



CORNERSTONE

MONTESSORI ELEMENTARY SCHOOL

Annual Report – 2019-20 School Year (including World's Best Workforce Report)



6th Year Honoring Ceremony

Cornerstone Montessori Elementary School
Friday, June 5, 2020

Cornerstone Montessori Elementary School

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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), DIBELS, 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. 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

Unfortunately, the MCAs were not administered in the 2019-20 school year. This section, therefore, will only address the school-specific assessments and goals designated in Cornerstone's contract with the University of St. Thomas. The 2020-21 school assessment calendar can be found at:

<http://images.pcmac.org/SiSFiles/Schools/MN/CornerstoneMontessoriES/CornerstoneMontessoriES/Uploads/Publications/CMES 2020-21 Assessment Schedule.pdf>.

DIBELS is administered with all children at Cornerstone in grades 1-6 to assess reading performance. In the fall assessment, 65% of children demonstrated grade level proficiency and 11% scored just below grade level. Upper Elementary (grades 4-6) children who scored below grade level in the fall and all Lower Elementary children (grades 1-3) were assessed again in January, 2020. Of these children, 56% scored at or above grade level, with an additional 15% scoring just below grade level. Due to the on-site school closure in March and the adjustment to distance learning, we were unable to complete assessments in the spring. In a typical year, the spring assessment would have included all 1st-6th graders.

The DIBELS data shows that Cornerstone continues to be a place where reading is valued. Between the Montessori work completed in the environment and intervention services provided by Megan Riemer, our Literacy Specialist, we see that there is a cumulative effect on children's reading level: in 3rd grade and 6th grade, the capstone years of the Montessori cycle, 83% demonstrated grade level proficiency. The only children who did not were children who were new to Cornerstone or received Special Education or ELL services.

60% of children assessed in the fall of 2018 scored at grade level, compared to 65% scoring at grade level in the fall of 2019. This growth demonstrates both that a high number of children are already reading proficiently when the school year starts, and that growth is occurring over time. As this was our first year measuring growth under our contract with the University of St. Thomas, we will need to determine what an appropriate growth score would be, as well as whether it is more useful to assess growth over the course of the school year (considering the outcome of individualized interventions) or school year to school year (measuring the program growth).

To measure mathematics proficiency in 2019-20, Cornerstone used the FastBridge aMath assessment for the first time. aMath was administered to all children in grades 3-6 in the fall and winter. As with the DIBELS, spring assessments were not possible due to Covid-19. In the fall, 50% of children scored in the low or no risk categories. In just a few months of math-specific interventions from our Math Specialist, 41% of children made typical growth between fall and winter, and 26% made aggressive growth. FastBridge tracks the rate of improvement for children: aggressive growth allows children to end the year in a lower risk category than they started, while typical growth will enable children to improve at the same rate over the course of the year. 26% of 3rd-6th graders demonstrating aggressive growth by the winter months is extremely promising for the success of our new math program.

Cornerstone continues to meet all AMI standards as a recognized school at both the 3-6 and 6-12 levels. The student body is composed of approximately 50% children of color and 42% children eligible for Free/Reduced Lunch, reflecting the diverse community Cornerstone seeks to serve.

A3. After School and Summer Programming

Cornerstone offers Extended School Year for children who qualify for ESY Special Education services. At this time we do not offer general education summer programming. Children requiring after-care participate in programming at the Boys and Girls Club across the street.

A4. Parent Involvement

Cornerstone's families are engaged with their children's learning and are pleased with the education provided, and have been since the school's founding. In the 2019-2020 parent satisfaction survey, 24 families responded. This number was significantly lower than the response rate in 2018-19; the survey was administered in May, in accordance with our annual schedule, at a time when parents were stretched thin between distance learning, job loss or restructuring, and the early days of the Covid-19 pandemic. While we always hope for a higher response rate, we were proud to continue the trend of parents showing satisfaction with Cornerstone. This year, 100% indicated they were satisfied, overall, with how their children are supported at Cornerstone and 100% were satisfied with the quality of the Montessori program.

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

Parents and families are also invited to participate in on-site events that the children create. The UN International Day of Peace is celebrated annually at Cornerstone, and attended by a great many families each September. Individual classrooms invited in families to watch Reader's Theater, children-composed plays, and work presentations.

This year parent education declined significantly after the state of emergency was declared in March. We were unable to offer the Parent Partnerships that had been scheduled, and the Cornerstone Cafés we offered on Zoom were not well attended. That said, the events that took place prior to March were very well attended and feedback was positive. Parents particularly appreciated a discussion of developmentally appropriate relationships for children of all ages, and a presentation from Alicia Sojourner about problem solving and resiliency.

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 teachers who have been AMI certified, and CMES's Head of School, Alyssa Schwartz, is AMI certified, as is the Director of Pedagogy, Liesl Taylor.

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

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

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

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

Within the multi-age community, older children often serve as teachers and mentors for the younger children. These children share their experiences by helping others. This process not only helps create a sense of community and interdependence, but also reinforces previous learning for the older children. Self-direction encourages trust, acceptance, and non-competitiveness. The materials, teacher, and children's community come together to assist the child in developing a strong self-image and sense of self-esteem, which is critical when building an attitude of learning and exploration to last a lifetime.

Children's House (Kindergarten)

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

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

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

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

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

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

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

Elementary (Ages 6-12)

From age six through age 12 – the elementary school years – the child is driven by a natural curiosity and tendency to explore the expansive interconnectedness within and across disciplines such as the arts, math, and social studies. Dr. Montessori used the term “cosmic education” to refer to this stage of education best fitting this period of child development. The Great Lessons are at the center of Montessori elementary education. These lessons are stories that explore the beginnings of the universe, the formation of the stars and planets, the progress of plant and animal life, the arrival of humans and language, and the origins of mathematics, geometry, and the sciences. From these stories the child develops sensitivity to the way things live, to the interdependence of life, and to the fundamental needs of human beings. Timelines, charts, and research cards of human needs help the child in independent study and inspire more research in geology, sciences, biology, geography, and history. Montessori elementary children use their imagination and reasoning minds to explore all the parts of the universe. They may be engaged in a variety of learning activities at the same time.

At the center of the Montessori elementary classroom is the well-trained Montessori teacher. This professional is an “enlightened generalist” with knowledge deep enough to know details that add to the Great Lessons and connect the details into a big picture across the disciplines. The teacher's role is to be the storyteller of our history and our world, as we understand it, to inspire the children, and then to guide them in acquiring the skills to pursue their interests and to explore the relationships among the different subject matters. This teacher is also trained in areas of child development.

