



CORNERSTONE

MONTESSORI ELEMENTARY SCHOOL

Annual Report – 2021-22 School Year
(including World's Best Workforce Report)



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A. Academic Elements

A1. 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. Nearly half of our student population comes from the Greater East Side and its immediately adjacent zip code, 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.

In our contract with the University of St. Thomas, the purposes of Cornerstone Montessori Elementary School in relation to the purposes for charter schools in Minnesota are outlined below.

The primary purpose of Cornerstone Montessori Elementary School is to improve student learning and student achievement. Additional purposes include:

- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site, improve pupil learning and student achievement.

CMES improves student learning and achievement 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. The Montessori 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.

Using academic data collected through the Minnesota Comprehensive Assessments (MCAs) and FastBridge, along with ample observation and classroom formative assessment, Cornerstone assesses what each child individually needs to succeed. Children whose math or reading skills are below grade level receive intensive intervention from a specialist in that subject. In 2018-19, Cornerstone piloted use of 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. In 2020-21, we also piloted use of FastBridge's Social, Academic, Emotional, and Behavior Rating Scale (SAEBRS) to identify children who may need additional support from a school social

worker or Behavior Specialist. By looking at the whole child, and not only their academic skills, Cornerstone supports children to achieve to the best of their potential.

CMES encourages 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.

Cornerstone's teachers have tremendous independence over their learning environments. CMES will create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site, improve pupil learning and student achievement.

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.

A2. Accountability Plan Goals (Aligns with Evaluation Rubric)

The 2021-2022 Minnesota Comprehensive Assessment results for CMES show the great efforts our teachers undertook in returning achievement to pre-pandemic levels. Not only was reading proficiency higher than it has been in at least five years at Cornerstone (65.3% proficient), but it also was well above the state proficiency percentage of 51.1%. While math proficiency continues to be an area we are emphasizing, the relative consistency of 2021's scores (34% proficient) to 2022's (32.9%) show that the 2019 drop to 17.8% proficient was an aberration. Additionally, while the state's scores show a significant decline in post-Covid proficiency, CMES' scores are holding somewhat steadier (and higher) than assessments prior to 2020.

Percent Meeting or Exceeding on MCA Reading (1.1) 2021-2022 School Year			
	<u># of Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>
Grade 3	22	59.1%	4.5%
Grade 4	17	41.2%	17.6%
Grade 5	25	36.0%	44.0%
Grade 6	11	36.4%	9.1%
Overall	75	44.0%	21.3%

Percent Meeting or Exceeding on MCA II/III Math 2021-2022 School Year			
	<u># of Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>
Grade 3	21	38.1%	0.0%
Grade 4	17	41.2%	11.8%
Grade 5	25	24.0%	4.0%
Grade 6	10	0.0%	0.0%
Overall	73	28.8%	4.1%

Achievement level growth is a difficult standard to assess this year, when nearly 25% of Cornerstone's children did not complete the 2021 MCAs. That said, 43.9% of children who did assess both years maintained or improved achievement level in math (1.4b) and 73.8% maintained or improved in reading (1.4a). Compared to the 2019 MCAs, the last year that progress was measured, children showed sustained growth in 2022, with a 16% improvement in math maintenance/improvement and 6% improvement in reading.

With small sample sizes in our subpopulations, drawing conclusions is challenging. Of the subpopulations identified, only Free/Reduced Lunch, Special Education, and Latine children had sizes large enough to count (1.3). The gap between proficiency in math achievement between these groups and the state is greater than 10% in all three populations (1.3b, 1.12b). In reading achievement, Cornerstone's demographic groups outperform the state by more than 20% for children receiving Special Education services (1.12a), 1.3% for children who qualify for FRL, and almost 12% for Latine children (1.3a). Of the four children who receive ELL services and were assessed in 2022, none performed within 10% of the state populations (1.11a/1.11b). With the very small counts (the largest of the 3 groups that were large enough to count had only 22 children

assessed), we prefer to use our internal assessments and knowledge of each child to consider achievement and growth in our community.

Internal assessments at Cornerstone help to guide our approach to individual interventions and class-level instruction. This year FastBridge assessments were used for both reading and math. Children who demonstrated grade level proficiency in the fall assessments were assessed again in the spring, while children who were below grade level in the fall were targeted for intervention and assessed in the winter, as well as the spring.

Using the aMath FastBridge assessment for grades 2-6, aReading for grades 2-6, and Early Reading for kindergarten-grade 1, we see the compounding effects of Montessori (and intervention) over time. In reading, grades 3-5 have exceptionally high numbers of children on target to meet grade level standards (84% cumulative, 1.6a). Our math results show similar strength in those grades, with 63% on target to meet grade level standards (1.6b).

% At Low or No Risk – Reading				% At Low or No Risk – Math			
	<u># of Students Tested, Spring</u>	<u>% At Low or No Risk</u>	<u># At Low or No Risk</u>		<u># of Students Tested, Spring</u>	<u>% At Low or No Risk</u>	<u># At Low or No Risk</u>
Kindergarten	18	33%	6				
Grade 1	14	21%	3				
Grade 2	19	43%	8	Grade 2	21	33%	7
Grade 3	20	75%	15	Grade 3	21	57%	12
Grade 4	17	88%	15	Grade 4	17	70%	12
Grade 5	13	92%	12	Grade 5	24	63%	15
Grade 6	10	50%	5	Grade 6	11	45%	5
Overall	111	58%	64	Overall	94	54%	51

As with any assessment, scores alone do not tell the whole story. The overall percentage of children making aggressive growth in reading, making more than one year's progress in one year, is 24% school-wide (1.7a). An additional 61 children, 55% of the children assessed, made typical growth (one year's progress in one year). While we always expect that children will make typical progress over the course of a year, seeing 79% of the entire school maintain or exceed these expectations is promising for continued progress. In math, we see similar patterns. Of the 2nd-6th year children assessed, 15% made aggressive growth in 2021-22 (1.7b). Including children who made typical growth, 33% of the student body maintained or exceeded expectations. These numbers are lower than we would like, and we continue to seek ways to demonstrate that our children meet math standards. However, our math specialist in the 21-22 school year joined our staff only in February and was dedicated less than 0.5 FTE to math interventions. With a full-time math specialist for much of the 2022-23 school year, we are optimistic that growth scores will continue to rise.

% Meeting Growth Goals – Reading				% Meeting Growth Goals – Math			
	<u># of Students Tested, Fall & Spring</u>	<u>% Meeting Goal</u>	<u># Meeting Goal</u>		<u># of Students Tested, Fall & Spring</u>	<u>% Meeting Goal</u>	<u># Meeting Goal</u>
Kindergarten	18	6%	1				
Grade 1	14	7%	1				

Grade 2	19	32%	6		Grade 2	19	11%	2
Grade 3	20	25%	5		Grade 3	19	16%	3
Grade 4	17	29%	5		Grade 4	16	25%	4
Grade 5	13	46%	6		Grade 5	23	9%	2
Grade 6	10	30%	3		Grade 6	10	20%	2
Overall	111	24%	27		Overall	87	15%	13

Cornerstone's school specific goal of meeting AMI standards achieved mixed results in 2021-22. At the Primary level (3-6 years, including Kindergarten), CMES was fully recognized. At the Elementary level (6-12 years), the specific standards were met, however our learning recovery methods resulted in associated status granted for the year, with a reassessment to occur this fall (1.14). We believe that meeting the needs of each individual child is a greater Montessori value than the AMI standards allow, and we stand by our Montessori practice regardless. As children have regained the skills needed to be independent and access the Montessori environment, we are loosening the structures that were in place last year and fully expect to meet AMI standards in 2022-23. Cornerstone's excellence within the field is also demonstrated by the attractiveness of our program for visitors from the broader Montessori community. We hosted student teachers from across the country, including trainees from Arizona, Wisconsin, and Minnesota; and we provided consultation to Montessori schools looking to increase access in Missouri and Minnesota.

The 2022-23 school assessment calendar can be found at:

<https://content.myconnectsuite.com/api/documents/510b482e8378414b96983e89b7a19605.pdf>.

See Attachment A2 for the 2021-22 AMI/USA Consultation Report.

A3. After School and Summer Programming

Free before care is offered at Cornerstone from 7:30 to 8:45am; during that time, children eat breakfast, play games, and help prepare the building for the school day. Before and after care are available for kindergarten children through Cornerstone Montessori School, the private partner school to CMES. Prior to the pandemic, after care for elementary aged children was available through the Boys and Girls Club across the street from our campus. With staffing shifts there, we were unable to provide an after care program in 2021-22. We are excited however to be partnering with the Sanneh Foundation, this school year, and Cornerstone children are able to attend their KidzTyme program at the Conway Center using school transportation.

Summer programming is offered for children who qualify for Extended School Year Special Education services annually. Over the past two summers, we were thrilled to be able to offer a General Education summer program, thanks to the Covid relief funding provided by the federal government and Governor Walz, as well. In the summer of 2022, we served 59 1st-6th graders for six weeks, and an additional 12 kindergartners for 7 weeks. The 1st-6th grade children participated in a Montessori work cycle, field trips, and themed activities such as creating and performing plays, while the kindergarten children continued in their Children's House environments.

The General Education summer program was incredibly important for meeting the needs of our low-income and families of color. In the two summers that we have offered programming, we have served 118 unique children in grades 1-6, 79% of whom are children of color, qualify for Free/Reduced Lunch, and/or receive Special Education services. We are actively seeking funding to enable this program to continue at no cost for our families, as state/federal funding is expected to be minimal this year.

A4. Parent Involvement (Aligns with WBWF and Evaluation Rubric)

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 2021-2022 parent satisfaction survey, 32 families responded, of the roughly 96 families enrolled. This was the highest response rate since 2018-19, reflecting, perhaps, the ability of families to interact with the world in ways that are not purely about survival. While we always hope for a higher response rate and will continue to explore ways of increasing feedback, we were proud to continue the trend of parents showing satisfaction with Cornerstone. This year, 100% indicated of respondents indicated they were satisfied with how their children were progressing at Cornerstone, 90.6% would recommend Cornerstone to family or friends, and 93.8% were satisfied with their experience in the community (9.4% and 6.2%, respectively, neither agreed nor disagreed with the latter two statements).

In order to ensure parents feel like partners in their children's learning, we provide frequent emails with classroom updates and photos, and general school news and information. 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. We provide Spanish translation for all parent events, including conferences, and translate all of our communications into Spanish.

We returned to a mixed model for in-person Parent Partnerships this year. Our virtual Stone Soup (one of our favorite annual events, to which we added a filmed reading of the book from staff, cocoa and cookies, and a sing-along) was a big success for the second year in a row. In-person events were best attended when they centered around the children – sharing work, for example, or our first ever ice cream social held at school. This has always been true, but it is clear that parents have less capacity to attend purely educational events than they have in the past and we will continue to work towards offering programming that is meaningful and supportive to families. Our most significant community events – Kindergarten Fly-Up and the Sixth Year Honoring Ceremony – were open to all families, once again, and the feeling of togetherness was palpable. The Honoring Ceremony was also livestreamed, a practice we intend to continue.

