



**Work Session of the Board of Directors for June 29, 2017; 6:00pm**  
**Final**

**Working Session Agenda**

The Sherwood Charter School Board of Directors met in the SCS Art room for a working meeting on Thursday, June 29, 2017.

A. The **June 29, 2017** executive meeting was called to order at **6:10 PM** by Chair, Brian Craker.

**Members present:** Brian Craker, Perry Francis, Chris Gerlach, Carolyn McBee, Shari Scholz,

**Members absent:** Michelle Chidlaw, Steve Schweitzer, and Joy Raboli (ex officio)

**Public present:** Frank Scholz, Michelle Hensen

B. Meet and Greet with Board Candidates

The board met with the sole board candidate, Frank Scholz, to discuss his interest in service.

C. Adjourn Meeting

The working meeting was adjourned prior to the beginning of the board work session, scheduled for a 7 PM start.



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**I. Opening Items**

- A. Call the Meeting to Order, Roll Call, Flag Salute

The Sherwood Charter School Board of Directors met in the Sherwood Community Friends Church fellowship hall for a regular meeting on Wednesday, May 31, 2017.

The June 29, 2017 meeting was called to order at **7:00 PM** by Chair Brian Craker.

**Members present:** Brian Craker, Perry Francis, Chris Gerlach, Carolyn McBee, Shari Scholz, Steve Schweitzer, and Joy Raboli (ex officio)

**Members absent:** Michelle Chidlaw

**SCS Staff present:** Angela Havlinek (office manager), Cheryl McLeod (admin), Katie Boedigheimer (middle school math), Nicole Mickanen (kindergarten)

**Public present:** Eve Chapman, Michelle Henson, Lisa Lavier, Natalie No, Renée Simas, Rebecca Septon, Frank Scholz, Ashley Weston

- B. The Pledge of Allegiance was recited by all present  
C. Steve Schweitzer read Sherwood Charter School's Mission & Vision Statements  
D. Steve Schweitzer Read the SCS Mission & Vision Statements  
E. Brian Craker H.E.A.R.T. Skills & Meeting Expectations  
D. Agenda Additions

None

- E. Summer Lottery

Cheryl McCloud and Angela Havinek conducted the summer 2017 lottery.

**Note:** Henceforth, only initials and not names used to ensure confidentiality during lottery.

**Agenda Business Item:** Accept the results of summer lottery conducted by SCS staff

**Motion by – Shari Scholz**

**Seconded by – Carolyn McBee**

**Discussion:** none

**Board Vote:** all ayes; **motion passed unanimously**



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F. Approval of Previous Minutes

Some scrivners errors were duly noted which the secretary will correct along with addition of the April 2017 financials.

**Agenda Business Item:** Received May 2017 board meeting minutes as edited:

**Motion by – Carolyn McBee**

**Seconded by – Steve Schweitzer**

**Discussion:** none

**Board Vote:** all ayes; **motion passed unanimously**

G. Public Comment

Frank Scholz commented that he thought that changing the SCS bylaws, related to term limits, was not necessary as it might limit available candidates.

**II. Academic Excellence**

A. Principal/Administrator's Report

As attached as an appendix.

Questions:

- Steve asked about the progress on the SCS PAC breech - the issue was handled.
- Perry asked about the webpage refresh timing - expected timing is 4-6 weeks and will include an increased social media presence
- Brian asked about comprehensive curriculum model so as to have a baseline about what for the school to accomplish.

B. Teacher Turn-Over Next Steps

Brian made a statement about mistake he made in an earlier meeting (he erroneously mentioned three items parental over involvement, curriculum, conflict with administrator) The Teacher Turnover Taskforce identified three top items (teacher pay, parental over involvement, conflict with administrator). His notes, printed from teacher-board meeting (that he and Perry attended), which are one that he accidentally referred to.

- Teacher Pay



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- Parent over involvement
- Conflicts with Administrator

Perry discussed the text and background of the parent over involvement letter he wrote earlier in school year. Some of the board members suggested (Steve and Carolyn) some slight edits to the document which would be included in the edited copy to be sent to the school attorney.