Because the Montessori child spends three years in the same classroom environment, the elementary teacher can be keenly tuned in to the unique personality of each child. This sensitivity permits the teacher to guide each child into areas of natural interest. The teacher or guide is in communication with the child and the family to help the child maximize his or her educational opportunities.

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

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

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

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 and ELL and literacy services are pushed into the environment; children identified for these services work with the teacher individually or in small groups alongside their peers in the classroom. A two-hour minimum work period follows lunch and recess, with children continuing to make independent work choices and receiving lessons from their guides.

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

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

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

In the elementary program, grades 1-6, the work periods are supplemented by "class congress" or "council," where children address community concerns and problem-solve together. Silent reading and read-aloud are also incorporated into the daily schedule, giving children a sustained period to develop a love of reading and story-telling. As in the Children's House, lunch is a community affair, with meals served family-style and children responsible for the cleanup and setup of their lunch. A full hour is provided for recess, allowing children to gain valuable physical skills and to practice being in community in a less structured environment.

This 1.5 hour lunch/recess time gives children the opportunity to experience life at Cornerstone in a non-academic setting, and also allows the lead guides an uninterrupted prep period. During this time, when children are with support staff and licensed non-classroom teachers, the guides meet with each other and with school administration to plan and have time for their own lesson planning and curriculum review.

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

Professional Development Opportunities

All Staff In-Service Trainings

The entire staff typically meets 4 times annually, in addition to pre- and post-program weeks bookending the school year, to engage in Professional Development trainings pertinent to growing in the knowledge, understanding and skills needed to carry out our mission, i.e. providing high quality Montessori education for all children. Specifically, during the 2019-2020 academic year, meetings and topics were as follows:

Pre-Program week, August 22-30, 2019. In addition to all-staff trainings on topics ranging from blood-borne pathogens to mandated reporting, CMES Board Secretary Jess Goff spoke to staff on the topic of charter school management; Amanda Wilmot, Cornerstone's Special Education Director, provided *Special Education for General Educators* training for all staff and paraprofessional training for our para team; and the entire Cornerstone team, including our partners at Cornerstone Montessori School, participated in a workshop with Sun Yung Shin, editor of *A Good Time for the Truth: Race in Minnesota*, exploring representation in children's literature.

MEA Weekend, October 17-18. Dr. Valaida Wise, Adjunct Professor at Johns Hopkins University, led the Cornerstone staff and board, along with the staff and board of the Montessori Center of Minnesota, in a two-day equity intensive. During this time, staff raised issues of equity and access within our building, problem-solved some of these challenges, explored racial equity in our Montessori curriculum, and discussed the next steps in creating a truly anti-racist organization.

Monday, December 16. Sun Yung Shin returned to Cornerstone to lead a discussion of her book, *A Good Time for the Truth*.

Friday, March 13. Cornerstone parent Avi Viswanathan shared an identity exploration activity with the staff to begin a day focused on staff prep and meetings to solve minor problems.

Friday, May 1. Our May in-service day was canceled, due to the need for consistency in our distance learning schedule.

Post Program Week, June 8-10. Evaluating our program relative to Special Education, problem-solving, parent education/engagement, and staff prep time.

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

Standing Agenda

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

Level Meetings (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.

Over the course of the year, additional conversations were held to support ongoing needs. These workshops included *Special Education at Cornerstone*, a workshop with Amanda Wilmot to prepare for our MDE special education review, and a presentation by Jean Melancon, CMES Board Chair, on the school's new strategic plan. In addition, several staff attended our parent presentation on problem-solving and resiliency, led by Alicia Sojourner.

Additional Staff Development Training by Individual:

Catherine Kennedy (Trained Early Childhood Classroom Assistant)

- Association Montessori Internationale Refresher Course; February 14-17, 2020
- Circle of Security; February 29, 2020
- Completed coursework toward a Minnesota state teaching license and Master's degree

Molly McDermott

- Association Montessori Internationale Refresher Course; February 14-17, 2020
- Circle of Security; February 29, 2020
- Overlooking Autism – Girls on the Spectrum; April 17, 2020
- Completed coursework toward a Minnesota state teaching license

Brianna Olson-Carr (Trained Early Childhood Classroom Assistant)

- Association Montessori Internationale Refresher Course; February 14-17, 2020
- Circle of Security; February 29, 2020
- Distance Learning for Equity; March 26, 2020
- Empowering Youth! Creating Anti-Bias Anti-Racist Spaces for Everyone; March 28, 2020

Maisah Outlaw

- Association Montessori Internationale Refresher Course; February 14-17, 2020
- Circle of Security; February 29, 2020

Megan Riemer

- Supporting the Dyslexic Child in Montessori; August 21, 2019

David Shubat (Special Education Paraprofessional)

- Classes taken at Minnesota State University, Mankato, including:
 - Strategies for Teaching Learners with Special Needs
 - Positive Behavioral Interventions and Supports
 - Instructional Decision Making
 - Literary Methods for a Diverse Classroom

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.

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

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

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.

In order to continue to support children's academic achievement, we designated resources this year to direct math interventions. Liesl Taylor, our Director of Elementary Pedagogy and an AMI-trained, state licensed K-6 teacher, provided direct instruction individually and in small groups to children who do not meet grade level in mathematics. While we were unable to complete spring assessments to determine growth, the progress we saw from fall to winter was exceptional. We are excited to see this program continue to flourish, in 2020-21 under the direction of Amber Osterkamp, also an AMI-trained, state licensed teacher, and to see math achievement as demonstrated on the MCAs match the quality of work children complete in the classroom.

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

The CMES Board spent the 2018-19 school year conducting focus groups with staff and parents to better understand the ways in which Cornerstone is succeeding and where there is opportunity for improvement. A new strategic plan was approved in the winter of 2019-20 and presented to the community by CMES Board Chair Jean Melancon and Vice Chair Julaine Roffers-Agarwal. The strategic plan, which can be found at http://images.pcmac.org/Uploads/CornerstoneMontessoriES/CornerstoneMontessoriES/Departments/DocumentsCategories/Documents/CMES%20Strategic%20Plan%20FINAL%202019-12-11_%7BSIS52447E34A9BB%7D.pdf, is an ambitious plan to grow the school and recenter equity and community in our work. Due to the Covid-19 pandemic, limited work was done during this year, but we are eager to continue the initiatives outlined in the future.

