



CORNERSTONE

MONTESSORI ELEMENTARY SCHOOL

Annual Report – 2018-19 School Year (including World’s Best Workforce Report)



Cornerstone Montessori Elementary School

1611 Ames Avenue, St. Paul, MN 55106

651-774-5000

<http://www.cornerstone-elementary.org>

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ACADEMIC ELEMENTS

Mission and Vision

Mission

Cornerstone Montessori Elementary School's mission is to support children from culturally and economically diverse backgrounds living in or near St. Paul's East Side through a rigorous and high-impact Montessori program that empowers them to make positive decisions, develop self-discipline, and create a true sense of responsibility for themselves and others in their community.

Vision

The vision of Cornerstone Montessori Elementary School is a world-class, cross-cultural elementary learning community featuring the powerful and highly differentiated Montessori curriculum, which comprehensively prepares children to achieve at high levels and to excel as leaders in the 21st century. It will provide the highest quality education to all children, regardless of their socio-economic or cultural backgrounds.

CMES continues to provide the highest quality AMI Montessori education to the children of St. Paul. 64% of our student population comes from zip codes within 5 miles of CMES, and 50% of the children we serve are children of color; Cornerstone is the only AMI-recognized public Montessori school in the state of Minnesota, and therefore the only AMI-recognized school to provide a truly accessible Montessori education to all children.

Statement of Purposes

In our contract with Volunteers of America, effective through June 30, 2019, the purposes of Cornerstone Montessori Elementary School in relation to the purposes for charter schools in Minnesota are outlined below.

1) CMES will improve pupil learning and child achievement:

CMES will do so by implementing an Association Montessori Internationale (AMI)-recognized program that individualizes learning for each child while also helping all children learn to work together respectfully and productively in the learning environment.

2) CMES will increase learning opportunities for pupils:

CMES will do so by first and foremost offering a public, AMI-recognized Montessori option on the East Side of St. Paul. Heretofore, Montessori education was available primarily in private schools with a few public schools sprinkled in, severely limiting the option for less affluent families.

Second, though no less important, CMES will provide numerous opportunities for learning within the context of the AMI Montessori environment. The classroom design by its very nature encourages and nurtures choice and the natural development of academic and social skills. Moving away from seat time, bells, and teacher-directed learning, CMES prides itself on truly and naturally individualizing learning for each child.

3) CMES will encourage the use of different and innovative teaching methods:

Though Montessori education took shape in 1909 with AMI forming in 1929 to protect the integrity of Dr. Maria Montessori's work, AMI-certified Montessori instruction is **the** innovative approach for the 21st century. In stark contrast to factory-style schools with an increasing emphasis on drill-and-grill approaches to improve test scores, authentic Montessori education offers a viable and innovative alternative.

More specifically (and this is illustrated throughout this report) – Dr. Montessori literally wrote the books on differentiating instruction. Each child moves at his or her own pace in his or her own manner. The learning environment allows for this multiplicity of children's approaches to the materials.

4) CMES will measure learning outcomes and create different and innovative forms of measuring outcomes:

Minnesota Comprehensive Assessments (MCAs) in Math, Reading, and Science will be given in the spring as one measure of proficiency in those subject areas. DIBELS assessments are given at the beginning of each academic year to gather baseline data. Children not reading at grade level are provided intervention proportionate to need and assessed in January for a benchmark and again at the end of the academic year. Cornerstone piloted this year the Minnesota Executive Function Scale (MEFS) with the Developmental Environment Rating Scale (DERS) to measure the correspondence between exceptional Montessori Environments and strong executive function skills in all children regardless of socio-economic status or race.

5) CMES will create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

CMES staff members have a unique opportunity to blend AMI-certified training with Minnesota state standards and expectations. As they weave these two approaches together to maximize child success, each educator will explore new territory from at least two unique perspectives. Using both as a foundation for making wise decisions about the school environment and curriculum will be paramount to making CMES an outstanding place of learning for all children.

Accountability Plan Goals

MCA Proficiency

Percent Meeting or Exceeding on MCA Reading 2018-2019 School Year			
	<u># of Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>
Grade 3	18	33.3%	0.0%
Grade 4	19	26.3%	10.5%
Grade 5	26	57.7%	7.7%
Grade 6	10	40.0%	30.0%
Overall	73	41.1%	9.6%

Percent Meeting or Exceeding on MCA II/III Math 2018-2019 School Year			
	<u># of Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>
Grade 3	18	16.7%	5.6%
Grade 4	19	10.5%	10.5%
Grade 5	26	11.5%	0.0%
Grade 6	10	10.0%	10.0%
Overall	73	12.3%	5.5%

Cornerstone's achievement goals were developed with Volunteers of America to be challenging and achievable for the school's seventh year in operation. Our proficiency goals for the 2018-19 academic year were for 54.5% of children in grades 3-6 to Meet or Exceed Standards in Reading on the Minnesota Comprehensive Assessments, for 38.2% to Meet or Exceed Standards in Math, and 47.8% to Meet or Exceed Standards in Science. In Reading, we fell just short of our goal, with 50.7% of children Meeting or Exceeding Standards. This reflected a 2.2% decline in proficiency from 2018. Our Math achievement is an area requiring substantial support, to which we have allocated resources (see Innovative Practices, page 17): children Meeting or Exceeding Standards declined to 17.8%, from nearly 30% proficient the year prior. While these numbers fall below our goals, we believe they are due to specific challenges that are unlikely to be repeated. In the 2018-19 school year, we had a dramatic shift in population. Eleven Upper Elementary (grades 4-6) children moved to other schools, largely due to a significant expansion at a nearby charter school; these children were replaced at Cornerstone by a population of children who were unfamiliar with Montessori. In the past, our scores have shown that children with longer experiences in our environments perform better; our expectation is that these new children, with more time at Cornerstone, and with dedicated resources from our Director of Elementary Pedagogy, will demonstrate higher success in the year to come.

Cornerstone's continued success in Science proficiency suggests that these hypotheses will hold true. 57.7% of our 5th grade children Met or Exceeded Standards in 2019, as compared to 61.1% in 2018. Our 5th graders consistently score above the state average in Science. Not only are 5th grade children more likely to have been in the environment for more time, but our children are well-equipped to problem-solve, an area that is assessed by the Science MCAs. It is important to note, both here and in all the scores listed above, that Cornerstone assesses a relatively small number of children each year. For this reason, it is not uncommon for Cornerstone to see fairly significant changes year to year in our assessment results.

MCA Growth

Percent Growth on MCA II Math, SY2018-2019		
	<u># of Students</u>	<u>% In Each Category</u>
%Not Prof, High Growth	9	18.8%
%Not Prof, Med. Growth	10	20.8%
%Not Prof, Low Growth	13	27.1%
%Prof, High Growth	2	4.2%
%Prof, Med. Growth	5	10.4%
%Prof, Low Growth	9	18.8%
TOTAL*	48	100.1
*May not add to 100% due to independent rounding.		

Percent Growth on MCA II Reading SY2018-2019		
	<u># of Students</u>	<u>% In Each Category</u>
%Not Prof, High Growth	10	21.3%
%Not Prof, Med. Growth	8	17.0%
%Not Prof, Low Growth	6	12.8%
%Prof, High Growth	6	12.8%
%Prof, Med. Growth	12	25.5%
%Prof, Low Growth	5	10.6%
TOTAL*	47	100
*May not add to 100% due to independent rounding.		

While Cornerstone's proficiency results are below our goals for this year, our children continue to demonstrate significant growth. 18.8% of children who were not proficient last year made high growth in math this year, and 21.3% in reading, compared to 12.9% and 16.0% in St. Paul Public Schools in math and reading, respectively. In addition, 59.6% of Cornerstone's children are "on track" for success in reading, while 44.9% of SPPS children are. Cornerstone is only slightly behind the St. Paul Public School district in math, with 33.4% on track for success in math, compared to SPPS' 36.8%. As encouraging as these scores are, we remain humbled by the amount of work yet to be done and committed to continuing to make progress in closing the achievement gap and supporting our children to demonstrate the high quality of their work.

Website link for Cornerstone's 2019-20 Assessment Calendar

http://images.pcmac.org/SiSFiles/Schools/MN/CornerstoneMontessoriES/CornerstoneMontessoriES/Uploads/Publications/CMES_2019-20_Assessment_Schedule.pdf

Website link for Cornerstone's Assessment Rationale

http://images.pcmac.org/SiSFiles/Schools/MN/CornerstoneMontessoriES/CornerstoneMontessoriES/Uploads/Publications/CMES_Assessment_Rationale_2019-20.pdf

After School Programming

Cornerstone Montessori Elementary School does not offer after school programs at this time.

Parent Involvement

Cornerstone's families are engaged with their children's learning and are pleased with the education provided, and have been since the school's founding. In the 2018-2019 parent satisfaction survey, 41 families responded out of 78 families total. This represented a 20% increase from the results of the 2017-18 survey. Of the 41 families surveyed in 2019, 97.5% indicated they were satisfied, overall, with how their children are supported at Cornerstone and 97.5% were satisfied with the quality of the Montessori program.

We continue to have work to do in supporting parent education and communication, although these areas improve every year. In order to ensure parents feel like partners in their children's learning, we provide a weekly update email with information about events, a monthly newsletter with classroom news and photos, and ad-hoc emails when there are health concerns (lice outbreaks, for example) or snow days called. Families are invited to observe in their child's classroom beginning in October, and parent-teacher conferences are held twice a year and more often as needed. We also hold four Parent Partnership events each year, providing parent education and opportunities to engage with the guides in the classrooms, and there are monthly "Cornerstone Cafés," morning gatherings to talk with other parents and administration. We provide Spanish translation for all parent events, including conferences, and translate all of our communications into Spanish. Parents can be notified of all communications via text message or email, ensuring that even families with limited internet access are able to connect with the school.

This year we offered a 3-part series entitled "How to Talk WITH Children about Race and Racism," facilitated by Alicia Sojourner. The conversations were well attended by both parents and staff, and indicated the degree to which our community is both invested in addressing racism and equity and eager to learn more. This year we also offered a 3-part workshop on self-care for our kindergarten parents, in conjunction with the Serving the Whole Child partnership of the Montessori Center of Minnesota and St. Catherine University. This series was well-received and we look forward to continuing to provide parenting-specific support for our families. At all of our events we offer a meal and childcare, ensuring that families feel supported to spend an evening with us.