**Agenda Business Item:** Send the edited copy of the parental over involvement letter to the school attorney

**Motion by – Steve Schweitzer**

**Seconded by – Carolyn McBee**

**Discussion:** none

**Board Vote:** all ayes; **motion passed unanimously**

**III. PAC/Finance/Fundraising**

A. PAC Report

- Rebecca Septon (incoming Co-chair of PAC) joins Michelle as part of presentation (Rebecca is the other co-chair).
- The PAC is working with office on ordering the four new Smart Boards for delivery in August
- New PAC email and drive setup
- Last night – enjoyed working with board and teachers and thanks Angela and Cheryl

B. Treasurers/Finance Comm. Report

- Modular rental to Young Rembrandts – signed the agreement recently and Young Rembrandts will have a couple of sessions.
- Sherwood School District is renting out their buses in summer in increase revenue

MAY 2017 FINANCIAL ANALYSIS

SCHEDULE OF REVENUES, EXPENDITURES, AND FUND BALANCE

Total May revenue = \$128,988; YTD \$1,254,919

Total YTD PEF contribution = \$40,853; Total YTD donations = \$22,983

Total Instruction expense = \$ 67,914; YTD = \$672,678

Total Support Service expense = \$22,858; YTD = \$267,946

Total facility and Maintenance expense = \$12,522; YTD = \$140,025



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Total student body expense = \$444; YTD = \$614

Net favorable change in fund balance of \$103,737; YTD favorable change of \$1,081,263

The school received an extra payment of \$13K from the district, a prior year's grant adjustment.

Total revenues for the month decreased by \$3095 or 2% compared to the same month in the prior year primarily due to lower PEF income received.

Total overall expenditures decreased by \$1,320 or 1% compared to the same month in the prior year, broken down by these categories:

a. Instruction expense increased by \$770 or 1%

b. Support Services decreased by ~\$3,207 or 12% compared to the same month in the prior year primarily due to timing difference of the audit payment.

c. Facility expense increased by \$1,139 or 10% compared to the same month in the prior year due to higher rent payment and maintenance expense

Ending Fund balance was \$324,688

#### STATEMENT OF NET POSITION

Cash balance was \$360,554

Prepaid = \$1,095

Capital assets: net is \$306,073 - no change from last month

Total Assets before pension related liabilities and deferrals: \$630,718

Pension related deferrals: \$207,267

Total Assets after pension related liabilities and deferrals: \$ 874,989

A/P is \$1,808- all current, no > 30 day outstanding invoices

No credit card liabilities at month-end

Payroll liability was \$34,573

Deferred revenue: \$105,155

Total liability before pension related liabilities and deferrals was \$141,536

Net pension liability = \$456,010

Pension related deferrals as a liability = \$95,590

Total liabilities after pension related liabilities and deferrals \$693,136

leaving a Net position as of May 31 of \$ 181,852

Chris discussed being "in the black" budget wise for the year based upon receiving extra monies from the district (\$13K as mentioned in the financial summary above).



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Brian - All of our revenue comes in by May of each year? Chris replied based on a cash basis, but fluctuations can arise. The SS District gives SCS an extra payment at the beginning of the year. Biggest expenses occur at end of the year (in June). Can look ahead and see where we'll be by the end of the fiscal year at the end of June.

Steve - Is it typical for a year later that the district can correct payments? Chris replied that it tends to be typical.

#### IV. Governance

##### A. Unfinished Business, Calendaring, Planning & SSD Deliverables

- Purchase order/records for assets?

Treasurer sends purchase order to district. Joy thinks that is an old calendar item. Brian suggests the item should stay on the calendar until we decide if it is antiquated.

- Engage CPA

Already in progress...

- Supply inventory completed end of year closeout items

In progress...

- Review our mission/vision statements

Discussion centered on the value of that and that it should occur at an upcoming meeting/work session.

##### B. Proposed By-Law Change to Section 4.4.2.b

**Agenda Business Item:** Section 4.4.2. (b) Addition/replacement of "Directors may not serve more than two terms in their lifetime."