As part of this strategic planning process, we continue to recognize that there is inequity in our school structures. A predominately white staff lead a diverse student body, and only one of our ten licensed teachers is a person of color. We began discussion around issues of equity in 2018-19, with

professional development on implicit bias and parent education on talking with children about race, and we devoted significant time and resources in 2019-20 to educating our community and considering issues from a staff perspective. This work will, by necessity, continue as we regain our bearings in the 2020-21 school year.

It is impossible to consider the 2019-20 year without recognizing that two and a half months were essentially lost to our community. While we worked extremely hard to prepare a distance learning program that met the needs of children and families, it must be noted that the Montessori curriculum does not translate easily or quickly to a digital format. With only a few days to prepare, the Cornerstone guides adapted their environments to be online, considering equity and access, along with the social-emotional needs and academic progress of children. We were pleased to maintain connections with all of our families, through direct delivery of weekly meals and materials, and learned a number of ways that distance learning could be improved for the fall of 2020. At the same time, however, there is no question that children's learning regressed and that many suffered from anxiety and depression due to isolation and family experiences of job loss and illness. The 2020-21 school year in many ways will be one of rebuilding: we don't know when or how we will be able to be together as a community again, and children's academics will need to return to where they were before they can move forward. We are confident that we have the resources and the people to put in place strong structures for children's academic and social-emotional growth, and we recognize that it will take time before we see the fruits of this labor.

A9. Awards

Cornerstone was proud to receive the FY19 2020 Minnesota School Finance Award, once again, for 2019 Financial Reporting.

Cornerstone also continues to be fully recognized by the Association Montessori Internationale.

We were also pleased to receive a Minnesota Humanities Center grant, allowing us to work with Sun Yung Shin on equity education for our staff.

And, while not an award, Cornerstone's Special Education department received a clean review from the Minnesota Department of Education, with not a single finding noted in its on-site evaluation.

B. Governance and Operational Elements

B1. Teacher Licensure Verification

District Number	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2020 (Yes, No)	Status SY2021		Additional Notes
							Yes-Returning	No-Returning	
							Yes	New	
4201-07	Cornerstone Montessori Elementary School	Crooks, Cynthia	267424	ELL	K-6	Yes	Yes		
4201-07	Cornerstone Montessori Elementary School	Dernovsek, Kes'ava	1001336	Lower Elementary	1-3	Yes	Yes		
4201-07	Cornerstone Montessori Elementary School	Goff, Jessica	391619	Upper Elementary	4-6	Yes	Yes		
4201-07	Cornerstone Montessori Elementary School	Johnson, Mara	486194	Upper Elementary	4-6	Yes	Yes		
4201-07	Cornerstone Montessori Elementary School	McDermott, Molly	500248	Kindergarten	Kindergarten	Yes	Yes		
4201-07	Cornerstone Montessori Elementary School	Olson-Carr, Brianna	511826	Kindergarten	Kindergarten	No	New		Held Trained Assistant position in SY2020
4201-07	Cornerstone Montessori Elementary School	Outlaw, Maisah	511716	Kindergarten	Kindergarten	Yes	No		
4201-07	Cornerstone Montessori Elementary School	Osterkamp, Amber	455024	Math Specialist	1-6	No	Yes		Was on maternity leave during SY2020
4201-07	Cornerstone Montessori Elementary School	Riemer, Megan	396133	Literacy Specialist	K-6	Yes	Yes		
4201-07	Cornerstone Montessori Elementary School	Splinter, Suzanne	332621	Special Education	K-6	Yes	Yes		
4201-07	Cornerstone Montessori Elementary School	Taylor, Liesl	424839	Behavior Specialist	1-6	Yes	Yes		Served as Math Specialist in SY2020
4201-07	Cornerstone Montessori Elementary School	Wade, Sara	407070	Lower Elementary	1-3	Yes	Yes		

B2. Management and Administration

See attachment B1 for Teacher Licensure Template and attachment B2 for 2019-20 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.). The Director of Elementary Pedagogy provides support to the teachers in their classroom work and oversees the Montessori program in grades 1-6. In the classroom environments the teachers are supported in their work and guided by the Head of School and the Director of Elementary Pedagogy. The Director of Elementary Pedagogy observes in the classroom and meets with teachers on a weekly basis to discuss lessons and student progress. The teachers are responsible, with the support of assistants, for supporting the growth and development of each Cornerstone student.

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

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

Alyssa Schwartz, Head of School

Montessori Administrators Retreat – AMI/USA; July 19-20, 2019

Professional Development for Charter School Leaders – Indigo Education; August 6, 2019

MDE Part B Fast and Furious Training – Minnesota Board of School Administrators; August 13, 2019

Montessori Advocacy Conference – Montessori Public Policy Initiative; September 27-29, 2019

Administrators Refresher Course – AMI/USA, February 14-17, 2020

The Circle of Security – Montessori Center of Minnesota; February 29, 2020

ADSIS Spring Conference – MDE; April 17, 2020

Liesl Taylor, Director of Elementary Pedagogy

The Art of Coaching Teams – Elena Aguilar

Elementary Refresher Course – AMI/USA; February 14-17, 2020

Chris Bewell, Director of Business Operations

FNS The Healthy Schools Toolkit – MDE; November 14, 2019

Food and Nutrition Review – MDE; December 17 & 18, 2019

SchoolinSites online training for website; January 20 & 24, 2020

MARSS Training – students experiencing homelessness – MDE; February 4, 2020

Ed-Fi Production Webinar – MDE; February 11, 2020

FastBridge Webinars; February 18, 19, 20, 2020

FNS COVID Webinars:

- School Nutrition and Covid 19

- Keep Calm and Carry On: Maintaining your composure during COVID – March 20, 2020
 - COVID-19 Employer Q&As – March 30, 2020
- ADSIS Spring Conference – MDE; April 17, 2020

B3. Organizational Strengths, Challenges and Plans

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

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

In the 2019-20 school year, CMES's Board of Directors completed a three-year strategic plan, putting in place goals and growth opportunities for our future. The four pillars of the strategic plan, Access, Community, Equity, Sustainability, emphasize our commitment to the children and families we serve, while ensuring a strong foundation for future growth. This year we also created a Math Specialist position, to provide direct math instruction to children who do not meet grade level, and to train our licensed and trained support staff in better supporting children's math and literacy skills. While we were not able to adequately measure the outcome of this program, due to the Covid-19 pandemic, internal data suggests that the additional instruction will positively impact our children's academic success. In the 2020-21 school year, the Math Specialist position became full-time.