Curriculum

The Montessori pedagogy, to which Cornerstone adheres, is a self-contained curriculum and method of instruction. CMES is committed to providing children a Montessori education of the highest quality; recognition by the Association Montessori Internationale (AMI) ensures our quality is maintained. AMI was founded in 1929 by Dr. Maria Montessori to maintain the integrity of her work and her vision of education for children. Montessori as a name is not trademarked; only accreditation can guarantee a rigorous commitment to Dr. Montessori's vision and principles in educating young people. CMES hires only teachers who have been AMI certified, and CMES's Head of School, Alyssa Schwartz, is AMI certified, as is the Director of Pedagogy, Liesl Taylor.

Founded in 1907 by Dr. Maria Montessori (1870-1952), Montessori pedagogy educates children for life. Children have the freedom to explore and to develop their potential as they work with didactic materials, either independently or in groups, in a prepared environment. The Montessori method is based in the concept of respect for self, others and the environment. Montessori classrooms are prepared to meet the developmental needs of the age span served within the environment.

The materials and furniture are designed for the child's physical needs (size and proportion) and psychological needs (areas of interest or skill development). Each prepared environment includes a full range of Montessori materials, a trained Montessori guide/teacher, and a trained assistant. The materials are designed to assist growth in practical life, sensorial, mathematics, language arts, music, art, science, history, and geography. The work the child performs with the materials is intended to develop mental and manual dexterity. While working with the materials the child develops concentration, self-confidence, respect, an understanding of order, and a joy of learning.

In a Montessori school, the outdoor environment is considered an extension of the indoor environment. While there is a scheduled time for large motor activities that encourage collaborative group play and allow children to gain an understanding of the rules and movements associated with a variety of sports, the space is used not only during recess. The outdoor environment is also a "work space" that can be used during the Montessori work-cycle. Throughout the day and with the accompaniment of an adult, children may work on materials, garden, or simply explore the natural landscape of our outdoor space. We also offer the children a multi-purpose room to refine their large motor skills when weather keeps us from going outside.

The Montessori teacher facilitates activities within the environment while modeling respectful behavior. The teacher is not the center of the learning process, but rather helps guide each child while also respecting his/her choices. The teachers help the children reach their full potential by guiding them towards materials that meet their developmental needs and current interests. Individual and group lessons are varied and designed to meet each child's learning style and pace. The teacher observes the children often and plans lessons based on his/her observations of the needs and interests of an individual or group.

Within the multi-age community, older children often serve as teachers and mentors for the younger children. These children share their experiences by helping others. This process not only helps create a sense of community and interdependence, but also reinforces previous learning for the older

children. Self-direction encourages trust, acceptance, and non-competitiveness. The materials, teacher, and children’s community come together to assist the child in developing a strong self-image and sense of self-esteem, which is critical when building an attitude of learning and exploration to last a lifetime.

Children’s House (Kindergarten)

Kindergarten is part of our Children’s House program, which in partnership with Cornerstone Montessori School – a private preschool – serves children from the age of 33 months to 6 years. Cornerstone’s two Children’s House environments enroll up to 30 children, with 10 children enrolled in Kindergarten at CMES and the other children enrolled in the private preschool program. Each environment has an AMI-trained guide/teacher along with an AMI-trained assistant and an aide. Either the trained assistant or the aide is a native Spanish-speaker.

The Children’s House environment unifies the social, physical, and intellectual functioning of the child. We provide children with an early and general foundation that includes a positive attitude toward school, inner security, a sense of order, pride in the environment, curiosity, concentration, self-discipline, and a sense of responsibility for the self and for the group. Thus, through interacting with the Montessori environment, the child constructs him or herself in a positive manner. This benefits the child in school and in life.

The Children’s House environment is divided into four distinct areas:

Practical life: among other life skills, children learn how to wash, cook, sweep, plant, and sew.

Sensorial: children learn through sight, touch, sound, taste, and smell using binomial cubes, geometric shapes, constructive triangles, tasting bottles, and other materials that enable the child to classify, clarify, and comprehend the world.

Language: children are introduced to nomenclature and vocabulary through spoken-language games. They are also introduced to the 26 letters of the English alphabet and their associated sounds. With the help of a movable alphabet, children are able to write words, sentences, and stories. Reading quickly follows with materials that help explore grammar and the structure of language.

Math: children are taken from the concrete to the abstract through manipulation, experimentation, and invention by using math materials.

Elementary (Ages 6-12)

From age six through age 12 – the elementary school years – the child is driven by a natural curiosity and tendency to explore the expansive interconnectedness within and across disciplines such as the arts, math, and social studies. Dr. Montessori used the term “cosmic education” to refer to this stage of education best fitting this period of child development. The Great Lessons are at the center of Montessori elementary education. These lessons are stories that explore the beginnings of the universe, the formation of the stars and planets, the progress of plant and animal life, the arrival of humans and language, and the origins of mathematics, geometry, and the sciences. From these stories the child develops sensitivity to the way things live, to the interdependence of life, and to the

fundamental needs of human beings. Timelines, charts, and research cards of human needs help the child in independent study and inspire more research in geology, sciences, biology, geography, and history. Montessori elementary children use their imagination and reasoning minds to explore all the parts of the universe. They may be engaged in a variety of learning activities at the same time.

At the center of the Montessori elementary classroom is the well-trained Montessori teacher. This professional is an “enlightened generalist” with knowledge deep enough to know details that add to the Great Lessons and connect the details into a big picture across the disciplines. The teacher’s role is to be the storyteller of our history and our world, as we understand it, to inspire the children, and then to guide them in acquiring the skills to pursue their interests and to explore the relationships among the different subject matters. This teacher is also trained in areas of child development. Because the Montessori child spends three years in the same classroom environment, the elementary teacher can be keenly tuned in to the unique personality of each child. This sensitivity permits the teacher to guide each child into areas of natural interest. The teacher or guide is in communication with the child and the family to help the child maximize his or her educational opportunities.

Much of the work of the elementary child is collaborative. The child learns in partnership with others through small group lessons and projects. At different times, each child is both a teacher and a learner. Because each child spends three years in the same classroom environment, the children have the freedom to explore subject areas as they become interested in them. The teachers, through the use of daily observation notes, lesson planning, and assessments, track each child’s use of materials and progress within a subject matter. The teacher uses the child’s interest to guide him or her to an exploration of all subject areas. The subjects that are covered in the Montessori classroom include mathematics, geometry, language, geography, science, art, and music.

Living in the world for the elementary child also involves working actively to make it a better place. Care of one’s environment is built into the Montessori curriculum. Children are responsible for keeping the environment clean, caring for the animals, and providing for the needs of guests. CMES children will take responsibility for recycling programs in their classroom environments, help maintain the grounds and the garden, and help the school be more energy efficient.

The Montessori curriculum is developed and reviewed by an international committee and not set according to US academic standards. As a consequence, there are elements in the Montessori curriculum, such as finding the cube root of a 9-digit number, that are not part of our state or national standards; also there are elements of our Minnesota state standards, such as the study of simple machines, that are not covered by the basic Montessori curriculum. There are however, specific provisions made in the training of Montessori teachers to ensure that the state standards are met in the Montessori classroom. CMES staff will continually evaluate state standards and Montessori curriculum to ensure that children who graduate from a level (kindergarten, third, and sixth grades) have met the state required standards.

One of the guiding principles of Montessori education is the development of the whole person, with particular emphasis on the development of reason and the will, along with a lifelong love of learning. For this reason, children in a Montessori environment are expected to work at their own pace and have a major role in setting their own work schedule rather than just doing specific assignments given

by the teacher. This vast amount of freedom given to the children is tempered by three very important limits: the public school curriculum, the daily work journal used by each child to track his/her progress, and frequent individual meetings between the child and the teacher. The trained Montessori teacher is expected to help each child progress through the state public school curriculum, which is available in the classroom for the children to refer to in planning their studies. As part of each child's assessment (including standardized assessments, Montessori records, the child's work journal, and Montessori teacher's observation notes), the Montessori teacher reviews with the child where the child is in terms of development within the Montessori curriculum and state standards and sets goals with the child for further development. There is also a consideration given to the developmental level of the child; that is, more of the responsibility for covering the state curriculum falls on the teacher's shoulders in the early grades with the child taking more direct responsibility as she/he matures.

Scheduling

Cornerstone's schedule is established to support the child's development. The day begins with breakfast together – any child who is hungry is invited to eat. Once in the Montessori environment, children have free access to the entire curriculum. In a morning three-hour work cycle, guides offer individual and small group lessons, children choose work independently, and children move freely about the classroom. During this time as well, special education and ELL and literacy services are pushed into the environment; children identified for these services work with the teacher individually or in small groups alongside their peers in the classroom. A two-hour minimum work period follows lunch and recess, with children continuing to make independent work choices and receiving lessons from their guides.

In the kindergarten classes, part of the Children's House, the program is all-day (care is available 7:30-5:30). We offer a nutritious, catered lunch, which the children enjoy as a community. For much of the children's day they may choose work within the environment. There is also group time for music, stories, movement, and games. Children have time to play outside at least once a day (weather permitting). There is also the opportunity to use an indoor large motor space.

Children are free to choose work from the beautiful and well-defined areas of the environment. The adults in the environment serve as guides who show the children how to use the concrete materials. Working with the materials not only helps develop coordination, concentration, independence, and a sense of order; it also helps the child become more disciplined and accomplished. Children in a Montessori environment usually have healthy self-esteem because they are helped to do things themselves. The children have ownership of the environment and take good care of it, returning materials with care.

Instruction occurs one-on-one and in small groups conducted at the child's pace. Montessori materials are organized in a logical, sequential nature, providing a structure that guides a child's discovery. A series of presentations, activities, and developmentally appropriate materials are designed to enable the child to master specific skills.

In the elementary program, grades 1-6, the work periods are supplemented by "class congress" or "council," where children address community concerns and problem-solve together. Silent reading and read-aloud are also incorporated into the daily schedule, giving children a sustained period to develop a love of reading and story-telling.

As in the Children's House, lunch is a community affair, with meals served family-style and children responsible for the cleanup and setup of their lunch. A full hour is provided for recess, allowing children to gain valuable physical skills and to practice being in community in a less structured environment. This 1.5 hour lunch/recess time gives children the opportunity to experience life at Cornerstone in a non-academic setting, and also allows the lead guides an uninterrupted prep period. During this time, when children are with support staff and licensed non-classroom teachers, the guides meet with each other and with school administration to plan and have time for their own lesson planning and curriculum review.