During the 2021-22 school year, we engaged in an equity review with Equity Alliance MN. This review, or audit, was the first step in building out the equity pillar of our strategic plan. Through surveys and listening sessions, more than 89 individual parents shared their experiences at Cornerstone, a huge number when compared to our annual surveys. The hard work of creating and implementing an equity plan lies ahead of us, and we are encouraged by the clear interest that our families demonstrated in seeing this through.

A5. Curriculum (Aligns with WBWF)

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 classroom teachers who have been AMI certified, and CMES's Head of School, Alyssa Schwartz, is AMI trained.

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.

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 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.

While Montessori is the foundation of our program, and the lens through which we view all decisions related to the children, the pandemic has made clear the areas where our Montessori albums fall short of the children's needs. For example, the elementary Montessori curriculum assumes children are capable readers when they enter 1st grade, an assumption that does not always match reality. In order to teach children in Lower Elementary to read, a practice that Dr. Montessori did not envision, we supplement our Montessori materials with Words Their Way, Handwriting without Tears, Heggerty, and Orton-Gillingham. As with any Montessori material, the children are given presentations on these curricula and are able to choose them if they wish. Children who do not need the additional supports do not receive the lessons; in that way we meet children where they are, regardless of their skills when coming in to the environment.

Additions to the Montessori environment are made in conversation with the entire Lead Guide/Specialist team, based on need and expertise. We also consult with AMI Montessori teacher trainers when making decisions. The goal in introducing any intervention into the environment, particularly one that takes the children's scheduled time, is that it be provided until it is no longer needed. During much of the 2021-22 school year, for example, our Lower Elementary classes had a designated "silent writing" time, to ensure that children were practicing handwriting. As children mastered the skills and demonstrated they were able to make that work choice independently, the group time decreased until no children needed to participate.

A6. Scheduling (Aligns with WBWF)

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, ELL, math, 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 8:00-5:30). 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.

The 1.5 hour lunch/recess time gives children the opportunity to experience life at Cornerstone in a non-academic setting. This past year, recess was a combination of group activities, led by designated "recess leads," and free play. In 2022-23, we have a designated Recess Coordinator who oversees group games and organizes the children for trips "across the street" to the Boys and Girls Club field. In order to provide the guides/specialists with more time for planning and collaborating, we began artist in residence activities through COMPAS last year. This year, we will offer enrichment programs twice a month in the afternoons, exposing children to art, science, and community resources, while giving staff some needed time outside of the environments.

A7. Professional Development and Teacher Evaluation Systems (Aligns with WBWF and Evaluation Rubric)

The 2021-22 school year was the first year for many of our staff that began with everyone on-site. As such, the priorities for our community was to clarify roles and responsibilities, introduce Montessori to newer staff members, and build relationships. Head of School Alyssa Schwartz was on an extended maternity leave in the fall, creating a need to continue these priorities into the spring.

In addition to the professional development opportunities that are detailed in the attached spreadsheet, Cornerstone staff meet regularly to review systems and troubleshoot pressure points within our work:

Lead Guide/Specialist Meetings (Monthly): Head of School and all lead teachers and specialists (Special Education Teachers, Literacy, Math, and Behavior Specialists, 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 (Monthly): Lead Guides and assistants, aides, paraprofessionals, all specialists, and school administration. Level Lead/Program mentor facilitates meeting.

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

Special Education Meetings (Monthly): Special Education staff, including paraprofessionals, meet with Amanda Wilmot, our Special Education Director, to support individual growth and team development.

The Children’s House (Kindergarten) teams meet weekly, as do the Elementary Lead Guides. Elementary teams meet every other week with their entire environment staff and specialists. The Head of School meets with each licensed teacher monthly and paraprofessionals/assistants as needed/requested.

All Montessori trained staff are invited each year to attend the AMI Refresher Course, held in February; only one elementary staff attended this year, due to Covid. Our licensed staff did make use of opportunities through the Department of Education, with five teachers participating in the LETRS training offered in the spring. We also offered Montessori Orientation Courses to all staff. This year five paraprofessionals participated in the Elementary Orientation at the Montessori Center of Minnesota.

Individual staff were sponsored to attend Crisis Prevention training through Indigo Education, a 3-day *Montessori Learning for Students with Learning Differences* training at Great River School, and the White Anti-Racist Identity Development Cohort through Embracing Equity.

Nora Springer, our School Social Worker, led a monthly book club, guiding staff through *Onward* by Elena Aguilar. This was extremely successful, with up to 15 staff attending each month to reflect and connect.

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.

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 and Math, Special Education) meet at minimum monthly with the Head of School. The Special Education team meets monthly, as well, offering the paraprofessionals direct opportunities for peer support and conversation with the Special Education teachers.

Please see attachment A7 Professional Development Offerings for information about the 2021-22 in-service opportunities.

A8. Innovative Practices, Initiatives and Future Plans

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.

Entering the 2021-22 school year we lost several critical team members, including our longtime Director of Elementary Pedagogy, Math Specialist, one of our contracted Social Workers, a Lower Elementary Guide, and Alyssa Schwartz, Head of School, was on leave for much of the fall. With this much change, it took well into the spring for the year to feel established and fully staffed. We were able to hire a part-time Math Specialist/part-time Special Education Teacher in February. Emma Cornwell worked extensively with Upper Elementary children on math interventions and helped take some of our heavy Special Education caseload. We are excited to have Emma full-time in 2021-22 as a Special Education Teacher, and to start the year with a full-time Math Specialist. Megan Riemer, our Reading Specialist, continued to spend a tremendous amount of energy and effort to both bring children closer to grade level in reading, following the pandemic, and to introduce phonemic awareness curricula into our Children's House and Lower Elementary environments. Thanks to a grant from Dollar General, we were able to supplement our literacy work with the Handwriting without Tears curriculum and to purchase a wide range of book sets for reading groups/book clubs. FastBridge, which we used in 2019-20 for math progress monitoring, continued to be a valuable tool. In 2020-21, we added use of its social-emotional/behavior monitoring tool (SAEBRS), and introduced the reading assessment in 2021-22.

Our School-Based Mental Health program continues to be a shining example of the ways in which Cornerstone meets the needs of the whole child, even as we were only able to utilize Nora Springer and Jenn Miller, two contracted School Social Workers, part-time. Jenn provided individual sessions for children with IEPs and for children who needed individual processing, while Nora did social skills groups with all of our 1st-6th years over the course of the year and read a social-emotional literacy book with our kindergartners each week. Nora also supported class-wide mindfulness practices in the Upper Elementary weekly. Providing on-site mental health supports for our children is tremendous in encouraging comfort with school as an institution, particularly for children and families with histories of educational trauma, and in giving children the tools to cope and thrive despite the world around them.

Our second general education summer program continued to be successful and we are hopeful to continue this program in years to come (discussed above in section A3). This year teachers offered two-week "camp" sessions, centered around themes. In our first session, Upper Elementary children

learned the history of bread and incorporated math and science into experiments with yeast and baking, while the Lower Elementary children spent the first two sessions writing plays and putting together the elements of stagecraft. In the final session, all the children did animal research, culminating in a full-program trip to the Minnesota Zoo. Offering this program is one that supports families and prevents learning loss over the summer, and it is evident that our community benefits from it.

The CMES Strategic Plan was released in February, 2020, and all capacity to initiate that important work disappeared in March, 2020. In 2021-22, we were delighted to be able to return our attention to those goals. Equity Alliance MN was contracted to complete an equity review of the school, which will be translated into an equity plan in 2022-23. We began connecting with the broader community through visits from COMPAS and to deepen our consideration of expansion.

Cornerstone's staff and children continue to feel the impact of the Covid-19 pandemic – we expect it will take years to return to “normal” – but with each passing day we feel more and more confident that children are doing well and that staff are prepared to meet the challenges they face.

A9. Awards

Cornerstone continues to be the only AMI-recognized public elementary school in Minnesota.

We received several grants in 2021-22 that allowed us to strengthen programming for the children: Cornerstone was selected to participate in the Garden in a Box program through the Minnesota State Horticultural Society and the Dollar General Literacy Grant enabled the purchase of book club sets and writing curriculum for the classrooms.

B. Governance and Operational Elements

B1. Teacher Licensure Verification (Aligns with Evaluation Rubric)

Please see attachment B1 for the Teacher Licensure Verification chart.

B2. Management and Administration (Aligns with Evaluation Rubric)

Please see attachment B2 for 2021-22 organizational chart.

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.). In previous years, a Director of Elementary Pedagogy supported the teachers in their classroom work and oversaw the Montessori program in grades 1-6. Unfortunately we were unable to fill that position in 2021-22; AMI Elementary Trainer Andrea Fleener provided some of that support through contracted hours. The teachers are responsible, with the support of assistants, for supporting the growth and development of each Cornerstone student. An additional position, Elementary Program Manager, was added this year to support the Director of Business Operations and Head of School with day to day programming, such as lunch and recess, and she supported the teachers in meeting the needs of their classrooms.

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 Elementary Program Manager discuss their professional development goals with the Head of School.

Notable professional development activities from our administrative team are listed below.

Alyssa Schwartz, Head of School

ADSIS Fall Conference - September 14, 2021

Montessori Advocacy Conference - October 1-3, 2021

Montessori Adolescents Community Conference – January 22, 2022

Chris Bewell, Director of Business Operations

PowerSchool Training – July 8, 2021

MDE Training on Summer School Attendance – July 14, 2021

Data Practices and Open Meetings Webinar – July 21, 2021

MDE-EdFi – Digital Equity Data Webinar – July 22, 2021

MDE Title I Overview – July 26, 2021

FNS Summer Food Service/Seamless Summer Webinar – July 27, 2021

MDE Title IV Overview – August 5, 2021

FNS Verification 101 for School Nutrition Programs – September 28, 2021

FNS Financial Integrity for School Nutrition Programs – October 5, 2021

FNS Verification 200 for School Nutrition Programs – October 12, 2021

FNS Verification: Evaluating Household Documentation – October 26, 2021

FNS Submitting the Verification Report – November 9, 2021

FNS Dynamic School Wellness Strategies – November 16, 2021

Inside the Pandemic: Osterholm and Slavitt – U of M webinar – November 18, 2021

MDE – Managing Test Sessions – ACCESS online – December 7, 2021

MDE – DAC Test Administration Training – December 14, 2021

MDE-EdFi Webinar – January 20, 2022

MDE Title Programs: Documenting Allowable Personnel Costs – January 25, 2022
MDE Applying for FIN 163 Funds for Summer 2022 – February 14, 2022
EdFi Academy: Vendor Sessions, MARSS Comparison Reports – March 7, 9, 10, 17, 2022
EdFi Required Training – April 27, 2022

Lindsay Ruble, Elementary Program Manager

Neurological Aspects of Learning Disabilities – August 4, 2021
Envoy Training – August 11, 2021
Supporting All of Us series – Fall 2021
Keeping Our Schools Healthy – September 15 and 22, 2021
Behavior Management Training – September 25, 2021
Trans Equity Summit – October 3, 2021
Support for Teachers Affected by Trauma – November 12, 2021
Challenging Behaviors: Why They Happen and How to Address Them – December 16, 2021
Nonviolent Crisis Intervention – February 7, 2022
AMI Refresher Course – February 18-21, 2022
MDE - Family Engagement Series – April, 2022
White Anti-Racist Identity Development Cohort – Spring 2022

B3. Organizational Strengths, Challenges and Plans

Cornerstone has a strong operational environment, as evidenced by positive parent survey results, a robust fund balance, and consistency in administration. 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 and support staff who seek to meet the needs of the children they work with. 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.

