

STONEBRIDGE World School



2021-2022 Annual Report



Stonebridge World School

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Stonebridge World School

Building Global Citizens

MISSION

Stonebridge World School is a community with a global perspective that inspires lifelong learners with a passion for academic success.

VISION

At Stonebridge World School we aspire to develop independent critical thinkers motivated to pursue their dreams with a sense of global social responsibility.

OUR CORE VALUES

Creative

- o We believe it is essential to encourage and respect individualism.
- o We believe it is important to create opportunity and a safe place for everyone to show their creativity.

Inquirer

- o We believe in fostering an environment which encourages curiosity, questioning and critical thinking, which are essential to lifelong learning.
- o We believe it is important to be relentless problem-solvers.

Caring

- o We believe in supporting and advocating for the importance of student voice.
- o We believe that active listening honors and respects individuals and enhances the well-being of our school community.

Respect

- o We believe in creating a space where we respect each other and ourselves.
- o We believe everyone in our school community can learn, show compassion, and communicate in a respectful way.

Open-Minded

- o We believe in an atmosphere that promotes open minded thinking creating validation for all voices and opinions.
- o We believe in supporting, respecting, and honoring each other's cultures.

Risk-Taker

- o We believe we can be vulnerable and share our truth, which builds our life skills as global citizens.
- o We believe that encouraging risk-taking builds confidence and perseverance.



Introduction

Stonebridge World School successfully opened in September 2007. In 2021-2022 we entered our 15th year and served over 300 PK-8th grade students. Stonebridge provides a unique combination of a global and arts curriculum integrated into academics, as well as offering visual art, technology, and physical education to our PK-8 students to educate the whole child. Stonebridge incorporates the principles of Responsive Classroom, integrating what children need to learn with what we know about how they learn. We are rooted in the shared vision of parents, teachers, administrators, and the community that it is critical to develop motivated, skilled, and principled global citizens for life-long learning and productive citizenship.

Our academic and social goals are designed to help students gain the skills necessary to achieve and meet state and national academic standards and help close the achievement gap in Minneapolis. We have focused on creating the best possible learning environment for our students, individually and collectively. We know how important it is to provide support services and have developed strong networks with local corporations, churches, social and health services to ameliorate many of the barriers preventing our students from realizing their academic potential.

Stonebridge works to help close the achievement gap by providing students with a rigorous academic, social learning program and a specific focus on reading and math skills. Curricula are selected to reflect the diverse cultural backgrounds of our student population and to accommodate a wide spectrum of students with varying abilities and academic goals.

Stonebridge implements a school-wide Title I program to ensure that all students can receive the academic support they need to achieve their growth targets. Title funding is used to help support our reading specialist position who provides essential reading support to a range of identified students. We also have a very robust Title program that supports the needs of the English language learners with a range of supplemental supports.

Stonebridge has an extensive professional development annual plan that supports learning goals and objectives and builds teacher capacity and expertise. We provide weekly strategy focused professional development for teachers where they explore and learn strategies to increase student learning and close achievement gaps.

We have developed a learning program at Stonebridge that features research-based curriculum, experiential learning opportunities, small class sizes, comprehensive family support services, and many avenues for active parent participation. We know that *how* students learn is as important as *what* they learn, and we support

families in helping children learn and grow their global social responsibility as independent and critical thinkers with a passion for education.

Operational Performance

Stonebridge is in south Minneapolis and has been in our current building since 2010. The Stonebridge Building Company completed the purchase of the current building in 2014 and leases the building to Stonebridge World School. Extensive renovations have been done to the building over multiple years and include upgrading the overall facility and school grounds as well enhancing building security and safety.

Stonebridge works with Dieci School Finance, LLC to manage and report on our finances. We use Monarch Transportation Company to transport our students and Quality Transportation for our highly mobile transport. Stonebridge contracts with CKC to cater healthy lunches for our students. Breakfast and snacks are also offered.

At Stonebridge, our goal is to create a safe, caring, and positive learning environment for all students. We believe children learn best when they have mastered self-control. To help students reach this goal, we have instituted the Responsive Classroom (RC) approach.

Our student support team oversees the school practice area (SPA) to help students work on self-control with the goal of returning students to class within a short period of time, to avoid missing critical instruction. Staff spend time working with students to provide support, problem-solving, interventions and have begun integrating restorative practice with middle school students.