Professional Development and Teacher Evaluation Systems

Professional Development Opportunities

All Staff In-Service Trainings

The entire staff meets 4 times annually, in addition to pre- and post-program weeks bookending the school year, to engage in Professional Development trainings pertinent to growing in the knowledge, understanding and skills needed to carry out our mission, i.e. providing high quality Montessori education for all children. Specifically, during the 2018-2019 academic year, meetings and topics were as follows:

Pre-Program week, August 27-31, 2018. In addition to all-staff trainings on topics ranging from blood-borne pathogens to mandated reporting, CMES Board Chair Jean Melancon spoke to staff on the topic of *What is a Charter School? What is the Role of the Board in Supporting Our Work?*; Amanda Wilmot, Cornerstone's Special Education Director, provided Child Find training for all licensed staff; and the entire facility, including our landlord and partner organization the Montessori Center of Minnesota, underwent active shooter training with a representative of the St. Paul Police Department.

Thursday, October 18. Dr. David Everett, Associate Vice President at Hamline University, spoke with the staff about implicit bias and how to identify racial inequity.

Friday, February 15, 2019. Director of Elementary Pedagogy Liesl Taylor led staff in a workshop to build community and strengthen our collective work with children.

Friday, March 15. In order to better address the needs of our children with special needs, our ASD specialist, Joy Fehring, presented on strategies for working with children on the autism spectrum.

Friday, May 3. A material making day was dedicated to completing animal and plant classification materials for our four elementary classrooms.

Post Program Week, June 10-14. Evaluating our program relative to Special Education, problem-solving, parent education/engagement, and staff prep time.

Lead Guide/Specialist Meetings (Bi-monthly): Head of School and all lead teachers and specialists (Special Education Teachers, Literacy Specialist, ELL Teacher)

Standing Agenda

- Immediate issues/concerns
- Sharing – successes, challenges, assessments, progress towards goals.
- Supporting our support staff
- Lesson planning discussion (informed by observation, children's work, assessments)
- Child Find (reserve at least 20 minutes for this discussion, longer if needed) and intervention discussion.

Level Meetings (Bi-Monthly): Lead Guides and assistants, aides, paraprofessionals and all specialists; Head of School attends one per month. Level Lead/Program mentor facilitates meeting

- Immediate issues/concerns
- Systems and routines
- Intervention discussion for children who need additional support.

Over the course of the year, additional conversations were held to support ongoing needs. These workshops included *Special Education at Cornerstone*, a two-part workshop with Amanda Wilmot, and a presentation from Kevin Jewell, our school psychologist, on mental health in children and suicide prevention. In addition, several staff attended our 3-part series *How to Talk WITH Children about Race and Racism*, led by Alicia Sojourner.

Additional Staff Development Training by Individual:

Hayley Bahnemann (Lower Elementary Assistant)

- Completed AMI Elementary Training
- Completed Master's degree from St. Catherine University

Tom Fendt (Special Education Paraprofessional)

- Completed AMI Elementary Training
- Completed coursework at St. Catherine University toward a Minnesota state teaching license and Master's degree
 - Pathways to Equity Project
 - Classroom Management and Assessment Techniques
 - Literacy in the Content Areas
 - Literacy Methods for Teaching the Intermediate Grades
- EnVoy training
- Positive Discipline in Montessori

Jess Goff

- MEFS Training (Minnesota Executive Function Scale)

Kevin Jewell (School Psychologist / School Based Mental Health)

- Rewire the Anxious Brain
- Oppositional, Defiant, and Disruptive Children and Adolescents: Non-medication approaches to the most challenging behaviors

Mara Johnson

- MEFS Training (Minnesota Executive Function Scale)
- Supporting Culturally Responsive Teaching with Primary Sources
- Learning From Place: Bdote

Catherine Kennedy (Trained Early Childhood Classroom Assistant)

- Association Montessori Internationale 2019 Refresher Course; February 15-18, 2019
- Completed coursework toward a Minnesota state teaching license and Master's degree

Molly McDermott

- Association Montessori Internationale 2019 Refresher Course; February 15-18, 2019
- Completed coursework toward a Minnesota state teaching license

Brianna Olson-Carr (Trained Early Childhood Classroom Assistant)

- Association Montessori Internationale 2019 Refresher Course; February 15-18, 2019
- MEFS Training (Minnesota Executive Function Scale)

Amber Osterkamp

- MEFS Training (Minnesota Executive Function Scale)
- Positive Discipline in Montessori

Maisah Outlaw

- Association Montessori Internationale 2019 Refresher Course; February 15-18, 2019

Estefani Paz Garcia (Lower Elementary Assistant)

- Support Services and Adaptations for All Children in Montessori Elementary Environments; November 3, 2018.

David Shubat (Special Education Paraprofessional)

- Classes taken at Normandale College; seeking degree from Minnesota State University, Mankato

Sara Wade

- Completed AMI Elementary Training
- MEFS Training (Minnesota Executive Function Scale)

Staff Evaluation

Staff at Cornerstone engage in a self-review, as well as a review with school administration. Every staff member meets with the Head of School in the fall to set goals for the year. In late winter, they complete a self-review rubric assessing their work as defined by the job description and their goals set in the fall. This rubric is then also completed by the staff member's lead guide, Special Education teacher, and/or the Head of School. Every staff member meets with either their lead guide or the Head of School to discuss the rubric; in 2018-19, each individual also received a written summary from the Head of School.

Lead guides complete a more in-depth self-assessment, based on a rubric designed by the Montessori Center of Minnesota for effective Montessori pedagogy. These self-assessments are repeated by the Director of Elementary Pedagogy. The guide meets with both the Director of Elementary Pedagogy and the Head of School, and receives a written summary from the Head of School.

Evaluation at Cornerstone is intended to be productive and on-going. Staff are frequently asked to consider their work, through team meetings and conversations with other staff. The lead guides and licensed specialists (ELL, Literacy, Special Education) meet at minimum monthly with the Director of Elementary Pedagogy and the Head of School. Towards the end of the year we began implementing Special Education team meetings, offering the paraprofessionals direct opportunities for peer support and conversation with the Special Education teachers.

Innovative Practices, Initiatives and Future Plans

Innovative Practices and Implementation

Applying a high-quality AMI Montessori curriculum to a public charter school is Cornerstone's first and most important innovative practice. Acknowledging "developmentally appropriate" as an ideal learning environment, child-centered practices are being merged into many traditional systems. At Cornerstone, the innovative practices of Montessori are time tested yet remain innovative in that they are being applied in their purest form in the public sector, increasing access to high quality Montessori education for all children. Now more than ever, it is of particular importance for our children to experience education that fosters optimal outcomes both academically and developmentally – ensuring every child the chance to reach his or her fullest potential. Whereas more privileged children come to school having already had a wealth of positive experiences and viewing themselves as capable learners and important people, *many children represented in our student population have experienced the opposite*. Due in part to limited opportunities, they are often the children who start academically behind expected grade levels and then continue to fall further behind each year. The children at Cornerstone are given freedom and independence to manage their own learning, with the guidance of a highly trained adult. In a world where children are rarely trusted to make decisions for themselves, being told "you are capable" is profoundly meaningful, particularly for children who do not have stable environments outside of school.

In order to continue to support children's academic achievement, we will designate resources this coming year to direct math interventions. Liesl Taylor, our Director of Elementary Pedagogy and an AMI-trained, state licensed K-6 teacher, will spend half her day providing direct instruction individually and in small groups to children who do not meet grade level in mathematics. We are confident that with her support, math achievement as demonstrated on the MCAs will match the quality of work children complete in the classroom.

This year we completed the Minnesota Executive Function Scale (MEFS) with our entire student body in the fall and spring. The MEFS, in conjunction with the Developmental Environment Rating Scale (DERS), demonstrates that a high-quality, child-centered environment supports high executive function skills in children. Through this data collection, we found that 98% of both the 114 children assessed in the fall, and the 121 children assessed in the spring, scored in the average or above average percentiles. Children at Cornerstone are, in the words of neuropsychologist Steven Hughes, "good at doing things."

Part of the reason our children are so well-supported at Cornerstone is our School-Based Mental Health program, which continues to provide psychological services to children individually and in small groups. Our school psychologist serves children in ways ranging from short-term individual support with anxiety to long-term relationships serving PTSD. Small groups are suggested by classroom guides, focusing on specific topics such as "standing up for yourself," and meet for a six-week duration over lunch. The children who participate in our SBMH program relish their time with the psychologist, and learn to bring tools and techniques back to the classroom. We were thrilled to receive the Innovation Award from the Minnesota Association of Charter Schools for this program in 2018-19.

The CMES Board spent the 2018-19 school year conducting focus groups with staff and parents to better understand the ways in which Cornerstone is succeeding and where there is opportunity for improvement. This data is currently being analyzed to create a new strategic plan, with the hopes it will be approved in September, 2019. We are eager to consider new opportunities to continue reaching local families and to serve the children in our community as best we can.

As part of this strategic planning process, we continue to recognize that there is inequity in our school structures. A predominately white staff lead a diverse student body, and only one of our ten licensed teachers is a person of color. We began discussion around issues of equity in 2018-19, with professional development on implicit bias and parent education on talking with children about race, and we will continue devoting resources in 2019-20 to educating our community and writing an equity plan to tackle policy and curricular concerns.

Governance and Operational Elements

Teacher Licensure Verification

CMES Educator Licensure 2018-19

District Number	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2019 (Yes, No)	Status SY2020 Yes-Returning No-Not	Additional Notes
4201-07	Cornerstone Montessori Elementary School	Crooks, Cynthia	267424	ELL	K-6	Yes	Yes	
4201-07	Cornerstone Montessori Elementary School	Dernovsek, Kes'ava	1001336	Lower Elementary	1-3	No	Yes	
4201-07	Cornerstone Montessori Elementary School	Goff, Jessica	391619	Upper Elementary	4-6	Yes	Yes	
4201-07	Cornerstone Montessori Elementary School	Johnson, Mara	486194	Upper Elementary	4-6	Yes	Yes	
4201-07	Cornerstone Montessori Elementary School	McDermott, Molly	500248	Kindergarten	Kindergarten	Yes	Yes	
4201-07	Cornerstone Montessori Elementary School	Outlaw, Maisah	511716	Kindergarten	Kindergarten	Yes	Yes	
4201-07	Cornerstone Montessori Elementary School	Osterkamp, Amber	455024	Lower Elementary	1-3	Yes	No	Maternity Leave
4201-07	Cornerstone Montessori Elementary School	Riemer, Megan	396133	Literacy Specialist	K-6	Yes	Yes	
4201-07	Cornerstone Montessori Elementary School	Splinter, Suzanne	332621	Special Education	K-6	Yes	Yes	
4201-07	Cornerstone Montessori Elementary School	Taylor, Liesl	424839	Math Specialist	1-6	Yes	Yes	time in 2018-19
4201-07	Cornerstone Montessori Elementary School	Wade, Sara	407070	Lower Elementary	1-3	Yes	Yes	

School Management and Administration

2018-19 School Management and Faculty Information

This table contains information for ALL members of the school management/administrative team and also includes faculty employed by the school who did not serve as a classroom teacher (e.g., curriculum coordinators, social workers, counselors, administrative assistance, paraprofessionals, custodial, technology, librarians, etc.).

