goal in the 2025-2026 school year.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The first steps in reaching the focus goal of implementing curriculum with Montessori authenticity have been made: new teachers were sent to Montessori training. The training of these teachers will conclude in July, 2025, and the 2025-2026 school year should see an increase in satisfaction in this area.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Ensure that parents understand the ways the school communicates with students' families.	Office Manager and teachers will ensure that parents understand how announcements are sent home via the Parent Square Application	$5,500.00	No
2.2	Ensure that parents understand the nature of the Montessori method of education.	Parents will have opportunities to learn about Montessori education.	$20,000.00	No
2.3	Improve parent involvement and volunteerism.	The school will provide opportunities for parents to become involved in their children's education and volunteer for the school.	$5,500.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.	The school will promote regular attendance through the PBIS program and through outreach efforts to educate families on the importance of regular attendance.	$15,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Socioeconomically disadvantaged students will have access to free or reduced lunch, free after school tutoring, and free child care before and after school.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Actions associated with this goal are in response to metrics from the state Dashboard showing lower scores for students from lower income backgrounds in CAASPP testing.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP Scores and/or growth data	For students who are from low-income families: ELA 33.1 points below standard for low-income students, increased by 25.3 points; math 67.4 points below standard, increased 7 points.	Star Renaissance data shows that students made, on average, a year's growth or more in reading and math. Six students were opted out of the ELA for CAASPP and 5 were opted out for math by their parents, so		ELA 50 points below standard for low-income students; math 60 points below standard for low-income students and/or show at least one year's growth in ELA and math	Met the target for ELA in baseline (2024 Baseline data was available after the target was written. 2023 data was used as a guide to set target). Math target is 7.4 points away.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the publicly reported scores with penalties may not show accurate academic growth.			
3.2	CAASPP Scores and/or growth data	For students who are from low-income families: ELA 33.1 points below standard for low-income students, increased by 25.3 points; math 67.4 points below standard, increased 7 points.	Star Renaissance data shows that students made, on average, a year's growth or more in reading and math. Six students were opted out of the ELA for CAASPP and 5 were opted out for math by their parents, so the publicly reported scores with penalties may not show accurate academic growth.		ELA 50 points below standard for low-income students; math 60 points below standard for low-income students and/or show at least one year's growth in ELA and math	Met the target for ELA in baseline (2024 Baseline data was available after the target was written. 2023 data was used as a guide to set target). Math target is 7.4 points away.
3.3	CAASPP Scores and/or growth data	For students who are from low-income families: ELA 33.1 points below standard for low-income students, increased by 25.3 points; math 67.4 points below standard, increased 7 points.	Star Renaissance data shows that students made, on average, a year's growth or more in reading and math. Six students were opted out of the ELA for CAASPP and 5 were opted out for math by their parents, so the publicly reported scores with penalties may		ELA 50 points below standard for low-income students; math 60 points below standard for low-income students and/or show at least one year's growth in ELA and math	Met the target for ELA in baseline (2024 Baseline data was available after the target was written. 2023 data was used as a guide to set target). Math target is 7.4 points away.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			not show accurate academic growth.			

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goals were implemented as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Socioeconomically disadvantaged students will have access to free or reduced lunch and healthy snacks.	Students will have access to free breakfast and lunch through Chico Unified Nutrition Services and Sherwood will provide healthy snacks.	$7,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Socioeconomically disadvantaged students will have access to free after school tutoring.	Students will have access to free tutoring after school as described in our after care program, socioeconomically disadvantaged students will not pay fees to participate.	$35,000.00	Yes
3.3	Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program.	Students from lower income backgrounds will have access to free child care.	$68,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Socioeconomically disadvantaged students will have access to scholarships to attend field trips.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Local mesures/Community Survey Results & Student Surveys	77% of students agreed or strongly agreed that they are happy to be students at the school. Teachers indicate that field trips are important and including all students on field trips, regardless of ability to pay, is important.	43% of students agreed or strongly agreed that they are happy to be students at the school. Teachers indicate that field trips are important and including all students on field trips, regardless of ability to pay, is important.		The majority of students will agree or strongly agree that they are happy to be students at the school. Teachers will give feedback about the importance of field trips and inclusion of all students.	8%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All students attended school field trips regardless of families' abilities to pay. The middle school went on a weeklong trip to Environmental Camp.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The students reported the lowest satisfactio rate in response to being happy to be a student at the school since the data has been collected. They also gave many narrative responses about wanting more field trips! And a reflection of the upper elementary program, the classrooms where students took the fewest field trips, showed the lowest satisfaction rating.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Teachers in the upper elementary classrooms will be prompted to schedule more field trips.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Students in low-income will have access to scholarships to attend all field trips.	All student fees will be covered by the school for families that can't afford to contribute, including end of year middle school overnight trips to Ashland/Shakespeare Festival or Environmental Camp.	$6,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$127,324	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.692%	0.000%	$0.00	10.692%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	**Action:** Socioeconomically disadvantaged students will have access to free or reduced lunch and healthy snacks. **Need:** **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
3.2	**Action:** Socioeconomically disadvantaged students will have access to free after school tutoring. **Need:** **Scope:** Schoolwide		
3.3	**Action:** Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program. **Need:** **Scope:** Schoolwide		
4.1	**Action:** Students in low-income will have access to scholarships to attend all field trips. **Need:** **Scope:** Schoolwide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:10	
Staff-to-student ratio of certificated staff providing direct services to students	1:10	

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$1,190,884	$127,324	10.692%	0.000%	10.692%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$218,900.00	$0.00	$0.00	$25,000.00	$243,900.00	$140,900.00	$103,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Provide highly qualified teachers for all students.	All	No			All Schools	Week's time in August	$1,400.00	$0.00	$1,400.00				$1,400.00	
1	1.2	Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	All	No				All school year	$0.00	$33,500.00	$33,500.00				$33,500.00	
1	1.3	Provide a broad range of Montessori materials.	All	No				First three months of school	$0.00	$2,500.00	$2,500.00				$2,500.00	
1	1.4	Provide a facility in good repair and maintain recess equipment.	All	No				Ongoing	$0.00	$12,000.00	$12,000.00				$12,000.00	
1	1.5	Refine Student Success Team (SST) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.	All Students with Disabilities	No				Ongoing throughout the school year.	$0.00	$32,000.00	$7,000.00			$25,000.00	$32,000.00	
2	2.1	Ensure that parents understand the ways the school communicates with students' families.	All	No				By October conferences and ongoing as new families enroll	$2,500.00	$3,000.00	$5,500.00				$5,500.00	
2	2.2	Ensure that parents understand the nature of the Montessori method of education.	All	No				Throughout the year at various school functions, including Back to School Night, Parent	$15,000.00	$5,000.00	$20,000.00				$20,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
								Education Events, conferences, Open House, and school tours								
2	**2.3**	Improve parent involvement and volunteerism.	All	No				Volunteer opportunitites are available all school year long.	$5,500.00	$0.00	$5,500.00				$5,500.00	
2	**2.4**	Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.	All	No				Ongoing throughout the year, attendance meetings at least once every two weeks	$15,000.00	$0.00	$15,000.00				$15,000.00	
3	**3.1**	Socioeconomically disadvantaged students will have access to free or reduced lunch and healthy snacks.	Low Income	Yes	School wide	Low Income		Each school day throughout the year.	$7,500.00	$0.00	$7,500.00				$7,500.00	1.38%
3	**3.2**	Socioeconomically disadvantaged students will have access to free after school tutoring.	Low Income	Yes	School wide	Low Income		Each school day throughout the year.	$30,000.00	$5,000.00	$35,000.00				$35,000.00	2%
3	**3.3**	Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program.	Low Income	Yes	School wide	Low Income		Each day of school throughout the year.	$63,000.00	$5,000.00	$68,000.00				$68,000.00	5%
4	**4.1**	Students in low-income will have access to scholarships to attend all field trips.	Low Income	Yes	School wide	Low Income		Throughout the year	$1,000.00	$5,000.00	$6,000.00				$6,000.00	1%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,190,884	$127,324	10.692%	0.000%	10.692%	$116,500.00	9.380%	19.163 %	**Total:**	$116,500.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$116,500.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	**3.1**	Socioeconomically disadvantaged students will have access to free or reduced lunch and healthy snacks.	Yes	Schoolwide	Low Income		$7,500.00	1.38%
3	**3.2**	Socioeconomically disadvantaged students will have access to free after school tutoring.	Yes	Schoolwide	Low Income		$35,000.00	2%
3	**3.3**	Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program.	Yes	Schoolwide	Low Income		$68,000.00	5%
4	**4.1**	Students in low-income will have access to scholarships to attend all field trips.	Yes	Schoolwide	Low Income		$6,000.00	1%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$271,500.00	$246,521.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Provide highly qualified teachers for all students.	No	$1,500.00	$1,400.00
1	**1.2**	Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	No	$33,500.00	$35,179.00
1	**1.3**	Provide a broad range of Montessori materials.	No	$3,000.00	$2,500.00
1	**1.4**	Provide a facility in good repair and maintain recess equipment.	No	$20,000.00	$12,965.00
1	**1.5**	SST process	No	$40,000.00	$31,104.00
2	**2.1**	Ensure that parents understand the ways the school communicates with students' families.	No	$6,000.00	$5,500.00
2	**2.2**	Ensure that parents understand the nature of the Montessori method of education.	No	$30,000.00	$19,700.00
2	**2.3**	Improve parent involvement and volunteerism.	No	$5,500.00	$5,500.00
2	**2.4**	Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.	No	$15,000.00	$16,543.00
3	**3.1**	Socioeconomically disadvantaged students will have access to free or reduced lunch and healthy snacks.	Yes	$9,000.00	$7,459.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.2**	Socioeconomically disadvantaged students will have access to free after school tutoring.	Yes	$35,000.00	$35,321.00
3	**3.3**	Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program.	Yes	$67,000.00	$67,614.00
4	**4.1**	Students in low-income will have access to scholarships to attend all field trips.	Yes	$6,000.00	$5,736.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$116,992.00	$117,000.00	$116,130.00	$870.00	9.380%	9.380%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Socioeconomically disadvantaged students will have access to free or reduced lunch and healthy snacks.	Yes	$9,000.00	$7,459.00	1.38%	1.38%
3	3.2	Socioeconomically disadvantaged students will have access to free after school tutoring.	Yes	$35,000.00	$35,321.00	2%	2%
3	3.3	Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program.	Yes	$67,000.00	$67,614.00	5%	5%
4	4.1	Students in low-income will have access to scholarships to attend all field trips.	Yes	$6,000.00	$5,736.00	1%	1%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,190,884	$116,992.00	0	9.824%	$116,130.00	9.380%	19.132%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **LCAP Federal Addendum**

Date: May 22, 2025

SUMMARY

Sherwood needs to submit a board approved LCAP Federal Addendum to be eligible to receive federal funds through Title I Part A and Title IV Part A.

DISCUSSION

A board approved LCAP Federal Addendum submitted on the official template is required to be eligible to receive federal funds. The Consolidated Application and associated certifications for assurances will also be submitted to receive the funds. In total, the school will receive about $37,000 with $10,000 coming from Title IV Part A and $2,000-$3,000 (TBD) coming from Title II, Part A and the remainder from Title I Part A.

ACTION REQUESTED:

Approve LCAP Federal Addendum.

Attachment: LCAP Federal Addendum

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year
2024-2025

Date of Board Approval
TBD

LEA Name
Sherwood Montessori

CDS Code:
04614240121475

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE IV, PART A
Student Support and Academic Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding**.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Sherwood Montessori is a TK-8 charter school in Chico, California serving approximately 126 students and their families in the 2024-2025 school year delivering a public education with the Montessori method. Sherwood's population includes students who are socioeconomically disadvantaged, students experiencing homelessness, English learners, and foster youth.

The major goals of Sherwood's LCAP include: 1) Provide high quality, authentic Montessori instruction with curriculum aligned to Common Core State Standards, a broad range of traditional Montessori materials, highly-qualified teachers, and a facility in good repair. 2) Provide a positive school climate with authentic opportunities for parent involvement.
The actions taken to meet the goals include:
1) Provide highly qualified teachers for all students.
2) Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).
3) Provide a broad range of Montessori materials.
4) Provide a facility in good repair and maintain recess equipment.
5) Provide Student Success Team (SST) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.
6) Ensure that parents understand the ways the school communicates with students' families.
7) Ensure that parents understand the nature of the Montessori method of education.
8) Improve parent involvement and volunteerism.
9) Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.
The increased or improved services for socioeconomically disadvantaged students, foster youth and English Learners are to provide access to free and reduced lunch and access to scholarships for field trips.