As discussed in section A8, it is not possible to consider our strengths and challenges in 2019-20 without acknowledging the enormous disruption Covid-19 had on our community. 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, but it was a challenging spring that has given way to a challenging fall. Distance learning is not ideal for children, families, or staff, yet it is the safest way to protect our community, and we are continuously working to improve our program, even as we look forward to being reunited on campus. Enrollment is declining, as it is at charter schools across the state, giving uncertainty to our fiscal future. And strategic planning work is difficult to complete when operational tasks are so demanding. At the same time, we maintain the strengths that we brought into the 2019-20 school year: 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

This table identifies the 2019-20 end of year enrollment and an estimated 2020-2021 enrollment. Data based on end of year Average Daily Membership (ADM).

School Year	Total	K	1	2	3	4	5	6	Attrition/Retention Rates
2011-2012	58	21	22	15					89%
2012-2013	81	22	23	22	14				96%
2013-2014	102	22	21	18	21	17	2	1	94%
2014-2015	118	19	23	19	16	25	16	0	91%
2015-2016	129	24	18	21	15	16	22	13	93%
2016-2017	132	21	18	18	21	18	19	17	94%
2017-2018	138	24	24	18	16	22	18	16	90%
2018-2019	143	21	21	27	18	19	27	10	88%
2019-2020	142	21	19	21	27	17	19	18	83%
2020-2021 est	135	20	20	20	19	25	14	17	

Student Attrition

We began the 2019-20 school year with healthy waitlists in our kindergarten and Lower Elementary grades – 26 applications in total. Attrition was higher than in years past, as several families with multiple children moved out of the area or chose to transfer to programs that offered a middle school option. Nonetheless, we began the year with strong enrollment of 145 children. By the end of the school year, total enrollment was 142 children with an Average Daily Membership (ADM) of 143.17. Our open enrollment period for the 2020-21 school year generated waitlists in all grades, an excellent way to start the year.

2019-20 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	22	0	1	21	21
1	19	0	0	19	19
2	21	0	0	21	21
3	26	1	0	27	26
4	17	0	0	17	17
5	20	0	1	19	19
6	19	0	1	18	18

Enrollment Process

Cornerstone's open enrollment period in 2019-20 was the month of November, with a public lottery held December 10. When a child is admitted to Cornerstone Montessori Elementary School, the

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

See Appendix B4.1 for the CMES Enrollment Policy #509 for information about Cornerstone's enrollment process and lottery process.

See Appendix B4.2 for the CMES Acceleration and Retention Policy #513 for information about Cornerstone's enrollment process.

See Appendix B4.3 for the CMES 2019-20 Application Form.

See Appendix B4.4 for the CMES 2019-20 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. Administration and Board members attend monthly lunches that allow for networking; Cornerstone has been able to share community resources with families through this partnership, and is able to reach new families through relationships with organizations like Merrick Community Services. In October 2019, Cornerstone hosted a monthly lunch for ESABA, featuring the Ramsey Washington Metro Watershed District (more below). Our relationship with the East Side Boys and Girls Club parallels these connections: many of our children attend the Boys and Girls Club for after-care and we are able to promote their resources as a result. We are grateful for the opportunity to know and work with others in our community who serve children and families with integrity.

The Ramsey Washington Metro Watershed District worked with Cornerstone through the fall to provide ecological restoration to our play yard and pond, a project that will give children the opportunity to learn more about our unique ecosystem and will support the broader community's environmental resources.

We also have relationships with local organizations to enrich learning. In 2019-20, children experienced visits to or from Family Tree, the State Capitol, the Como Zoo, Guthrie Theater, and more.

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.

B6. Board Member Orientation and Training Plan

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 2019-20, including:

- Review of components of a draft strategic plan and components of a mission and vision statement and identification of core values (August 13 and September 17)
- School Finance 101 (September 17)
- Audit Presentation (November 19)
- Overview of Montessori planes of development by Molly O'Shaughnessy (January 21)
- Book discussion on *A Good Time for the Truth: Race in Minnesota* (February 18)
- Components of an Expansion Feasibility Study (March 18)
- Identification of lessons learned during transition to distance learning (April 21)
- State of the School presentation and School Finance Budget Presentation (May 19)

Individual board members completed additional, independent board education as follows.

Jean Melancon, Board Chair

- Classes attended
 - *Equity Training Workshop* by Val Wise, Sep 17-18, 2019

- *New Information on Brain Development* by Dr. Steven Hughes, Nov 6, 2019
- *Board Best Practices* by Kathy Minardi, Oct 25, 2019
- *Schools at the Brink* by Marc Frankel, May 14,
- Books read and discussed
 - *A Good time for the Truth, Race in Minnesota* by Sun Yung Shin.
 - *Killers of the Flower Moon, The Osage Murders and the Birth of the FBI* by David Grann
- Plays attended
 - *Floyd's* (Guthrie Theater)– focuses on the reentry of formerly incarcerated employees into a job with all its challenges and responsibilities.
- Attended periodic St. Paul East Side Area Business Association meetings to maintain network with key influential leaders and residents on St. Paul's east side

Julaine Roffers-Agarwal, Vice Chair

- Books read and discussed
 - *Educated* by Tara Westover- Memoir of a woman who was largely homeschooled in rural Idaho describing very different perspectives on education.
 - *The Warmth of Other Suns* by Isabel Wilkerson- Biography following three southern African Americans who migrated to the north and west of the US during the Great Migration and how race impacted their lives.
 - *The Hate U Give* by Angie Thomas- Fictionalized story of an African American teenager who witnesses police violence against another African American teenager.
 - *How to Be an Antiracist* by Ibram X. Kendi- Presentation of how to identify and implement antiracist actions and policies. Discussed with postsecondary academics about how to apply text to science education.
 - *Becoming* by Michelle Obama- Memoir of the former first lady, I focused on the challenges she described that are faced by BIPOC students and families and how neighborhoods and their resources have evolved over time.
- Plays attended
 - *Spamtown, USA* (February 25, 2020, Children's Theater Company)- Children's play focused on the perspectives of different children and families in Austin, MN during the 1980s Hormel workers strike and the conflicts that arose due to the strike.
- Parent education
 - Attended monthly education presentations and discussions at CMES covering:
 - How to apply Montessori principles in the home
 - Different planes of development as identified by Maria Montessori
 - How to talk with children about race
- Workshops/presentations
 - Diversity, Equity, and Inclusion Consultant sessions with CMES and MCM staff (October 18, 2019)
 - Ramsey-Washington Metro Watershed District with Eastside Area Business Association (ESABA) on the capabilities and goals of the Watershed District (September 12, 2019)