As in any year, we face similar challenges to other public charter schools in finance (the ever-widening discrepancy between revenue and expenditures, especially with the current inflation rates) and in our reliance on enrollment for fiscal stability. We 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 has done an outstanding job during her tenure of broadening Cornerstone's presence in the community.

The CMES Board continued its work in broadening Cornerstone's reach in the East Side community this year. Board members volunteered at community events, met with local leaders, and completed a successful marketing campaign to increase applications during open enrollment. The Board also worked towards accomplishing goals from the recently established strategic plan. Equity Alliance, a local organization focusing on equity in schools, was engaged to complete an equity audit at Cornerstone, with the intention of creating an action and training plan to foster an anti-racist school environment in every aspect of our operations. Discussions around school expansion continue, and the Board is always on the lookout for new members and funding opportunities. While the 2021-22 school year was not as stable as hoped, the Board was able to continue its strategic work.

The long-term impacts of Covid remain visible in our program, with attendance frequently low and staffing levels difficult to maintain. Our children continue to require greater remediation, especially in the early grades, than they typically would, drawing the Montessori guides away from Cosmic Education. With the Head of School on an extended leave early in the year, and some significant and unexpected staff departures, the 2021-22 school year started off with challenges. Though we ended the year in a strong place, financially in the black and with a high fund balance, retaining most of our staff, and connected to all of our families, it was a challenging year for all, after a series of challenging years. There is no question that staff and children have high needs, emotionally and socially. We continue to emphasize educating the whole child and meeting every single person in our community where we are, and so we are able to build on our strengths: a remarkable and dedicated staff, a committed and supportive board of directors, and a community of families and children who believe in Montessori and access to high quality, learner-centered education.

B4. School Enrollment and Attrition Trends (Aligns with Evaluation Rubric)

We began the 2021-22 school year with 139 children enrolled and a waitlist for most grades. During the school year several families moved out of the area and a few new children were enrolled in the spring. By the end of the school year, total enrollment was 135 children with an Average Daily Membership (ADM) of 136.62. Cornerstone's ADM was lower in 2021-22 than pre-pandemic, though we were pleased to have higher enrollment than the previous year. Our open enrollment period for the 2022-23 school year generated waitlists in most grades, an excellent way to start the year, and a promise that enrollment will rebound over time.

Enrollment Trends

2021-22 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	20	0	1	19	19
1	20	1	3	18	17
2	21	1	0	22	21
3	22	2	2	22	20
4	18	1	1	18	17
5	26	1	2	25	24
6	11	1	1	11	10

Attrition Trends

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	142	21	19	21	27	17	19	18	83%
2020-2021	138	20	21	22	21	25	13	16	87%
2021-2022	135	19	17	23	22	18	24	12	90%
2022-2023 est	139	21	18	17	22	22	19	20	

After many years of holding our open enrollment period in the fall, Cornerstone's open enrollment period in 2021-22 was February through March, with the lottery held on April 11, 2022.

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 does not give preference to students

of the private preschool Cornerstone Montessori School. 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 is conducted by a third-party, unrelated to school staff, board, or applicants. It occurs in a public meeting with adequate notice. The students who are not chosen are placed on a waiting list in the order their names are drawn.

Upon admission, 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.

Please see attachments B4.1 for the Enrollment Policy, B4.2 for the Acceleration and Retention Policy, B4.3 for the 2021-22 Application Form, and B4.4 for the 2021-22 Enrollment Form.

B5. 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. 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 Family Values for Life and the Hazel Park Learning Center. While children at Cornerstone are no longer able to attend the East Side Boys and Girls Club, due to their restructuring, we continue to hold relationships with them and promote their resources within our community. This past year we invited COMPAS teaching artists into our classrooms for several opportunities to learn about different techniques and create art under the supervision of an experienced practitioner.

Elementary children in the Montessori environment set up "going outs" rather than whole-class field trips. Children find opportunities to further their interest-driven research in the community and make the arrangements themselves to access these trips (under the supervision of a licensed adult!). These opportunities support children to feel empowered and capable to engage with adults in positions of authority, as well as to deepen their learning in an experiential capacity. The relationships built during going outs are strengthened and renewed as children share with each other their experiences in the broader community. While going outs were not possible this year with our continued Covid protocols, the children still experienced their annual puberty presentation from the Family Tree Clinic, engaged deeply on community topics relevant to their experiences, and had virtual field trips in their classrooms. In late spring, we were able to take our entire Upper Elementary program to Camp Ihduhapi for outdoor activities and enriching experiences. Our summer program returned to more regular community excursions, with field trips to the Minnesota Zoo, Gibbs Farm, children's theater performances, and a "going in" visit with Brake Bread.

B6. Board Member Orientation and Training Plan (Aligns with Evaluation Rubric)

Prior to being nominated for election, potential CMES board members meet with the Board Chair to answer any questions they may have and to ensure that they understand the role of the board. Elections are held 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. Administrative activities include establishing Cornerstone e-mail addresses 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 first year on the board, with at least one 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, a review of the current strategic plan, 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 Business Manager, Joe Aliperto (Dieci School Finance, LLC), presented proposed budget revisions to the board as needed throughout the school year. During these presentations, Mr. Aliperto 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 dynamic and interactive, allowing for the active participation of each board member.

Cornerstone is a member of Minnesota Association of Charter Schools (MACS), thus 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 in advance, and a summary is provided following the events when information has relevance to a strategic initiative.

The Governance Committee provided opportunities for ongoing training at regular board meetings for 2021-22, including:

- St. Paul's East Side Demographics presentation by Amber Rose Bjerke and Lou Thao
- Annual Triangle board orientation Zoom session. Theme: *Off to the Right Start for MN Montessori Schools*
- Audit Report with Abdo Eick & Meyers; educated board on audit findings, audit terms, etc.
- Review of closed meeting procedures
- Review of CMES/MCM relationship (joint meeting with Montessori Center of Minnesota)
- Presentation from Equity Alliance MN of equity audit findings (joint meeting with Montessori Center of Minnesota)
- Review of MACS "Charter School Primer"
- Presentation from Nora Springer (Social Worker) and Suzi Splinter (Special Education Teacher) on how specialists support students at Cornerstone

Individual board members also participated in continuing education and training opportunities, including:

Jean Melancon, Board Chair

- Classes/Webinars Attended
 - a. Attended Oct 8th board training for MN based Montessori schools by Marc Frankel, Triangle Associates, St. Louis.
 - b. Viewed video by Paul Pillai, *Getting Sh*t on Those Boots: The First Five Years of the Young People's Community*. Seminar hosted by Montessori Institute Prague, January 22, 2022. School highlighted was Young People's Community at The Montessori Place in UK.
- Books read
 - a. *Mrs. Grant and Madame Jule* by Jennifer Chiaverini, historical fiction emphasizing the ever-evolving relationship between a slave and their owner throughout the President Lincoln era.
 - b. *Ruth Bader Ginsburg: A Life* by Jane Sherron de Hart – a comprehensive chronology on Ginsburg's passion for social justice and her advocacy for gender equality.
 - c. *Braiding Sweetgrass* by Robin Wall Kimmerer. Focus on appreciation of mother earth and taking only what we humans need. Also includes lessons on plants and other living creatures and how their actions are aligned with the changes of the seasons.
- Attended periodic St. Paul East Side Area Business Association information sessions to learn about area initiatives and activities relevant to CMES:
 - a. A presentation on de-escalation techniques given by Sagal Abdirahman, St. Paul Police Dept
 - b. Toured Boys Totem Town land May 7th, connected Totem Town coordinator with ESABA and the Sanneh Foundation.
 - c. Interaction with Family Values for Life, including annual backpack distribution for back-to-school event and Mother's Day event.

Carolyn Ganz, Development Committee Chair

- During the past year I attended a presentation by Alan Page and Neil Kashkari on their "Page Amendment" education proposal making quality education a constitutional requirement. It was quite interesting and I got to speak personally with Mr Kashkari about it.
- Also during the year, I corresponded with former Senator Ember Reichgott Young about her book "Zero Chance of Passage" about the founding of charter schools in Minnesota.

B7. Board Member Information (Aligns with Evaluation Rubric)

Please see attachment B7.

C. Financial Elements

C1. Fiscal Health (Aligns with Evaluation Rubric)

☑ _Provide an overview of the financial health and stability of the school during the past fiscal year as well as its current position. Include the following:

- o Current enrollment figures (ADM).
- o Comparison of previous year target ADM to actual ADM.
- o Average cash on hand for previous year
- o Current budget (if revisions have been made)
- o Budget projections

Cornerstone continues to be in a strong financial position, with an unaudited end-of-year fund balance, as of June 30, 2022, of \$886,570, or 36.8%. 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.

Joe Aliperto of Dieci School Finance LLC performed the accounting services for Cornerstone Montessori Elementary for the 2021-22 school year, and Paychex performs the payroll services.

Key financial highlights for the 2021-22 school year include:

- Expected total general fund revenues of \$2,423,037
- Expected total general expenditures of \$2,422,505
- Expected fund balance for all funds projected at \$886,570 (35.1%)
- The 2021-22 budget was set at 137 ADM. The actual ADM for the 2021-22 school year was 136.59. The ADM in FY21 was 135.64, an increase of 0.95 from FY21 to FY22
- Average cash on hand throughout the 2021-22 school year was 90 days, or \$620,420

Cornerstone's enrollment for the 2022-23 school year is 140.3 ADM as of 10/12/22. The projected general fund revenues for FY23 are \$2,561,059 and general expenditures are \$2,575,313.

Please see attachment C1 for the current FY23 budget.