Stonebridge Programs and Services

Stonebridge program successes occur in partnership with building strong relationships with community organizations, churches, and local businesses. With the generous support of community members, we have been able to provide the following services free to our students and families: backpacks, school supplies, uniforms, shoes, winter coats, vision screening and eyeglasses, Ready Set Smile dental clinic, weekend backpack food program, housing referrals and transportation services. By providing these services we help eliminate barriers that students and families face, and this allows greater focus on academic growth and achievement.

Stonebridge works to encourage participation of the students' parents and guardians in school events. Historically, we hold a parent event each month and alternate between evening events and day events. Some of the more successful events in the past have included: Fall Family Bingo Night; Black History events in the classroom as well as performances by students; Gallery Art Night with a replicated gallery opening and several art workshops where families do art projects together, spring musical with students involved from grades 2-8, a book fair where families can purchase books to build a home library, winter classroom literacy event, Hispanic heritage month with a range of classroom activities.

At monthly parent events food is often provided and events include arts integrated projects and student performances. We have parent-student conferences twice yearly, with the goal that 100% of families will have a conference with the teacher in person or virtually. We have a Parent Involvement Day where parents are encouraged to participate in the classroom and come to lunch.

Stonebridge has a parent advisory group that provides feedback, support and input related to school goals, initiatives, and events. Parents from this group are often involved in helping with school events.

Stonebridge supports regular school attendance by communicating quickly and consistently with parents. We work hard to provide transportation options for students who become homeless or highly mobile to ensure minimum school disruption for students. Stonebridge has a comprehensive support team that works with families providing support and resources to minimize disruption to student education which includes our City Connects Coordinator.

The Social Worker provides well over 40 hours of service per week, through utilizing two graduate level social work interns. The Social Worker and interns focus on discovering and developing relationships with local resources, relevant

community organizations that are helpful to families. We have had great success in supporting families through crisis utilizing a well-developed network of resources.

Stonebridge is also part of a collaborative program called City Connects out of Boston College. This program helps support a full time licensed school counselor who is trained and works with the teachers to review and assess student strengths and needs. Students then receive a personalized support plan which includes services, resources, and enrichment opportunities. The City Connects Coordinator communicates with caregivers to help initiate a range of resources and support and also works with 8th grade students to help them effectively transition to high school.

Special education is the education of students who differ socially, mentally, or physically from their peers to an extent that they require modifications of their educational program. We typically have 45-55 students with varying needs and disabilities and use both a push-in and pull-out model for our special education services. Classroom teachers and paraprofessionals receive information regarding the needs of students in special education and classroom teachers work closely with special education teachers to make sure that our student's needs are being met.

Smart boards and individual student devices have been an important asset and at the same time there is a very steep learning curve related to technology for all students. Attendance since Covid continues to be a big issue for all students and getting them to school on a consistent basis has been a priority. We work hard to maintain relationships with students and families during a past difficult years and effectively transition all our 8th graders to high school.

Stonebridge has steadily been working on developing after school activities. In the past we have had both a boys and girls basketball team that participates in the charter school basketball league; ACES after school tutoring program was initiated in 2021-2022 with very strong after school participation; Stonebridge has a very robust Robotics team lead by a teacher that has participated in statewide competitions; and the school musical which has been on hiatus during Covid but will be back very soon. Importantly we continue to offer free before school drop off at 7:45 AM every school day to support families who had early start times at work.

Innovative Practices and Implementation

Key Success from 2021-2022

1. Continued to use smart technology in classrooms for digital presentation of curriculum as well provided technology devices for all students.
2. Development of a low contact food serving plan with students eating in classrooms.
3. Continued to implement a range of Covid protocols and safety measures to help prevent Covid outbreaks.
4. Successfully implemented year three of our four-year old VPK (Voluntary Prekindergarten) Program providing educational services to twenty students.
5. Provided a six-week summer academy focused on closing literacy academic gaps using Benchmark Booster. The summer program also included a daily arts component.
6. Implemented both virtual and in person family events that included Hispanic Heritage month activities, a winter celebration, Black History Month, arts gallery event, track and field day, arts education event
7. Implemented and evaluated social justice units in all grade levels which included: what makes me who I am, building diverse communities, exploring different cultures and family trees, history of racism, activism and black lives matter, black history and science.
8. Students engaged in two hands on service-learning projects at each grade level which included: earth day cleanup, eco-systems with plantings to attract bees, rules citizenship and rights with yard signs, animal habitats and safe homes and collected donations to foster animals, learned about homeless situations and held a sock fundraiser.
9. Provided a range of building improvements that increased security and safety.