These goals and actions were chosen through a process of collecting a variety of data points and determining, with stakeholder input, how to use resources to address needs shown in the data. Metrics used to determine needs included: parent, family, and community surveys and dialogue in meetings, staff surveys and dialogue at meetings, student surveys, attendance data, discipline data, curriculum based formative assessments, standardized test data, facilities inspection tools, materials inventories, and review of personnel files. Data points are collected and analyzed by a focus group with members who have included the school director, teachers, parents, and board members. Drafts of the plan are brought to public meetings for the wider community to respond to before the plan is finalized.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Sherwood has evaluated progress over the past three years and found that goals have been met, or exceeded, or significant progress has been made. Therefore, goals and actions will maintained and supported with revenues from the following funding sources: Base funding, Supplemental Grant, Titles I, II & IV, SUMS MTSS Grant, and state and federal SELPA funds.
Goals and actions used in the 2025-2026 LCAP Local Control Accountability Plan can be found in this plan.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Direct certification, or qualifying for free or reduced meals, will be the criteria. Sherwood is a school of choice and as such draws from mutliple attendance areas.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable for charter schools.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective:

	• **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Sherwood Montessori develops and evaluates the Title 1 Parent Engagement Policy through the Sherwood Montessori Parent Organization (SMPO). The SMPO includes all parents and teachers and has leadership volunteered by its members. The SMPO meetsto plan and support parent education and involvement.
Froom our LCAP, the relevant goal is Goal 2: Provide a positive school climate with authentic opportunities for parent involvement.
Subgoals include:
2.1 Ensure that parents understand the ways the school communicates with students' families.
2.2 Ensure that parents understand the nature of the Montessori method of education.
2.3 Improve parent involvement and volunteerism.
2.4 Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.

Actions to achieve these goals include:
1. Office staff will review enrollment to ensure that each family has updated contact information. Teachers will assess parents' understanding of communication procedures at conferences. The school will continue to implement a text to cell phone or email (according to parent preference) system of sending reminders and announcements.
2. The value of parent education opportunities will be communicated to the parent community. Childcare and refreshments will be provided. Relevant curriculum materials will be provided to parents who attend.
3. A volunteering tracking system has been developed and will continue to be used to encourage parents, guardians, family members and community members to volunteer for the school.
4. The office staff, school director, and wellness counseling interns will collaborate to hold conferences with parents of chronically absent students and implement SST process as appropriate for any students with suspensions.
5. The attendance campaign that included recognition for good attendance will continue.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sherwood Montessori develops and evaluates the Title 1 Parent Engagement Policy through the Sherwood Montessori Parent Organization (SMPO). The SMPO includes all parents and teachers and has leadership elected by its members. The SMPO meets monthly and is the planning and support organization to facilitate parent education and involvement. From our LCAP, the relevant goal is Goal 2: Provide a positive school climate with authentic opportunities for parent involvement.
Subgoals include:
2.1 Ensure that parents understand the ways the school communicates with students' families.
2.2 Ensure that parents understand the nature of the Montessori method of education.
2.3 Improve parent involvement and volunteerism.
2.4 Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.

Actions to achieve these goals include:
1. Office staff will review enrollment to ensure that each family has updated contact information. Teachers will assess parents' understanding of communication procedures at conferences. The school will continue to implement a text to cell phone or email (according to parent preference) system of sending reminders and announcements.

2. The value of parent education opportunities will be communicated to the parent community. Childcare and refreshments will be provided. Relevant curriculum materials will be provided to parents who attend.
3. The school director will meet with the parent group leaders to continue to refine the parent volunteer opportunities communication & tracking system. A simplified system will be put in place and incorporated with the parent communication system (Parent Square).
4. The office staff, school director, and social work interns will collaborate to hold conferences with parents of chronically absent students. The SST process will be implemented as appropriate for any students with suspensions.
5. The attendance campaign that recognizes good attendance will continue.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Currently, there are no Sherwood students living in institutions or attending community day school programs. However, all students will be supported by our MTSS (multi-tiered system of support) for Mental Health and Emotional Well-Being described below:
Sherwood Montessori will support the mental health and social emotional well-being of students and staff during the school year.
Professional development for staff will include support for Tier 1 (Whole school safety and prevention, community and family engagement and supports, staff wellness, classroom strategies), Tier 2 (Early and targeted intervention for students/staff) and Tier 3 (intensive services provided in Individualized Education Plans) supports. Those include:

Tier 1:
Sherwood teachers and staff will promote a collaborative, supportive, respectful workplace environment.
Sherwood teachers will establish a culture of respect and Grace and Courtesy by utilizing Positive Disicpline and the SWIS data collection that were established in prior years.
Social Emotional Learning curriculum will be implemented in all classrooms.
Teachers and staff will utilize strategies learned in professional development on the topic of trauma: frequent, positive interactions with students and colleagues; for students and staff to regulate as needed; a collaborative approach to problem-solving with students and adults; giving energized, positive regard to positive choices and behaviors and responding to negative choices and behaviors without emotive charge.

Tier 2:
Check in Check out for students struggling to meet behavioral expectations or students who would benefit from emotional support
Counseling with social work interns
Student Study Team meetings

Tier 3:
Services determined through assessment process may include Behavior Improvement Plans (BIPs), Educationally Related Mental Health Services (ERMHS), Social Work services, or Language and Speech services

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sherwood follows the identification, enrollment, and continued support procedures as outlined by the McKinney-Vento Act. The School Director serves as the Homeless Liaison who provides outreach to families and coordinates services between the family and other agencies. Sherwood is committed to provide a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed, including providing referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents to immediately enroll the student, obtain necessary immunizations or immunization records and school records as soon as necessary and after enrollment. The Homeless Liaison will encourage parents to be involved in their child's education and ensure that parents are informed of educational and related opportunities to assist their child to be academically successful. Sherwood allocated funds from its Supplemental Grant to provide scholarship for class projects and field trips, food, tutoring services, counseling services, and child care.

To support regular attendance for students experiencing homelessness, Sherwood will use its established MTSS plan for attendance, which includes an emphasis on affirmation of students with regular attendance through the Positive Discipline program. Instances of truancy are tracked and addressed with parent communication via phone, email, and letters. The approach is one of offering support rather than threatening with punishment, however Sherwood will report educational neglect to the Child Services Department as required for legal Mandated Reporters.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sherwood hosts local high schools to come speak to transitioning 8th graders about opportunities in their programs. In the 2023-2024 school year, the school hosted its first Career Day for middle school students with representatives from different fields sharing information with students, the 2024-2025 Career Day will happen on the fourth Friday in May.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school uses base funds from its LCFF to address gifted education and to support its library.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Sherwood Montessori implements a strategic system for professional growth and improvement aligned with California's Quality Professional Learning Standards. This system relies on data to identify professional learning priorities, design, and assessments that support effective content and pedagogy, particularly for students who are socioeconomically disadvantaged and students with disabilities subgroups. Utilizing an evidence-based approach, the system focuses on specific topics throughout the year to facilitate sustained learning, enabling teachers, staff, and principals and administrators to acquire new knowledge, practice strategies, and assess the impact of professional development on teaching practices and student outcomes.

Sherwood teachers collaborate as a team to foster a collective learning environment that enhances student learning across the Charter School. The school's size supports one administrator in a principal/superintendent role. Classified staff include teachers' aides, student support aides, and clerical staff.
The Board of Directors, with input from all stakeholders, sets annual goals outlined in the LCAP based on analyses of student achievement, behavior, attendance, and community and student survey results. A collaborative effort among teachers, parents, staff, the school administrator, and the community determines the allocation of Title II funds for professional learning resources to meet these goals.

The Charter School's professional growth system adheres to state and federal requirements and provides ongoing support for both new and experienced staff. At the start of each school year, staff members collaborate with identified lead staff to pinpoint areas for professional development. Clerical and classified staff share responsibilities, participate in County Office of Education training, consult with peers from other Charter Schools, and attend relevant conferences and workshops.
Experienced teachers can take on roles as mentor teachers, lead professional development sessions, serve as content specialists, or participate in advisory roles regarding instructional decisions. They may also present their learning to fellow educators when goals are schoolwide. Opportunities for advancement include taking the CSET to become administrators, completing a Master's degree in Educational Administration, or becoming National Board Certified Teachers. New teachers may engage in induction programs, clear their credentials, pursue additional coursework, or collaborate with veteran teachers for mentoring, lesson modeling, and peer observations.

The school Director (principal/superintendent) seeks leadership learning opportunities chosen with input from the Board of Directors. Currently, the school supports one administrator, but previously, larger enrollments allowed for additional administrators to clear their Administrative Services Credential and work alongside seasoned leaders.

Administrators can enhance their skills by attending various trainings, workshops, and conferences, serving as reviewers for CDE grants, leading continuous improvement projects, and presenting at conferences. The Charter School evaluates professional growth through annual assessments of staff performance against established goals, reviewing multiple measures of student data over time. Administrators ensure staff engagement in professional development by verifying attendance, observing classroom strategies, and analyzing data to confirm improvements in teacher capacity and

student achievement. Importantly, staff feedback is crucial in determining the effectiveness and sustainability of professional learning initiatives.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicabe for charter schools.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Sherwood uses multiple sources for data to coordinate its Title II Part A activities, including student achievement data, student satisfaction surveys, student focus groups, parent and community surveys, input from parent meetings and

conferences, parent organization meetings, attendance data, suspension rates and behavior referral data. All of these are considered on an annual basis when creating the LCAP, but also ongoing throughout the school year with a mid-year check in that is formalized in the mid-year LCAP progress report. Student achievement data is formally analyzed three times each year to identify which students need more support to be successful either because of academic or behavioral concerns. Title II, Part A activities are informed by analysis of these outcome data by educators and school leaders.

Sherwood consults with teachers and certificated student service providers about Title II, Part A activities through surveys, meetings with the Director, reports to the Board of Directors, and at weekly teacher meetings. Currently the school has only one administrator, a Director who performs the job duties of a principal/superintendent. Input from the Director is given to the Board of Directors in monthly reports and in a formal evaluation process that happens each school year. Classified staff positions at Sherwood include teachers' aides, clerical positions, and student support aides. These staff members give input via surveys, meetings with the Director, and classified staff meetings. Community partners, and organizations the school partners with, such as the California State University at Chico or the NorCal Educational Leadership Consortium share input with surveys and interviews or discussions. Parents give input in surveys, in conferences, at parent organization meetings, and in meetings with the Director.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:
1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
    - are focused on English learners and consistent with the purposes of Title III;
    - enhance the core program; and
    - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

A) Sherwood will partner with the California State University at Chico for counseling interns from the School of Social Work and employ social workers to support student student mental wellness.

(B) Formerly supported withe ESSER funding, we have found counseling for many students was needed to give them access to a well-rounded education by improving attendance and behavior that leads to learning. Improving use of data with the support of trained statisticians will also support a well-rounded education to students by having teacher planned lessons based on data.

(C) Partnering with the university and a community based program will support students to use non-violent conflict resolution, emotional regulation, and make safe and healthy choices.

(D) N/A

(E) The Univesity has developed an evaluation system for their counseling interns that assesses their effectivenss. Sherwood collects data from students and families annually to assess effectiveness of wellness counseling programming.

Sherwood will not receive more than $30,000 in Title IV funds.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

Sherwood will receive less than $30,000 in Title IV, Part A so will not be completing a comprehensive needs assessment. The process to develop the LCAP is Sherwood's comprehensive needs assessment, conducted annually.

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education
February 2022

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Consolidated Application**

Date: May 22, 2025

SUMMARY

The application for categorical programs must be approved by the Board.

DISCUSSION

In order to received funds from the U.S. Department of Education, Sherwood must apply for categorical program funding. The application is required to be approved by the Board of Directors.

ACTION REQUESTED

Approve Consolidated Application for categorical programs.

Attachment: Categorical Programs Application

2025–26 Application for Funding

Required fields are denoted with an asterisk (*).

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year: ☐

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year: ☐

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

* **Title I, Part A (Basic Grant)**: ESSA Sec. 1111 et seq. SACS 3010	○ No ◉ Yes
* **Title II, Part A (Supporting Effective Instruction)**: ESEA Sec. 2104 SACS 4035	○ No ◉ Yes
* **Title III English Learner**: ESEA Sec. 3102 SACS 4203	◉ No ○ Yes
* **Title III Immigrant**: ESEA Sec. 3102 SACS 4201	◉ No ○ Yes
* **Title IV, Part A (Student and School Support)**: ESSA Sec. 4101 SACS 4127	○ No ◉ Yes

Save Return to List

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Williams Act Quarterly Report**

Date: May 22, 2025

SUMMARY

Sherwood receives federal funding in Title programs, and is therefor subject to the Williams Act reporting mandates.