C2. Internal Controls and Board Oversight (Aligns with Evaluation Rubric)

Cornerstone's Finance Committee, which consists of the Board Chair, Board Treasurer, the school's contracted finance manager, the Director of Business Operations, and the Head of School, meet monthly to oversee the school's finances. During the 2021-22 school year, the Board Chair filled the position of Board Treasurer. The Finance Committee review monthly financial statements prepared by the contracted finance manager, as well as monthly donations, the school budget, and any federal or state grants/allocations that require discussion. The reviewed financial statements and donations are submitted to the school board members for review and acceptance at the monthly school board meetings.

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

Abdo Eick & Meyers, LLP, Certified Public Accountants, prepared the school's annual audit in 2021.

C3. Awards

Please see section A9.

World's Best Workforce Summary

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.

The 2021-22 report summary document will be submitted to the Minnesota Department of Education by the December 15, 2022 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 19, 2022.

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 a trained AMI primary 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.

All Students in Third Grade Achieving Grade-Level Literacy

Cornerstone children are assessed three times each year with the FastBridge aReading (2nd-6th grades) and Early Reading (K-1st grades) tools, allowing growth to be measured from fall to spring. Children whose scores indicate they are at risk of falling behind grade level standards are given additional lessons by our Literacy Specialist and children for whom English is not a first language work with our ELL Teacher. In addition to FastBridge, we use MCA data to determine overall reading progress for the community and classroom observation/assessment to identify individual needs

Close the Achievement Gap(s) Between Student Groups

With small sample sizes in our subpopulations and considerable overlap in categories, it is difficult to ascertain the achievement gap in meaningful ways. In the 2022 reading MCAs, Cornerstone's demographic subgroups outperformed the state by more than 20% for children receiving Special Education services, 1.3% for children who qualify for FRL, and almost 12% for Latine children, however the largest of these subpopulations only included 22 children. Through support from specialists in reading, math, and social-emotional/behavior, we aim for all children to achieve to their fullest potential.

All Students Career- and College-Ready by Graduation

Over the past several years, we have designated considerable resources to supporting academic achievement. Our Reading and Math Specialists have spent a tremendous amount of energy and effort to bring children closer to grade level following learning loss during the Covid-19 pandemic and to introduce the Montessori teachers to additional curricula that support learning and academic growth. In 2021-22, FastBridge continued to be used for math and social-emotional/behavior progress monitoring and we added use of its reading tools.

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SCHOOL CONSULTATION REPORT

School Name: Cornerstone Montessori Elementary School
School Address: 1611 Ames Avenue, St. Paul, MN 55106
Consultant: Carol L. Hicks Consultation Date(s): April 19 & 20, 2022

CONSULTANT'S COMMENTS

General Information

Cornerstone Montessori Elementary School is a public charter school, which opened in 2011. Its roots are in the Cornerstone Montessori School, a private early childhood program. Both schools are housed at the Montessori Tracing Center of Minnesota. Both programs serve children of culturally and economically diverse families living in or near St. Paul's east side. Their mission statement says they serve the children "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." They have maintained their dedication to this mission while weathering the challenges of the pandemic.

I spent two days at the school observing two classrooms a day on rotation and then conferencing after school with each of the teachers. I met with Alyssa Schwartz, at the end of the second day. Lunch on the first day was with the administrative team and on the second day with Alyssa and Molly O'Shaughnessy. I was accompanied the entire time by an apprentice consultant, Kate Sargent.

School Demographics

There are two 6 to 9 classes and two 9 to 12 classes at Cornerstone Montessori Elementary School. Three of the classes are in free standing "pods" located outside of the main building. The main building houses the fourth classroom, a 6-9 class, the Cornerstone Montessori School and the training center.

Alyssa Schwartz has been the Head of School since 2018. She holds an AMI primary diploma. The four teachers with AMI elementary diplomas are joined by three classroom assistants. (Currently one classroom has a vacant assistant's position, but the school administration is working to fill that need.) Along with the classroom staff there are 11 para-professionals who work in the classrooms to support the children with special needs throughout the day. Also serving the children are one special educator, one special educator/math specialist, one ELL teacher, one literacy specialist, and two contracted social workers.

As it has since its inception CMES serves a diverse group of families. Approximately 40% of the children are eligible for free or reduced lunch, 15% of the children receive special education services. Currently 137 children are being served.

General Commendations

The entire staff of CMES is dedicated and hardworking. They are meeting head-on the challenges of returning after virtual learning, providing the children with the care and warmth that they need. The staff knows and understands the challenging backgrounds that many of the children face and are willing to make the necessary accommodations so that each child's needs are met.

CMES is an attractive school on grounds that house not just suitable classroom spaces, but also intriguing outdoor areas with a pond and grounds for outdoor work. There is a greenhouse that can be used both as a meeting place and a place for plants. They use a nearby park for recess activities.

Recommendations

As stated in the previous school consultation report, one of the recommendations is that all of the classroom teachers foster more follow up work with the materials. Lessons are being given, but much of the follow up work is done with paper and pencil, or even worksheets. Once a lesson is given the teachers should discuss with the children ways they can do follow up work. It should be made clear that follow up work is expected. They could do more problems in math or geometry either as an extension of the lesson or later on. Teachers may bring supplies for possible follow up work to the lesson and get those children who are interested started on the work right away.

In the lower elementary classrooms children are using prepared sheets that are entitled "Work Choices" with a number of lines on them. These should be quickly phased out and children should be introduced or reintroduced to actual work journals. These journals are an important part of helping the children to be accountable for their own learning.

Regarding the requirement below, I discussed with Alyssa the possibility of having a professional development session aimed at encouraging collaborative work. Collaborative work has been a point in previous consultation visits. I recommended that it be a discussion session led by someone with experience in doing collaborative work.

Requirements

- All worksheets should be removed from the classroom. As a COVID accommodation they were fine, but it is now time to move away from them as they do not engage the reasoning mind or the imagination, they do not encourage group work, nor do they allow for the freedom that is essential for the second plane child's full development.
- The use of lists of "work choices" must be eliminated. The use of work diaries, or journals, as given in training, needs to replace this.
- Collaborative group work must be taught and encouraged. This is one of the skills that is essential at the second plane. It is also one of the skills that has suffered with online learning. Teachers must help the children understand how they can share the work, how different children can take on different tasks and then bring the work together as one whole.
- The afternoon work periods need to allow for 2 hours of freely chosen work.
- All required materials must be in place (see individual reports).



Closing

It was a great pleasure to visit CMES again. I had been there six years ago. Three of the four teachers were there when I did that visit. That speaks highly of the dedication of the staff and the atmosphere of the school community.

If there are any questions or concerns regarding my visit or this report please contact the AMI-USA office.

FINAL SUMMARY

STATUS GRANTED 2021-2022

Recognized ☐

Affiliated ☐

Associated ☒

Next consultation to be scheduled in:

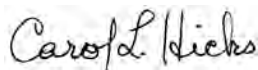
☐ three years

Revisit, if necessary, will be scheduled in:

☒ one year

Comments: A revisit, during the 2022-23 school year, is necessary to assure that requirements have been met.

Consultant's signature:



CAROL L. HICKS

For the academic year: 2021-2022

Date: May 29, 2022



Appendix A7 & B1: Professional Development/
Teacher Licensure

Licensure Template

School Name: Cornerstone Montessori Elementary School
Year Reported On: SY2023

Teacher Name	Returning in										
	At School in SY22? Y or N	SY2023? Y, N or New	Subject Taught	Grade(s) Taught	File #	Function Code	Student Level	Function Description	Expiration Date	Notes	
Bahnemann, Hayley	Y	Y	Lower Elementary	1-3	482561	180100	K-6	Elementary Education	6/30/23	Tier 4 license expires 6/30/26	
Cornwell, Emma	Y	Y	Special Ed/Math	K-6	1011527	180100	K-6	Elementary Education	6/30/24	Out of Field Permission for Special Education	
Crooks, Cynthia	Y	Y	English Language Learners	K-6	267424	60206	K-12	English as a Second Language	6/30/27		
Davis, Anna	Y	Y	Kindergarten	Kindergarten						Anna coteaches with a licensed teacher (Molly in SY22, Megan G in SY23)	
Goff, Jessica	Y	Y	Upper Elementary	4-6	391619	180100	1-6	Elementary Education	6/30/23		
Green, Megan	N	New	Kindergarten	Kindergarten	1020800	180150	B-Grade 3	Early Childhood Education	6/30/24		
Hunding, Kendra	N	New	Math	2-6	288104	180100	1-6	Elementary Education	6/30/27		
Johnson, Mara	Y	Y	Upper Elementary	4-6	486194	180100	K-6	Elementary Education	6/30/23		
McDermott, Molly	Y	Y	Kindergarten	Kindergarten	500248	180150	B-Grade 3	Early Childhood Education	6/30/23		
Riemer, Megan	Y	Y	Reading	K-6	396133	50196	K-12	Reading	6/30/27		
Splinter, Suzanne	Y	Y	Special Education	K-6	332621	199810	K-12	Academic and Behavioral Strat	6/30/26		
Springer, Nora	Y	N	Social Work	K-6	505109	940710	PreK-12	School Social Worker	6/30/23	Nora was contracted in 2021-22 and continues to provide professional support to CMES leadership	
Veit, Antje	N	New	Social Work	K-6	1005504	940710	PreK-12	School Social Worker	6/30/23		
Wade, Sara	Y	Y	Lower Elementary	1-3	407070	180100	K-6	Elementary Education	6/30/27		