Sarah Stocco, Trustee

- Books read and discussed
 - *How to Be an Antiracist* by Ibram X. Kendi
- Workshops/presentations
 - Power and Privilege Series: An Evening with Robin DiAngelo (February 4, 2020)

- Distinguished Lecture Series: An Evening with Gloria Steinem (February 19, 2020)
- Wellbeing Lecture Series featuring Rhonda Magee (March 24, 2020)
- Is This the Moment? A Conversation with Robin DiAngelo and Resmaa Menakem (July 17, 2020)
- Distinguished Carlson Lecture: An Evening with Professor Ibrahim X. Kendi (September 30, 2020)

B7. Board Member Information

Below is the Board Member Information Template for the 2019-2020 CMES Board of Directors. On-going training activities can be found in section B6., beginning page 25.

If board members do not complete their required training, the board member is not able to participate in meetings after the deadline. They will be reinstated as a voting member following completion of the required trainings.

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	mar-cusalmon@cornerstone-elementary.org	651-774-5000	73%	8/19/2020 through MACS	11/22/2019 through MACS	4/28/2020 through MACS
Amy Dvergsdal	7/1/19	Resigned 10/15/19	Trustee	Parent	Social work, case worker			33%	NA	NA	NA
Carolyn Ganz	10/16/19 elected 7/1/20	6/30/20 6/30/23	Trustee	Community Member		car-olyngenz@cornerstone-elementary.org	651-774-5000	88%	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@cornerstone-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	jeanmelancon@cornerstone-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	6/30/21	Trustee	Community Member	AMI certified Montessori teacher	maisahoutlaw@cornerstone-elementary.org	651-774-5000	100%	6/12/19 through MACS	6/18/19 through MACS	5/30/19 through MACS
Julaine Rof-fers-Agarwal	7/1/18	6/30/21	Vice-Chair	Parent	Project Management, communication	julainerof-fersa-grawal@cornerstone-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		sa-rahstocco@cornerstone-elementary.org	651-774-5000	100%	1/13/21 Registered for Course through MACS	1/27/21 Registered for Course through MACS	5/19/20 through MACS
Alyssa Schwartz	NA	NA	Ex-Officio	Head of School	AMI certified Montessori teacher	alys-saschwartz@cornerstone-elementary.org	651-774-5000	100%	9/12/2018 through MACS	11/10/2018 through MACS	9/24/2018 through MACS

C. Financial Elements

The audited end-of-year fund balance as of June 30, 2020, was \$851,046, or 40.5%. 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. The fund balance to end FY20 was significantly higher than previous years due to the receipt of a PPP Loan from the Small Business Administration.

A finance summary is presented at the end of this report. Joe Aliperto of Dieci School Finance LLC performed the accounting services for Cornerstone Montessori Elementary for the 2019-20 school year, and Paychex performs the payroll services.

Key financial highlights for the 2019-20 school year include:

- Expected total general fund revenues of \$2,209,760
- Expected total general expenditures of \$2,103,457
- Expected fund balance for all funds projected at \$851,046 (40.5%)
- The 2019-20 budget was set at 142 ADM. The actual ADM for the 2019-20 school year was 143.17
- Average cash on hand throughout the 2019-20 school year was \$538,654

Cornerstone's enrollment for the 2020-21 school year is 137 (ADM) as of 12/17/20. Please see attachment C1.1 for a copy of the school budget for the current school (FY21) with expected general fund revenues of \$2,163,484.33 and general expenditures of \$2,169,813.68. The FY20 balance sheet and budget summary can be found in attachments C1.2 and C1.3, respectively.

C1. Internal Controls and Board Oversight

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. The position of Board Treasurer is currently filled by the Board Chair. The Finance Committee review monthly financial statements prepared by the contracted finance manager. The financial statements are then submitted to the school board members and reviewed and accepted at the monthly school board meetings. Clifton Larson Allen, Certified Public Accountants, prepared the school's annual audit in 2019.

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.

C2. Awards

Please see section A9 (page 17) for school awards and honors.

World's Best Workforce Summary

Required for All Districts

Annual Report

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

Cornerstone's Annual Report and World's Best Workforce Summaries are posted on the school website at: <http://cornerstonemontessoris.schoolinsites.com/Default.asp?PN=DocumentUploads&L=2&DivisionID=22252&DepartmentID=26115&LMID=1068886>

The 2019-20 report summary document was submitted to the Minnesota Department of Education by the December 15, 2020 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 21, 2020

District Advisory Committee

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

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

Equitable Access to Effective and Diverse Teachers

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

All of Cornerstone's lead teachers and specialists (literacy, special education, ELL) are licensed and have been employed at the school for at least four years. One new lead teacher joined us in 2019-20 and had extensive previous experience. In addition to Minnesota state teaching licenses, the lead teachers are also AMI-certified Montessori guides, highly trained to address each child's needs. We are committed to ensuring that all of our students, including low-income children and children of color, have equal access to these adults, and all children are matched to their environment based on conversations with their previous level guide and the Head of School to assure classroom diversity and the best fit for individual children.

As part of Cornerstone's community professional development, all staff have been trained in implicit bias and have had direct training around trauma and supporting children with diverse home experiences. In 2019-20, CMES engaged in a two-day racial equity workshop to explore equity and bias in our community.

Our goal is for all children, regardless of background, to have a high-quality Montessori experience at Cornerstone. We hired a math specialist this year to provide interventions for children performing below grade level, which will support children in need of greater skills. Our school-based mental health program was also expanded to support children in all grade levels and to sustain longer-term interventions for children coping with trauma. By giving all children access to the supports that will assist them achieve academically and personally, we hope to eliminate achievement gaps within our community.

WBWF Requirement: WBWF requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

Cornerstone's student body is fairly well represented by our staff overall. Each of our kindergarten classrooms is staffed by a Latina woman and an African-American woman, and both of our Lower Elementary classrooms include support staff who are Latina or African-American. Unfortunately, only one of our licensed teachers is a person of color.