DISCUSSION

Williams' case legislation mandates that school districts utilize their Uniform Complaint Process to address and resolve deficiencies concerning instructional materials, teacher vacancies or misassignments, and urgent facility conditions that may threaten the health and safety of students or staff. Information about the complaint process is displayed at each school site, and complaint forms can be requested as needed.

Reports are required to be submitted to the board for review. Once the report is received by the Board at a public meeting, it is sent to Butte County of Education.

ACTION REQUESTED

Receive report .

Attachment: Williams Act Quarterly Report

SHERWOOD MONTESSORI

Quarterly Report on *Williams* Uniform Complaints

[Education Code § 35186]

District/school: Sherwood Montessori
Person completing this form: Michelle Yezbick Title: Director

Quarterly Report Submission Date:
(check one and include year)

- ☐ October _____ (for July-Sept)
- ☐ January_____(for Oct-Dec)
- ☒ April _____(for Jan-Mar)
- ☐ July _____(for Apr-June)

Date for information to be reported publicly at governing board meeting: 5/22/2025

Please check the box that applies:

☒ No complaints were filed with the district/school during the quarter indicated above.
☐ Complaints were filed with schools in the district during the quarter indicated above.

The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignments	0		
Facilities Conditions	0		
TOTALS	0		

Michelle Yezbick
Print Name of District Superintendent

Signature of District Superintendent

Date

SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Date/Time: Wednesday, June 19, 2025 – 6:00 p.m.
Location: Room 1, 1071 E 16th Street, Chico, CA 95928

AGENDA

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

A.1 Land Acknowledgement

Sherwood Montessori acknowledges that we are on the unceded ancestral homeland of the Mechoopda people. Dr. Maria Montessori said: "We shall walk together on this path of life, for all things are part of the universe and are connected with each other to form one whole unity." As Montessori educators, we recognize that the Mechoopda people are the experts on the way to walk on the path of life here, with respect, gratitude and responsibility for the land, flora, fauna, waters, and air of this place. We extend our respects to the Mechoopda ancestors, elders, and all their relations in affirming their sovereign rights.

A.2 Roll Call Tina Hanson-Lewis, Sam Lawson, Maria Santori, Dinah Weller, Holly Sisk

B. CONSENT AGENDA (6:05)

B.1 Commendations Outgoing directors will receive commendations.
B.2 Minutes Approval Consider approval of minutes from Regular Meeting, May 22, 2025.

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

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

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS (6:20)

E.1 Items Removed from Consent (If any)

E.2 Reports and Communications (6:20)

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

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

E.2.1 School Director Report
E.2.2 Treasurer Report

E.3 Action Items (6:30)

E.3.1 Original Budget 2025-2026
The Board will be asked to adopt a budget for the 2025-2026 school year.
Action Requested: Adopt budget.

E.3.2 Local Control Accountability Plan (LCAP)
A draft of the LCAP will be presented for adoption.
ACTION REQESTED: Approve the LCAP.

E.3.3 Local Indicators Report
A report of Local Indicators will be presented.
ACTION REQUESTED: Receive report.

E.3.4 Reading Difficulties Screener
The Board will be asked to approve a Reading Difficulties Screener.
ACTION REQUESTED: Approve screener.

E.3.5 Instructional Continuity Plan
The Board will be asked to approve the Instructional Continuity Plan.
ACTION REQUESTED: Approve plan.

E.3. Elections Update
The Elections Committee will discuss progress on Board recruitment and elections.
ACTION REQUESTED: Discuss recruitment and elections.

F. CLOSED SESSION (7:00)
F.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.

G. FUTURE AGENDA ITEMS (7:10)
The Board will welcome new members.

H. ADJOURNMENT (7:15)

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

SHERWOOD MONTESSORI

RESOLUTION 061925
RESOLUTION OF COMMENDATION

WHEREAS, Dinah Weller *was first elected to serve on the Board of Directors of Sherwood Montessori to serve in the 2024-2025 school year, during which she actively participated in meetings; and*

WHEREAS*, Dinah served as the Board Secretary during her tenure as a member of Sherwood Montessori's Board of Directors; and*

WHEREAS, *Dinah has demonstrated a great appreciation for the Mission of Sherwood Montessori and executed her Board duties as a Board Member with attentiveness, objectivity and care for the well-being of all students; and*

WHEREAS*, Dinah brought to Sherwood Montessori her perspective as educational research academic, parent, and community member; and*

WHEREAS*, Dinah consistently demonstrated service and dedication; and*

WHEREAS, *Dinah has exhibited a sound knowledge of Sherwood's functions and concern for the successful future of the school and worked conscientiously to ensure that the actions taken by the Board were in the best interest of the students and families they serve; and*

NOW, THEREFORE, BE IT RESOLVED, *that the Board of Directors of Sherwood Montessori recognizes and expresses its sincere appreciation for the services Dinah Weller provided to the community of Sherwood Montessori.*

FURTHER, *that this Resolution be included within the minutes of the Board of Directors of Sherwood Montessori and that a copy of said Resolution be presented to Dinah Weller as a testimonial of the sentiments of the Board of Directors and Community of Sherwood Montessori.*

PASSED AND ADOPTED *by the Board of Directors of Sherwood Montessori on the 19th day of June, 2025.*

Michelle Yezbick, Director
Sherwood Montessori

Tina Lewis, Chair of the Board
Sherwood Montessori

Sherwood Montessori Board of Directors
Regular Meeting, 22 May 2025
Meeting Minutes

A. Call to Order- The meeting started at 6:08pm
   a. Land acknowledgement-Read by Michelle
   b. Roll Call: Tina Lewis. Samantha Lawson, Maria Santoni

B. Consent Agenda

B.1 Minutes APPROVAL from regular meeting on April 17, 2025
Motion- Samantha
Second- Maria
All in favor

C. Public Comment
   a. .Anne Adams- Spoke about the reading for intervention is causing behavior issues in children.
   b. Amy (did not state last name)- expressed concerns and frustrations with the lack of communication among the school and director.
   c. Stacey G.- unsure about Anne's comments in regards to the second restorative rejection.

D. . NOTICED PUBLIC HEARINGS

NONE

E. Regular Business

E.1 Items Removed from Consent

NONE

E.2 Reports and Communication

E.2.1 School Director Report

1. Enrollment at 125. Was at 129 at prior meeting, April 2025.
2. Submitted King group application for state funds
3. 2029 should have a new school on campus, new construction completed.
4. SMPO to have leadership for next year.
5. Employee adding hours then going over the contracted amount. Discussed having prefilled time sheets, then if they go over will have to get it approved/denied prior.
6. Limit number of hours under stipend.
7. Spirit days- bring them back; make it a positive outcome, equality based
8. Prior year gave the TK/K students free Sherwood t-shirts and they felt included and happy to be part.

E.2.2 Treasurer Report

1. Continue to have deficit spending
2. Have enough reserve to get through next school year.
3. Enough cash to get through next year., June 2026 will be low of cash.
4. Next year ok, not sure about the following.
5. Tariffs & Federal cuts- not sure how they will affect us yet.

6. Budget workshop- going to next week
7. Third week in June is when the budget will be adopted.
8. Can not add more staff, services, or hours until more cash.
9. Teresa mentioned 4 of the 5 new children under 5 years old are not coming back next school year. They have said they are only here for the free childcare services.
10. Talked about other schools that all offer aftercare.
11. Next year there will be a 10-1 ratio for TK/K.
12. The CUSD is at 55%

E.3. Action and Discussion Items

E.3.1 Local Control Accountability Plan (LCAP)

1. Generated report using AI.
2. 24 people took the survey.
3. Had intentions to do flyers. Had 22 people do a survey last year.
4. Curriculum: two new teachers, Montessori trained this year.
5. Last year one new non-Montessori teacher trained..
6. Complex topics make it harder to keep in that realm.
7. Survey results answer just in the moment, not overall.
8. Rotation for enrichment
9. Focus groups and growth trends
10. Support- challenge change with spring entrance of new students enrolling.
11. Same goals, keep the same.
12. Budget -used the actual.
13. Faculty- cut, preserve measure K including tutoring

E.3.2 LCAP Federal Addendum

Action requested: Approval

Before COVID did not apply for.

Motion- Samantha

Second-Maria

All in favor

E.3.3 CARS APPLICATION

Action requested: Approval

Motion-Maria

Second- Samantha

All in favor

E.3.4 Williams Uniform Complaint Quarterly Report

Action Requested: Approval

Confirm on complaints

Motion-Maria

Second- Samantha

All in favor

E.3.5 Elections Update

1. Push back since only one interested part submitted.
2. Stacy to pass flyer at career fair as well.
3. Provide ballots at the promotion ceremony

Pushed the nominations back to May 26-30th
Voting close June 6, 2025
Results will be announces by June 11, 2025
Sworn in next board meeting June 19, 2025

F. CLOSED SESSION

F.1 Public Employee Performance Evaluation

Title: School Director

Adjournment 9:28pm

.

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **School Director Report**

Date: June 19, 2025

Administrative

- Updated enrollment will be reported at the meeting.
- We had our last day of school and now Summer Extended Learning Program has begun. We have three weeks in June and three weeks in July with 26 students signed up, although not all 26 attend every day.

Community

- The 8th Grade Graduation was a sweet community event with parents showing up to see the 8th graders off and celebrate their student's advancement to the next grade. It was a challenge to set up in a new spot, which we needed due to crowding last year, and we had to be out before the Chapman lunch periods started at 11:30. Finding large group assembly space continues to be a challenge for us.
- Career Day was a fun event with many community members participating. This year, Stacy included a sticker card to encourage kids to visit different booths and ask questions.
- Move-up Day was held the day before the last day of school. Students who would be moving into a new environment visited the classrooms and got a chance to be welcomed and learn a bit about the new communities they would potentially be joining. Kindergarten kids visited lower elementary classrooms, third graders visited upper elementary classrooms, and sixth graders visited the middle school.

SHERWOOD MONTESSORI

To: Board of Directors

From: Pat Casey, Business Manager

Subject: **Agenda Item, Treasurer's Report**

Date: June 19,2025 Board Meeting

Bank statement reconciliation

- The Business Manager has verified that the beginning and ending cash balances on Sherwood's bank statement for the month of May 2025 reconciled with and matched those of the school's internal reports. The bank Ending Balance (cash) totaled $ 413,243.23 as of May 31,2025 for the checking account.
- The expenses in May were for the normal operating cost for the school.

Profit & Loss

The May 2025 Profit & Loss report shows a Net Income of $ -510,919, with amounts received in June of $ 61,982 for May LCF, $ 7,487 for ELOP, $ 1,538 Prop 28 Art/Music, and $ 809 SP ED MHS. The actual Net Income through May 2025 is $ -439,103, which means that the school is deficit spending (expense is greater than income).

Cash Flow

The school will end the year with a positive cash balance based on P2 ADA of 108. A deferral of the June apportionment check would mean the check arrives in August 2025.