Professional Development Offerings

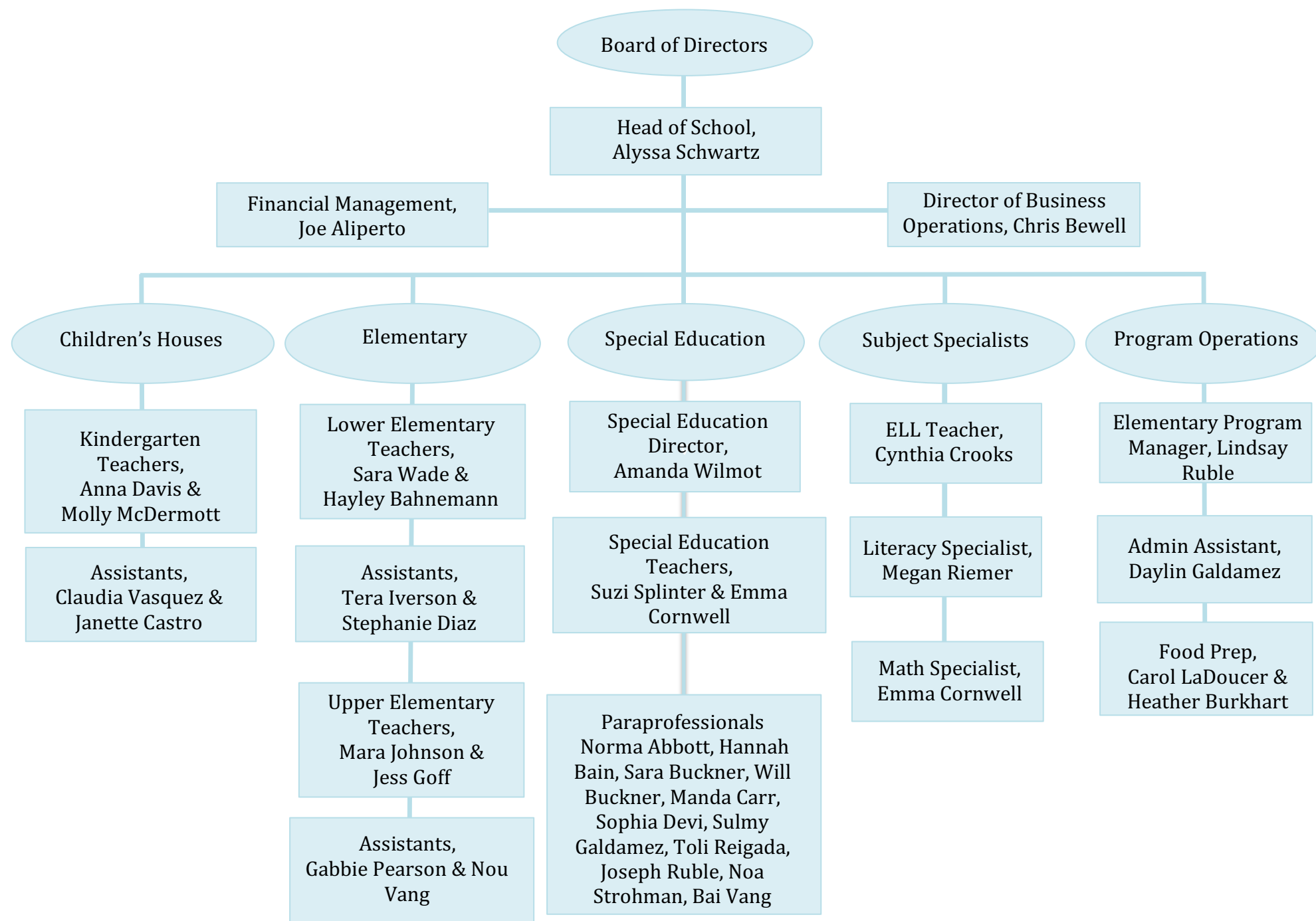
School Name: Cornerstone Montessori Elementary School

Year Reported On: SY2022

Training Title	Training Provider	Audience (e.g. all staff, math teachers, Title IX staff)	Date/s	Required? Y or N
1 CPR/First Aid	American Heart Association	All Staff	9/2/21	N
2 Special Education at Cornerstone	Indigo Education	Paraprofessionals	9/2/21	Y
3 SEL Interventions	Nora Springer	Lead Guides	10/21/21	Y
4 <i>Onward</i> Book Club	Nora Springer	All Staff	10/21/21	N
5 Montessori Materials & Scenarios	Cornerstone Lead Guides	All Staff	10/21/21	Y
6 <i>Onward</i> Book Club	Nora Springer	All Staff	11/16/21	N
7 Supervision & Documentation	Montessori Center of Minnesota	Kindergarten Staff	12/13/21	Y
8 <i>Onward</i> Book Club	Nora Springer	All Staff	12/14/21	N
9 <i>Onward</i> Book Club	Nora Springer	All Staff	1/25/22	N
10 Building Relationship through Play	Cornerstone Admin	All Staff	2/18/22	Y
11 <i>Onward</i> Book Club	Nora Springer	All Staff	2/18/22	N
12 <i>Onward</i> Book Club	Nora Springer	All Staff	3/10/22	N
13 <i>Onward</i> Book Club	Nora Springer	All Staff	5/13/22	N
14 Adoption Positive Classrooms	Lutheran Social Service of MN	All Staff	5/13/22	Y
15 <i>Onward</i> Book Club	Nora Springer	All Staff	6/15/22	N

Appendix B2: Organizational Chart

Cornerstone Montessori Elementary School Org Chart—2021-2022 School Year



Cornerstone Montessori Elementary School
Enrollment Policy

Under Minnesota law, Cornerstone's enrollment process starts with an enrollment period. The enrollment period will be February 1 through March 31. 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 April 10. If April 10 falls on a weekend or holiday, the lottery will be held on the next business day following the weekend or holiday.

The lottery will be conducted by a third-party, unrelated to school staff, board, or applicants. It will occur in a public meeting with adequate notice. The students who are not chosen will be placed on a waiting list in the order their names are drawn.

Upon admission, Cornerstone may require additional information about enrolling students including information on special education needs, health care summaries, family background, and family routines and habits.

Kindergarten Enrollment: Prospective students entering kindergarten must be five years of age on or before September 1 of the kindergarten year.

Non-Discrimination Statement: No child may or will be denied admission to Cornerstone Montessori Elementary School on the basis of gender, religion, ethnicity, or intellectual or physical ability. Cornerstone Montessori Elementary School is a tuition-free school. Students from all backgrounds are encouraged to apply.

Board Approved: August 28, 2012

Board Amended: January 22, 2019

Revised: October 20, 2020

Revised: January 19, 2021

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

Board reviewed: March 15, 2022

Appendix B4.3: 2021-22 Application Form



Application Form for the **2021-22** School Year Enrolling grades K-6

Cornerstone Montessori Elementary School will accept applications for enrollment for the **2021-22** academic year, from **February 1 to March 31, 2021**. To be eligible for kindergarten your child must be 5 years old by September 1, 2021. 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

Fax: 651.209.0846 or email: info@cornerstone-elementary.org

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 **2021-2022** School Year (please select/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, April 12, 2021, at 5:00 p.m.**

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

Appendix B4.4: 2021-22 Enrollment Form

Cornerstone Montessori Elementary School

1611 Ames Avenue, St. Paul, Minnesota 55106

Phone: 651.774.5000 Fax: 651.209.0846

Student Enrollment Form 2021-22

Student Name (first middle & last) _____

Age _____ Date of Birth _____ Gender _____

Last School Attended _____

City _____ State _____ Grade (Sept. 1, 2021) _____

Home Address _____

City _____ State _____ Zip _____

Home Phone or Main Contact Cell 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 _____

Name _____ Age _____ School Attending _____

Name _____ Age _____ School Attending _____

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 B7: Board Member Information Chart

Cornerstone Montessori Elementary School Board of Directors Information – 2021-22 School Year

Name	Date Seated	Term End Date	Position	Type	Expertise	Email	Phone	Attend Rate	Governance Course 100	Employment Course 300	Financial Management Course 200
Marcus Almon	7/1/19	6/30/22	Trustee	Parent	Attorney	marcusalm on@corner stone- elementary .org	651- 774- 5000	67%	8/19/2020 through MACS	11/22/2019 through MACS	4/28/2020 through MACS
Carolyn Ganz	10/16/19 elected 7/1/20	6/30/20 6/30/23	Trustee	Community Member		carolyngen z@cornerst one- elementary .org	651- 774- 5000	100%	8/19/2020 through MACS	2/27/2020 through MACS	1/22/2020 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@c ornerstone- elementary .org	651- 774- 5000	100%	3/11/2017 through MACS	3/11/2017 through MACS	11/28/2016 through MACS
Jean Melancon	7/18/17 reelected 7/1/20	6/30/20 6/30/23	Board Chair	Community Member	Previous Montessori Board Chair, Business & Board Consultant	jeanmelanc on@corner stone- elementary .org	651- 774- 5000	100%	9/21/2017 through MACS	10/3/2017 through MACS	11/26/2017 through MACS
Maisah Outlaw	11/20/18 reelected 7/1/21	6/30/21 6/30/24	Trustee	Community Member	AMI certified Montessori teacher	maisahoutl aw@corner stone- elementary .org	651- 774- 5000	89%	6/12/19 through MACS	6/18/19 through MACS	5/30/19 through MACS
Julaine Roffers- Agarwal	7/1/18 reelected 7/1/21	6/30/21 6/30/24	Vice-Chair	Parent	Project Management, communication	julaineroffe rsagrawal@ cornerston e- elementary .org	651- 774- 5000	100%	9/12/2018 through MACS	11/10/2018 through MACS	10/30/2018 through MACS
Sarah Stocco	12/18/19 elected 7/1/20	6/30/20 6/30/23	Trustee	Community Member		sarahstocco @cornersto ne- elementary .org	651- 774- 5000	100%	1/13/21 through MACS	1/27/21 through MACS	5/19/20 through MACS
Alyssa Schwartz	NA	NA	Ex-Officio	Head of School	AMI certified Montessori teacher	alyssaschw artz@corne rstone- elementary .org	651- 774- 5000	100%	9/12/2018 through MACS	11/10/2018 through MACS	9/24/2018 through MACS

Appendix C1: CMES 2022-23 Budget
Cornerstone Montessori Elementary School
**Budget Detail
FY23 Original Budget**

Account	Description	FY22 YTD 4.30.22 137.00	FY22 Revised Budget 137.00	FY23 Original Budget 141.00	Compared to Revised Budget 4.00
FUND 01 - GENERAL FUND					
Operating Revenue					
State Revenue					
01 R 005 000 000 000 201	School Trust Land Endowment	5,635.16	5,153.94	5,682.36	528.42
01 R 005 000 000 000 212	Literacy Incentive Aid	-	12,660.00	12,660.00	-
01 R 005 000 000 000 211	General Education Aid	823,425.59	1,097,075.29	1,102,171.45	5,096.17
01 R 005 000 000 348 300	Charter School Lease Aid	-	180,018.00	185,274.00	5,256.00
01 R 005 000 000 740 360	State Special Ed Aid	469,712.77	629,228.79	761,314.88	132,086.09
01 R 005 000 000 000 317	Long-term Facilities Maintenance	16,394.40	18,084.00	18,612.00	528.00
01 R 005 000 000 000 370	Student Support Grant	1,595.66	3,500.00	-	(3,500.00)
01 R 005 000 000 317 211	English Learner Cross Subsidy	561.58	-	623.96	623.96
01 R 005 000 999 740 360	ADSIS Grant	-	43,679.40	75,907.26	32,227.86
01 R 005 000 000 000 071	3rd Party Billing - Dept of Health	1,525.44	5,500.00	-	(5,500.00)
		1,318,850.60	1,997,203.75	2,162,245.91	167,346.50
Federal Revenue					
01 R 005 000 000 401 400	Title I	16,981.62	27,230.67	20,249.20	(6,981.47)
01 R 005 000 000 414 400	Title II	-	3,861.18	2,861.18	(1,000.00)
01 R 005 000 000 433 400	Title IV	5,270.00	-	10,000.00	10,000.00
01 R 005 000 000 150 400	Summer Programming	-	6,203.57	-	(6,203.57)
01 R 005 000 000 155 400	CRRSA Act Funds	-	90,691.03	6,971.59	(83,719.44)
01 R 005 000 000 160 400	ARP Act Funds	-	-	162,943.34	162,943.34
01 R 005 000 000 161 400	ARP Act Funds - Learning Loss	-	16,450.00	40,735.83	24,285.83
01 R 005 000 000 163 400	Expanded Summer Program	10,200.00	40,585.95	108,322.06	67,736.11
01 R 005 000 000 169 400	ARP Act Funds - Learning Loss - HUS	-	-	10,000.00	10,000.00
01 R 005 000 000 419 400	Federal Special Ed Aid	-	20,953.05	21,532.24	579.19
01 R 005 000 000 420 400	Federal Special Ed - ECSE	1,129.50	3,861.18	2,861.18	(1,000.00)
01 R 005 000 000 425 400	Federal Special Ed - CEIS	-	3,858.87	3,936.05	77.18
		33,581.12	213,695.50	390,412.66	176,717.16
Other Local Revenue					
01 R 005 000 000 000 092	Interest	-	200.00	-	(200.00)
01 R 005 000 000 000 096	Donations	3,698.68	13,775.00	3,700.00	(10,075.00)
01 R 005 000 100 000 096	Grant - Walton	25,000.00	-	-	-
01 R 005 000 101 000 096	Grant - Wend Foundation	-	25,000.00	-	(25,000.00)
01 R 005 000 520 000 096	Give to the MAX - November Campaign	-	2,265.00	2,000.00	(265.00)
01 R 005 000 522 000 096	Grant - O'Shaughnessy	15,000.00	15,000.00	-	(15,000.00)
01 R 005 000 000 000 099	Miscellaneous Revenue	35,468.81	-	2,700.00	2,700.00
		79,167.49	56,240.00	8,400.00	(47,840.00)
Total Operating Revenue		1,431,599.23	2,267,139.27	2,561,058.57	296,223.66