Turnaround Arts

Stonebridge is one of 60 Turnaround Arts schools in 9 states across the country. Led by the John F. Kennedy Center for the Performing Arts and now a part of the Minnesota Department of Education, the program works in schools to improve and close the achievement gap. This is accomplished by building a high-quality, integrated arts program, while thinking strategically about how to deploy the arts to tackle school challenges. Turnaround Arts transforms schools across the country through the strategic use of arts with a focus on raising academic achievement and increasing student engagement.

Stonebridge, as a part of schools in Minnesota and across the country involved in the Turnaround Arts initiative, receives innovative professional development which incorporates sharing of outcomes and best practice arts integration across subject areas.

Turnaround Arts Schools are demonstrating increased student and family engagement, better student attendance, increased academic growth and greatly improved school culture and climate.



Global and Social Justice Units of Study

Through Global and Social Justice Units of Study, students are encouraged to try different approaches to learning, ask challenging questions, think critically, and develop research skills. There are five Global Units of Study and one Social Justice Unit throughout the year. These inquiry units interweave subject areas such as math, language arts, science, and social studies. This approach encourages students to make their own connections between what they learn in core subject areas and how it relates to the world globally and around them. Global Units of Study in 2021-2022 included: which included: Exploring animal life cycles, world-wide celebrations, storytelling and integration in cultures, simple machines in science, habitats, revolutions and the impact, effective healthy living. Social justice units included: what makes me who I am, building diverse communities, exploring different cultures and family trees, history of racism, activism, black lives matter movement, black history and science.



Service Learning in Action

Service learning provides students with opportunities to develop civic engagement skills. Service learning is an approach to teaching and learning in which students use academic knowledge and skills to address genuine community needs. Each classroom participates in at least two service projects each year. In 2021-2022 we completed the following projects: earth day cleanup, pollination, and eco-systems

(plantings to attract bees), rules citizenship and rights (making yard signs), animal habitats and safe homes (collected donations to foster animals), factors impacting homelessness (sock fundraiser), voting rights/demonstrations (w/rally).

Field Trips Related to Global Units of Study

Field trips are a critical part of the learning experience at Stonebridge. Annually we plan the following field trips for each grade level. Due to the Covid field trips have been more limited in 2021-2022. Students were able to participate in a few of the following field trips (noted below) related to global units and Turnaround Arts.

Kindergarten:

- Ordway performance

1st grade:

- Mill City Museum
- Ordway performance

2nd grade:

- Water is Life: Science Museum, Arboretum, Minneapolis Institute of Arts (participated virtually)
- CAAM Dance Theater (participated virtually)
- Mill City Museum
- Ordway performance
- The Works- Catapults

3rd grade:

- The Works- Light and Sound
- Minneapolis Institute of Arts
- Ordway performance

4th grade:

- Mill City Museum
- Ordway performance
- The Works- Circuits
- Minneapolis Institute of Arts

5th grade:

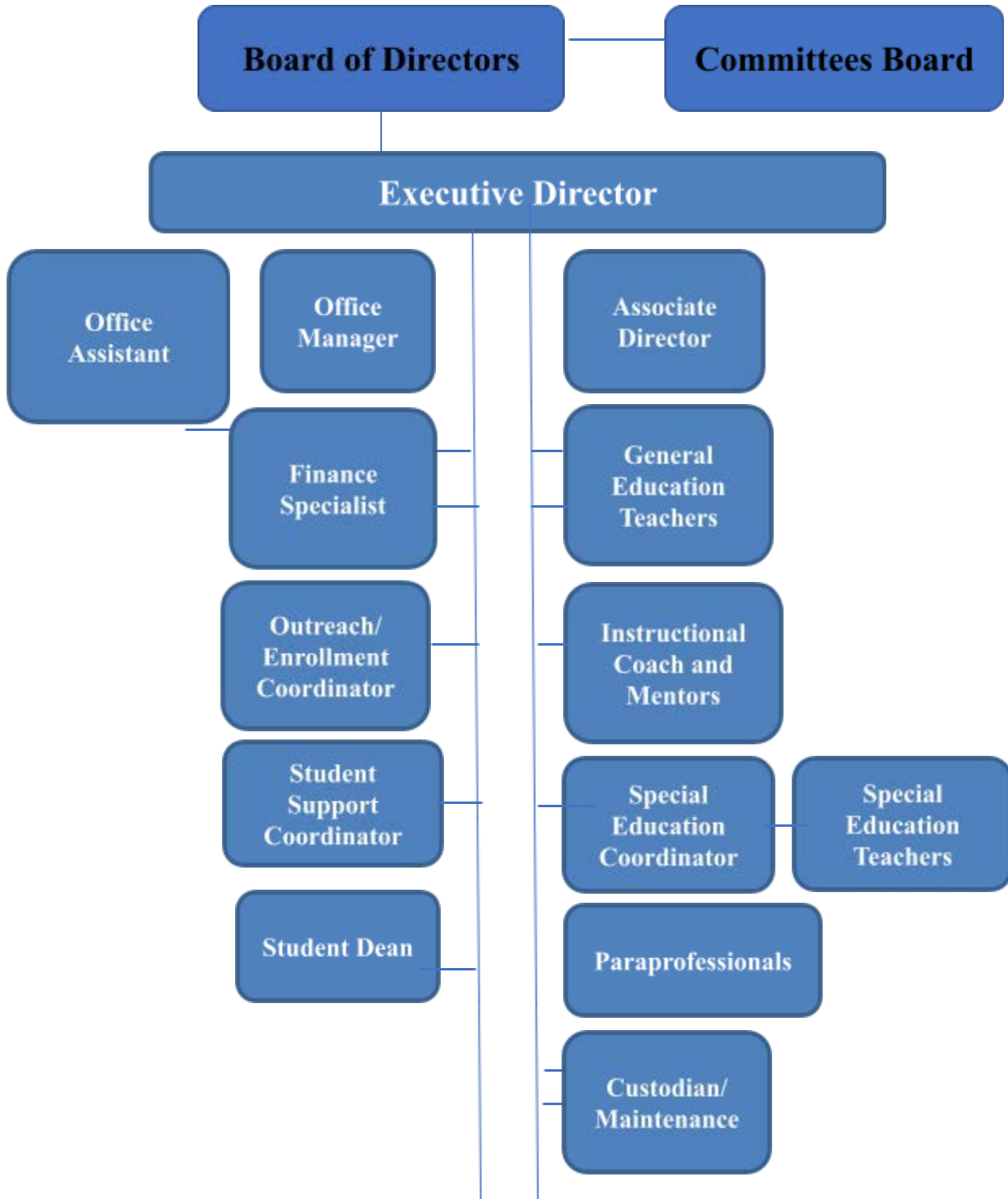
- Mill City Museum
- The Works- Pasta Bridges
- Ordway performance

Middle School

- Twins Game (8th grade only)

Stonebridge Organizational Chart

2021-2022



Governance and Management **2021-2022 Board of Directors**

| Name | Board Position | Group | Email Address |
|-------------------|-----------------------|------------------|---------------------------------|
| Dr. Stanley Brown | Chair | Community Member | stanley-brown@hopkins.k12.us.mn |
| David Kloskin | Treasurer | Community Member | davidrkcpa@gmail.com |
| Kiesha Feser | Member | Teacher | kfeser@sbwschool.org |
| JoAnn Knutson | Member | Community Member | joanneknutson@hotmail.com |
| Karen Braye | Member | Teacher | kbraye@sbwschool.org |

Board Workshops/Training 2021-2022

1. ESSER Funding and Charter School Finance
2. Data /Assessment Overview and SWS Data Dive
3. Title 9 Overview
4. Critical Race Theory Article and Discussion
5. Pillsbury Governance Indicators Review and Discussion

2021-22 Annual Meeting: May 24, 2022

School Management and Faculty Information

| Name | File Folder Number | Assignment | Years Employed |
|------------------|---------------------------|-----------------------------|-----------------------|
| Barbara Novy | | Executive Director | 15 |
| Kara Richard | | Office Manager | 1.0 |
| Alberto Martinez | | Office Assistant | 1.0 |
| Karla Ramirez | | Finance Specialist | 8 |
| Andrea Betts | | Student Support Coordinator | 13 |

| | | | |
|------------------|---------|---------------------------|----|
| Jeff Williams | | Dean of Students | 11 |
| Heather Newman | #376056 | Associate Director | 12 |
| Jeffrey Peterson | #377800 | Instructional Coach | 8 |
| Hilary Kelly | | City Connects Coordinator | 2 |