- Carolyn gives reason for making motion at May meeting (see May meeting minutes)
- Perry restates the reasons that Chris gave in the May meeting (see May meeting minutes)
- Chris suggests who are the board members, parents or non-parent, independent but not committed. Four years is a long time to serve, generally.
- Carolyn stated that objectivity is important in such situations.
- Brian (speaking not from the board chair position) mentions experiences serving on many boards, member-led. Outsiders sometimes. A greater unavailability for people to serve on boards (but not as many people – can't come from a greater pool). Trying to find others outside of our school to serve – a goal to reach out to find outside members - is time consuming and difficult. We might need to pull on past board members to serve, given the pool of available candidates is small. What if we can't find those interested in serving?



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- Carolyn suggests this change is not about who can serve but how long they can serve.

**Motion to change the SCS bylaws (Section 4.4.2.b) and which was carried over from May board meeting, to adopt the language:**

" Directors may not serve more than two terms in their lifetime."

**Seconded by – Perry Francis**

**Discussion:** none

**Board Vote:** all ayes; motion passed with one no vote (Brian Craker)

C. Board Elections & Board Roles

#### Board elections

\* Shari Scholz recuses herself because of familial connection to the candidate, Frank Scholz.

Two open positions that were noticed at last (May) board meeting:

- Michelle Chidlaw's (position 5, facilities), a one year term
- Shari Scholz's (position 6, fundraising), a one year term too.

One board candidate, Frank Scholz, came to the meet and greet just before this meeting. Brian asks two questions of Frank:

Question 1 – aware of any conflicts of interest, professionally or personally? Frank responds: That is wife is currently serving on board – noted.

Shari – recuses herself from discussion and vote

Question 2 – if voted in as SCS board member, can you separate your role as parent from your board decisions? Frank responds: Yes.

Ms. Raboli asks, which board role do you feel more comfortable in? Frank responds, fundraising as he's familiar with the current fundraiser and who was making forward momentum finding people lined up to help her.

**Agenda Business Item:** Nominate Frank Scholz to join the SCS board (position 6)

**Motion by – Steve Schweitzer**

**Seconded by – Carolyn McBee**



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**Discussion:** none

**Board Vote:** all ayes; **motion passed unanimously**

Brian relates that Frank's term begins in two days and Brian will share information with him after this meeting. Brian will give Frank voice but no vote for tonight as he needs his input to next couple of items. Elections part completed is completed at this point and now we are moving onto deciding board roles and officers.

#### Board roles designation

Brian lists officer positions – chair, vice-chair (or co-chair), secretary and treasurer, and opens the floor for discussion. Each officer position is available and open for filling.

Perry asks Chris if she would continue being treasurer. She says she will not and reads a statement.

Chris' statement synopsis: "This year was spent managing conflicts. Family and personal life have to take priorities. Every cloud has a silver lining – seeing positive changes. Excited about the future and the various parts of the board leadership and governance. Will continue to serve in role until my replacement is found."

- Brian commends working with Chris and she has done a tremendous job. Her ability to forecast financial matters has been remarkable. We would not be in this position we are now without her leadership but she was the right person at the right time even with the difficulties. Insight went far beyond the numbers.
- Ms. Raboli commends Chris' work over the year. She will do her research and is not afraid to tell the facts straight. Steadfast in search for the truth. Have never had a more positive experience with a treasurer over all the small budget-based discussions they had over the year. We have a balance budget! Chris was there for me.

Brian mentions then that Chris will therefore step away from treasurer role and that position is available now.

Brian will be chair going forward if no one else wants to but wants to drop one role - first contact with administrator need to drop. Suggests Carolyn as first point of contact. Ms. Raboli says she would like Brian to continue as chair and would like to see Carolyn as 1<sup>st</sup> contact.