Sherwood Montessori
Profit & Loss YTD Comparison
July 2024 through May 2025

	Jul '24 - May 25
Ordinary Income/Expense	
Income	
8000-Revenues	1,308,836
Total Income	1,308,836
Gross Profit	1,308,836
Expense	
1000 Certificated Salaries	626,612
2000 Classified Salaries	438,427
3000-Employee Benefits	326,477
4000-Books and Supplies	44,269
5000 Services/Other Op. Exp.	383,970
Total Expense	1,819,755
Net Ordinary Income	-510,919
Net Income	**-510,919**

Sherwood Montessori
Board of Directors - Vendor Payments Report
May 2025

Type	Date	Num	Name	Memo	Account	Amount
Check	05/01/2025	8023	Dalila Gonzalez	STIPEND	Contracted Service	2,250.00
Check	05/01/2025	8024	Elaina Jarchow	STIPEND	Contracted Service	2,000.00
Check	05/01/2025	9991	THE HARTFORD GROUP B...	INV 373191756849 - 2025 PRE...	3401-Health Benefits	58.50
Check	05/01/2025	DBT	Facebook Ads	JOB AD	Advertising	212.61
Check	05/01/2025	ACH	Macquarie Equipment Capit...	Kyocera Copier Lease 2025 MAY	Copier Lease	225.06
Bill	05/02/2025	2024/25-9	Pat Casey	CONTRACT SERVICES INV 20...	Business Manager Services	5,000.00
Check	05/02/2025	DBT	1 & 1 Internet Inc.	Internet hosting IONOS - 3MO. ...	Website, Hosting	54.00
Check	05/02/2025	10008	Hernandez Cleaning Service	SERVICE 2025 APRIL	Housekeeping Services	4,600.00
Check	05/02/2025	DBT	Chico U Lock It Self Storage	LOCKER RENTAL	5600-Rental/Leases/Repa...	130.00
Check	05/05/2025	DBT	Target	GRADE 6 MATH - IXL	Instructional Supplies	23.35
Check	05/05/2025	DBT	LA COCINA	TEACHER APPRECIATION DAY	Food - Meetings	341.80
Check	05/05/2025	10007	HM&S	23-24 AUDIT FEE	Auditing and CPA Services	16,493.75
Check	05/05/2025	DBT	Amazon.com	GREEN DOT STICKERS- CAR...	Office Supplies	8.73
Check	05/05/2025	DBT	Amazon.com	PENCILS	Office Supplies	28.52
Check	05/05/2025	ACH	Cypress Dental	BILLING 2025 MAY	3401-Health Benefits	367.27
Check	05/05/2025	ACH	ANTHEM BLUE CROSS	BILLING 2025 MAY	3401-Health Benefits	7,944.56
Check	05/05/2025	DBT	Amazon.com	SUPPLIES	Office Supplies	48.04
Check	05/05/2025	DBT	Target	BRAIN QUEST WORKBOOK	Office Supplies	10.15
Check	05/06/2025	10009	Chico Country Day	NURSE CONTRACT 24-25 INV ...	Contracted Service	1,647.77
Check	05/06/2025	DBT	Costco	SNACKS	Food (Instructional)	431.28
Check	05/06/2025	DBT	FoodMaxx	FOOD	LCAP	30.01
Check	05/06/2025	10010	Advanced Document	SERVICE 2025 APRIL	Copier Lease	684.36
Check	05/07/2025	EFT	California Water Service Co...	SERVICE 2025 APRIL	Water	42.31
Check	05/07/2025	EFT	Comcast 4454	SERVICE - 2025 APR-MAY	Internet Service Provider	490.63
Check	05/07/2025	DBT	Promevo	Chrome management console - 8	Contracted Service	304.00
Check	05/08/2025	DBT	Learning Without Tears	LEARNING WITHOUT TEARS	Instructional Supplies	21.88
Check	05/09/2025	10013	City of Chico - sewer	SERVICE 2025 FEBRUARY	Sewer	32.31
Check	05/09/2025	10012	PARK AVE PEST CONTROL	SERVICE 2025 APRIL	Pest Control	110.00
Check	05/09/2025	EFT	Waste Management	SERVICE - 2025 APRIL	Trash/Recycling	147.09
Check	05/09/2025	DBT	Amazon.com	LINED PAPER	Office Supplies	40.12
Check	05/12/2025	DBT	Amazon.com	BUTTON MAKER- CAREER DAY	Instructional Supplies	32.76
Check	05/13/2025	EFT	PG & E	SERVICE APRIL 2025	Electricity	658.08
Check	05/13/2025	10011	Law Offices of Young, Minne...	LEGAL RESEARCH	Attorney	518.00
Check	05/13/2025	DBT	Amazon.com	LEGAL PADS	Office Supplies	17.47
Check	05/13/2025	ACH	COSTCO VISA CARD	THRU 15TH PURCHASES 2025...	SHERWOOD COSTCO V...	3,182.25
Check	05/14/2025	DBT	TEA BAR CAFE	POS DISP MTG- LCAP	Food - Meetings	77.43
Check	05/14/2025	DBT	Mendes Supply Co.	SOAP	Custodial Supplies	94.12
Check	05/14/2025	DBT	Mendes Supply Co.	TOWELS	Custodial Supplies	182.02
Check	05/15/2025	8025	Demarion Barker	LIVESCAN	LiveScan and TB Test Ser...	70.00
Check	05/15/2025	DBT	Office Depot	SUPPLIES	Office Supplies	110.58
Check	05/15/2025	DBT	Amazon.com	BUTTON MAKER- CAREER DAY	Office Supplies	48.06
Check	05/16/2025	DBT	ARCO PUMPPASS	Gas cards	5200-Travel and Conferen...	100.00
Check	05/16/2025	DBT	US Chef'Store	PAPER CUP-TRAY	Instructional Supplies	34.38
Check	05/16/2025	DBT	Amazon.com	LAMINATION SHEETS	Instructional Supplies	25.07
Check	05/17/2025	DBT	Wufoo	SERVICE - 2025 MAY	Online List Management	22.00
Check	05/19/2025	DBT	Amazon.com	PLAYS BOOK- THEATRE	ART-MUSIC	10.15
Check	05/19/2025	DBT	Trites Backflow Service	BACKFLOW TESTING FEE	Contracted Service	50.00
Check	05/19/2025	10014	Comcast Ethernet	SERVICE - 2025 APRIL	Ethernet - Fiberoptic	1,085.44
Check	05/19/2025	EFT	Comcast Business 9110	SERVICE - 2025 MAY	Telephone, Landline	199.44
Check	05/20/2025	DBT	Amazon.com	DRY ERASE-LABLES-MASKIN...	Office Supplies	36.03
Check	05/20/2025	DBT	Costco	SNACKS	Food (Instructional)	7.35
Check	05/20/2025	DBT	Costco	SNACKS	Food (Instructional)	305.42
Check	05/21/2025	DBT	Dollar Tree	CAREER DAY	Office Supplies	27.31
Check	05/21/2025	DBT	Amazon.com	TARDY SLIPS	Office Supplies	66.63
Check	05/22/2025	DBT	eBay	PICK-N-STICK	ART-MUSIC	187.81
Check	05/22/2025	DBT	eBay	STUDIO STRUM STICK	ART-MUSIC	212.22
Check	05/22/2025	DBT	Costco	CAREER DAY	Office Supplies	12.40
Check	05/23/2025	DBT	Amazon.com	2 GUITARS	ART-MUSIC	436.98
Check	05/23/2025	ACH	Intuit	QuickBooks ENTERPRISE	Intuit Payroll Service	2,210.00
Check	05/23/2025	10015	North State Parent Magazine	FEB 460-MAR 460 2025	Advertising	920.00
Check	05/23/2025	10016	Chico Unified School District	2024-25 FUA- INV 25-00151	CUSD FUA Charges	1,929.35
Check	05/23/2025	10017	MEMORY BOOK COMPANY	YEARBOOK 2024/25	Contracted Service	2,052.97
Check	05/25/2025	DBT	Amazon.com	ART SUPPLIES	ART-MUSIC	59.67
Check	05/27/2025	DBT	Amazon.com	GUITAR STAND	ART-MUSIC	41.50
Check	05/27/2025	DBT	Amazon.com	MONTHLY FEE	5300-Dues and Members...	16.38
Check	05/28/2025	8034	MATTHEW MITCHELL	MUSIC INSTRUCTION	Contracted Service	300.00
Check	05/28/2025	DBT	USPS	STAMPS-POSTAGE	Postage	163.55
Check	05/28/2025	10019	Barney James Kerr	HOURS 10.25 X $33.00 LCAP ...	Contracted Service	215.00
Check	05/29/2025	DBT	Amazon.com	WALKIE TALKIE RADIO BATTE...	Office Supplies	32.76
Check	05/30/2025	10020	HM&S	23-24 TAX FILING	Auditing and CPA Services	1,650.00
Check	05/31/2025	DBT	Safeway	CAREER DAY	Office Supplies	16.36
Bill	05/31/2025	2024/25-11	Pat Casey	CONTRACT SERVICES INV 20...	Business Manager Services	5,000.00
TOTAL						**66,195.04**

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **2025-2026 Original Budget**

Date: June 19, 2025

SUMMARY

The Budget Committee met on June 5th to give input for the draft of the original budget for 2024-2025.

DISCUSSION

Assumptions for creating the proposed budget included:

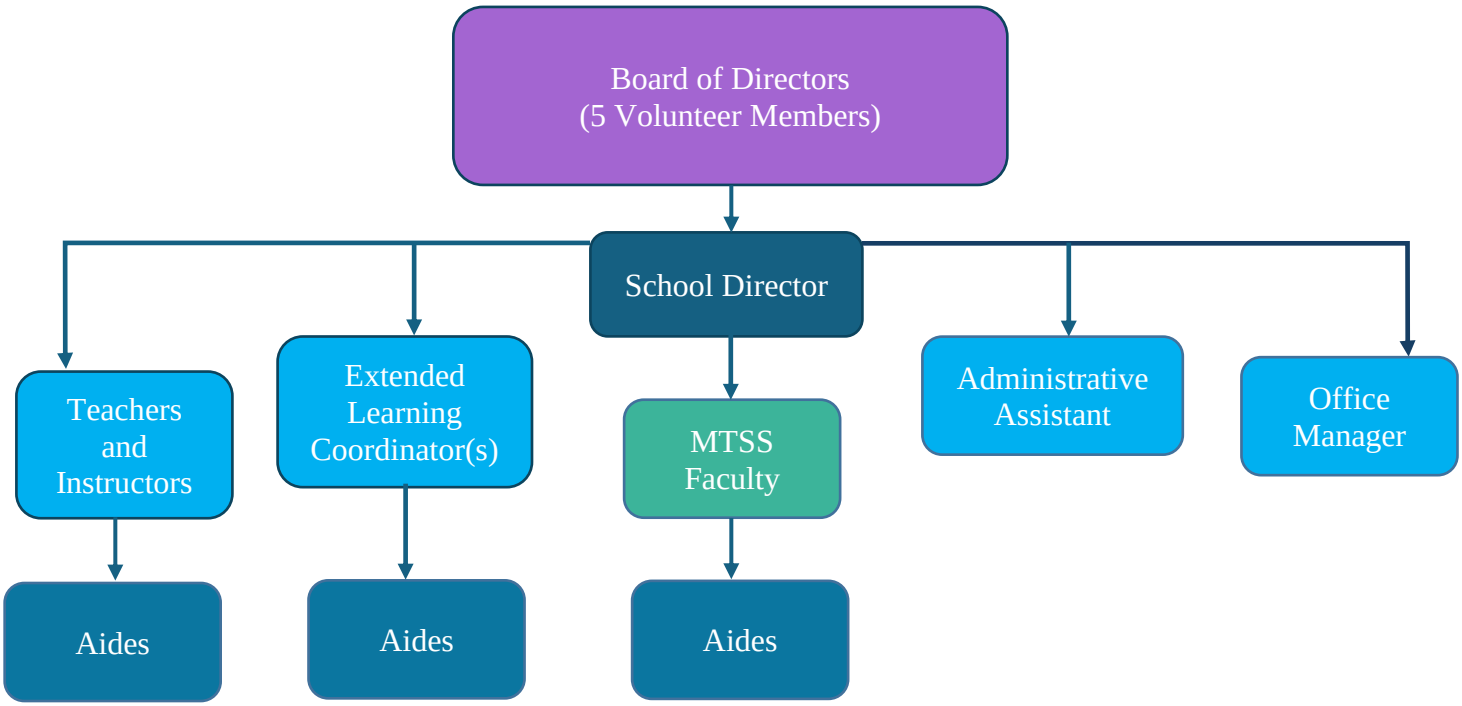
Governor's Proposal assumed to be accepted by Legislature.
Budget based on 117 ADA, 127 enrollment at 92% attendance rate.
2.5% step (year) increase in steps on the certificated salary schedule is included in the budget.
All teachers whose salary would have been lower than $59,000 were brought to that amount and in some cases this resulted in a higher than 2.5% increase in annual salary.
Classified staff who are returning will have a 2.5% step increase in hourly salary.