Name	File Folder Number	Assignment	Years Employed by the School	Not Returning 2019-20
Christine Bewell		Director of Business Operations	8	
Hayley Bahnemann		Classroom Assistant	4	
Jill Fallin		Special Education Paraprofessional	1	Changing Position
Thomas Fendt		Special Education Paraprofessional	3	Changing Position
Catherine Kennedy		Classroom Assistant	2	
Elyse Lennington-Chaffee		Classroom Assistant	2	X
Frankie Nesbitt		Special Education Paraprofessional	5	
Brianna Olson-Carr		Classroom Assistant	1	
Estefani Paz Garcia		Classroom Assistant	2	
Courtney Peterson		Special Education Paraprofessional	1	
Tatiana Reigada		Special Education Paraprofessional	2	
Alyssa Schwartz		Head of School	1	
David Shubat		Special Education Paraprofessional	3	
Liesl Taylor	424839	Director of Elementary Pedagogy	8	Changing Position
Jordan Taylor		Special Education Paraprofessional	2	X

School Management

The school is led by the Head of School who is hired and held accountable for the success of the school by the Board of Directors. The Head of School reports to the Board of Directors monthly and is reviewed annually by the Head of School Review Committee using data including the Head of School's Professional Development Plan, Annual Goals, and parent and staff surveys.

The Head of School oversees all aspects of the school, manages all staff, and is the strategic leader of the school. The Director of Business Operations manages many operational aspects of the school (e.g., the lunch program, busing, MDE MARSS reports, etc.). The Director of Elementary Pedagogy provides support to the teachers in their classroom work and oversees the Montessori program in grades 1-6. In the classroom environments the teachers are supported in their work and guided by the Head of School and the Director of Elementary Pedagogy. The Director of Elementary Pedagogy observes in the classroom and meets with teachers on a weekly basis to discuss lessons and student progress. The teachers are responsible, with the support of assistants, for supporting the growth and development of each Cornerstone student.

See Appendix A (page 36) for the 2018-19 CMES Organizational Chart that describes the structure of the CMES staff.

Administrative Professional Development

Each year the Head of School submits a Professional Development Plan to the CMES Board for approval. In this plan are events she intends to attend, as well as skills she intends to gain. The Director of Business Operations and the Director of Elementary Pedagogy discuss their professional development goals with the Head of School.

Alyssa Schwartz, Head of School - *In addition to all staff trainings:*

- Board Trainings – Minnesota Association of Charter Schools; September 12, September 24, November 10, 2018
- Montessori Advocacy Workshop – Montessori Public Policy Initiative; September 30-October 1, 2018
- Communication with Parents, Staff, and Children – Montessori Center of Minnesota; October 27, 2018
- Support Services and Adaptations for All Children in Montessori Elementary – Montessori Center of Minnesota; November 3, 2018
- Section 504 Seminar: The Developing Law – Booth Law Group; November 16, 2018
- Refresher Course - Association Montessori Internationale (AMI); February 15-18, 2019
- Diversity Forum – AMI; February 15, 2019
- Advocacy Training for Montessori Public Policy – AMI; February 15, 2019
- How to Talk WITH Children about Race and Racism – Alicia Sojourner; January 31, February 28, March 28, 2019.
- Learning Lab Training – Education Reimagined; June 17-19, 2019

Chris Bewell, Director of Business Operations:

- MDE – Using Test & Assessment Data; November 6, 2018
- Food Manager Certification; December 20, 2018
- VOA Conference; January 10-11, 2019
- MARSS Webinar – MDE; January 17, 2019
- Data SIG Webinar – MDE; February 28, 2019
- FNS Managing a Meal Contract Webinar – MDE; March 19, 2019
- Connect Suite Design Planning – Website Webinar; April 1, 2019

Liesl Taylor, Director of Elementary Pedagogy - *in addition to all staff trainings:*

- Bright Morning Consulting Training – Art of Coaching Teams Institute

Organizational Strengths, Challenges and Plans

Cornerstone has a strong operational environment, as evidenced by positive parent survey results, a robust fund balance, and several years of Governance Awards from Volunteers of America. We are supported by committed board members who believe in our mission of providing high-quality Montessori to a diverse community, and who take care to follow best practices of board governance. Our greatest strength as a school is our staff: highly trained AMI Montessorians who also hold Minnesota state teaching licenses. These individuals devote themselves daily to the hard work of supporting children's development; they do not compromise the Montessori pedagogy and have developed structures for balancing state testing and curricular requirements with children's freedom. We have overall low teacher turnover, particularly among licensed staff, which leads to a community that is stable and invested in the long-term vision of the school.

We face similar challenges to other public charter schools, namely the ever-widening discrepancy between revenue and expenditures. We are beginning to make use of federal and state grants that were previously underutilized, and we are working to seek out private grant opportunities as they arise. Fundraising is an area where we hope to strengthen our work in the future: Cornerstone struggles to recruit and retain community members for its board, limiting success in development endeavors. Our board chair, Jean Melancon, is committed to strengthening the board and will spend this year finding innovative ways to engage the community.

We also are eager to continue working toward improved MCA results, without compromising our exceptional Montessori program. This coming year our Director of Elementary Pedagogy will be full-time, using half her day to provide direct math instruction to children who do not meet grade level. Under her direction, we will also utilize our licensed and AMI trained classroom assistants to support children's math and literacy. We believe, and believe evidence has shown, that Montessori is a tool for closing the opportunity gap in our community, and we also recognize that we may need to do more direct instruction to set children on the path toward greater success.

The CMES Board's strategic plan is nearing completion – we are excited for the opportunities that await us in the next three-five years. Transferring our charter authorizer to the University of St. Thomas is a first step toward greater engagement with the St. Paul charter school community, and these connections will undoubtedly support us as we consider growth opportunities and programming changes in the future.

Student Enrollment and Attrition Trends

This table identifies the 2018-19 end of year enrollment and an estimated 2019-2020 enrollment. Data based on end of year Average Daily Membership (ADM).

School Year	Total	K	1	2	3	4	5	6	Attrition/Retention Rates
2011-2012	58	21	22	15					89%
2012-2013	81	22	23	22	14				96%
2013-2014	102	22	21	18	21	17	2	1	94%
2014-2015	118	19	23	19	16	25	16	0	91%
2015-2016	129	24	18	21	15	16	22	13	93%
2016-2017	132	21	18	18	21	18	19	17	94%
2017-2018	138	24	24	18	16	22	18	16	90%
2018-2019	143	21	21	27	18	19	27	10	88%
2019-2020 est	145	22	19	22	26	17	20	19	85%

Student Attrition

We began the school year with 25 children on the Kindergarten waitlist, 12 children on the 1st Grade waitlist, 8 children on the 2nd Grade waitlist, and 7 children on the 3rd Grade waitlist. One family moved to another state. Several families moved their children into other charter school programs that offered a middle school option. Several new families enrolled their children during the school year. We began the school year with an enrollment of 140 children and with the movements and decisions of families, total enrollment was 143 by the time the school year ended. Our Average Daily Membership (ADM) for the 2018-19 school year was 141.90. For the 2019-20 school year, we see waitlists continue to grow for Kindergarten, 1st, 2nd, and 3rd Grades, a sure sign that word has spread about CMES's impact on young people's lives.

Grade	Number of students who enrolled in the school on or before Oct 1	Number of students who enrolled After Oct 1	Number of students who left after Oct 1	Number of students enrolled at the close of the school year	Number of students that remained enrolled in the school for the full year
K	21	0	0	21	21
1	21	0	0	21	21
2	27	0	0	27	27
3	18	0	0	18	18
4	19	0	0	19	19
5	27	1	1	27	26
6	9	1	0	10	9

Enrollment Process

When a child is admitted to Cornerstone Montessori Elementary School, the family is notified and is required to complete the Student Enrollment Form and return it to the school by the stated deadline. Once CMES receives the Student Enrollment Form, an enrollment packet is given to the family for completion. The enrollment packet includes the following forms: Health Information, Emergency Information, Home Language Questionnaire, Computer and Internet Usage Contract, General Permission Slip, Parent Permission for Child Pickup, Parent Directory Permission, Family and Cultural Information, and Immunization Records.

See Appendix B (page 37) for the CMES Enrollment Policy #509 for information about Cornerstone's enrollment process and lottery process.

See Appendix C (page 38) for the CMES Acceleration and Retention Policy #513 for information about Cornerstone's enrollment process.

See Appendix D (page 39) for the CMES 2018-19 Application Form

See Appendix E (page 40) for the CMES 2018-19 Enrollment Form

Community Partnerships

Cornerstone Montessori Elementary School is co-located with the Montessori Center of Minnesota (MCM) and shares a Head of School and Kindergarten teachers with Cornerstone Montessori School, a private preschool serving children 16 months to age 5. This relationship has helped to establish CMES as one of the premier public Montessori schools in the country. Student teachers from MCM observe and do their student teaching at Cornerstone, and staff work for the elementary training course in the summer. Cornerstone's staff also benefit from workshops and mentorship opportunities provided by MCM. Cornerstone Montessori School enrolls 1/3 children receiving state or local scholarships, 1/3 children receiving private scholarships, and 1/3 children paying full tuition. This diverse student body, embedded in the community of St. Paul's East Side, yields a lottery pool for CMES' Kindergarten class that is already committed to the program and to Montessori (please note there is no priority given to CMS children in the lottery).

Cornerstone works with the East Side Area Business Association to promote strong connections in the Greater East Side community. Administration and Board members attend monthly lunches that allow for networking; Cornerstone has been able to share community resources with families through this partnership, and is able to reach new families through relationships with organizations like Merrick Community Services. Our relationship with the East Side Boys and Girls Club parallels these connections: many of our children attend the Boys and Girls Club for after-care and we are able to promote their resources as a result. We are grateful for the opportunity to know and work with others in our community who serve children and families with integrity.

We also have relationships with local organizations to enrich learning. In 2018-19, children experienced visits to or from the Bakken Museum, the St. Paul Police Department's mounted unit, Rock for Human Rights, Family Tree, Friends of the Mississippi River, and more. The Ramsey Washington Metro Watershed District is working with Cornerstone to provide ecological restoration to our play yard and pond, a project that will give children the opportunity to learn more about our unique ecosystem and will support the broader community's environmental resources.