**Agenda Business Item:** Brian Craker - board chair position





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**Motion by – Carolyn McBee**

**Seconded by – Chris Gerlach**

**Discussion:** none

**Board Vote:** all ayes; **motion passed unanimously**

**Agenda Business Item:** Steve Schweitzer - board vice-chair position

**Motion by – Chris Gerlach**

**Seconded by – Carolyn McBee**

**Discussion:** none

**Board Vote:** all ayes; **motion passed unanimously**

**Agenda Business Item:** Chris Gerlach - board treasurer position

**Motion by – Perry Francis**

**Seconded by – Carolyn McBee**

**Discussion:**

Chris would prefer to vacate and asks if any current members want to take on that role? None respond. She will stay that position until we have a replacement treasurer. The record will reflect that by default Chris Gerlach will remain treasurer until a replacement is found and voted onto the board.

**Board Vote:** all ayes; **motion passed unanimously**

**Agenda Business Item:** Perry Francis - board secretary position

**Motion by – Carolyn McBee**

**Seconded by – Chris Gerlach**

**Discussion:** none

**Board Vote:** all ayes; **motion passed unanimously**

**Non-officer board roles**

Frank Scholz receives fundraising (position 6) with the "Facilities" position (5) remaining unfilled at the end of elections.

**\* Position five unfilled at end of elections.**

D. Set 2017-18 Regular Board Meeting Schedule

The board typically meets on the 3<sup>rd</sup> Thursday of the month (someone suggested 2<sup>nd</sup> Thursday but that will not work for Chris).



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The months of November, December and March will need adjusting of the meeting date due to Thanksgiving, Winter holidays, and spring break.

The August meeting is changed to Thursday, August 10th (as opposed to August 17th) due to a conflict and there is no July 2017 meeting.

Approved dates: *(Two variant dates were approved to avoid conflicts with the published school calendar. That variant date is noted with the \* symbol after the date. The Board will not have a meeting in July 2017.)*

August 10, 2017 \*  
September 21, 2017  
October 19, 2017  
November 16, 2017  
December 14, 2017 \*  
January 18, 2018  
February 15, 2018  
March 15, 2018  
April 19, 2018  
May 17, 2018  
June 21, 2018  
July 19, 2018

#### V. Closing Items

A. Board Comments & Communications	Board	Informational
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The board thanks to Shari for her service for the past year and for bringing on her replacement!

A public thanks to Michelle Chidlaw for her service over the past year too!

B. Next Regular Meeting: August 10<sup>th</sup>, 6:30 PM (July meeting canceled)

**Agenda Business Item:** Adjourn meeting at 9:04 PM.

**Motion by – Perry Francis**

**Seconded by – Carolyn McBee**

**Discussion:** none

**Board Vote:** all ayes; **motion passed unanimously**



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Recording and submission of minutes completed by Board Secretary, Perry Francis.  
(Minutes approved September 21, 2017)



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Joy Raboli

Administrator's Report

June 2017

**Current Enrollment for 2017-18**

<b>Grade</b>	<b>Students</b>	<b>June Lottery</b>	<b>After Lottery</b>	<b>Post Lottery Applications</b>
K	25	5	25	1
1	23	2	25	
2	25	1	25	
3	25	3	25	
4	25	3	25	2
5	23	4	25	2
6	22	4	25	1
7	24	2	25	
8	25	4	25	
<b>Total</b>	<b>217</b>	<b>28</b>	<b>225</b>	<b>6</b>

Hiring

I have assembled a hiring team of Jan Zobrist and Sarah Landels to help me interview first grade candidates. After careful consideration, we offered the position to Sophia Levenson. She is a first-year teacher that taught a whole year of first grade as a student teacher. She comes highly recommended and was a unanimous first choice of the hiring team. I have not had the same large pool of applicants for music and the counseling position. I will re-open the posting mid-July and interview the first of August.

Curriculum Committee

The committee has met once and will meet again this month. We have teachers and Board members on the committee and we plan to meet often to accomplish the goal of finding the very best literacy program for our students. Our first order of business was to look at the definitive research on a comprehensive literacy model. Best practices and research shows that there are nine components to a comprehensive literacy model:



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**Comprehensive K-12 Literacy Model**

This literacy model reflects current research and best practices for teaching literacy. It is essential that all teachers, at all levels, in all content areas utilize this model as a foundation for instruction.