ACTION REQUESTED

Adopt 2025-2026 Original Budget

Attachments: Draft of 2025-2026 Original Budget, Organizational Chart

2025-26	FUNDING AT 107 ADA	FUNDING AT 115 ADA		FUNDS TIED TO	FUNDS TIED TO
6/12/2025	115 Enroll. x 92% attendance	126 Enroll. x 92% attendance	CHANGE	ADA	STATE TAX COLLECTIONS
ORIGINAL BUDGET	**2024-25 2ND INTERIM BUDGET**	**2025-26 ORIGINAL BUDGET**			
Revenue					
8011 Local Control Funding	*740,387*	*889,697*		ADA	
8012 Education Protection Act	*163,923*	*150,000*		ADA	
8096 In Lieu Taxes	*364,582*	*350,000*		ADA	
Subtotal LCFF Revenues	*1,268,892*	*1,389,697*	120,805	*-0.72%*	1,389,697
8290 - TITLE I	**25,087**	**25,087**	-		
8181 - Spec. Educ.- SELPA Fed	15,540	16,675	1,135	ADA	
8311 - Spec. Educ. - SELPA State	92,266	105,516	13,250	ADA	
8312 - Spec. Educ. - SELPA ERMHS	8,659	8,659	-	ADA	
8550 - Mandates Block Grant	2,091	30,000	27,909	ADA	
8560 - State Lottery	35,000	35,000	-	ADA	
8590 - ELOP	***83,165***	***100,000***	16,835	ADA	
8590 - UPK - LCFF CALC	*32,001*	*37,776*	5,775	ADA	37,776
8590 - PROP 28 ART-MUSIC	*18,444*	*18,444*	-		18,444
8699 Other Local Revenue	17,000	17,000	-		
TOTAL REVENUES	**1,598,145**	**1,783,854**	185,709		*1,445,917*
Expense					
1000 Certificated Salaries	575,800	595,200	19,400	30%	
2000 Classified Salaries	546,698	611,153	64,455	28%	
3000 Employee Benefits	350,464	405,317	54,853	18%	
SUBTOTAL	***1,472,962***	***1,611,670***	138,708	**76%**	
4100 Texts and Core Curricula	500	500	-		
4200 Reference Materials	500	500	-		
4300 Materials and Supplies	43,587	40,600	(2,987)		
4400 NonCap Equipment	5,000	5,000	-		
4700 Food (Nutrition)	800	2,800	2,000		
SUBTOTAL	***50,387***	***49,400***	(987)	3%	
5200 Travel and Conferences	3,800	7,700	3,900		
5300 Dues and Memberships	3,500	4,100	600		
5400 Property/Liability Insurance	32,000	37,600	5,600	2%	
5500 Operations / Housekeeping	88,200	88,300	100	4%	
5600 Rentals, Leases, and Repairs	7,700	8,800	1,100		
5800 Prof. & Consulting Services	245,913	209,400	(36,513)	**13%**	
5900 Communications	36,900	42,944	6,044	2%	
SUBTOTAL	***418,013***	***398,844***	(19,169)	22%	
TOTAL EXPENDITURES	**1,941,362**	**2,059,914**	**113,278**	100%	
Net Income	***(343,217)***	***(276,060)***	**ADA Equiv.**	**-23**	
Restricted Funds - Prior Year					
Net Income - Unrestricted	**(343,217)**	**(276,060)**	**ADA Equiv.**	**-23**	
Unassigned/Unappropriated- NET ASSETS	**885,942**	**450,000**			
Net Unassigned/Unappropriated	**542,725**	**350,000**	657369		
Unassigned/Unappropriated - Yr End Proj..	**194,152**	**120,000**	**ADA Equiv.**	**10**	
Reserve - Economic Uncertainties	**120,000**	**160,000**	**Est. 1 mos. salary/benes.**		
Other Designations	**228,573**		**ADA Equiv.**	**11**	
Restricted Grant Funds	**39,293**	**70,000**			



Contracted Services

- Business Manager
- Custodial
- School Nurse
- Adapted Physical Education
- Legal Services
- Speech and Language Pathologist
- Pest Management
- Landscaping & Facilities Repair & Maintenance
- Wellness Center Counselors
- Mental Health Service Providers

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Local Control Accountability Plan (LCAP)**

Date: June 19, 2025

SUMMARY

The LCAP adoption process should have ample opportunities for a variety of educational partners to give input, including: students, parents, faculty, staff and community members.

DISCUSSION

The LCAP format includes a description of the process for engaging educational partners to gain input. A focus group has met to discuss our current LCAP and the course for developing our future adoption. Including the LCAP as an item at our public meetings is also a required part of the adoption process to give opportunity for stakeholder input. Sherwood requests input from parents and guardians, teachers, and staff via an annual Community Survey. The Coffee with the Director meetings, held eight times this past year, became another vehicle for our community to give input. Students give input with a Student Survey and a student focus group, teachers and staff give input in meetings. The draft attached here was created from survey input, data from the CDE Dashboard, local data, input from parent meetings, and input given at the Regular Meeting of the Board of Directors on May 22, 2025.

ACTION REQUESTED

Adopt LCAP.

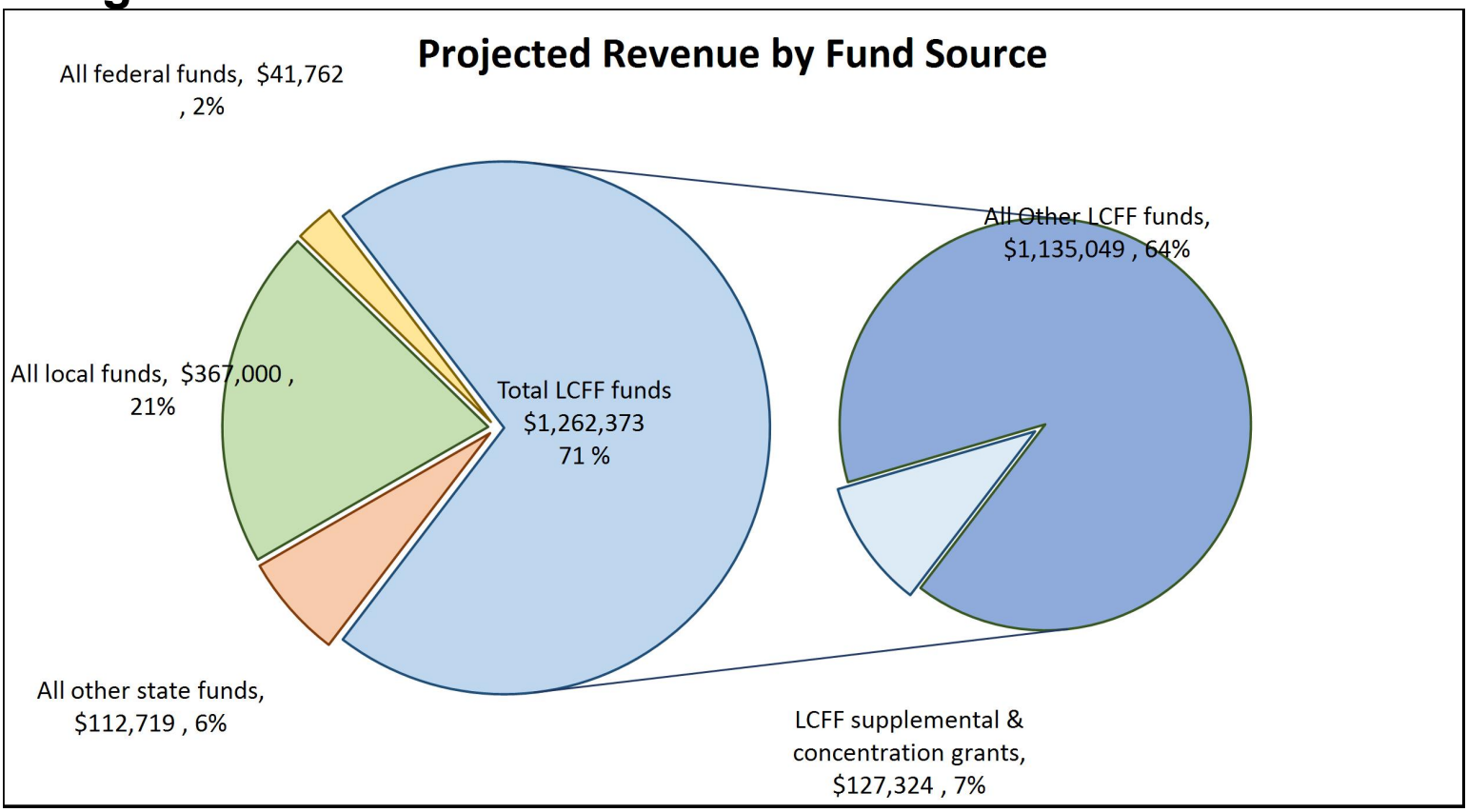
Attachment: DRAFT LCAP 2025-2026

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sherwood Montessori
CDS Code: 04614240121475
School Year: 2025-26
LEA contact information:
Michelle Yezbick
Director
michelle@sherwoodmontessori.org
(530) 345-6600

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

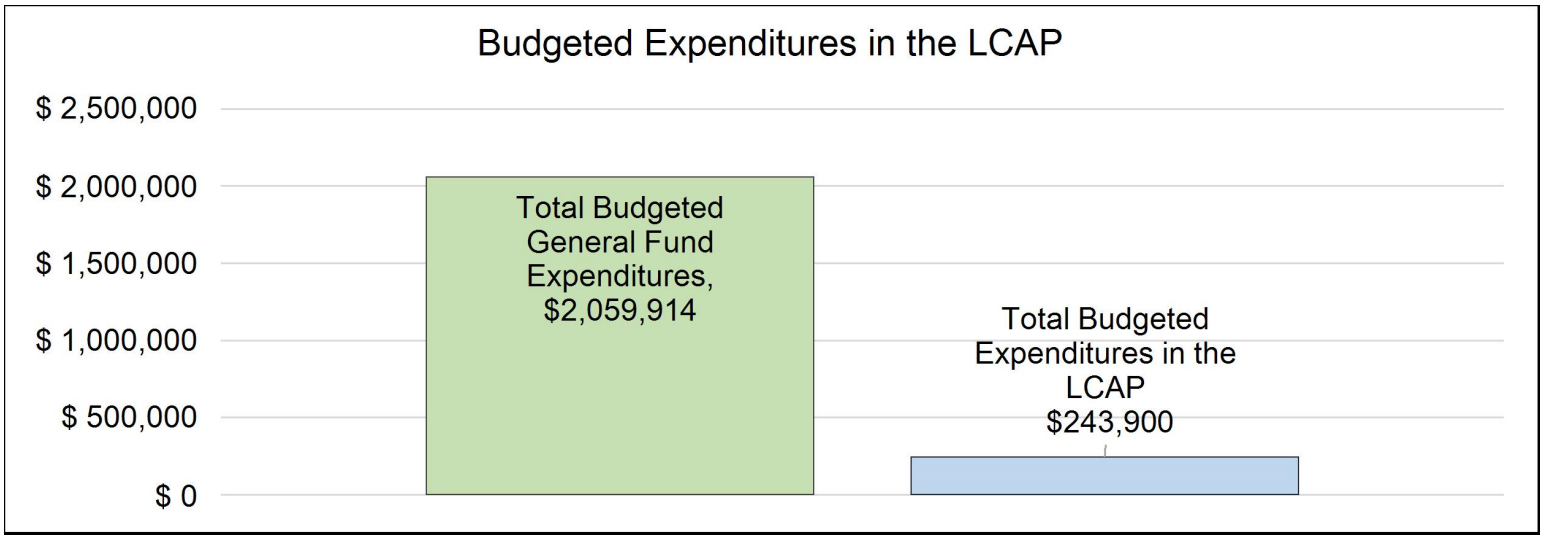


This chart shows the total general purpose revenue Sherwood Montessori expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sherwood Montessori is $1,783,854, of which $1,262,373 is Local Control Funding Formula (LCFF), $112,719 is other state funds, $367,000 is local funds, and $41,762 is federal funds. Of the $1,262,373 in LCFF Funds, $127,324 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Sherwood Montessori plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sherwood Montessori plans to spend $2,059,914 for the 2025-26 school year. Of that amount, $243,900 is tied to actions/services in the LCAP and $1,816,014 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Salaries and benefits for employees are not entirely covered in the LCAP, as well as costs for facilities and utilities, discretionary classroom and program budgets, and materials.