Upper Elementary children this year invited Senator Fong Hawj, our district's representative in the Minnesota Senate. Senator Hawj toured the school, learned how to use some of our Montessori materials, and answered questions from the children about his work at the Capitol. This type of relationship is most beneficial to Cornerstone – children feel empowered and capable to engage with adults in positions of authority, and those adults learn about the good work we are doing in our school every day. We look forward to deepening these relationships with all of our partners in the years to come.

Board Member Orientation and Training Plan

CMES Board members are elected in May and membership officially begins on July 1st of the elected year. The CMES Board Chair guides new board members through an orientation process. Cornerstone e-mail addresses are provided for board related correspondence and directions are given to open an account with the MN Association of Charter Schools to register for new board member classes. The Board Chair monitors progress made in completing the statutory training requirements in the areas of Board Governance, Finance, and Employment Law during the 1st year on the board with at least 1 of the classes taken within the first 6 months of being on the board. As part of the orientation process, Board members are provided an eHandbook of Board Member Information that includes basic legal documents, school organization documents, board operations information, financial operations information, student and program information, and staffing and school operations information.

Ongoing training in financial matters occurred as part of the audit presentation in November. The auditor detailed every component of the financial reports and guided the board members in developing a deeper understanding of the financial condition of the school.

Cornerstone's School Business Manager, Sandy Schmidt (SandMark Services LLC), presented proposed budget revisions to the Board as needed throughout the school year. During these presentations, Ms. Schmidt covered every component of the school's revenue and expenses, elaborating on any changes to state or federal law and their impact on the school's financial condition. These sessions are very dynamic and interactive, allowing for the active participation of each board member.

As a member of Minnesota Association of Charter Schools (MACS), board members are invited to various seminars and presentations throughout the school year with other member charter schools. Notices of these events are passed along to board members.

The Governance Committee provided opportunities for ongoing training at regular board meetings for 2018-19 which included:

- The Area We Serve: The East Side, Julie Richards shared demographic information about the residents of the East Side of St Paul, August 21st
- Strategic Planning Process, Lorelee DiLorenzo lead work sessions, September 17th and October 16th and November 20th
- Social Media: Integrity in Community, Jean Melancon leader, December 18th
- Board Project Vetting Process, Jean Melancon leader, January 22nd
- Budget Review, Sandy Schmidt, Financial Manager provided budget projections and talked through assumptions that determine revenue and expenditures and details of proposed budgets, April 16th

Amanda Cina, Trustee - Additional Board Education for 2018-19

- Classes Attended
 - *Board Basics and Trends in Education*, Oct 5, 2018, by Marc Frankel, 3 hours

Lorilee DiLorenzo, Communication and Development Chair – Additional Board Education for 2018-19

- Classes Attended
 - *Board Basics and Trends in Education*, Oct 5, 2018, by Marc Frankel, 3 hours

Jess Goff, Trustee - Additional Board Education for 2018-19

- Classes Attended
 - *Board Basics and Trends in Education*, Oct 5, 2018, by Marc Frankel, 3 hours

Robyn Ingber, Treasurer – Additional Board Education for 2018-19

- Classes Attended
 - *Board Basics and Trends in Education*, Oct 5, 2018, by Marc Frankel, 3 hours

Jean Melancon, Board Chair - Additional Board Education for 2018-19

- Classes Attended
 - *Doing a School Assessment of Educational Equity*, 3 hours, Dec 6, 2018, Part of the MACS “How To” for Charter School Leaders Series
 - *Board Basics and Trends in Education*, Oct 5, 2018, by Marc Frankel, 3 hours
 - MACS Class, Sep 20th, New Directors Cohort, initial session to address a variety of challenges as a charter school leader, included role playing using online simulation
 - New Directors/Leaders Coffee November 27, discussion HOS/Board Chair interface, facilitated by AFSA Exec Director
 - MACS Class for Board Chairs, Course 150 – *The Charter School Board Chair – The Key to Effective Board Operations*, October 2nd, 2-hour Seminar focuses on the qualities, competencies, and skills a board chair needs, the role and responsibilities, etc.
 - VOA Conference in Elk River, Jan 10th, attended general sessions and various break out groups lead by VOA charter school members.
 - Two Alicia Sojourner events on diversity awareness and how to talk with children about racial topics.
 - Triangle and Associates Webinar April 9th, Topic: Trends in Education from a global perspective.
- Attended the St. Paul East Side Area Business Association Annual Gala – provided an opportunity to network with key influential leaders and residents on St. Paul’s east side where our school is located.
- Books read and Discussed with Peer Group
 - *The Spirit Catches You and You Fall Down* by Anne Fadiman – explains the Hmong culture.
 - *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools* by Glenn Singleton, Pacific Educational Group (PEG)
- Guthrie Plays including post-performance Discussion with Actors
 - The Great Leap – this play explored the cultural and political risks of raising your voice and standing your ground.

Julaine Roffers-Agarwal, Governance Chair – Additional Board Education for 2018-19

- Classes, Events and Seminars Attended
 - *Board Basics and Trends in Education*, Oct 5, 2018, by Marc Frankel, 3 hours

- *Support Services and Adaptations for All Children in Montessori Elementary*, November 3, 2018, with Liesl Taylor at MCM
- Three sessions of *Talking WITH kids about Race* with Alicia Sojourner at CMES
- Parent Partnership events at CMES - Literacy Night, Research Project Presentation, Work Demonstration
- Children's Theater Company productions attended:
 - Last Stop on Market Street
 - I Come from Arizona
 - Matilda the Musical
 - included reviewing the education guide from the theater and discussions about the productions with family members following
- Books Read
 - Inside out and back again by Thanhha Lai; story of a Vietnamese refugee child coming to the US
 - The Curious Incident of the Dog in the Night-time by Mark Haddon; told from the point of view of an autistic teenage boy

Board Member Information

Cornerstone Montessori Elementary School Board

Updated: 9-17-19

Name	Date Seated	Term End Date	Position	Type	Expertise	Email	Phone	Attend Rate	Initial Training		
									Governance	Employment	Financial Management
Amanda Cina	7/1/16	6/30/19	Trustee	Parent	Marketing	amandacina@cornerstone-elementary.org	651-774-5000	82%	9/22/2016 through MACS	10/11/2016 through MACS	10/21 – 10/31/2016 (online) through MACS
Loralee Di Lorenzo	7/18/17	Resigned 6/30/19	Trustee	Community Member	Nonprofit Boards & Grant Writing	loraleedilorenzo@cornerstone-elementary.org	651-774-5000	73%	9/21/2017 through MACS	10/3/2017 through MACS	11/27/2017 (online) through MACS
Jessica Goff	7/1/16 reelected 7/1/19	6/30/19 6/30/22	Secretary	Teacher file folder #391619	AMI certified Montessori teacher	jessgoff@cornerstone-elementary.org	651-774-5000	100%	3/11/2017 through MACS	3/11/2017 through MACS	11/18 – 11/28/2016 (online) through MACS
Robyn Ingber	11/21/17	6/30/19	Trustee	Community Member	Attorney - finance	robvingber@cornerstone-elementary.org	651-774-5000	73%	9/12/2018 through MACS		5/30/2018 (online) through MACS
Jean Melancon	7/18/17	6/30/20	Board Chair	Community Member	Previous Montessori Board Chair	jeanmelancon@cornerstone-elementary.org	651-774-5000	100%	9/21/2017 through MACS	10/3/2017 through MACS	11/26/2017 (online) through MACS
Maisah Outlaw	11/20/18	6/30/21	Trustee	Teacher file folder #511716	AMI certified Montessori teacher	maisahoutlaw@cornerstone-elementary.org	651-774-5000	100%	6/13/2019 through MACS	6/19/2019 through MACS	5/30/2019 (online) through MACS
Julaine Roffers-Agarwal	7/1/18	6/30/21	Vice-Chair	Parent		julainerooffersagarwal@cornerstone-elementary.org	651-774-5000	100%	9/12/2018 through MACS	11/10/2018 through MACS	10/30/2018 (online) through MACS
Amy Dvergsdal	7/1/19	6/30/22	Trustee	Parent		amydvergsdal@cornerstone-elementary.org	651-774-5000	NA	NA	NA	NA
Marcus Almon	7/1/19	6/30/22	Trustee	Parent		marcusalmon@cornerstone-elementary.org	651-774-5000	NA	NA	NA	NA
Alyssa Schwartz	NA	NA	Ex-Officio	Head of School	AMI certified Montessori teacher	alyssaschwartz@cornerstone-elementary.org	651-774-5000	100%	9/12/2018 through MACS	11/10/2018 through MACS	9/24/2018 (online) through MACS

FINANCIAL ELEMENTS

Fiscal Health

Overview of Financial Health

The unaudited end-of-year fund balance as of June 30, 2019, was \$486,624, or 24%. The fact that the school has consistently achieved an uncommitted fund balance of at least 20% of expenditures since its fifth year of operation is both consistent with the school's fund balance policy and wise operating procedure, as the fund balance will help the school weather unanticipated emergencies and unforeseen events, including increased state funding holdbacks.

A finance summary is presented at the end of this report. Sandra Schmidt of SandMark Services LLC performed the accounting services for Cornerstone Montessori Elementary for the 2018-19 school year, and Paychex performs the payroll services. Dieci Financial Services became Cornerstone's accounting firm on July 1st after Sandra Schmidt's retirement on June 30, 2019. Dieci Financial Services representative, Joe Aliperto, provided the financial reporting documents for the 2018-19 School Audit and this Annual Report.

See Appendix F (Page 42) for the 2018-19 (FY19) school year revenue, expenditures and balance sheet.

Key financial highlights for the 2018-19 school year include:

Expected total general fund revenues of \$1,970,033

- Expected total general expenditures of \$1,912,761
- Expected fund balance for all funds projected at \$521,011 / 27%
- The 2018-19 budget was set at 141 ADM. The actual ADM for the 2018-19 school year was 141.7
- Average cash on hand throughout the 2018-19 school year was \$462,000

Cornerstone's enrollment for the 2019-20 school year is 144 (ADM) as of 9/16/19. A copy of the school budget for the current school (FY20) with expected general fund revenues of \$1,953,944 and general expenditures of \$1,949,007 is *attached in Appendix G (page 44)*.

2017-2018 School Audit

CMES ended FY 2017-2018 with a fund balance of \$465,120, which reflected an increase of \$42,834. Sandra Schmidt, using Skyward School Finance Software, provided the accounting services. Clifton Larson Allen, Certified Public Accountants, audited the school's financial records.