Resources that can support effective literacy instruction include the following: library media staff, instructional coaches, building principals, and district specialists.

**Planning** is carefully determining the educational purpose, the approaches, and the resources to be used in focused instruction, interventions, and assessments.

**Instruction** is providing a variety of approaches and strategies in order for learning and understanding to occur.

**Intervention** is a systematic, focused, and differentiated approach for providing additional and graduated instruction for students who demonstrate academic performance greatly above or below the expected level of achievement.

**Assessment** is both formally and informally collecting evidence of learning to be used in evaluation.

**Evaluation** is thoughtfully judging the evidence gathered from assessments for the purpose of making decisions regarding planning and instruction.

**Authentic Reading** is reading a variety of text for real purposes. Authentic reading is most like that which occurs in everyday life.

**Authentic Reading** includes:

- reading that is meaningful, relevant, and useful to the reader;
- supporting readers with a print-rich environment;
- providing choice within a variety of forms and genres;
- having the opportunity to interact with others in response to the text; • focusing on communicating ideas or shared understandings;
- providing authentic meaning-making experiences: for pleasure, to be

informed, or to perform a task.

**Authentic Writing** is writing for real purposes and real audiences. Authentic writing is writing that is most like that which occurs in everyday life.



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**Authentic Writing** includes:

- writing that is meaningful, relevant and useful to the writer; • supporting writers with a print-rich environment;
- providing choice within a variety of forms and genres;
- understanding that the writing process is recursive;
- having the opportunity to interact with others in response to text.

**Critical Thinking** is making judgments that are thoughtful and well-founded. It is more than opinion; critical thinking is evaluating text and constructing meaning from it.

**Critical Thinking** includes:

- being a strategic reader;
- using higher level thinking strategies such as predicting, making connections, inferring, and synthesizing;
- using metacognitive strategies to develop reflective thinking;
- distinguishing between fact and theory.

**Purposeful Instruction** is a practice in which the teacher deliberately explains and demonstrates the invisible processes, knowledge and skills used in effective reading and writing.

**Purposeful Instruction** includes:

- explaining, modeling and thinking aloud by the teacher;
- providing instruction while students listen and observe;
- making the invisible thought processes visible for students.

**Guided Reading and Writing** are instructional practices in which teachers can re-teach or reinforce a specific skill or strategy with a group of students who have similar needs.

**Guided Reading** includes:

- allowing students to practice reading silently before discussing or reading aloud to the group;
- providing an environment where students can work towards independence with support and feedback;



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- choosing texts that specifically meet the needs of the learner;
- creating flexible groups, as needed.

#### **Guided Writing** includes:

- providing an environment where students can work towards independence  
with support and feedback;
- choosing objectives that specifically meets the needs of the learner;
- using other texts as models (e.g., professionally authored, teacher created or  
student created text);
- creating flexible groups, as needed.

**Intentional Independent Reading** is providing regular opportunities for students to apply strategies that the teacher has taught during previous instruction.

#### **Intentional Independent Reading** includes:

- teaching students to choose appropriate texts based on student interest, level,  
and purpose;
- monitoring student's ability to demonstrate understanding of texts;
- providing feedback based on observation.

**Intentional Independent Writing** is providing regular opportunities for students to apply strategies that the teacher has taught during previous instruction.

#### **Intentional Independent Writing** includes:

- teaching students to choose topics appropriately related to current  
instructional focus;
- monitoring students ability to demonstrate application of strategies previously  
taught;
- using other texts as models (e.g., professionally authored, teacher created or





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student created text);

- providing feedback based on observation.

**Modeled Reading** is an instructional practice in which the teacher models, verbally, to the students a reading process or strategy.

**Modeled Reading** includes:

- reading text aloud to students while they listen and observe;
- demonstrating, through thinking aloud, the use of reading strategies, as well as

pausing to discuss these strategies;

- introducing students to strategies that proficient readers use;
- engaging students as listeners while developing background knowledge,

increasing comprehension skills, and fostering critical thinking.

**Modeled Writing** is an instructional practice in which the teacher models, both visually and verbally, to the students a writing process or strategy.