Teaching Staff 2021-2022

| Teacher | Assignment | File Folder # |
|------------------------------|-------------------------------------|----------------------|
| Marissa Moore | Pre-Kindergarten | #511729 |
| Janice Aziz | Kindergarten | #430828 |
| Kerianne Simmons/Maria Sauer | Kindergarten | #502185/#1015840 |
| Joanna Bender | First Grade/Mentor | #489311 |
| Francis Dimpelis | First Grade | #514340 |
| Keisha Feser | Second/Mentor | #411585 |
| Bridget Collins | Third Grade | #1004047 |
| Abby Hubbard | Third Grade | #489224 |
| Patricia Calengor | Fourth Grade | #1001854 |
| Connor Trow | Fourth Grade | #509217 |
| Kim Japuntich | Fifth Grade | #485109 |
| Nora Mohamed | Fifth Grade | #1009034 |
| Ross Pierce | Middle School Social Studies | #449912 |
| Jeffrey Brossard | Middle School Science | #0493207 |
| Chole Johnson | Middle School English Language Arts | #1010053 |
| Blake Hickman | Physical Education Specialist | #446461 |
| Kate Ladwig | Art Specialist | #499468 |
| Tim Kampa | Technology Specialist/Tech Support | #421072 |
| Nell Pierce | Creative Arts - Middle School | Artist Residency |
| Steve Henderson | Special Education Coordinator | #470712 |
| Karen Bray | Special Education | #363110 |
| Pati Davis | Special Education | #410540 |
| Lynnea Forness | Special Education | #446511 |
| Mary Perpich | Special Education | #0518697 |
| Champaign Hale | PK Paraprofessional | |
| Kevin Turner | Special Ed. Paraprofessional | |

| | | |
|-------------------|-----------------------------------|--|
| Leslie Zimmerman | Special Ed. Paraprofessional | |
| Sharicka Robinson | Special Ed. Paraprofessional | |
| Erashay Jones | Special Ed. Paraprofessional | |
| Lamont Fondern | Special Ed. Paraprofessional | |
| Shawna Esaw | Special Ed. Paraprofessional | |
| Rachel Westby | Special Ed. Paraprofessional | |
| Michael Lark | Special Ed. Paraprofessional | |
| Ciara Simms | Special Ed. Paraprofessional | |
| Sarah Garcia | Special Ed. Paraprofessional | |
| Gerald Burrell | Special Ed. Paraprofessional Lead | |
| Savannah Smith | ELL Paraprofessional | |

Professional Development

Stonebridge has a commitment to ongoing professional development for all staff to provide an accountable, well managed school environment and effective best practice instruction for improved student achievement. The Stonebridge administrator professional development plan includes the following areas: instruction and assessment, human resource and personnel management, financial management, legal and compliance management, community, and parent outreach. The annual administrator professional development plan is shared with the Stonebridge Board of Directors and reported on annually.

Executive Director Development 2021-2022

Attended training and workshops to strengthen skills in the Executive Director role.

- Covid Workshops
- PELSB Training
- Formative Assessment
- Equity Training & book study
- MACS Weekly Meetings
- Human Resources Training
- Trauma Informed Education
- Restorative Justice Training and Plan Development
- Mental Health/Suicide Prevention
- Visual Thinking Strategies
- Turnaround Arts/Arts Integration
- Social Emotional Learning
- LGBTQ

Professional Staff / Teacher Development 2021-2022

- Equity Training & book study
- Visual Thinking Strategies
- Benchmark Literacy
- Responsive Classroom
- Everyday Math
- Connected Math
- Seesaw
- NWEA Training
- Formative Assessment
- Social Emotional Learning
- Turnaround Arts
- Implementing Arts into lesson plans
- LBGTQ
- Mental Health
- Suicide Prevention
- Google Classroom/Google Meets
- Developmental Designs
- Infinite Campus
- Global Units/Social Justice Units
- Math number talks/problem solving
- School mission, vision and values review and discussion
- Using Data to support teaching and learning
- TAP/TAP Rubric
- Sped reading and IEP accommodations
- Behavior Management
- Teacher re-licensure process
- Gold Assessment



Future Plans

STRATEGIC PLAN

PRINCIPLES AND STRATEGIES

I. Academic Excellence

To ensure all students' needs are being met through rigorous curriculum, instruction and assessment in order to become global learner and citizens.

- Implement school-wide strategies with continuous monitoring that builds critical thinking problem-solving skills resulting in high growth and proficiency on district and state assessments.
- Provide rigorous core instruction from a global perspective in addition to implementing Global Units.
- Continue to implement and expand a multi-tiered system for student support and growth which includes the City Connects program.
- Offer differentiated learning options to meet the needs and abilities of all students which could include multi-age classrooms when appropriate.
-

II. Equity

To ensure inclusive and culturally responsive practices and actions that facilitate change.