Clifton Larson Allen issued a "clean" audit report with no findings. The audit report was presented to the Board of Directors by Clifton Larson Allen on November 20, 2018 and was accepted by the Board.

Internal Controls and Board Oversight

Cornerstone's Finance Committee, which consisted of the Board Chair, Board Treasurer, the school's contracted finance manager, the Director of Business Operations, and the Head of School, met monthly to oversee the school's finances. The Finance Committee reviewed monthly financial statements prepared by the contracted finance manager. The financial statements were then submitted to the school board members and reviewed and accepted at the monthly school board meetings. Clifton Larson Allen, Certified Public Accountants, prepares the school's annual audit.

Finances

Thanks to both Sandra Schmidt of SandMark Services LLC and to our Finance Committee, the school's finances remain strong. Due to the conscientious approach of our Finance Committee Chair Robyn Ingber, Board Chair Jean Melancon, Director of Business Operations Chris Bewell, and Head of School Alyssa Schwartz (all of them working in concert with Sandra Schmidt), CMES has again achieved its fund balance goal of at least 20% of expenditures.

Awards

Cornerstone was proud to receive a School Finance Award from Volunteers of America for FY17 and VOA's FY17 School Board Governance Award. Cornerstone also received the MDE 2019 School Finance Award for 2018 Financial Reporting.

Cornerstone continued to be fully recognized by the Association Montessori Internationale, with a successful consultation visit in March, 2019.

For our school-based mental health program, Cornerstone was awarded an Innovation Award from the Minnesota Association of Charter Schools.

World's Best Workforce Summary

Part A: Required for All Districts

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

Cornerstone's Annual Report and World's Best Workforce Summaries are posted on the school website at:

<http://cornerstonemontessoris.schoolinsites.com/Default.asp?PN=DocumentUploads&L=2&DivisionID=22252&DepartmentID=26115&LMID=1068886>

The 2018-19 report summary document will be submitted to the Minnesota Department of Education by the December 15, 2019 deadline and posted to Cornerstone's website.

Annual Public Meeting

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

Cornerstone's Annual Public Meeting was held on September 23, 2019

District Advisory Committee

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Cornerstone's District Advisory Committee reflects the diversity of the school which includes teaching staff, support staff, parents and administration.

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

All of Cornerstone's lead teachers and specialists (literacy, special education, ELL) are licensed and have been employed at the school for at least three years. In addition to Minnesota state teaching licenses, the lead teachers are also AMI-certified Montessori guides, highly trained to address each child's needs. We are committed to ensuring that all of our students, including low-income children and children of color, have equal access to these adults, and all children are matched to their

environment based on conversations with their previous level guide and the Head of School to assure classroom diversity and the best fit for individual children.

Cornerstone is committed to hiring teachers who reflect our community, although the challenge of recruiting trained AMI Montessori guides with state teaching licenses is one shared by AMI schools and teacher training programs across the country. Both kindergarten classes have a Montessori teacher who is a woman of color, and women of color also work as paraprofessionals and assistants in the lower elementary classes. We are cognizant of the message it may send to children that our lead guides are white, while support staff are more likely to be people of color, and are working with the Montessori Center of Minnesota, our landlord, to train people of color as Montessori lead guides.

As part of Cornerstone's community professional development, all staff have engaged in conversations around implicit bias and have had direct training around trauma and supporting children with diverse home experiences. Alicia Sojourner, Racial Equity Manager for St. Louis Park, led a conversation for families and staff around developmentally appropriate ways to talk with children about race.

All Students Ready for School

The kindergarten year at Cornerstone is a part of the Children's House, a mixed age, developmentally appropriate classroom led by an AMI primary-trained and Minnesota state licensed guide. The Montessori environment is known for its support of the development of strong executive function; our expectation is that children will show growth through the year. Children who are not demonstrating strong executive function are given individual support and lessons in areas of the classroom that best support this growth. In addition, Cornerstone's kindergarten children are supported through work with our Literacy Specialist, who provides direct instruction to children struggling with early literacy skills. It is expected that children enrolled in kindergarten at Cornerstone will be ready for school in literacy and math, as well as in executive function skills that predict academic success later in their educational careers.

All Students in Third Grade Achieving Grade-Level Literacy

Cornerstone has continued to dedicate resources to supporting children in achieving high success in literacy. Our Literacy Specialist and ELL Teacher provide additional, individual support to children below grade level or at risk of falling behind grade level. Dedicated time is provided in each classroom daily for read aloud and silent reading, both known methods of improving literacy skills and helping children love literature.

Close the Achievement Gap(s) Between Student Groups

Reaching children of color, children from low-income communities, and children with disabilities is a hallmark of Cornerstone's mission. We work very hard with our specialists (literacy, ELL, special education, school psychologist) and with our lead guides to support children in these demographics. Our belief, and our expectation, is that all children in a high-quality Montessori environment have the potential to demonstrate academic and personal success, and we have seen the evidence of this both

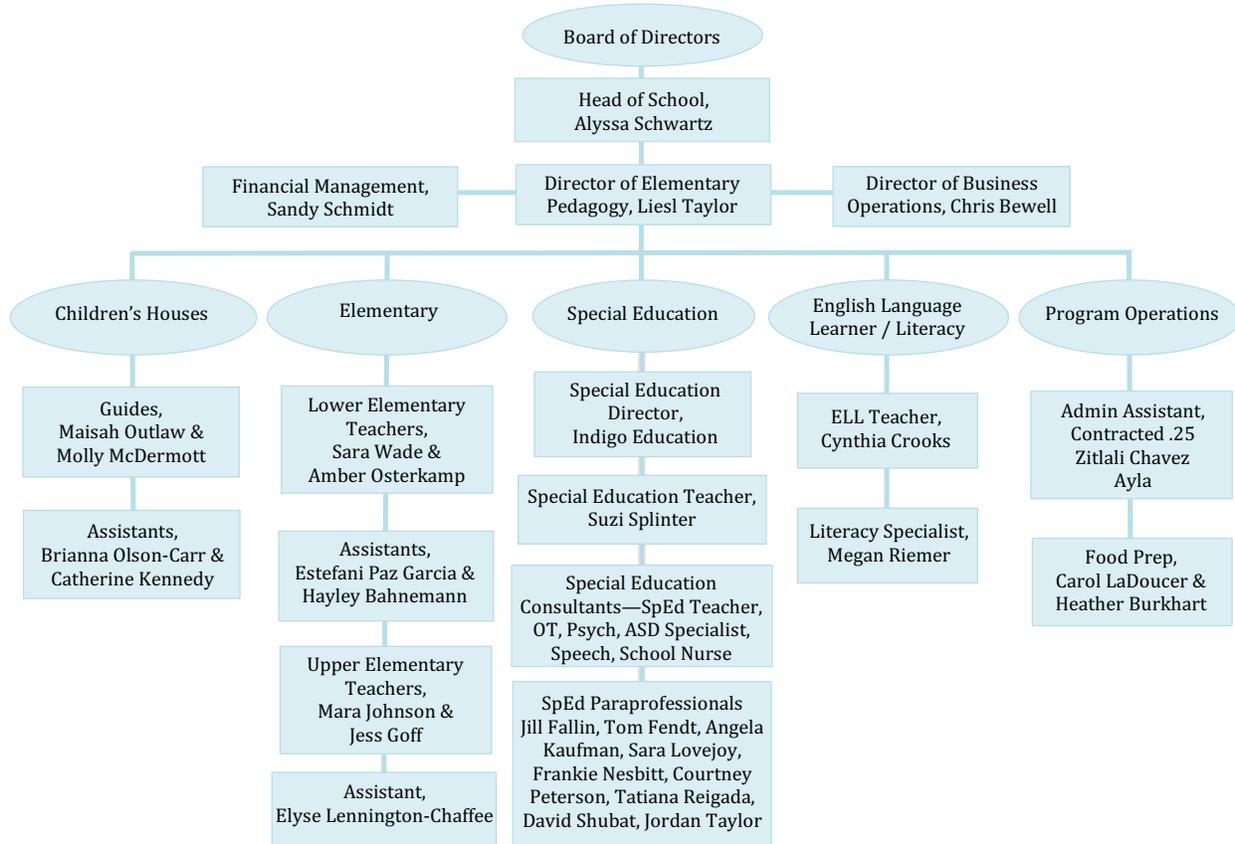
in the number of children “on track for success” and in observations of the integrity and love of learning in our subpopulations.

All Students Career- and College-Ready by Graduation

We have devoted many resources in the last few years to improving children’s on track for success measurements in reading, and are working toward improving math scores comparably, largely by ensuring the language children are using in math lessons correlates to the language used in state assessments. Our internal DIBELS assessments corroborate the success our children show in reading, with the majority of children reading at or near their grade levels across the school. Anecdotally, children leave Cornerstone able to self-direct and self-advocate; our graduates love learning, know themselves, and demonstrate strong executive function skills in their middle school and high school experiences.

Appendix A: CMES 2018-19 Organizational Chart

Cornerstone Montessori Elementary School Org Chart—Positions as of 2018-2019 School Year



Appendix B: CMES Enrollment Policy #509

Policy #509

Cornerstone Montessori Elementary School **Enrollment Policy**

Under Minnesota law, Cornerstone's enrollment process starts with an enrollment period. The enrollment period will be November 1 – December 1. Notice of this enrollment period will be made public through postings in community centers and newsletters targeting the Phalen Village community and the school's website.

The enrollment model for each grade will be approved by the Board of Directors prior to the start of the Open Enrollment period. This enrollment model will accommodate slight over-enrollment to account for likely student attrition.

Enrollment Preference: As required in Minnesota Statutes, section 124E.11, Cornerstone Montessori Elementary School must offer preferential enrollment to siblings of students currently enrolled and to a foster child of that pupil's parents at Cornerstone Montessori Elementary School. As allowed for in Minnesota Statutes, section 124E.11, Cornerstone Montessori offers preferential enrollment to children of school employees. **Cornerstone Montessori Elementary School may not and will not give preference to students of the private pre-school Cornerstone Montessori School. Any family from Cornerstone Montessori School who wants their child to attend Cornerstone Montessori Elementary School must participate in the enrollment and lottery process.** Cornerstone Montessori Elementary School is a public school and as such, the enrollment process may not consider eligibility based on intellectual ability, aptitude, measurement of achievement, athletic ability or any other specific characteristic of children whose enrollment application is received in a timely manner.