Cornerstone Montessori Elementary School
Budget Detail
FY23 Original Budget

Account	Description	FY22 YTD 4.30.22 137.00	FY22 Revised Budget 137.00	FY23 Original Budget 141.00	Compared to Revised Budget 4.00
Operating Expenditures					
Administration					
Salaries					
01 E 005 030 000 000 110	Admin Salaries - Director	74,370.98	72,475.47	63,649.24	(8,826.23)
01 E 005 110 000 000 110	Non-Lic - Business Support	60,513.29	71,828.22	73,264.78	1,436.56
01 E 005 110 000 000 170	Business Support	-	-	-	-
		134,884.27	144,303.69	136,914.02	(7,389.66)
Benefits					
01 E 005 030 000 000 210	FICA - Director	5,649.98	5,544.37	4,869.17	(675.20)
01 E 005 110 000 000 210	FICA - Business Support	4,604.74	5,494.86	5,604.76	109.90
01 E 005 110 000 000 214	PERA - Business Support	4,538.54	5,387.12	5,494.86	107.74
01 E 005 030 000 000 214	PERA - Director	2,259.30	5,435.66	4,773.69	(661.97)
01 E 005 030 000 000 218	TRA - Business Support Services	3,690.30	-	-	-
01 E 005 110 000 000 218	TRA - Business Support Services	-	-	-	-
01 E 005 030 000 000 220	Health - Director	-	77.68	77.68	-
01 E 005 030 000 000 230	Life - Director	39.00	38.84	77.68	38.84
01 E 005 110 000 000 230	Life - Business Support	15.00	253.40	258.99	5.59
01 E 005 030 000 000 240	LTD/STD - Director	-	204.59	208.68	4.09
01 E 005 110 000 000 240	LTD/STD - Business Support	-	-	-	-
01 E 005 110 000 000 270	Workers Comp	5,585.00	-	6,000.00	6,000.00
01 E 005 110 000 000 280	Unemployment Ins	2,110.54	1,500.00	2,500.00	1,000.00
		28,492.40	23,936.52	29,865.52	5,929.00
Purchased Services					
01 E 005 010 000 000 305	Service Fees - Board of Ed	-	-	-	-
01 E 005 105 000 000 305	Service Fees - General Admin	10,844.40	19,000.00	11,000.00	(8,000.00)
01 E 005 107 000 000 305	Service Fees - General Admin	680.00	-	750.00	750.00
01 E 005 108 000 000 305	Service Fees - Admin Tech	5,600.00	4,652.17	7,000.00	2,347.83
01 E 005 110 000 000 305	Service Fees - Business	57,788.33	76,456.08	82,500.00	6,043.92
01 E 005 110 000 000 320	Communication Services - Operations	7,127.63	4,200.00	9,000.00	4,800.00
01 E 005 110 000 000 329	Postage - Business	142.96	615.00	615.00	-
01 E 005 010 000 000 366	Travel/Conference - Board	-	200.00	200.00	-
01 E 005 107 000 000 370	Operating Lease - Marketing	-	787.97	-	(787.97)
01 E 005 110 000 000 370	Rentals - Business Support	6,584.50	10,250.00	9,000.00	(1,250.00)
		88,767.82	116,161.22	120,065.00	3,903.78

Cornerstone Montessori Elementary School
Budget Detail
FY23 Original Budget

Account	Description	FY22 YTD 4.30.22 137.00	FY22 Revised Budget 137.00	FY23 Original Budget 141.00	Compared to Revised Budget 4.00
Supplies					
01 E 005 030 000 000 401	Supplies - Director	-	135.00	135.00	-
01 E 005 105 000 000 401	Supplies - General Admin	-	300.00	300.00	-
01 E 005 107 000 000 401	Supplies - Other Admin	-	-	-	-
01 E 005 010 000 000 490	Food - Board	-	-	-	-
01 E 005 107 000 000 490	Food - Other Admin	323.65	155.00	500.00	345.00
01 E 005 108 000 000 405	Admin Tech Services - Software and License	7,756.62	13,000.00	15,000.00	2,000.00
01 E 005 108 000 000 465	Admin Technology Equipment	-	-	1,200.00	1,200.00
01 E 005 110 000 000 405	Business Admin - Software and License	4,223.67	8,100.00	-	(8,100.00)
01 E 005 110 000 000 401	Supplies - Business Support	2,608.99	10,000.00	5,000.00	(5,000.00)
		14,912.93	31,690.00	22,135.00	(9,555.00)
Other					
01 E 005 010 000 000 820	Board - Dues/Memberships	18,359.71	13,928.61	21,000.00	7,071.39
01 E 005 105 000 000 820	General - Dues/Memberships/Fees	-	6,772.00	-	(6,772.00)
01 E 005 110 000 000 820	Business - Dues/Memberships/Fees	710.00	900.00	900.00	-
01 E 005 950 000 000 910	Permanent Fund Transfer	-	-	4,150.00	4,150.00
		19,069.71	21,600.61	26,050.00	4,449.39
Total Administration		286,127.13	337,692.03	335,029.55	(2,662.49)
Elementary Education					
Salaries					
01 E 010 201 000 000 140	Lic Teacher - Kdgn	20,271.07	25,191.10	25,694.92	503.82
01 E 010 201 000 000 141	Non-Lic - Kdgn	14,336.59	19,250.00	19,635.00	385.00
01 E 010 203 000 000 140	Lic Teacher - Elementary	145,766.31	188,508.22	147,766.05	(40,742.17)
01 E 010 219 000 000 140	Lic Teacher - ELL	27,655.19	46,000.00	-	(46,000.00)
01 E 010 203 000 000 141	Non-Lic - Elementary	28,015.08	33,780.00	44,829.11	11,049.11
01 E 010 203 000 000 143	Lic Instr Support - Elementary	35,609.39	51,267.86	52,293.22	1,025.36
01 E 010 203 000 000 145	Lic Subs - Elementary	176.00	6,242.40	6,367.25	124.85
01 E 010 203 000 000 146	NonLic Subs - Elementary	768.80	1,054.97	1,076.06	21.10
		272,598.43	371,294.54	297,661.61	(73,632.93)

Cornerstone Montessori Elementary School
Budget Detail
FY23 Original Budget

Account	Description	FY22 YTD 4.30.22 137.00	FY22 Revised Budget 137.00	FY23 Original Budget 141.00	Compared to Revised Budget 4.00
Benefits					
01 E 010 201 000 000 210	FICA - Kdgn	2,647.22	3,399.74	3,467.74	68.00
01 E 010 201 000 000 214	PERA - Kdgn	1,771.45	2,371.88	2,419.31	47.44
01 E 010 201 000 000 218	TRA - Kdgn	916.47	1,068.86	1,090.24	21.38
01 E 010 203 000 000 210	FICA - Elementary	20,639.46	29,639.38	29,920.05	280.67
01 E 010 203 000 000 214	PERA - Elementary	5,416.28	6,630.64	8,660.18	2,029.54
01 E 010 203 000 000 218	TRA - Elementary	17,465.25	22,020.47	22,988.61	968.13
01 E 010 219 000 000 210	FICA - ELL	2,020.16	3,519.00	3,589.38	70.38
01 E 010 219 000 000 218	TRA - ELL	2,752.03	3,836.40	3,913.13	76.73
01 E 010 203 000 000 220	Medical - Elementary	16,042.22	11,756.31	15,456.11	3,699.80
01 E 010 219 000 000 220	Medical - ELL	7,255.14	8,765.54	17,531.08	8,765.54
01 E 010 201 000 000 230	Life - Kdgn	66.00	120.00	120.00	-
01 E 010 203 000 000 230	Life - Elementary	2,449.02	349.57	427.25	77.68
01 E 010 219 000 000 230	Life - ELL	24.75	38.84	38.84	-
01 E 010 201 000 000 240	LTD/STD - Kdgn	-	460.30	469.51	9.21
01 E 010 203 000 000 240	LTD/STD - Elementary	-	965.42	1,092.82	127.40
01 E 010 219 000 000 240	LTD/STD - ELL	-	131.02	133.64	2.62
		79,465.45	95,073.38	111,317.90	16,244.52
Purchased Services					
01 E 010 201 000 000 305	Contracted Services - Kdgn	1,183.55	1,250.00	1,250.00	-
01 E 010 201 000 000 389	Tuition Reimbursement - Kdgn	232.50	-	500.00	500.00
01 E 010 203 000 000 305	Contracted Services - Elem	8,284.42	3,000.00	10,000.00	7,000.00
		9,700.47	4,250.00	11,750.00	7,500.00
Supplies					
01 E 010 203 000 000 401	Non-Instr Supplies	13,160.66	8,549.00	15,000.00	6,451.00
01 E 010 203 000 000 406	Instructional Software	1,266.09	4,800.00	2,000.00	(2,800.00)
01 E 010 203 000 000 430	Instr Supplies	3,076.79	4,000.00	4,000.00	-
01 E 010 203 000 000 466	Instructional Tech Devices	10,666.09	-	1,200.00	1,200.00
01 E 010 203 000 000 490	Food - Classroom Snacks	324.80	100.00	100.00	-
01 E 010 219 000 000 430	ELL - Instructional Supplies	-	-	-	-
		28,494.43	17,449.00	22,300.00	4,851.00
Equipment					
01 E 010 203 000 000 530	Furniture & Equipment	-	-	-	-
01 E 010 203 000 000 555	Tech Equipment	-	1,200.00	-	(1,200.00)
		-	1,200.00	-	(1,200.00)
Other					
01 E 010 203 000 000 820	Dues/Memberships/Fees	-	-	-	-
		-	-	-	-
Total Elementary Education		390,258.78	489,266.93	443,029.51	(46,237.42)