- Develop ongoing opportunities to self-reflect on our implicit and explicit biases and how it impacts our experiences, interactions and teaching.
- Teach from a strengths-based approach that recognizes and celebrates students' differences and promotes their home language and culture.
- Provide resources with accountability on the use of culturally relevant instructional planning and strategies.
- Expand staff recruitment and hiring to reflect the Stonebridge student population.

III. Innovation and Technology

To promote 21st century skills through academic innovation and technology.

- Create global learners by providing world language instruction.
- Provide hands-on opportunities for students to engage, develop, and build upon technological skills.
- Integrate arts and technology into curriculum and instruction in order to enhance student learning and engagement.
- Develop a plan for ongoing professional development in order to increase teachers' ability to effectively integrate technology and the arts

IV. School Culture

To support learning and growth through an equitable, positive, and safe environment.

- Implement a comprehensive PD plan along with the use of PLC/Cluster meetings to engage teachers and staff in continuous collaborative learning.
- Provide resources for staff that support positive school culture (social-emotional learning programs, restorative practices, Responsive Classroom, Envoy).
- Ongoing student attendance planning which includes celebrations as well as strategies to remove attendance barriers.
- Continuous implementation of core values within classrooms and schoolwide.

V. Family and Community Partners

To engage and build positive relationships with families and community partners that strengthen our school community.

- Continue to develop family events, arts enrichment activities and extra-curricular programs for all students.
- Build and maintain relationships with families and community partners through consistent outreach, expanded volunteer opportunities and options to be involved in an advisory capacity.
- Increase home language access for non-English speaking families.
- Continue to implement student service-learning experiences and projects in order to support a culture of giving back to the community and world.

VI. Finance

To develop and sustain effective school management that ensures the appropriate use of resources in order to maintain long term viability and school operations.

- Continue to maintain an annual fund balance at 20-25%.
- Develop and ensure facility upgrades and expansions are made and funded in order to meet the needs of school operations and programs.
- Build enrollment through the development of a comprehensive marketing plan that includes networking, social media and website enhancement.
- Design an outreach and communication plan that engages students, families and the community throughout the school year and summer months.

Focus Areas for the future:

- To review assessment data and define student achievement goals with teachers through professional development and regular data meetings.
- To continue to implement the National Institute for Excellence in Teaching (NIET) model which includes weekly professional development (cluster) based on teacher and student strategies, follow-up teacher coaching support and evaluation of teacher instructional effectiveness using best practice TAP evaluation rubric.
- To continue the Curriculum Committee, with a focus on curriculum review of our current language arts program (Benchmark Literacy).
- To provide professional development for all staff on race and equity to further enhance school climate, culture, and classroom instruction.
- To implement social emotional learning using Second Step curriculum across all grade levels
- To review and refine the social justice global unit for continued implementation in all grade levels.
- To continue to implement our Turnaround Arts program that includes arts integration in all subject areas and monthly parent events.
- To focus teacher cluster on implementation of the math framework, math strategies to increase rigor and develop student critical thinking and problem solving in math.
- To create a team to develop a plan for implementing school-wide restorative practices and begin to develop a core group of staff across grade levels trained in the restorative practice model and circles.
- Increase parent involvement and input within the school community.

Stonebridge Teacher Incentive /Q Comp Program

Stonebridge World School provides opportunities for professional growth, career growth, and additional pay for performance for teachers. Q-Comp, Minnesota's System for Quality Compensation and Stonebridge Teacher Incentive Program have allowed Stonebridge to add positions to enhance instruction and teacher performance. In 2021-2022, there was an Instructional Coach/ Assessment Coordinator, 3 Mentor teachers, 1 Q-Comp Coordinator.

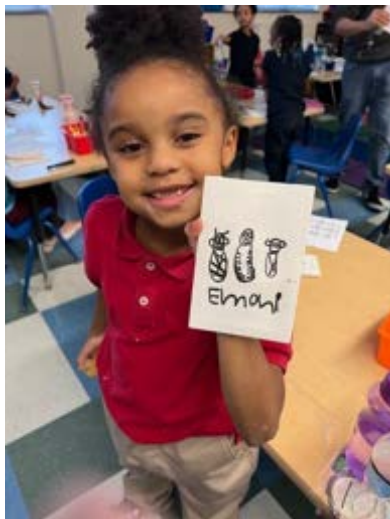
The Stonebridge Incentive Program is based on four elements designed to enhance teacher performance:

Career Growth and Leadership Skills- Experienced teachers could serve in positions of leadership on the Leadership Team as well as being an Instructional Coach or Mentor Teachers. All these roles, along with administrators, form a leadership team, to set annual student-learning goals, deliver coaching, problem solve, and provide professional support.