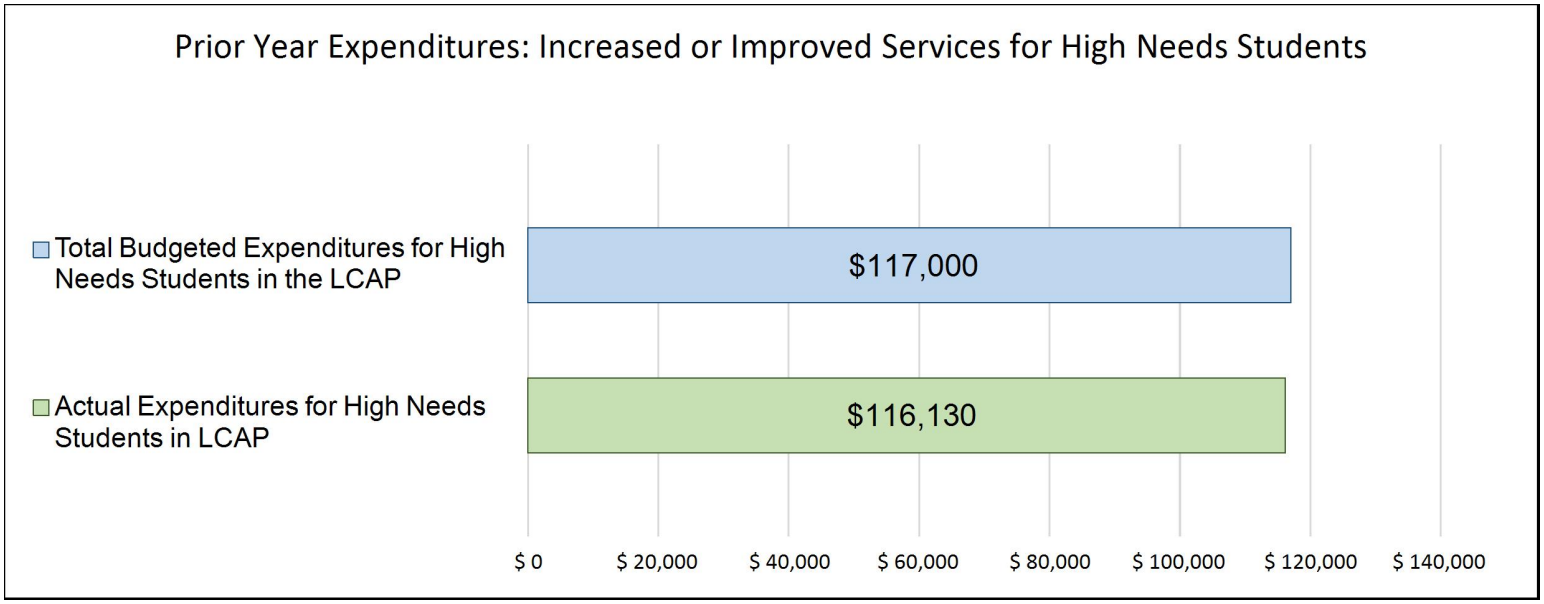
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Sherwood Montessori is projecting it will receive $127,324 based on the enrollment of foster youth, English learner, and low-income students. Sherwood Montessori must describe how it intends to increase or improve services for high needs students in the LCAP. Sherwood Montessori plans to spend $116,500 towards meeting this requirement, as described in the LCAP.

The amount budgeted is not significantly less than the projected revenues from the supplemental grant (less than 10%). High needs students will be served by the SST process available to all students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Sherwood Montessori budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sherwood Montessori estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Sherwood Montessori's LCAP budgeted $117,000 for planned actions to increase or improve services for high needs students. Sherwood Montessori actually spent $116,130 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $870 had the following impact on Sherwood Montessori's ability to increase or improve services for high needs students:

The amount actually spent was not significantly less than what was budgeted. There was no impact on the actual actions and services.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The mission of Sherwood Montessori is to educate TK-8 students of the greater Chico area by providing Montessori education within the context of mutual respect and joy. The focus of the education is on engaging critical thinking and fostering empathy, and developing the skills needed to become competent, responsible citizens who are life-long learners and skillful problem solvers.
The school serves our community by providing a rich and supportive educational environment for children based upon the philosophy of Maria Montessori which allows each child to reach his or her own potential academically, personally, and socially and focuses on educating the whole child intellectually, physically, and psychologically. The methodology used develops a firm foundation for the students, and emphasizes ethics, initiative, persistence, and self-confidence.
Our mission is accomplished by a concerted community-based effort between the school, the parents, and the individual child.
Sherwood currently serves 127 students with multi-age groups. We have two classrooms with learners ages 4-6 (TK/K), two classrooms with learners 6-9 years old (1st/2nd/3rd), two classrooms with learners 9-12 years old (4th/5th/6th), and one classroom with 12-14 year old learners (7th/8th). A Learning Center classroom serves students from all grades with specialized academic needs.

The main campus of Sherwood Montessori is located on the north side of Chapman Elementary campus, with an auxiliary campus located at 1010 Cleveland Ave. The main campus currently includes seven classrooms and an office; 20th Street Park connects the two campuses. Through funds available from the Measure K bond, Sherwood has been able to complete a construction project to install three classrooms at the 1010 site. In the 2022-2023 school year, the TK/K classrooms moved to classrooms located at 1010 with the third classroom housing the school's teaching kitchen and library and before and after school child care with tutoring after school.

This LCAP also serves as the school's Single Plan for Student Achievement (SPSA) with Title 1, Title II Part A and Title IV Part D funds herein accounted for. The process used to create this plan satisfies all requirements for creating a SPSA.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Community survey results indicate the greatest increases in the percentage of parents who reported being satisfied or very satisfied with the school's approach to discipline and conflict resolution using Positive Discipline and overal satisfaction.

The greatest decrease was in satisfaction with teachers, the curriculum in terms of Montessori authenticity, and with parents' opportunity to make an impact in academic outcomes.

Sherwood made great gains in CAASPP scores for both ELA and math between 2023 and 2024. Scores increased 20.6 points in English language arts to 16 Points Below Standard and 3.2 points in math 46.4 Points Below Standard. This is Sherwood's third year in a row showing improvement in our CAASPP scores. Additionaly, now that the State is reporting Student Growth Indicators on the Dashboard, we can see that Sherwood students far outperform the expected one year's growth. With a score of "0" showing expected growth, Sherwood earned a score of 11 for ELA and 8 for math.

Our 2025 scores are not yet available, however, there will be a significant penalty for not meeting the required Participation Rate as several students were opted out of testing by their parents. From verifiable growth data (Star Renaissance Early Literacy or Reading and Math) we can see that our students, on average, met or exceeded one year's growth in reading and math.

Chronic absenteeism dropped in 2022-2023 from 34.9% in 2021-2022 to 23.6% in 2023-2024 the chronic absentessism rate had increased to 29.4%, this year saw an improvement with the rate being 24.49% for 2024-2025 as of early May. There was also an improvement in the suspension rate from 5.3% in 2023-2024 to 4.91% in 2024-2025 as of early May.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The Sherwood Community Survey was promoted in the School Announcements on April 3, April 10, April 17, April 24 and May 1 and was available April 3 through May 8. Invitations to participate in the Focus Group were promoted in teh April 17, April 24 and May 1 School Announcements.

The teachers' meeting on April 3 had items relating to the LCAP, including invitation to join the LCAP Focus Group and planning for Student Surveys. A teacher representative for the Focus Group was chosen in September, and others were encouraged to join if they wished. Teachers also had meetings with the School Director throughout the school year in which input could be given on a 1:1 basis.

On September 9, October 11, November 8, December 13, January 10, March 13, April 11, and May 5 Coffee with the Director meetings were held for parents to dialogue with the School Director. Reminders went out in weekly school announcements in the weeks ahead of the meetings and the meetings were shown on the school's Google calendar on the homepage of the school's website.

The number of respondets to the Community Survey were 24, up from 22 last year but lower than typical averages in the 30-40 range.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide an equitable learning environment with high quality, authentic Montessori instruction, curriculum aligned to Common Core State Standards, a broad range of traditional Montessori materials, highly-qualified teachers, and a facility in good repair. 1.1: Provide highly qualified teachers for all students. 1.2: Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS). 1.3: Provide a broad range of Montessori materials. 1.4: Provide a facility in good repair and maintain recess equipment. 1.5: Refine Student Success Team (SST) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This was originally a Broad Goal to cover the State Priority 1: Basic Conditions for Learning.
A rationale for each Focus Goal is provided below:
1.1 The quality of the instruction students receive directly impacts their learning experiences and academic outcomes.
1.2 An effective curriculum increases students' understanding about the world around them and provides them with knowledge and skills necessary for success in the 21st century.
1.3 All public school students must be provided with equal access to instructional materials.
1.4 All public school students must be provided with safe and decent school facilities. Recess equipment is an important part of the school environment, as expressed by Sherwood students in the Student Survey.

1.5 Instructional strategies such as effective use of targeted direct instruction, scaffolding and modeling, monitoring student learning, and two-way feedback among students and teachers are associated with improved student achievement. The SST process addresses these and results in a plan formed with communication and analysis of data.
Good progress has been made on these and we are now classifying it as a whole as a maintenance of progress goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Personnel files/teachers' credentials	100% highly qualified credentialed teachers	100% highly qualified credentialed teachers		100% highly qualified credentialed teachers	none
1.2	CASSPP Scores	Increased 20.6 points in ELA to 16 points below standard and increased 3.2 points to 46.4 points below standard in math.	TBD. Star Renaissance data shows that students made, on average, a year's growth or more in reading and math. Six students were opted out of the ELA for CAASPP and 5 were opted out for math by their parents, so the publicly reported scores with penalties may not show accurate academic growth.		30 points below standard for ELA 50 points below standard for math	Met the target in baseline (2024 Baseline data was available after the target was written. 2023 data was used as a guide to set target).
1.3	Montessori Materials Inventories	Most materials are in good repair, worn or broken materials will be replaced after the end of the fiscal year.	New materials were purchased or brought out of storage prior to the beginning of the school year.		All classrooms will have a broad range of materials for the grade levels served.	none

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Facilities Inspection Tool	Repairs request system implemented and facility is being kept up. PE and recess equipment check-out system working and new materials are ordered as old wear our.	Repairs request system was implemented and the facility has been kept up, although the buildings are old and worn. An order for PE and recess equipment was made at the begnning of the year.		Facility in good repair; PE and recess equipment check-out system working and new materials are ordered as old wear out.	none
1.5	Local Indicator/School Community Survey	77% reported satisfied or very satisfied with support given to struggling learners.	71% reported satisfied or very satisfied with support given to struggling learners.		80% satisfied or very satisfied with support given struggling learners.	9%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All teachers hold appropriate credentials for their positions. Additionally, two new to the school teachers were sent to Montessori training. Curriculum materials were purchased or brought out of storage at the beginning of the year. The facilty is being maintained, but is old and worn. The SST process included further refinement this year with the addition of documenting the rationale when students found eligible for Tier 2 supports were not entering the SST process. There were no substantive differences in planned actions and actual implementation of these actions, or any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

$20,000 was budgeted to repair the school facility and maintain PE and recess equipment. While PE and recess equipment was purchased, money allocated to spend on repair was limited. This was in response to the school being asked early in the year to adopt a single point of entry through a security gate for the increased safety of both campuses (Sherwood is co-located on Chapman Elementary's campus). The school agreed to make this shift and spent $55,000 of Measure K bond funds allocation on security rather than repairs. Security gates were

installed. During the school year, Measure C, a new bond for school faclities, was passed by voters. Sherwood is now conserving the remaining Measure K dollars in hopes to apply these as well as state school construction funds and Measure C bond funds to build a new facility rather than needing to continuously repair the current facilities. About $9,000 less than budgeted was spent on the SST process, however, more resources were needed to spend on Tier 3, special education services. The SST is considered a Tier 2 support service, but the school currently has enrolled 22% of students with disabilities who are already at the third tier of support, leaving less funding for supporting those needing Tier 2 supports.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions are making effective progress towards the goals.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide highly qualified teachers for all students.	All classrooms will have highly qualified teachers. Teachers' credentials will be reviewed each year.	$1,400.00	No
1.2	Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	Instruction will provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	$33,500.00	No
1.3	Provide a broad range of Montessori materials.	Montessori materials are a necessary component of the Montessori classroom.	$2,500.00	No
1.4	Provide a facility in good repair and	It is a basic servcie for a school to provide a facility in good repair. Input from the students indicate that they value recess equipment.	$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
	maintain recess equipment.			
1.5	Refine Student Success Team (SST) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.	The SST process is part of the Multi-Tiered System of Support (MTSS) used to ensure that all learners are served with the appropriate program.	$32,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a positive school climate with authentic opportunities for parent involvement. 2.1 Ensure that parents understand the ways the school communicates with students' families. 2.2 Ensure that parents understand the nature of the Montessori method of education. 2.3 Improve parent involvement and volunteerism. 2.4 Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