Cornerstone Montessori Elementary School
Budget Detail
FY23 Original Budget

Account	Description	FY22 YTD 4.30.22 137.00	FY22 Revised Budget 137.00	FY23 Original Budget 141.00	Compared to Revised Budget 4.00
Title I					
Salaries					
01 E 010 216 000 401 143	Literacy Salary	-	-	-	-
01 E 010 216 000 401 161	Non Lic Salary	17,863.68	25,020.00	19,849.20	(5,170.80)
		17,863.68	25,020.00	19,849.20	(5,170.80)
Purchased Services					
01 E 010 216 637 401 360	Student Transportation	-	1,954.97	-	(1,954.97)
		-	1,954.97	-	(1,954.97)
Supplies					
01 E 010 216 637 401 401	Non-Instr Supplies	112.59	255.70	400.00	144.30
		112.59	255.70	400.00	144.30
Total Title I		17,976.27	27,230.67	20,249.20	(6,981.47)
Title II					
Purchased Services					
01 E 010 204 640 414 303	Title II - Staff Development-contract	-	2,767.47	1,767.47	(1,000.00)
01 E 010 204 640 414 366	Title II - Staff Development-travel	6,006.33	1,093.71	1,093.71	-
		6,006.33	3,861.18	2,861.18	(1,000.00)
Total Title II		6,006.33	3,861.18	2,861.18	(1,000.00)
Title IV					
01 E 010 206 000 433 143	Title IV - Licensed Support Staff	14.13	-	10,000.00	10,000.00
01 E 010 206 000 433 140	Title IV - Licensed Support Staff	-	-	-	-
01 E 010 206 000 433 466	Title IV - Instructional Supplies	-	-	-	-
01 E 010 206 000 433 303	Title IV - Summer Programming	-	-	-	-
		14.13	-	10,000.00	10,000.00
Total Title IV		14.13	-	10,000.00	10,000.00

Cornerstone Montessori Elementary School
Budget Detail
FY23 Original Budget

Account	Description	FY22 YTD 4.30.22 137.00	FY22 Revised Budget 137.00	FY23 Original Budget 141.00	Compared to Revised Budget 4.00
State Special Education					
Salaries					
01 E 010 407 000 740 140	Lic Teacher - SLD	9,629.13	13,421.55	13,689.98	268.43
01 E 010 408 000 740 140	Lic Teacher - EBC	8,047.68	7,320.84	7,467.26	146.42
01 E 010 410 000 740 140	Lic Teacher - OHD	7,878.40	10,981.27	63,200.89	52,219.63
01 E 010 411 000 740 140	Lic Teacher - AUT	8,753.85	12,201.41	12,445.43	244.03
01 E 010 412 000 740 140	Lic Teacher - DD	12,255.31	17,081.97	17,423.61	341.64
01 E 010 420 000 740 156	Lic Social Worker	-	-	27,000.00	27,000.00
01 E 010 420 000 740 146	Non-Lic - Subs	2,006.70	10,760.65	10,975.86	215.21
01 E 010 420 000 740 161	Non-Lic - Aggregate	243,075.39	316,409.09	312,737.27	(3,671.82)
01 E 010 412 000 740 162	Certified One-to-One - DD	-	-	-	-
01 E 020 407 000 740 185	Lic Teacher - SLD	2,575.00	3,000.00	3,060.00	60.00
01 E 020 407 000 740 186	NonLic Assistant - SLD	-	20,500.00	20,910.00	410.00
		294,221.46	411,676.77	488,910.30	77,233.54
Benefits					
01 E 010 420 000 740 210	FICA - Aggregate	22,674.79	32,067.03	35,567.93	3,500.90
01 E 020 407 000 740 210	FICA - SLD ESY	181.52	1,797.75	1,833.71	35.96
01 E 010 420 000 740 214	PERA - Aggregate	20,326.92	26,055.68	23,455.30	(2,600.39)
01 E 020 407 000 740 214	PERA - EBD ESY	-	1,537.50	1,568.25	30.75
01 E 020 407 000 740 218	TRA - EBD ESY	214.75	250.20	255.20	5.00
01 E 010 408 000 740 210	EBD - FICS	187.10	-	-	-
01 E 010 408 000 740 218	EBD - TRA	233.13	-	-	-
01 E 010 420 000 740 218	TRA - Aggregate	3,650.34	5,985.42	12,693.73	6,708.31
01 E 010 420 000 740 220	Health - Various	23,594.01	32,390.83	28,691.03	(3,699.80)
01 E 010 420 000 740 230	Life - Various	1,436.06	621.46	640.88	19.42
01 E 010 420 000 740 240	LTD/STD - Various	9.00	1,478.79	1,643.32	164.53
		72,507.62	102,184.66	106,349.35	4,164.68
Purchased Services					
01 E 010 407 000 740 307	Purchased Services - SLD Subs	300.00	25,000.00	500.00	(24,500.00)
01 E 010 412 000 740 307	Contracted Services	-	-	-	-
01 E 010 420 000 740 307	Contracted Services	2,381.49	1,537.50	3,000.00	1,462.50
01 E 010 401 000 740 394	Speech/Language	12,471.51	21,012.50	15,000.00	(6,012.50)
01 E 010 407 000 740 394	Contracted Teacher - SLD	27,325.00	-	30,000.00	30,000.00
01 E 010 408 000 740 394	Contracted Teacher - EBD	-	2,500.00	-	(2,500.00)
01 E 010 411 000 740 394	Contracted services - Autism	-	-	-	-
01 E 010 420 000 740 366	Professional Development	664.22	-	750.00	750.00
01 E 010 405 000 740 394	Contracted Services	2,785.11	-	3,000.00	3,000.00
01 E 020 420 000 740 394	Contracted - Aggregate ESY	2,700.00	-	3,000.00	3,000.00
01 E 010 420 000 740 394	Contracted - Aggregate	86,184.05	61,500.00	95,000.00	33,500.00
		134,811.38	111,550.00	150,250.00	38,700.00

Cornerstone Montessori Elementary School
Budget Detail
FY23 Original Budget

Account	Description	FY22 YTD 4.30.22 137.00	FY22 Revised Budget 137.00	FY23 Original Budget 141.00	Compared to Revised Budget 4.00
Supplies					
01 E 010 420 000 740 401	Supplies - Aggregate	3,079.41	500.00	-	(500.00)
01 E 010 420 000 740 433	Indiv Instr Supplies - Aggregate	43.75	500.00	-	(500.00)
		3,123.16	1,000.00	-	(1,000.00)
Total State Special Education		504,663.62	626,411.43	745,509.65	119,098.22
ADSIS Grant					
01 E 010 422 000 740 140	Licensed Teacher - ADSIS	14,125.38	35,000.00	79,000.00	44,000.00
01 E 010 422 000 740 210	FICA - ADSIS	-	-	6,043.50	6,043.50
01 E 010 422 000 740 218	TRA - ADSIS	-	2,919.00	6,588.60	3,669.60
01 E 010 422 000 740 394	Purchased Services - ADSIS	10,010.00	34,000.00	34,000.00	-
01 E 010 422 000 740 401	Supplies - ADSIS	112.61	880.00	880.00	-
Total ADSIS Grant		24,247.99	72,799.00	126,512.10	53,713.10
Federal Special Education					
Purchased Services					
01 E 010 420 000 419 303	Service Fees <\$25K	20,000.00	15,828.05	21,532.24	5,704.19
01 E 010 420 000 420 303	ECSE Service	-	5,125.00	-	(5,125.00)
		20,000.00	20,953.05	21,532.24	579.19
Total Federal Special Education		20,000.00	20,953.05	21,532.24	579.19
Special Education - CEIS & Third Party Billing					
CEIS					
Salaries					
01 E 010 422 000 425 143	Sp Ed Early Intervention	3,895.05	3,858.87	3,936.05	77.18
		3,895.05	3,858.87	3,936.05	77.18
MDE Third Party Billing					
Contracted Services					
01 E 010 400 000 372 305	Sp Ed Third Party Billing	1,834.87	3,000.00	-	(3,000.00)
01 E 010 400 000 372 401	Sp Ed Third Party Billing	-	2,500.00	-	(2,500.00)
		1,834.87	5,500.00	-	(5,500.00)
Total Special Education - CEIS & Third Party Billing		5,729.92	9,358.87	3,936.05	(5,422.82)