**Modeled Writing** includes:

- introducing students to strategies that proficient writers use;
- using other texts as models (e.g., professionally authored, teacher created or

student created text);

- demonstrating, a writing process while students listen and observe;
- verbalizing, by thinking aloud, the process that happens during the writing,

related both to content, process, and craft.

**Purposeful Speaking and Listening** is the foundation of reading and writing development in which students, formally and informally, comprehend, express, and exchange ideas for a variety of authentic purposes.

**Purposeful Speaking and Listening** includes:

- making relevant statements and asking questions;
- listening actively and responding;
- sharing personal connections related to the topic;
- elaborating and explaining.

**Shared Reading** is an instructional practice in which the teacher both reads the text aloud and interacts with students.



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**Shared Reading** includes:

- providing a text that is available visually to both teacher and students;
- reading a text with the teacher taking the lead, and the students following along either silently or orally;
- sharing the responsibility of reading and thinking among the teacher and students;
- engaging in discussions about the strategy or process being taught.

**Shared Writing** is an instructional practice in which the teacher demonstrates composing a piece of writing while interacting with students discussing and adding to the strategies or processes being modeled.

**Shared Writing** includes:

- composing a text collaboratively, with ideas from both teacher and students;
- using other texts as models (e.g., professionally authored, teacher created or student created text);
- engaging in discussions about the strategy or process being taught, while modeling.

**Word Study** is the active teaching of words and their meanings within authentic reading and writing experiences.

**Word Study** includes:

- building a word-rich environment which allows for incidental and intentional learning of words;
- developing students' vocabulary through intentional instruction using a variety of strategies and tools;
- studying spelling patterns in words such as rhyming, root words, suffixes, prefixes;



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- providing opportunities for beginning readers to develop phonics and phonemic awareness.

We have started the process to evaluate our current programs with this model to see if we need to change or add to our curriculum. At our first meeting, it was clear that Riggs and Excellence in Writing does not come close to being a comprehensive model. We will compare Riggs and Excellence in Writing to other curriculum that we research and bring to the team and have a complete evaluation of all materials.

The next step is to determine which resources are a fit for SCS, how much they cost, what training we may need and scheduling that training in the two weeks in August.

### **Marketing**

We have a small committee made up of Chris Gerlach and teachers working on marketing. She is recruiting people to work at summer festivals. We have created new brochures and have placed signs in the community. In addition, I have contacted one advertising firm, and have set up a meeting with Chris for this Friday. We need to upgrade our presence in social media and have a better mobile platform. I will be contacting other agencies to discuss options with regarding our needs. Chris and I are also working on flyers to go in a mass mailing in the surrounding area. We are creating a two-sided flyer that highlights both the middle and elementary school.

### **July**

I will be working on several yearlong themes and planning the two weeks of training for staff. They will receive a packet in the summer with an invitation to a themed two weeks. I am hoping to enlist some parents to help me enhance this year's theme. I will also be planning our staff development for the year and working within our budget to hire any trainers that we need.

We have not had any applicants that are a fit for SCS in the area of music and counseling in this first round. I will be reviewing applicants who will apply in the second half of July and start interviews in August. Part of July will be to develop a plan for any new staff that we have hired.

### **Wrapping Up The 2016-17 School Year**

We had a fantastic end of the year celebration with many activities like field day, fantastic field trips, Stepping Stones Ceremony and the Leadership Academy Graduation. As challenging as this year was, we had many successes. Our school was given a Level 5 rating and we continue to strive to improve. Despite the fact that we essentially had to completely re-staff and train the entire elementary school this year (except for Jan Zobrist) our elementary continued to thrive and do well. We have excellent staff retention coming into the 2017-18 school



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year. We adjusted to our initial budget deficit, essentially froze spending and ended up with a balanced budget with no deficit. In addition, our school continues to be a well-oiled machine and incredibly safe for all of our students. Lastly, our 8<sup>th</sup> graders (many of whom have been with us since Kindergarten) left us as highly confident individuals who are well prepared for high school. This is made possible by a team effort committed to excellence for Sherwood Charter School.