These goals are ongoing, maintenance goals. They were originally developed to address the following State Priorities: State Priorities: Priority 3: Parental Involvement (Engagement), Priority 5: Pupil Engagement (Engagement), Priority 6: School Climate (Engagement)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Local metric/Parent Square	100% of parents contactable	100% of parents contactable		100% of parents contactable	none
2.2	Local metric/Community Survey Results	90% of respondents agree or strongly agree that they are satisfied with curriculum in terms of Montessori authenticity. 81% of repondents agree or strongly agree	67% of respondents agree or strongly agree that they are satisfied iwith curriculum in terms of Montessori authenticity.		90% of respondents will agree or strongly agree that they are satisfied iwith curriculum in terms of Montessori authenticity.	23% and 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		that they are satisfied with the opportunities to make an impact in academic outcomes for my student/s.	79% of repondents agree or strongly agree that they are satisfied with the opportunities to make an impact in academic outcomes for my student/s.		80% of repondents will agree or strongly agree that they are satisfied with the opportunities to make an impact in academic outcomes for my student/s.	
2.3	Local metric/Parent Volunteer Tracking System	40% of families reported volunteer huors; 4% of families met or exceeded 30 hours	31% of families reported volunteer hours; 6% of families met or exceeded 30 hours		35% of familieswill report volunteer huors; 5% of families will meet or exceeded 30 hours .	4% and -1%
2.4	Chronic absenteeism Rate	35% Chronic Absenteeism Rate	24.49% Chronic Absenteeism Rate		15% Chronic Absenteeism Rate	9.49%
2.5	Decreased or maintained suspension rate	5.3% Suspension Rate	4.76% Suspension Rate		5% Suspension Rate	-.24%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

There were no substantive differences in planned actions and actual implementation of these actions. There was a perception among survey respondents that the curriculum in terms of Montessori authenticity was not satisfactory. The school had made an investment in two new teachers receiving Montessori training, which included an in-person residency over the summer before the 2024-2025 school year and with distance learning modules throughout the school year. The new teachers will complete the training in July, 2025 and be ready to enter the 2025-2026 school year with Montessori training certification.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

About $10,000 less was spent on the goal of ensuring that parents understood the nature of Montessori education. When this goal's budget was planned, it was hoped that the school would add an event with an outside presenter and invite parents from the school and larger community to attend. However, due to the orignal budget being created with the assumption of 117 ADA and the school receiving an ADA of only 107 at the time the First Interim Budget Report was due in , close to $100,000 in revenues were not realized as anticipated in the original budget. Adjustments were made, spending was cut, and the guest speaker was not contracted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The survey results show a significant decrease in satisfaction regarding the curriculum in terms of Montessori authenticity, so this will become a focus goal in the 2025-2026 school year.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The first steps in reaching the focus goal of implementing curriculum with Montessori authenticity have been made: new teachers were sent to Montessori training. The training of these teachers will conclude in July, 2025, and the 2025-2026 school year should see an increase in satisfaction in this area.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Ensure that parents understand the ways the school communicates with students' families.	Office Manager and teachers will ensure that parents understand how announcements are sent home via the Parent Square Application	$5,500.00	No
2.2	Ensure that parents understand the nature of the Montessori method of education.	Parents will have opportunities to learn about Montessori education.	$20,000.00	No
2.3	Improve parent involvement and volunteerism.	The school will provide opportunities for parents to become involved in their children's education and volunteer for the school.	$5,500.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.	The school will promote regular attendance through the PBIS program and through outreach efforts to educate families on the importance of regular attendance.	$15,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Socioeconomically disadvantaged students will have access to free or reduced lunch, free after school tutoring, and free child care before and after school.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Actions associated with this goal are in response to metrics from the state Dashboard showing lower scores for students from lower income backgrounds in CAASPP testing.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP Scores and/or growth data	For students who are from low-income families: ELA 33.1 points below standard for low-income students, increased by 25.3 points; math 67.4 points below standard, increased 7 points.	Star Renaissance data shows that students made, on average, a year's growth or more in reading and math. Six students were opted out of the ELA for CAASPP and 5 were opted out for math by their parents, so		ELA 50 points below standard for low-income students; math 60 points below standard for low-income students and/or show at least one year's growth in ELA and math	Met the target for ELA in baseline (2024 Baseline data was available after the target was written. 2023 data was used as a guide to set target). Math target is 7.4 points away.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the publicly reported scores with penalties may not show accurate academic growth.			
3.2	CAASPP Scores and/or growth data	For students who are from low-income families: ELA 33.1 points below standard for low-income students, increased by 25.3 points; math 67.4 points below standard, increased 7 points.	Star Renaissance data shows that students made, on average, a year's growth or more in reading and math. Six students were opted out of the ELA for CAASPP and 5 were opted out for math by their parents, so the publicly reported scores with penalties may not show accurate academic growth.		ELA 50 points below standard for low-income students; math 60 points below standard for low-income students and/or show at least one year's growth in ELA and math	Met the target for ELA in baseline (2024 Baseline data was available after the target was written. 2023 data was used as a guide to set target). Math target is 7.4 points away.
3.3	CAASPP Scores and/or growth data	For students who are from low-income families: ELA 33.1 points below standard for low-income students, increased by 25.3 points; math 67.4 points below standard, increased 7 points.	Star Renaissance data shows that students made, on average, a year's growth or more in reading and math. Six students were opted out of the ELA for CAASPP and 5 were opted out for math by their parents, so the publicly reported scores with penalties may		ELA 50 points below standard for low-income students; math 60 points below standard for low-income students and/or show at least one year's growth in ELA and math	Met the target for ELA in baseline (2024 Baseline data was available after the target was written. 2023 data was used as a guide to set target). Math target is 7.4 points away.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			not show accurate academic growth.			

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goals were implemented as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Socioeconomically disadvantaged students will have access to free or reduced lunch and healthy snacks.	Students will have access to free breakfast and lunch through Chico Unified Nutrition Services and Sherwood will provide healthy snacks.	$7,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Socioeconomically disadvantaged students will have access to free after school tutoring.	Students will have access to free tutoring after school as described in our after care program, socioeconomically disadvantaged students will not pay fees to participate.	$35,000.00	Yes
3.3	Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program.	Students from lower income backgrounds will have access to free child care.	$68,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Socioeconomically disadvantaged students will have access to scholarships to attend field trips.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Local mesures/Community Survey Results & Student Surveys	77% of students agreed or strongly agreed that they are happy to be students at the school. Teachers indicate that field trips are important and including all students on field trips, regardless of ability to pay, is important.	43% of students agreed or strongly agreed that they are happy to be students at the school. Teachers indicate that field trips are important and including all students on field trips, regardless of ability to pay, is important.		The majority of students will agree or strongly agree that they are happy to be students at the school. Teachers will give feedback about the importance of field trips and inclusion of all students.	8%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All students attended school field trips regardless of families' abilities to pay. The middle school went on a weeklong trip to Environmental Camp.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The students reported the lowest satisfactio rate in response to being happy to be a student at the school since the data has been collected. They also gave many narrative responses about wanting more field trips! And a reflection of the upper elementary program, the classrooms where students took the fewest field trips, showed the lowest satisfaction rating.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Teachers in the upper elementary classrooms will be prompted to schedule more field trips.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Students in low-income will have access to scholarships to attend all field trips.	All student fees will be covered by the school for families that can't afford to contribute, including end of year middle school overnight trips to Ashland/Shakespeare Festival or Environmental Camp.	$6,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$127,324	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.692%	0.000%	$0.00	10.692%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	**Action:** Socioeconomically disadvantaged students will have access to free or reduced lunch and healthy snacks. **Need:** **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
3.2	**Action:** Socioeconomically disadvantaged students will have access to free after school tutoring. **Need:** **Scope:** Schoolwide		
3.3	**Action:** Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program. **Need:** **Scope:** Schoolwide		
4.1	**Action:** Students in low-income will have access to scholarships to attend all field trips. **Need:** **Scope:** Schoolwide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:10	
Staff-to-student ratio of certificated staff providing direct services to students	1:10	

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$1,190,884	$127,324	10.692%	0.000%	10.692%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$218,900.00	$0.00	$0.00	$25,000.00	$243,900.00	$140,900.00	$103,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Provide highly qualified teachers for all students.	All	No			All Schools	Week's time in August	$1,400.00	$0.00	$1,400.00				$1,400.00	
1	1.2	Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	All	No				All school year	$0.00	$33,500.00	$33,500.00				$33,500.00	
1	1.3	Provide a broad range of Montessori materials.	All	No				First three months of school	$0.00	$2,500.00	$2,500.00				$2,500.00	
1	1.4	Provide a facility in good repair and maintain recess equipment.	All	No				Ongoing	$0.00	$12,000.00	$12,000.00				$12,000.00	
1	1.5	Refine Student Success Team (SST) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.	All Students with Disabilities	No				Ongoing throughout the school year.	$0.00	$32,000.00	$7,000.00			$25,000.00	$32,000.00	
2	2.1	Ensure that parents understand the ways the school communicates with students' families.	All	No				By October conferences and ongoing as new families enroll	$2,500.00	$3,000.00	$5,500.00				$5,500.00	
2	2.2	Ensure that parents understand the nature of the Montessori method of education.	All	No				Throughout the year at various school functions, including Back to School Night, Parent	$15,000.00	$5,000.00	$20,000.00				$20,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
								Education Events, conferences, Open House, and school tours								
2	**2.3**	Improve parent involvement and volunteerism.	All	No				Volunteer opportunitites are available all school year long.	$5,500.00	$0.00	$5,500.00				$5,500.00	
2	**2.4**	Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.	All	No				Ongoing throughout the year, attendance meetings at least once every two weeks	$15,000.00	$0.00	$15,000.00				$15,000.00	
3	**3.1**	Socioeconomically disadvantaged students will have access to free or reduced lunch and healthy snacks.	Low Income	Yes	School wide	Low Income		Each school day throughout the year.	$7,500.00	$0.00	$7,500.00				$7,500.00	1.38%
3	**3.2**	Socioeconomically disadvantaged students will have access to free after school tutoring.	Low Income	Yes	School wide	Low Income		Each school day throughout the year.	$30,000.00	$5,000.00	$35,000.00				$35,000.00	2%
3	**3.3**	Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program.	Low Income	Yes	School wide	Low Income		Each day of school throughout the year.	$63,000.00	$5,000.00	$68,000.00				$68,000.00	5%
4	**4.1**	Students in low-income will have access to scholarships to attend all field trips.	Low Income	Yes	School wide	Low Income		Throughout the year	$1,000.00	$5,000.00	$6,000.00				$6,000.00	1%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,190,884	$127,324	10.692%	0.000%	10.692%	$116,500.00	9.380%	19.163 %	**Total:**	$116,500.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$116,500.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	**3.1**	Socioeconomically disadvantaged students will have access to free or reduced lunch and healthy snacks.	Yes	Schoolwide	Low Income		$7,500.00	1.38%
3	**3.2**	Socioeconomically disadvantaged students will have access to free after school tutoring.	Yes	Schoolwide	Low Income		$35,000.00	2%
3	**3.3**	Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program.	Yes	Schoolwide	Low Income		$68,000.00	5%
4	**4.1**	Students in low-income will have access to scholarships to attend all field trips.	Yes	Schoolwide	Low Income		$6,000.00	1%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$271,500.00	$246,521.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Provide highly qualified teachers for all students.	No	$1,500.00	$1,400.00
1	**1.2**	Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	No	$33,500.00	$35,179.00
1	**1.3**	Provide a broad range of Montessori materials.	No	$3,000.00	$2,500.00
1	**1.4**	Provide a facility in good repair and maintain recess equipment.	No	$20,000.00	$12,965.00
1	**1.5**	SST process	No	$40,000.00	$31,104.00
2	**2.1**	Ensure that parents understand the ways the school communicates with students' families.	No	$6,000.00	$5,500.00
2	**2.2**	Ensure that parents understand the nature of the Montessori method of education.	No	$30,000.00	$19,700.00
2	**2.3**	Improve parent involvement and volunteerism.	No	$5,500.00	$5,500.00
2	**2.4**	Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.	No	$15,000.00	$16,543.00
3	**3.1**	Socioeconomically disadvantaged students will have access to free or reduced lunch and healthy snacks.	Yes	$9,000.00	$7,459.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.2**	Socioeconomically disadvantaged students will have access to free after school tutoring.	Yes	$35,000.00	$35,321.00
3	**3.3**	Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program.	Yes	$67,000.00	$67,614.00
4	**4.1**	Students in low-income will have access to scholarships to attend all field trips.	Yes	$6,000.00	$5,736.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$116,992.00	$117,000.00	$116,130.00	$870.00	9.380%	9.380%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Socioeconomically disadvantaged students will have access to free or reduced lunch and healthy snacks.	Yes	$9,000.00	$7,459.00	1.38%	1.38%
3	3.2	Socioeconomically disadvantaged students will have access to free after school tutoring.	Yes	$35,000.00	$35,321.00	2%	2%
3	3.3	Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program.	Yes	$67,000.00	$67,614.00	5%	5%
4	4.1	Students in low-income will have access to scholarships to attend all field trips.	Yes	$6,000.00	$5,736.00	1%	1%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,190,884	$116,992.00	0	9.824%	$116,130.00	9.380%	19.132%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Local Indicators**

Date: June 19, 2025

SUMMARY

Schools in California that receive the LCFF (Local Control Funding Formula) are requried to have certain data reviewed by their boards of education in a public meeting in June when the Original Budget for 2025-2026 is approved and the LCAP is adopted.