Cornerstone is committed to hiring teachers who reflect our community, although the challenge of recruiting trained AMI Montessori guides with state teaching licenses is one shared by AMI schools and teacher training programs across the country. We are cognizant of the message it may send to children that 8 of our 10 licensed teachers are white (5 of 6 lead AMI guides), while support staff are more likely to be people of color. Cornerstone has, with the support of the Montessori Center of Minnesota, sponsored three women of color to attend AMI training to become kindergarten teachers. Currently one of these women is a lead guide and the other two work as support staff. With a small staff, and minimal turnover at the licensed level, we have few opportunities to hire new teachers of color.

We are very interested in sponsoring a person of color to attend AMI teacher training when the next training cohort begins in 2021.

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 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) tool, allowing growth to be measured from fall to spring. Children whose

scores indicate they are behind grade-level or at risk of falling behind 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 DIBELS, 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

Historically, children in the FRL, Special Education, and ELL subpopulations at Cornerstone make excellent progress in reading. In 2018-19, average scores on the DIBELS for children in these three subgroups increased 46%, compared to an average increase of 13% for children not in a subgroup. Children make exceptional progress when given the opportunity at Cornerstone. We continue to seek equivalent progress in math, and by adding a math specialist this year, we are confident that we will see similar achievement.

All Students Career- and College-Ready by Graduation

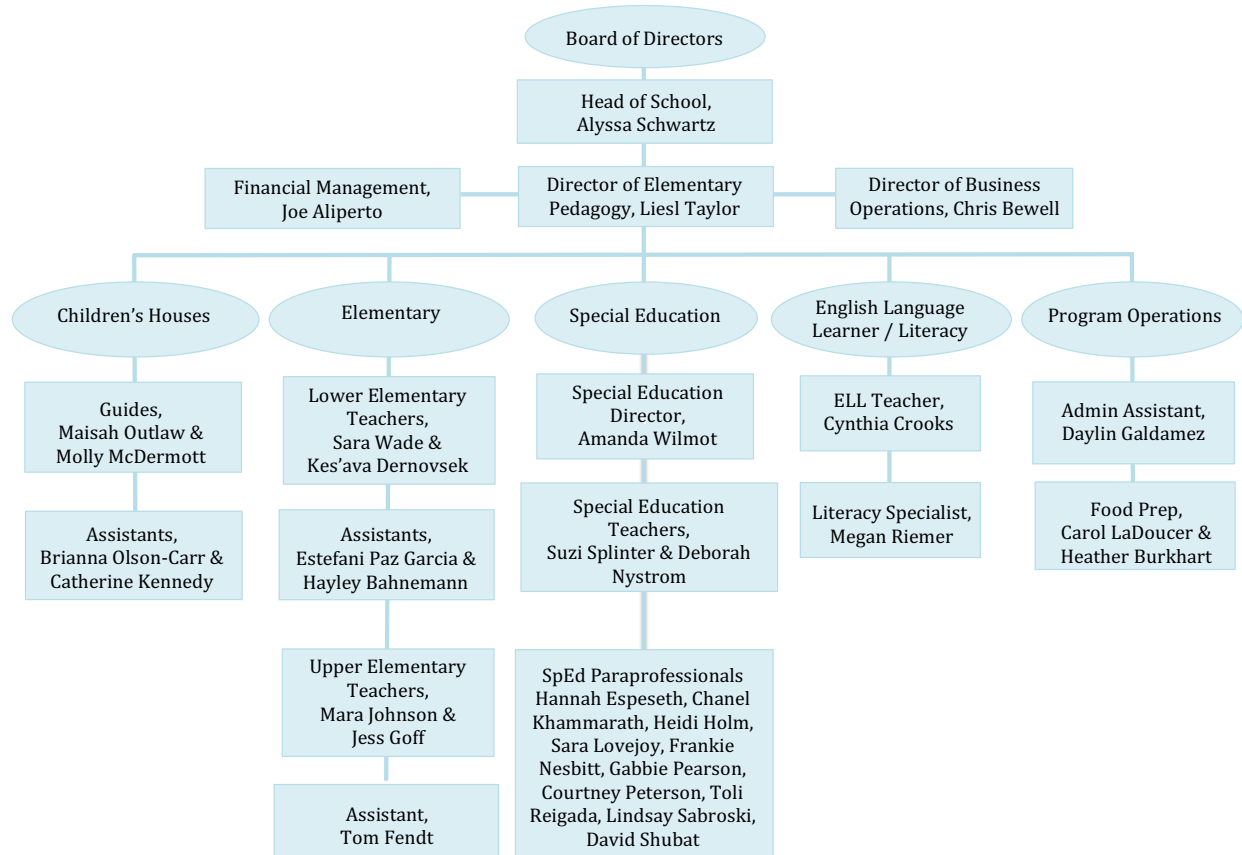
We have devoted many resources in the last few years to improving children's individual growth scores in reading, and are working toward improving math scores comparably, largely by ensuring the language children are using in math lessons correlates to the language used in state assessments. Our internal DIBELS assessments corroborate the success our children show in reading, with the majority of children reading at or near their grade levels across the school. This year we began completing math assessments, using FastBridge, to determine children's progress throughout the year and to identify children needing extra support. We were disappointed to not be able to obtain MCA data for 2020 to confirm what we believe is the case – that our children have made significant progress in mathematics since beginning direct interventions.

Appendix B1: CMES Educator Licensure Grid

District Number	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2020 (Yes, No)	Status SY2021		Additional Notes
							Yes-Returning	No-Not Returning	
							New	New	
4201-07	Cornerstone Montessori Elementary School	Crooks, Cynthia	267424	ELL	K-6	Yes	Yes	Yes	
4201-07	Cornerstone Montessori Elementary School	Dernovsek, Kes'ava	1001336	Lower Elementary	1-3	Yes	Yes	Yes	
4201-07	Cornerstone Montessori Elementary School	Goff, Jessica	391619	Upper Elementary	4-6	Yes	Yes	Yes	
4201-07	Cornerstone Montessori Elementary School	Johnson, Mara	486194	Upper Elementary	4-6	Yes	Yes	Yes	
4201-07	Cornerstone Montessori Elementary School	McDermott, Molly	500248	Kindergarten	Kindergarten	Yes	Yes	Yes	
4201-07	Cornerstone Montessori Elementary School	Olson-Carr, Brianna	511826	Kindergarten	Kindergarten	No	New	New	Held Trained Assistant position in SY2020
4201-07	Cornerstone Montessori Elementary School	Outlaw, Maisah	511716	Kindergarten	Kindergarten	Yes	No	No	
4201-07	Cornerstone Montessori Elementary School	Osterkamp, Amber	455024	Math Specialist	1-6	No	Yes	Yes	Was on maternity leave during SY2020
4201-07	Cornerstone Montessori Elementary School	Riemer, Megan	396133	Literacy Specialist	K-6	Yes	Yes	Yes	
4201-07	Cornerstone Montessori Elementary School	Splinter, Suzanne	332621	Special Education	K-6	Yes	Yes	Yes	
4201-07	Cornerstone Montessori Elementary School	Taylor, Liesl	424839	Behavior Specialist	1-6	Yes	Yes	Yes	Served as Math Specialist in SY2020
4201-07	Cornerstone Montessori Elementary School	Wade, Sara	407070	Lower Elementary	1-3	Yes	Yes	Yes	