Professional Development - Teachers participate in weekly cluster group/PLC meetings to examine student data, engage in collaborative planning, and learn instructional strategies that are field-tested in our school.

Evaluation - Teachers are observed in classroom instruction up to three times a year using the TAP rubric. Evaluators and teachers hold a pre-conference and post-conference session to discuss reinforcements and refinements intended to help the teacher strengthen instruction.

Performance Compensation - Along with our school's participation in Q Comp, teachers have the opportunity to earn bonuses based on their observed skills, knowledge and responsibilities, their students' average growth, and the entire school's average growth.



School Enrollment

In 2021-2022 Stonebridge continues to serve families across Minneapolis as well as the neighboring communities of Richfield and parts of Bloomington. We have focused outreach efforts in south Minneapolis and Richfield in an effort to continue to build connections with communities close to Stonebridge. This past year Stonebridge served grades PreK-8.

Enrollment and Attrition

| School Year | Pre K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total | Attrition |
|-------------|-------|----|----|----|----|----|----|----|----|----|-------|--|
| 2021-2022 | 20 | 40 | 31 | 27 | 39 | 30 | 35 | 35 | 24 | 28 | 309 | 13% |
| 2020-2021 | 20 | 31 | 20 | 38 | 31 | 28 | 27 | 23 | 30 | 26 | 274 | 22% |
| 2019-2020 | 19 | 26 | 40 | 33 | 27 | 29 | 25 | 36 | 25 | 24 | 284 | 10% |
| 2018-2019 | | 39 | 30 | 34 | 34 | 31 | 34 | 29 | 25 | | 256 | 25% (High % of families moved out of district at the end of school year) |
| 2017-2018 | | 34 | 43 | 41 | 34 | 33 | 37 | 29 | | | 251 | 14% |
| 2016-2017 | | 38 | 45 | 42 | 46 | 41 | 31 | 38 | | | 281 | 19% |
| 2015-2016 | | 44 | 40 | 49 | 44 | 45 | 36 | 37 | | | 293 | 39% (Homeless/Mobility high) |
| 2014-2015 | | 42 | 43 | 38 | 44 | 37 | 31 | 21 | | | 256 | 24% |
| 2013-2014 | | 33 | 42 | 44 | 39 | 38 | 20 | 16 | | | 234 | 32% |
| 2012-2013 | | 42 | 35 | 43 | 31 | 17 | 19 | 16 | | | 203 | 36% |
| 2011-2012 | | 45 | 42 | 36 | 17 | 23 | 22 | 16 | | | 201 | 35% |
| 2010-2011 | | 40 | 38 | 16 | 21 | 19 | 13 | NA | | | 147 | 30% |
| 2009-2010 | | 44 | 23 | 20 | 20 | 15 | 14 | NA | | | 136 | 40% (school moved location) |
| 2008-2009 | | 22 | 19 | 20 | 21 | 13 | 13 | NA | | | 108 | 12% |
| 2007-2008 | | 23 | 22 | 21 | 20 | 24 | 12 | 10 | | | 111 | 1 st year of school |

Demographics

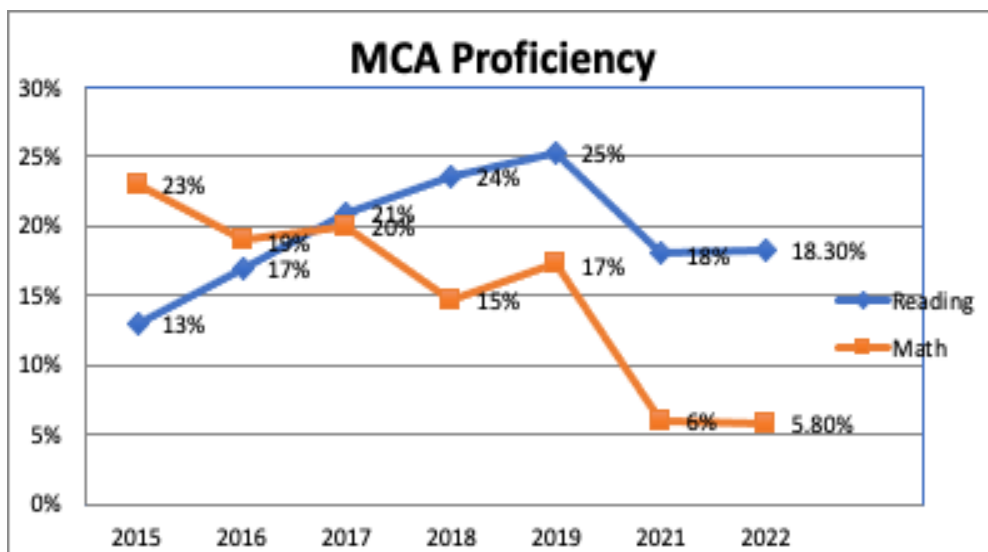
Demographics as Percentage of Total Enrollment as of October 1