Enrollment Process:

Current students of Cornerstone Montessori Elementary School are considered enrolled for the purpose of determining the number of openings for the following year. On the first day of the Open Enrollment period, the number of openings in each grade level will be determined and the Open Enrollment process will begin. Prospective new students must submit enrollment applications by the Open Enrollment deadline.

If openings still exist in any grade after the Open Enrollment deadline, enrollment applications received after the deadline will result in admission on a first-received, first-enrolled basis. In the event post-deadline enrollment results in a full class and later enrollment applications are received, those students will be placed on a waiting list in the order in which the applications were received.

Lottery Process: If more enrollment applications are received during the open enrollment period than available openings in any grade, a public lottery for those openings in those grades must be held. Each of the grades is subject to the lottery process.

The lottery, if necessary, will be conducted on December 10. If December 10 falls on a weekend or holiday, the lottery will be held on the next business day following the weekend or holiday.

Appendix C: CMES Acceleration and Retention Policy #513

Policy #513

Cornerstone Montessori Elementary School **Acceleration & Retention Policy**

Cornerstone Montessori Elementary School accepts children into grade levels based on their age on or before September 1 of the school year with 5 years being the age for acceptance into Kindergarten. Cornerstone will provide each child with an educational environment that provides optimal challenge and meets the child's developmental needs. Due to the nature of the Montessori environment, the training of the teacher which covers multiple ages, and the multi-age classrooms, lessons can often be remediated or accelerated to meet the needs of each child.

Cornerstone staff members—teachers and administrators—will continually and consistently assess the needs and development of each child to determine the best individual learning plan. Decisions to advance or retain a child will be made by the Head of School in conjunction with the child's parents and will be based on staff experience and assessment of the needs of the child.

Board approved: May 17, 2011
Board revised: January 22, 2019

Appendix D: CMES 2018-19 Application Form



Application Form for the 2018-19 School Year Enrolling grades K-6

Cornerstone Montessori Elementary School will accept applications for enrollment for the 2018-19 academic year, from **November 1 to December 1, 2017**. To be eligible for kindergarten your child must be 5 years old by September 1, 2018. If you wish to enroll your child at Cornerstone Montessori Elementary School, please complete and return to:

Cornerstone Montessori Elementary School, 1611 Ames Avenue, Saint Paul, MN 55106
or Fax: 651.209.0846

For more information, please contact the school at 651.774.5000

Student Information (Please print clearly)

Last Name _____ First Name _____

Street Address _____

City / State / Zip _____

Grade for 2018-2019 School Year (please circle one) K 1 2 3 4 5 6

Parent / Guardian Information (Please print clearly)

Parent / Guardian 1 _____

Home Phone _____ Cell Phone _____

E-mail Address _____

Parent / Guardian 2 _____

Home Phone _____ Cell Phone _____

E-mail Address _____

The Minnesota Government Data Practices Act requires that you be informed that the information you provide is considered private. You are not legally required to provide any information on this enrollment application. Cornerstone Montessori Elementary School staff will have access to any information you do provide and use it in the enrollment process. Failure to provide the information requested would necessitate that an enrollment decision be made without the benefit of reviewing the information you could provide. If you do provide the requested information, it is our expectation that any information you provide will be truthful.

I hereby verify that the above information is true and correct to the best of my knowledge.

Signature of Parent/Guardian _____ Date _____

No child will be denied admission to Cornerstone Montessori Elementary School on the basis of gender, religion, ethnicity, immigrant (legal or non) status, or intellectual or physical ability. Cornerstone Montessori Elementary School is a charter public school and is tuition-free. Students from all backgrounds are encouraged to apply.

If more people apply than the number of spaces available for a given grade, program, or facility, Cornerstone Montessori Elementary School will conduct a public lottery to determine admittance to the school. The only preference we give in admitting students is for children who are siblings of current Cornerstone Montessori Elementary School students or children of Cornerstone Montessori Elementary School staff. In order to get this preference, parents MUST submit an application before the end of the open enrollment period. **The lottery will be held on Monday, December 11, 2017, at 5:00 p.m.**

(CMES Office Use) Date Received: _____ Notice of Enrollment Sent on Date: _____

Appendix E: CMES 2018-19 Enrollment Form

Cornerstone Montessori Elementary School

1611 Ames Avenue, St. Paul, Minnesota 55106

Phone: 651.774.5000 Fax: 651-209-0846

Student Enrollment Form 2018-19

Student Name (first middle & last) _____

Age _____ Date of Birth _____ Gender _____

Last School Attended _____

City _____ State _____ Grade (Sept. 1, 2018) _____

Home Address _____

City _____ State _____ Zip _____

Home Phone _____

Country of Birth _____ Home Primary Language _____

Parent/Guardian 1 Name (first & last) _____

Home Address _____

City _____ State _____ Zip _____

Phones: Home _____ Cell _____ Work _____

e-mail _____

Parent/Guardian 2 Name (first & last) _____

Home Address _____

City _____ State _____ Zip _____

Phones: Home _____ Cell _____ Work _____

e-mail _____

Siblings

Name _____ Age _____ School Attending _____

The U.S. Department of Education requires the following two-part question regarding race and ethnicity. Please complete both Part A and Part B.

Part A. **Is this student Hispanic/Latino?** *(Choose only one)*

- No, not Hispanic/Latino**
- Yes, Hispanic/ Latino**
(A person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin regardless of race.)

The above part of the question is about ethnicity, not race. **No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your student’s race to be.**

Part B. **What is the student’s race?** *(Choose one or more)*

- American Indian or Alaska Native**
(A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.)
- Asian**
(A person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.)
- Black or African American**
(A person having origins in any of the black racial groups of Africa.)
- Native Hawaiian or Other Pacific Islander**
(A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands.)
- White**
(A person having origins in any of the original peoples of Europe, the Middle East or North Africa)

Did your child receive special services or participate in special programs at a previous school? ___Yes ___No

Does your student have an IEP? ___Yes ___No

Does your student receive any other community services? ___Yes ___No

Provider _____ Phone _____

Are there any custody related issues? ___Yes ___No

Other Comments:

The Minnesota Government Data Practices Act requires that you be informed that the information you provide is considered private. You are not legally required to provide any information on this enrollment form. Cornerstone Montessori Elementary School staff and the Minnesota Department of Education will have access to any information you do provide. Failure to provide the requested data would necessitate that education decisions are made without the benefit of reviewing the information you could provide. If you do provide the requested information, it is our expectation that any information you provide will be truthful.

Signature of parent/guardian: _____ Date: _____

Appendix F: CMES 2018-19 Revenue, Expenditures and Balance Sheet (unaudited)

Cornerstone Montessori Elementary Revenue and Expenses July 1, 2018 - June 30, 2019

Annual Organization Revenue and Expense	Description	2018-2019 Revised Budget	2018-2019 Actual FYE
Annual Revenues			
Governmental Source Revenue	Federal Funds	56,434	58,629
Earned Income Revenue & Donations	Local Funds	71,670	69,735
State Aid & Funds	State Funds	1,799,862	1,841,669
Total Organization Annual Revenues		\$ 1,927,967	\$ 1,970,033
Annual Expenditures			
Administration		\$ 132,073	\$ 131,147
District Support Services		169,466	166,018
Instructional Program Services		1,134,289	1,123,963
Instructional Support Services		67,656	58,334
Pupil Support Services		151,266	155,465
Buildings and Equipment		257,809	258,882
Fiscal and Other Fixed Cost Programs		14,532	18,952
Total Organization Annual Expenditures		\$ 1,927,091	\$ 1,912,761
Revenue Less Expenses Increases (Decreases) Fund Balance		\$ 876	\$ 57,272
Beginning Fund Balance, All Funds, July 1, 2018		\$ 463,740	\$ 463,740
Ending Fund Balance, All Funds, June 30, 2019		\$ 464,616	\$ 521,011
Percent Fund Balance to Expenditures		24.1%	27.2%

* This report is intended to display the revenue and expenditures during the fiscal year. Please note these are pre-audit numbers. Cornerstone Montessori Elementary School has an annual audit of its financial statements. An audited version of the 2018-2019 financials will be made available by December 2019.

Cornerstone Montessori Elementary School
Saint Paul, Minnesota
Balance Sheet
As of June 30, 2019

	Beginning Balance Audited June 30, 2018	Ending Balance Pre-Audit June 30, 2019
<u>Assets</u>		
Current Assets		
Cash and Investments	\$ 436,616	\$ 384,490
Accounts Receivable	6,064	-
State Aids Receivable	212,273	219,561
Federal Aids Receivable	12,839	3,947
Prepaid Expenses and Deposits	22,405	37,013
Total Current Assets	\$ 690,197	\$ 645,011
Total All Assets	\$ 690,197	\$ 645,011
<u>Liabilities and Fund Balance</u>		
Current Liabilities		
Salaries and Wages Payable	\$ 72,537	\$ 78,399
Accounts Payable	117,989	13,190
Line of Credit Payable	-	-
Payroll Deductions and Contributions	14,550	11,031
Deferred Revenues	20,000	20,000
Total Current Liabilities	\$ 225,076	\$ 122,619
Fund Balance		
Beginning Fund Balance	\$ 422,286	\$ 465,121
Fiscal Year Net Income (Loss)	42,834	57,272
Total Fund Balance	\$ 465,121	\$ 522,392
Total Liabilities and Fund Balance	\$ 690,197	\$ 645,011

Appendix G: CMES 2019-20 Budget

Cornerstone Montessori Elementary School Preliminary Budget Projections FY19 - FY22

This projected budget is a recommendation for FY19 Revised Budget, FY20 Original Budget and provides an overview through FY22. The Budget is based on general inflationary assumptions as provided in this document unless specifically noted below.

The Budget Provides Funding for the Following Goals:

- Board Commitment to Equity in Education
- Board Commitment to Staff Development
- Board Continuation of School Based Mental Health Program
- Board Commitment to Funding of Montessori Materials
- Board Commitment to Fund Future Technology Replacement

Revenue:

- Budget ADM reflect 141 ADM in FY19 & FY20 and 142 ADM in FY21 & FY22
- FY20 & FY21 General Education formula increase is projected at 01.5%. FY22 is at 0% increase.
- Literacy incentive aid is held constant
- State Special Education aid is based on formulas calculating about 97% reimbursement
- Inclusion of Special Grant funding based on grant awards (MDE Student Support and Walton)
- Federal funds off set expenditures with general inflationary assumptions
- Local revenue is generally increased at 0%.