Appendix B2: CMES 2019-20 Organizational Chart

Cornerstone Montessori Elementary School Org Chart—Positions as of 2019-2020 School Year



Appendix B4.1: CMES Enrollment Policy #509

Policy #509

Cornerstone Montessori Elementary School **Enrollment Policy**

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

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

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

Enrollment Process:

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

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

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

The lottery, if necessary, will be conducted on March 10. If March 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

Appendix B4.2: CMES Acceleration and Retention Policy #513

Policy #513

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

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

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

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

Appendix B4.3: CMES 2019-20 Application Form



Application Form for the **2019-20** School Year Enrolling grades K-6

Cornerstone Montessori Elementary School will accept applications for enrollment for the **2019-20** academic year, from **November 1 to December 1, 2018**. To be eligible for kindergarten your child must be 5 years old by September 1, 2019. If you wish to enroll your child at Cornerstone Montessori Elementary School, please complete and return to:

Cornerstone Montessori Elementary School, 1611 Ames Avenue, Saint Paul, MN 55106

or Fax: 651.209.0846

For more information, please contact the school at 651.774.5000

Student Information (Please print clearly)

Last Name _____ First Name _____

Street Address _____

City / State / Zip _____

Grade for **2019-2020** School Year (please circle one) K 1 2 3 4 5 6

Parent / Guardian Information (Please print clearly)

Parent / Guardian 1 _____

Home Phone _____ Cell Phone _____

E-mail Address _____

Parent / Guardian 2 _____

Home Phone _____ Cell Phone _____

E-mail Address _____

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

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

Signature of Parent/Guardian _____ Date _____

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

If more people apply than the number of spaces available for a given grade, program, or facility, Cornerstone Montessori Elementary School will conduct a public lottery to determine admittance to the school. The only preference we give in admitting students is for children who are siblings of current Cornerstone Montessori Elementary School students or children of Cornerstone Montessori Elementary School staff. In order to get this preference, parents **MUST** submit an application before the end of the open enrollment period. **The lottery will be held on Monday, December 10, 2018, at 5:00 p.m.**

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

Appendix B4.4: CMES 2019-20 Enrollment Form

Cornerstone Montessori Elementary School

1611 Ames Avenue, St. Paul, Minnesota 55106

Phone: 651.774.5000 Fax: 651.209.0846

Student Enrollment Form 2019-20

Student Name (first middle & last) _____

Age _____ Date of Birth _____ Gender _____

Last School Attended _____

City _____ State _____ Grade (Sept. 1, 2019) _____

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 C1.1: CMES 2020-21 Budget

Cornerstone Montessori Elementary School FY21 Revised Budget

Description	FY21 Original Budget		FY21 Revised Budget	Change from FY20 Budget
	ADM	142.00	135.00	
Fund 01 - General Fund				
Operating Revenues				
State Revenues				
School Trust Land Endowment		5,342.04	5,078.70	(263.34)
Literacy Incentive Aid		12,660.00	12,660.00	-
General Education Aid		1,111,391.25	1,061,871.14	(49,520.11)
General Education Aid-Extended		2,388.44	2,270.70	(117.74)
Charter School Lease Aid		186,588.00	177,390.00	(9,198.00)
State Special Ed Aid		530,904.75	660,027.62	129,122.87
Long-term Facilities Maintenance		18,744.00	17,820.00	(924.00)
Safe Schools		-	-	-
Student Support Grant		3,500.00	3,500.00	-
ADSIS Grant		49,167.87	58,390.20	9,222.33
Dept of Health		5,500.00	5,500.00	-
Total State Revenues		1,926,186.36	2,004,508.36	78,322.01
Federal Revenues				
Title I Program		47,058.35	26,424.46	(20,633.89)
Title II Program		5,125.00	5,125.00	-
Title IV Program		10,000.00	19,814.62	9,814.62
Covid Relief Funds		-	42,756.68	42,756.68
Federal Special Education Aid		20,953.05	20,953.05	-
Federal Special Ed - ECSE		3,861.18	3,861.18	-
Federal Special Ed Aid - CEIS		3,800.98	3,800.98	-
Total Federal Revenues		90,798.55	122,735.97	-
Other Local Revenues				
Interest		200.00	200.00	-
Donations		13,775.00	13,775.00	-
Miscellaneous and Grants		23,776.25	22,265.00	(1,511.25)
General Fundraising		1,833.00	-	(1,833.00)
Total Other Local Revenues		39,584.25	36,240.00	(3,344.25)
Total Operating Revenues		2,056,569.16	2,163,484.33	74,977.76
Operating Expenditures				
Administration				
Salaries and Wages		155,033.08	158,397.85	3,364.77
Benefits		34,280.37	31,387.83	(2,892.54)
Purchased Services		110,413.45	107,420.57	(2,992.87)
Supplies		7,446.00	25,690.00	18,244.00
Equipment		-	-	-
Dues and memberships/Chargebacks/Transfers		27,901.76	20,840.27	(7,061.50)
Total Administration		335,074.66	343,736.52	8,661.86