Cornerstone Montessori Elementary School
Budget Detail
FY23 Original Budget

Account	Description	FY22 YTD 4.30.22 137.00	FY22 Revised Budget 137.00	FY23 Original Budget 141.00	Compared to Revised Budget 4.00
Summer Programming					
01 E 010 203 011 163 140	Ext. Summer - Teachers	-	9,750.00	37,500.00	27,750.00
01 E 010 203 011 163 141	Ext. Summer - Non-Licensed Classroom Personnel	-	20,242.50	8,775.00	(11,467.50)
01 E 010 203 011 163 144	Ext. Summer - Educational Assistant	-	-	34,500.00	34,500.00
01 E 010 203 011 163 145	Ext. Summer - Substitutes	-	5,145.00	5,145.00	-
01 E 010 203 011 163 210	Ext. Summer - FICA	-	2,688.02	6,572.88	3,884.86
01 E 010 203 011 163 214	Ext. Summer - PERA	-	1,518.19	3,245.63	1,727.44
01 E 010 203 011 163 218	Ext. Summer - TRA	-	1,242.24	3,556.59	2,314.35
01 E 010 203 011 163 303	Ext. Summer - Purchased Services	-	-	1,000.00	1,000.00
01 E 005 760 011 163 360	Ext. Summer - Transportation	-	-	8,026.96	8,026.96
01 E 010 203 000 150 141	Summer Programming	6,203.57	6,203.57	-	(6,203.57)
Total Summer Programming		6,203.57	46,789.52	108,322.06	61,532.54
CRRSA Act Funds					
01 E 010 203 011 155 141	ESSER II - Educational Assistant/Summer Programming	48,389.36	53,350.00	-	(53,350.00)
01 E 010 203 011 155 430	ESSER II - Gen Ed Instr Supplies	1,132.43	1,677.04	-	(1,677.04)
01 E 005 108 011 155 303	ESSER II - Purchased Services	100.00	100.00	-	(100.00)
01 E 005 108 011 155 405	ESSER II - Non-Instructional Software	354.00	354.00	-	(354.00)
01 E 005 108 011 155 406	ESSER II - Instructional Software	3,499.86	3,499.86	-	(3,499.86)
01 E 010 640 011 155 366	ESSER II - Professional Development	100.00	4,150.00	-	(4,150.00)
01 E 010 203 011 155 140	ESSER II - Licensed Teacher	15,389.02	14,157.12	6,971.59	(7,185.53)
01 E 010 203 011 155 303	ESSER II - Purchased Services	-	1,606.50	-	(1,606.50)
01 E 010 203 011 155 401	ESSER II - Non-Instructional Supplies	1,684.47	1,684.47	-	(1,684.47)
01 E 010 203 011 155 406	ESSER II - Instructional Software	7,000.00	7,000.00	-	(7,000.00)
01 E 005 110 011 155 370	ESSER II - Rentals	1,418.00	1,418.00	-	(1,418.00)
01 E 005 110 011 155 329	ESSER II - Postage	146.00	146.00	-	(146.00)
01 E 005 110 011 155 401	ESSER II - Non-Instructional Supplies	350.04	350.04	-	(350.04)
01 E 005 110 011 155 820	ESSER II - Dues/Memberships	366.00	433.00	-	(433.00)
01 E 005 760 011 155 360	ESSER II - Pupil Transportation - Summer School	765.00	765.00	-	(765.00)
Total CRRSA Act Funds		80,694.18	90,691.03	6,971.59	(83,719.44)
ARP Act Funds					
01 E 010 219 011 160 140	ESSER III - Licensed Teacher	-	-	46,920.00	46,920.00
01 E 010 203 011 160 140	ESSER III - Licensed Teacher	-	-	58,308.65	58,308.65
01 E 010 203 011 160 141	ESSER III - Non-Licensed Staff	-	-	49,714.69	49,714.69
01 E 005 760 011 160 360	ESSER III - Transportation - Summer	-	16,450.00	-	(16,450.00)
01 E 005 105 011 160 303	ESSER III - Administrative - Purchased Services	-	-	8,000.00	8,000.00
01 E 010 203 011 161 140	ESSER III - Licensed Teacher	-	-	-	-
01 E 005 605 011 161 110	ESSER III - Program Manager	-	-	40,735.83	40,735.83
01 E 010 203 011 161 141	ESSER III - Purchased Services	-	-	-	-
01 E 010 203 011 169 303	ESSER III - HUS - Purchased Services	-	-	10,000.00	10,000.00
Total ARP Act Funds		-	16,450.00	213,679.17	197,229.17
Total COVID Relief Bills		86,897.75	153,930.55	328,972.81	175,042.26

Cornerstone Montessori Elementary School
Budget Detail
FY23 Original Budget

Account	Description	FY22 YTD	FY22	FY23	Compared
		4.30.22	Revised	Original	to Revised
		137.00	Budget	Budget	Budget
			137.00	141.00	4.00

Cornerstone Montessori Elementary School
Budget Detail
FY23 Original Budget

Account	Description	FY22 YTD 4.30.22 137.00	FY22 Revised Budget 137.00	FY23 Original Budget 141.00	Compared to Revised Budget 4.00
Instructional Support Services					
Salaries					
01 E 005 605 000 000 110	Salaries Administrative	29,094.40	40,500.00	574.17	(39,925.83)
01 E 005 605 000 000 185	Salaries-Teachers Xtra Assn'mt	-	-	-	-
		29,094.40	40,500.00	574.17	(39,925.83)
Benefits					
01 E 005 605 000 000 210	FICA	2,256.46	3,098.25	3,925.21	826.96
01 E 005 605 000 000 214	PERA	2,310.33	3,037.50	3,098.25	60.75
01 E 005 605 000 000 218	TRA	7.05	-	834.00	834.00
01 E 005 605 000 000 230	Life	6.00	77.68	77.68	-
01 E 005 605 000 000 240	Disability	-	115.36	214.90	99.54
		4,579.84	6,328.79	8,150.04	1,821.25
Purchased Services					
01 E 005 605 000 000 370	Instruc Support - Lease	-	3,261.14	-	(3,261.14)
01 E 005 630 000 000 305	Instruc Support - Tech Svcs	300.00	-	-	-
01 E 010 640 000 000 366	Travel - Staff Development	3,901.78	5,000.00	5,000.00	-
		4,201.78	8,261.14	5,000.00	(3,261.14)
Supplies & Equipment					
01 E 010 605 000 000 401	Non-Instruc Support Supplies	-	-	-	-
01 E 005 610 000 000 401	Curriculum Development Supplies	-	33.00	-	(33.00)
01 E 010 620 000 000 470	Library/Media - Materials	-	-	-	-
01 E 010 640 000 000 401	Staff Development Supplies	65.08	100.00	100.00	-
01 E 010 640 000 000 490	Staff Development Food	-	200.00	200.00	-
		65.08	333.00	300.00	(33.00)
Support our Students Grant					
01 E 005 610 000 000 305	Support our Students - Social Worker	2,190.50	14,000.00	-	(14,000.00)
		2,190.50	14,000.00	-	(14,033.00)
Total Instructional Support Services		40,131.60	69,422.93	14,024.21	(55,431.72)
Student Support Services					
Purchased Services					
01 E 005 720 000 000 305	Service Fees - Health	704.62	1,537.50	1,500.00	(37.50)
01 E 005 760 000 720 360	Pupil Transportation - Regular	109,646.50	119,850.00	140,250.00	20,400.00
01 E 005 760 000 723 360	Pupil Transportation - Sp Ed	62,384.50	58,012.50	68,000.00	9,987.50
01 E 020 760 000 723 360	Pupil Transportation - ESY	7,446.00	7,446.00	7,446.00	-
01 E 005 760 000 728 360	Pupil Transportation - Homeless	-	-	-	-
01 E 005 760 000 733 360	Pupil Transportation - Other	-	307.50	-	(307.50)
		180,181.62	187,153.50	217,196.00	30,042.50

Cornerstone Montessori Elementary School
Budget Detail
FY23 Original Budget

Account	Description	FY22 YTD 4.30.22 137.00	FY22 Revised Budget 137.00	FY23 Original Budget 141.00	Compared to Revised Budget 4.00
Supplies					
01 E 005 720 000 000 401	Non-Instr Supplies - Health	418.01	400.00	500.00	100.00
		418.01	400.00	500.00	100.00
Total Student Support Services		180,599.63	187,553.50	217,696.00	30,142.50
Operations & Maintenance					
Purchased Services					
01 E 005 810 000 000 305	Service Fees - Operations	23,342.51	27,576.81	30,000.00	2,423.20
01 E 005 810 000 000 330	Utilities - Operations	26,463.83	23,420.53	35,000.00	11,579.47
01 E 005 810 001 000 370	Facility Rental - Graduation	-	1,000.00	1,000.00	-
01 E 005 940 000 000 340	Insurance	13,946.23	9,124.68	16,500.00	7,375.32
01 E 005 810 000 000 350	Facilities maintenance/repairs	-	682.91	-	(682.91)
		63,752.57	61,804.92	82,500.00	20,695.08
Facilities Lease					
01 E 005 850 000 348 370	Facilities Lease	166,683.30	200,020.00	205,860.00	5,840.00
		166,683.30	200,020.00	205,860.00	5,840.00
Supplies					
01 E 005 810 001 000 401	Non-Instr Supplies - Graduation	-	1,000.00	1,000.00	-
01 E 005 810 000 000 401	Non-Instr Supplies	56.00	1,474.00	100.00	(1,374.00)
		56.00	2,474.00	1,100.00	(1,374.00)
Total Operations & Maintenance		230,491.87	264,298.92	289,460.00	25,161.08
Total Operating Expenditures		1,793,145.02	2,262,779.06	2,558,812.50	296,000.43
Net Operating Income		(361,545.79)	4,360.21	2,246.08	223.23

FUND 02 - FOOD SERVICE

Revenue					
02 R 005 770 000 701 300	State Reimbursement Lunch	1,301.23	20,552.09	1,950.00	(18,602.09)
02 R 005 770 000 705 300	State Reimbursement Bkfst	-	-	-	-
02 R 005 770 000 701 471	Federal Reimburse Lunch	-	-	-	-
02 R 005 770 000 701 472	Federal Lunch Free/Reduce	45,685.04	61,656.25	68,000.00	6,343.75
02 R 005 770 000 701 474	Commodity Distribution	-	-	-	-
02 R 005 770 000 705 476	Federal Reimbursement Bkfst	9,734.80	-	14,600.00	14,600.00
02 R 005 770 000 709 479	Summer School Lunch - Covid-19	315.54	-	500.00	500.00
02 R 005 770 000 701 601	Lunch Sales to Pupils	-	-	-	-
02 R 005 770 000 701 649	Permanent Fund Transfer	-	-	4,150.00	4,150.00
Total Revenue		57,036.61	82,208.33	89,200.00	6,991.67

Cornerstone Montessori Elementary School
Budget Detail
FY23 Original Budget

Account	Description	FY22 YTD 4.30.22 137.00	FY22 Revised Budget 137.00	FY23 Original Budget 141.00	Compared to Revised Budget 4.00
Expenditures					
02 E 005 770 000 701 305	Contracted Svcs - Lunch Prog	15,297.68	13,007.79	15,500.00	2,492.21
02 E 005 770 000 701 366	Travel - Staff Development	-	86.15	-	(86.15)
02 E 005 770 000 701 401	Supplies - Lunch Program	5,046.83	2,876.51	5,500.00	2,623.49
02 E 005 770 000 701 490	Food - Lunch Program	53,441.79	54,195.93	53,700.00	(495.93)
02 E 005 770 000 705 490	Food - Breakfast Program	12,921.84	9,774.45	14,500.00	4,725.55
02 E 005 770 000 701 491	Commodity Distribution	(6,359.95)	1,380.40	-	(1,380.40)
02 E 005 770 000 701 820	Dues / Fees- Food Service	-	887.11	-	(887.11)
		80,348.19	82,208.33	89,200.00	6,991.67
Total Expenditures		80,348.19	82,208.33	89,200.00	6,991.67
FUND 02 NET INCOME		(23,311.58)	-	-	0.00
DESIGNATED EXPENSES					
General Fund Committed Fund Balance					
01 E 010 203 999 000 430	Montessori Materials	-	10,000.00	-	(10,000.00)
01 E 005 640 999 000 305	Staff Development - AMI Sponsorship	-	-	10,000.00	10,000.00
01 E 010 640 999 316 366	Staff Development	-	-	3,500.00	3,500.00
01 E 005 010 999 000 305	Equity in Education	1,262.40	20,000.00	3,000.00	(17,000.00)
TOTAL DESIGNATED EXPENSES - General Fund		1,262.40	30,000.00	16,500.00	(13,500.00)
NET INCOME ALL FUNDS		(386,119.77)	(25,639.79)	(14,253.92)	13,723.23