DISCUSSION

The California Department of Education is requiring all schools and LEAs (local education area) to submit to their boards, in a public meeting, a presentation of the data collected for Local Indicators. There are 8 State Priorities, not all are relevant to Sherwood Montessori. The attached template shows data that will be uploaded to the CDE's website.

ACTION REQUESTED: Approve Local Indicators Self-Reflection

Attachment: Local Indicator Self-Reflection

2025-26 Local Performance Indicator Self-Reflection

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

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2024-2025	10	6	0	0	0	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language				4		

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Sherwood has increased satisfaction ratings from the community survey for "School Climate in General" and "School's Approach to Discipline and Conflict Resolution". There was a decline in satisfaction with "Parent's Opportunity to Make an Impact in Academic Outcomes for my Student". Sherwood has a bilingual/biliterate Office Manager available for Spanish speaking families and students.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

In the 2024-2025 school year, we brought back more structure to SMPO and got more parents involved. The office staff and administration continues to support SMPO, but has seen more leadership emerge in the parents. We will continue to build on this success.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

We have our survey, but it is anonymous so we can't be sure who is filling it. Teachers are often the primary source of communication, so regular meetings between the school Director and teachers have been a good vehicle to get that feedback to administration. The school Director is now holding monthly Coffee with the Director, and attends monthly SMPO meetings. The Director is also greeting students on the main campus daily at the single point of entry, which gives parents a quick reference to who the administrator is and access to for communication.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

67% of respondents agree or strongly agree that they are satisfied with the opportunity to make an impact in academic outcomes for my student/s, down from 77% last year.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

While 67% shows a majority, this is down 10% from previous year's data. We did get more parents involved through the parent ogranization, the SMPO, and have some momentum to build on with good input about how to do so: next year we will solicit an event leader for each SMPO event. We need to work on supporting families to understand how to improve academic outcomes for their students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Input indicates that having a bilingual Office Manager is greatly appreciated and reaching out in the primary language of Spanish will continue. Families with low-income appreciate the free child care, free school meals, and no cost field trips.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The school uses a variety of ways, including surveys, input at conferences and meetings, monthly Board and SMPO meetings, and at informal coffee discussions.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

We have a well-rounded system for seeking input, but will seek to improve the number of families who do give input in our annual Community Survey.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Underrepresented families are given access and do utilize the current structures in place. Families who we do not hear from can be actively reached out to by school personnel.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The local climate survy data shows that younger students (grades 1-3) report more satisfaction with school than do older students (grades 4-8). The greatest decrease was seen in response to the statement "I am happy to be a student at this school" with the upper elementary students (grades4-6) expressing the greatest dissatisfaction.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The generally higher level of satisfaction among younger students is likely a product of developmental tendencies of children. Pre-adolescent and adolescent children typically begin to separate from adults in their formation of their self-identity. There were increases in the percent of students who agreed or strongly agreed with the statements: "The aides and other adults at school treat me with kindness and respect", "The students at school treat me with kindness and respect", "The school rules are fair and easy to understand" and "I feel I am part of the school community."

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

There was emphasis on systemic social-emotional learning (SEL) in the 2024-2025 school year, with opportunities to build community among the children and skills that lead to stronger friendships. We will continue these efforts in the 2025-2026 school year.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

We measured course access by evaluating the implemented curricula and MTSS records.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

We found that curricula represents all areas in the State Priorities.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are no identified barriers preventing the school from providing access.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Sherwood will continue to implement systemic social-emotional learning curriculum in the 2025-2026 school year, 2024-2025 was the first year of implementing the new curriculum.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to					

Coordinating Instruction	1	2	3	4	5
expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Reading Difficulties Screener**

Date: June 19, 2025

SUMMARY

Senate Bill 114, approved in August of 2023, requires screening of all Kindergarten, 1st, and 2nd grade students for the risk of reading difficulties beginning in the 2025-2026 school year.

DISCUSSION

The proposed screener, Multitudes, developed by University of California (UCSF) Dyslexia Center, will become part of our comprehensive elementary literacy assessment and instructional strategy. Multitudes is available in Spanish and English and has no cost. The screener takes an average of ten minutes per student to administer. Teachers would no longer be asked to administer the Basic Phonics Skills Test, which is redundant to Multitudes.

ACTION REQUESTED

Approve Multitudes, the selected screening instrument, for use at the start of the 2025-2026 school year.

Attachment: Background information on the Reading Difficulties Risk Screener

Reading Difficulties Risk Screener

Background information provided by our County Office of Education on 1.6.2025.

Highlights:

- All LEAs must adopt one or more of the 4 approved screeners by June 30, 2025
- All students Kindergarten through Second grade must be administered the screener beginning and no later than 2025-2026 school year and annually thereafter.
- LEAs must provide parents or guardians of pupils' information regarding the screener, the date, and instructions on how to opt out no later than 15 days prior to the screening.
- LEAs must provide parents with the results in a timely manner and no more than 45 calendar days from the date the assessment was administered. Results must include the next steps, including supports and services, and comply with translation services.
- Parents can opt out in writing.
- LEAs must administer the screener to new students within 45 calendar days of enrollment.
- Employees administering screeners need to be trained on the screening instrument.
- Funding for PD amounts to $21 per pupil.
- Administered in primary language unless not available and then pupil's risk for reading difficulties evaluated through developmental history, educational history, literacy progress, in accordance with California Dyslexia guidelines.
- Results from screener cannot be used for reclassification or any high stakes purposes.
- Students with existing IEP or 504 plans can be opted out with prior written consent from Parent or Gurdian.

List of screening instruments approved by the Reading Difficulties Risk Screener Selection Panel on December 16, 2024.

Organization	**Title**	**Grade Levels**	**Languages**
Amira Learning, with HMH as distribution partners	Amira	Kindergarten, Grade One, and Grade Two	English and Spanish
Amplify Education	mCLASS with DIBELS Edition 8 and mCLASS Lectura	Kindergarten, Grade One, and Grade Two	English and Spanish
University of California San Francisco (UCSF) Dyslexia Center	Multitudes	Kindergarten, Grade One, and Grade Two	English and Spanish

Stanford University, Brain Development and Education Lab	Rapid Online Assessment of Reading (ROAR)	Grade One and Grade Two	English only

Multitudes is the only free version.

More Information can be found on California Literacy web page

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Instructional Continuity Plan**

Date: June 19, 2025

SUMMARY

SB 153 requires LEAs to create an Instructional Continuity Plan (ICP) to be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025.

DISCUSSION

The Instructional Continuity Plan (ICP) outlines procedures for communication and instruction during emergencies that interrupt in-person learning. Its primary aim is to ensure that all students can access quality education remotely while keeping lines of communication open with students, families, and staff. The school will prioritize effective communication, emotional support, flexible learning options, and strategies to maintain academic continuity.

ACTION REQUESTED

Approve plan.

Attachment: Instructional Continuity Plan

2025-26 Instructional Continuity Plan (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites.

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at https://www.cde.ca.gov/re/di/or/icpguidance.asp.

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

Introduction and Purpose

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on May 2, 2025 and adopted by Sherwood Montessori on May 22, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

The goal of Sherwood Montessori's ICP is to ensure that all students have access to their education during emergencies. The school will focus on communication and flexibility to provide emtional support and continued academic growth during in-person learning disruption.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Sherwood Montessori will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

The School will use direct outreach via phone, text, email, or messaging apps to assess student well-being and needs.

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

The School will use battery-powered devices to communicate about power outages. A gasoline-powered generator running an inverter will be used if longer term damage to infrastructure causes the need to recharge batteries from an alternative power source.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

The School's existing personnel will provide support for students' social-emotional, mental health and academic needs. The academic needs will primarily be the responsibility of credentialed teachers and teachers' aides under the supervision of credentialed teachers. Social-emotional needs will be the primary responsibility of mental wellness counselors and behavioral health counselors. The school psychologist will provide mental health support and, if needed, consult with counselors to reach students with mental health needs.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Sherwood Montessori will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

If a state of emergency is called, Sherwood Montessori will comply with Executive Orders, including quarantine in the case of an epedemic.

Remote Instruction

Plans for remote instruction.

As required, Sherwood Montessori remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Teachers will assign appropriate time-value assignments. If possible, synchronous opportunities for instruction will be provided via video conferenceing platforms such as Zoom or Google Meet. Asynchronous learning opportunity that does not involve internet or technology will also be available, e.g.: paper work packets.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

For families who wish to use digital materials but do not have devices, priority will go to low-income families for device distribution.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Digital synchronous and asynchronous instruction will be offered as well as non-digital (paper work packets).

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Sherwood Montessori provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Sherwood Montessori is a single-site charter school, therefor a school of choice with no affiliated LEAs. Sherwood will honor requests for records received from LEAs if parents choose to enroll elsewhere.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Weekly School Announcements will continue from the office, and each classroom teacher will also have weekly announcements for their class. A messaging app such as the Parent Square app will be the platform for the communication from the school. Daily synchronous online learning opportunities will be made available by teachers for the whole group. 1:1 and small group instruction will also be offered at a frequency determined by each teacher, congruent with other grade-alike teachers. The Parent Square app announcements will include links to schedules and login information for synchronous learning.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

The office will be the source for technology devices for families who need to borrow devices to access online learning. A signed written agreement for use of the devices will be required. Online instructional platforms will be chosen based on what is available and most familiar to the students at the time of disruption to in-person learning.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Sherwood teachers will use the Sherwood Montessori Essential Standards to focus instruction on the standards found to be the most impactful. Tutoring and check-ins will be scheduled outside of the whole group time, and will be coordinated with special education services. Virtual office hours will be made available by teachers at a time that is free from synchronous learning opportunities and tutoring or 1:1 check ins.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Students with disabilities will have services continued as close as possible to IEP described services. EL students wil have instruction with appropriately credentialed teachers. Students who are experiencing homelessness and foster youth will have priority for devices when needed. Access to the school's wifi will be permitted if feasible for students who do not have internet services, either from the school parking lot or outdoors if indoor access is not feasible.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Case Managers will determine the best method to provide services in agreement with students' Individual Education Plans. Current contingency plans in IEPs are set up and the current plan for each student will be implemented.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

EL students will have access to instruction with Specially Designed Academic Instruction in English (SDAIE) as they are during regular instruction. Students at Beginning and Intermediate levels of aquiring English will have access to appropriately scaffolded instruction for comprehension. At each level of English aquisition, English language development lessons and activities will supplement the learners' English Language Arts instruction and learning activities as appropriate for their level.

Professional Learning

Professional learning opportunities and resources utilized if the need to pivot to remote instruction and assessment arises.

Sherwood Montessori will look to professional organizations such as the American Montessori Society, Public Montessori in Action, and our County Office of Education for professional learning opportunites and resources releveant to the situation.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

The LEA does not employ any physical health professionals outside of the school nurse, who can be available for referrals. Wellness Counselors, interns, and Behavioral Health Counselors who are employed by the school can provide mental health support to an extent, and make referrals for greater needs. Google translation will be used for languages other than English and Spanish. Employees who speak Spanish will provide translations when needed for families who speak Spanish as their primary language.

Plans to provide access back-up, water and medicines in the event of an emergency.

Medication dispersal will be provided to the extent possible by existing staff who are trained to do so. The school's information system database, CALPADS, and SEIS can all be accessed off site if needed. If water is not available on site, Sherwood will coordinate with local agencies for an alernate source of water.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Depending on the nature of the disruption, these services will be offered online or in-person following the guidance of the Department of Health. Students with disabilities will be provided services that align as closely as is feasible to regular in-person instruction.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

In the event of school closure, administrators, faculty, information technology staff, students and parents will collaborate via meetings where information is shared, including feedback about what is and is not working. These meetings may be in-person if feasible and allowed by the Department of Public Health. Otherwise, online meetings, phone meetings, or serial meetings via email will be utilized. Surveys to collect input for the development and implementation of the plan may also be used.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Site-based learning will resume once Executive Orders declare it safe to do so. Sherwood will take all precautions that are advised from the Department of Health.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Sherwood Montessori’s Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Sherwood Montessori's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Ongoing Evaluation: School leadership will regularly evaluate the effectiveness of the ICP by gathering feedbak from students, families and staff. Based on feedback and expressed needs, the plan will be reviewed and updated to improve effectiveness of the educational experience for students, families and staff.