**Cornerstone Montessori Elementary School
FY21 Revised Budget**

Description	FY21 Original Budget ADM 142.00	FY21 Revised Budget 135.00	Change from FY20 Budget
Elementary Education			
Salaries and Wages	363,130.79	399,569.23	36,438.44
Benefits	85,957.56	94,125.69	8,168.13
Purchased Services	9,408.35	4,250.00	(5,158.35)
Supplies	14,968.00	14,968.00	-
Equipment	1,200.00	1,200.00	-
Fees/Memberships/Dues	1,927.00	1,927.00	-
Total Elementary Education	476,591.71	516,039.92	39,448.21
Title I			
Salaries and Benefits	44,847.67	24,213.79	(20,633.89)
Purchased Services	1,954.97	1,954.97	-
Supplies	255.70	255.70	-
Total Title I	47,058.35	26,424.46	(20,633.89)
Total Title II	3,861.18	3,861.18	-
Total Title IV	10,000.00	19,814.62	-
State Special Education			
Salaries and Wages	368,539.41	429,192.60	60,653.19
Benefits	90,430.82	98,380.53	7,949.71
Purchased Services	119,925.00	111,550.00	(8,375.00)
Supplies	1,000.00	1,000.00	-
Total State Special Education	579,895.23	640,123.13	60,227.90
Total ADSIS Grant	89,396.13	97,317.00	7,920.87
Federal Special Education			
Purchased Services	20,953.05	20,953.05	-
Total Federal Special Education	20,953.05	20,953.05	-
Special Education - CEIS & Third Party Billing			
Salaries and Wages	3,800.98	3,800.98	-
Purchased Services	3,000.00	3,000.00	-
Supplies	2,500.00	2,500.00	-
Total CEIS & Third Party Billing	9,300.98	9,300.98	-
Total Corona Relief Funds	-	42,756.68	42,756.68
Instructional Support Services			
Salaries and Wages	20,000.00	11,785.38	(8,214.62)
Benefits	9,572.87	7,854.54	(1,718.33)
Purchased Services	19,764.51	14,764.51	(5,000.00)
Supplies	9,729.00	9,470.00	(259.00)
Total Instructional Support	59,066.38	43,874.43	(15,191.95)

**Cornerstone Montessori Elementary School
FY21 Revised Budget**

Description	FY21 Original Budget ADM 142.00	FY21 Revised Budget 135.00	Change from FY20 Budget
Total Grants	850.00	-	(850.00)
Student Support Services			
Purchased Services	148,907.80	145,832.80	(3,075.00)
Supplies	400.00	400.00	-
Total Student Support Services	149,307.80	146,232.80	(3,075.00)
Facilities and Maintenance			
Purchased Services	60,804.92	60,804.92	-
Building Lease Expense	207,320.00	197,100.00	(10,220.00)
Supplies	1,474.00	1,474.00	-
Facility/Grounds Equipment	-	-	-
Total Leases and Maintenance	269,598.92	259,378.92	(10,220.00)
Total Operating Expenditures	2,050,954.38	2,169,813.68	109,044.68
Net Operating Income	5,614.78	(6,329.35)	(34,066.92)
Fund 02 - Food Service			
Revenues			
State & Federal Aids	45,887.14	82,208.33	36,321.20
Sales	29,942.50	-	(29,942.50)
Permanent Fund Transfer	6,378.70	-	(6,378.70)
Total Revenues	82,208.33	82,208.33	-
Expenditures			
Lunches, Milk and Supplies	82,208.33	82,208.33	-
Total Expenditures	82,208.33	82,208.33	-
Food Service Fund Net Income	-	-	-
Committed & Assigned Funds			
Montessori Materials	-	-	-
Staff Development	-	-	-
Equity in Education	-	-	-
Total Committed & Assigned Funds	-	-	-
NET INCOME ALL FUNDS	5,614.78	(6,329.35)	(34,066.92)
% Instructional, Instr & Pupil Support	0.66	0.65	
Beginning Fund Balance	851,046.00	851,046.00	
Ending Fund Balance	856,660.78	844,716.65	
Fund Balance Percentage	41.77%	38.93%	

Appendix C1.2: CMES 2019-20 Balance Sheet

**Cornerstone Montessori Elementary School
Saint Paul, Minnesota
Balance Sheet
As of June 30, 2020**

	Ending Balance Audited June 30, 2019	Ending Balance Audited June 30, 2020
<u>Assets</u>		
Current Assets		
Cash and Investments	\$ 384,489	\$ 635,747
Accounts Receivable	-	2,475
State Aids Receivable	226,651	292,285
Federal Aids Receivable	3,948	55,600
Prepaid Expenses and Deposits	37,013	41,644
Total Current Assets	\$ 652,101	\$ 1,027,751
Total All Assets	\$ 652,101	\$ 1,027,751
<u>Liabilities and Fund Balance</u>		
Current Liabilities		
Salaries and Wages Payable	\$ 78,399	\$ 103,947
Accounts Payable	13,190	52,758
Line of Credit Payable	-	-
Payroll Deductions and Contributions	11,031	-
Deferred Revenues	20,000	20,000
Total Current Liabilities	\$ 122,620	\$ 176,705
Fund Balance		
Beginning Fund Balance	\$ 465,120	\$ 529,481
Fiscal Year Net Income (Loss)	64,361	321,565
Total Fund Balance	\$ 529,481	\$ 851,046
Total Liabilities and Fund Balance	\$ 652,101	\$ 1,027,751

Appendix C1.3: CMES 2019-20 Budget Summary

Cornerstone Montessori Elementary Revenue and Expenses July 1, 2019 - June 30, 2020

Annual Organization Revenue and Expense	Description	2019-2020 Revised Budget	2019-2020 Actual FYE
Annual Revenues			
Governmental Source Revenue	Federal Funds	77,171	62,006
Earned Income Revenue & Donations	Local Funds	122,836	110,452
State Aid & Funds	State Funds	1,862,594	2,037,302
Total Organization Annual Revenues		\$ 2,062,601	\$ 2,209,760
Annual Expenditures			
Administration		\$ 113,650	\$ 113,517
District Support Services		218,363	198,690
Instructional Program Services		1,224,382	1,324,210
Instructional Support Services		59,552	40,830
Pupil Support Services		158,541	154,533
Buildings and Equipment		263,560	261,770
Fiscal and Other Fixed Cost Programs		8,902	9,907
Total Organization Annual Expenditures		\$ 2,046,950	\$ 2,103,457
Revenue Less Expenses Increases (Decreases) Fund Balance		\$ 15,651	\$ 106,303
Other Financing Sources (Uses)			
Loan Proceed		-	215,500
Transfers out		(6,159)	(238)
Total Other Financing Sources (Uses)		\$ (6,159)	\$ 215,262
Net Change in Fund Balances		\$ 9,492	\$ 321,565
Beginning Fund Balance, All Funds, July 1, 2019		\$ 529,481	\$ 529,481
Ending Fund Balance, All Funds, June 30, 2020		\$ 538,973	\$ 851,046
Percent Fund Balance to Expenditures		26.3%	40.5%

* This report is intended to display the revenue and expenditures during the fiscal year.