Expenditures:

- 70% of the budget to be spent on instruction, instructional and pupil support
- Salary Increase Assumption at 1.4% increase
- Staff development funds not spent in the current year are carried forward for one year
- Facility Lease expense is based on PU's (WADM) maximum
- Head of School Allocation at .7 FTE
- Continue School Based Mental Health Svcs Program
- Inclusion of Special Grant funding and matched criteria (MDE Student Support and Walton)
- Allowance for Technology Needs/Upgrades

<u>Overall Assumptions:</u>	<u>FY20</u>	<u>FY21</u>	<u>FY22</u>
ADM	141	142	142
State Aid Formula Increase	1.5%	1.5%	0.0%
State Lease Aid Formula Increase	0.0%	0.0%	0.0%
Salaries Increase	1.4%	1.4%	1.0%
Statutory Benefits (per legislative increase)	per statute	per statute	per statute
Group and Cafeteria Benefits increase	7.0%	7.0%	7.0%
Risk Insurance Increase	2.5%	2.5%	2.5%
Purchased Services Increase	2.5%	2.5%	2.5%
Facility Lease	Per formula	Per formula	Per formula
Supplies Increase	0.0%	0.0%	0.0%
Equipment Increase	0.0%	0.0%	0.0%
Misc. & Other Finances Increase	0.0%	0.0%	0.0%

**Cornerstone Montessori Elementary School
FY20 Preliminary Budget**

Description	FY19 Revised Budget	FY20 Estimated Budget	FY21 Estimated Budget	FY22 Estimated Budget
FY19 Notes:	ADM	141.00	141.00	142.00
Fund 01 - General Fund				
Operating Revenues				
State Revenues				
School Trust Land Endowment Aid	5,304.42	5,304.42	5,342.04	5,342.04
Literacy Incentive Aid	12,657.92	12,660.00	12,660.00	12,660.00
General Education Aid	1,057,702.98	1,070,861.51	1,091,486.47	1,091,486.47
General Education Aid-Extended	-	2,371.62	2,388.44	2,388.44
Lease Aid	181,332.00	185,274.00	186,588.00	186,588.00
State Special Education	517,253.12	518,453.84	529,144.11	538,784.41
Long-term Facilities Maintenance	18,612.00	18,612.00	18,744.00	18,744.00
Student Support Grant	7,000.00	7,000.00	3,500.00	3,500.00
Other State Aids	5,500.00	5,500.00	5,500.00	5,500.00
Total State Revenues	1,805,362.44	1,826,037.39	1,855,353.06	1,864,993.36
Federal Revenues				
Federal Special Education Aid	25,354.70	26,352.14	27,010.94	27,686.21
Title I Program	26,885.44	27,260.46	27,640.78	27,917.78
Title II Program	4,194.12	4,298.97	4,406.45	4,516.61
Federal Special Ed Aid - CEIS	-	3,726.45	3,778.62	3,816.41
Total Federal Revenues	56,434.26	61,638.01	62,836.78	63,937.01
Other Local Revenues				
Interest	200.00	200.00	200.00	200.00
Donations	13,775.00	13,775.00	13,775.00	13,775.00
Miscellaneous and Grants	52,195.00	51,072.20	52,504.09	32,822.29
General Fundraising	-	1,222.00	1,833.00	2,749.50
Total Other Local Revenues	66,170.00	66,269.20	68,312.09	49,546.79
Total Operating Revenues	1,927,966.70	1,953,944.60	1,986,501.93	1,978,477.16
Operating Expenditures				
Administration				
Salaries and Wages	150,434.69	152,540.77	154,676.35	156,223.11
Benefits	32,400.52	32,206.04	32,692.01	33,057.12
Purchased Services	90,497.00	91,803.72	94,098.81	96,451.28
Supplies	5,184.00	7,446.00	7,446.00	7,446.00
Equipment	-	-	-	-
Dues and memberships/Chargebacks/Transfers	26,869.02	27,380.84	27,901.76	28,128.38
Total Administration	305,385.22	311,377.38	316,814.93	321,305.90
Elementary Education				
Salaries and Wages	401,701.68	402,089.88	407,719.14	411,796.33
Benefits	82,866.59	83,450.69	86,241.69	88,865.17
Purchased Services	8,500.00	9,178.88	9,408.35	9,643.56
Supplies	15,909.00	16,977.00	16,977.00	16,977.00
Equipment	5,500.00	1,200.00	1,200.00	1,200.00
Fees/Memberships/Dues	1,927.00	1,927.00	1,927.00	1,927.00
Total Elementary Education	516,404.27	514,823.46	523,473.18	530,409.06

**Cornerstone Montessori Elementary School
FY20 Preliminary Budget**

Description	FY19 Revised Budget	FY20 Estimated Budget	FY21 Estimated Budget	FY22 Estimated Budget
FY19 Notes:	ADM	141.00	141.00	142.00
Title I				
Salaries and Benefits	26,429.74	26,799.76	27,174.95	27,446.70
Purchased Services	200.00	205.00	210.13	215.38
Supplies	255.70	255.70	255.70	255.70
Total Title I	26,885.44	27,260.46	27,640.78	27,917.78
Total Title II	4,194.12	4,298.97	4,406.45	4,516.61
State Special Education				
Salaries and Wages	298,512.81	306,857.00	311,153.00	314,264.53
Benefits	70,639.49	72,420.04	75,035.84	77,597.67
Purchased Services	184,798.00	189,417.95	194,153.40	199,007.23
Supplies	1,000.00	1,000.00	1,000.00	1,000.00
Total State Special Education	554,950.30	569,694.99	581,342.23	591,869.43
Federal Special Education				
Purchased Services	25,354.70	25,988.57	26,638.28	27,304.24
Total Federal Special Education	25,354.70	25,988.57	26,638.28	27,304.24
Special Education - CEIS & Third Party Billing				
Salaries and Wages	-	3,726.45	3,778.62	3,816.41
Purchased Services	3,000.00	3,000.00	3,000.00	3,000.00
Supplies	2,500.00	2,500.00	2,500.00	2,500.00
Total CEIS & Third Party Billing	5,500.00	9,226.45	9,278.62	9,316.41
Instructional Support Services				
Salaries and Wages	30,025.00	30,420.00	30,845.88	-
Benefits	4,858.47	4,861.88	5,003.05	-
Purchased Services	21,294.00	19,526.35	19,764.51	22,008.62
Supplies	11,479.00	9,729.00	9,729.00	9,729.00
Total Instructional Support	67,656.47	64,537.23	65,342.44	31,737.62
Student Support Services				
Purchased Services	150,807.00	148,878.60	152,600.57	156,415.58
Supplies	459.00	459.00	459.00	459.00
Total Student Support Services	151,266.00	149,337.60	153,059.57	156,874.58
Facilities and Maintenance				
Purchased Services	63,540.00	65,128.50	66,756.71	68,425.63
Building Lease Expense	201,480.00	205,860.00	207,320.00	207,320.00
Supplies	1,474.00	1,474.00	1,474.00	1,474.00
Facility/Grounds Equipment	-	-	-	-
Total Leases and Maintenance	266,494.00	272,462.50	275,550.71	277,219.63
Total Operating Expenditures	1,924,090.52	1,949,007.60	1,983,547.19	1,978,471.25
Net Operating Income	3,876.17	4,937.00	2,954.74	5.90

**Cornerstone Montessori Elementary School
FY20 Preliminary Budget**

Description		FY19 Revised Budget	FY20 Estimated Budget	FY21 Estimated Budget	FY22 Estimated Budget
FY19 Notes:	ADM	141.00	141.00	142.00	142.00
Fund 02 - Food Service					
Revenues					
State & Federal Aids		45,209.00	45,209.00	45,887.14	46,575.44
Sales		29,500.00	29,500.00	29,942.50	30,391.64
Permanent Fund Transfer		5,847.00	6,158.58	6,378.70	6,605.32
Total Revenues		80,556.00	80,867.58	82,208.34	83,572.40
Expenditures					
Lunches, Milk and Supplies		80,556.00	80,867.58	82,208.33	83,572.40
Total Expenditures		80,556.00	80,867.58	82,208.33	83,572.40
Food Service Fund Net Income		-	-	0.00	0.00
Committed & Assigned Funds					
Montessori Materials		1,000.00	952.42	-	-
Staff Development		-	2,074.00	1,555.50	-
Equity in Education		2,000.00	4,000.00	4,000.00	-
Total Committed & Assigned Funds		3,000.00	7,026.42	5,555.50	-
NET INCOME ALL FUNDS		876.17	(2,089.42)	(2,600.76)	5.90
% Instructional, Instr & Pupil Support		0.70	0.70	0.70	0.70

**Cornerstone Montessori Elementary School
Fund Balance Projection**

	General Fund	General Fund Committed **	Food Svcs Fund	Total Funds
Fiscal Year 2019				
Fund Balance 7.01.18	440,768	24,352	-	465,120
FY19 Revenues	1,924,967	3,000	80,556	2,008,523
FY19 Expenditures	(1,924,091)	(3,000)	(80,556)	(2,007,647)
Revenue Over (under) Expenditures	876	-	-	876
Fund Balance 6.30.19	441,644	24,352	-	465,996
<i>Operating Percent of Expenditures</i>	23%			24%
<i>Projected State Holdback %</i>	10.0%			
Fiscal Year 2020				
Fund Balance 7.01.19	441,644	24,352	-	465,996
FY20 Revenues	1,960,945	3,000	80,868	2,044,812
FY20 Expenditures	(1,959,008)	(7,026)	(80,868)	(2,046,902)
Revenue Over (under) Expenditures	1,937	(4,026)	-	(2,089)
Fund Balance 6.30.20	443,581	20,326	-	463,907
<i>Percent of Expenditures</i>	23%			
<i>Projected State Holdback %</i>	10.0%			
Fiscal Year 2021				
Fund Balance 7.01.20	443,581	20,326	-	463,907
FY21 Revenues	1,983,502	3,000	82,208	2,068,710
FY21 Expenditures	(1,983,547)	(5,556)	(82,208)	(2,071,311)
Revenue Over (under) Expenditures	(45)	(2,556)	0	(2,601)
Fund Balance 6.30.21	443,536	17,771	0	461,306
<i>Percent of Expenditures</i>	22%			
<i>Projected State Holdback %</i>	10.0%			
Fiscal Year 2022				
Fund Balance 7.01.21	443,536	17,771	0	461,306
FY21 Revenues	1,975,477	3,000	83,572	2,062,050
FY21 Expenditures	(1,978,471)		(83,572)	(2,062,044)
Revenue Over (under) Expenditures	(2,994)	3,000	0	6
Fund Balance 6.30.22	440,542	20,771	0	461,312
<i>Percent of Expenditures</i>	22%			
<i>Projected State Holdback %</i>	10.0%			