Academic Performance

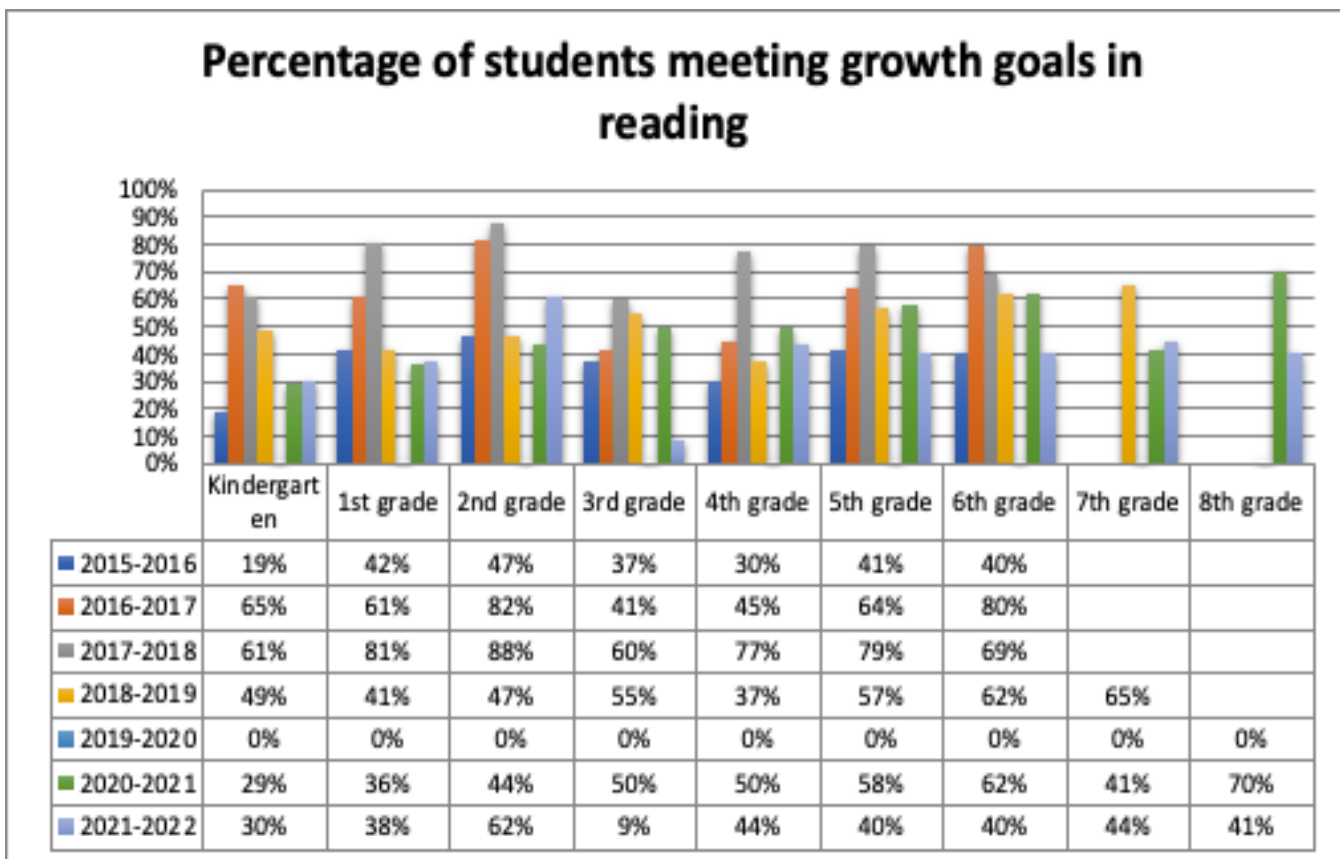
MCA II & III, MTAS Percent Proficient at Stonebridge World School

Stonebridge does not have MCA assessment results for 2019-2020 due to the Covid-19 pandemic and assessment cancelation by the Minnesota Department of Education. When looking at 2020-2021 data we can see that there was significant learning loss due the pandemic and changes in learning styles throughout the year.

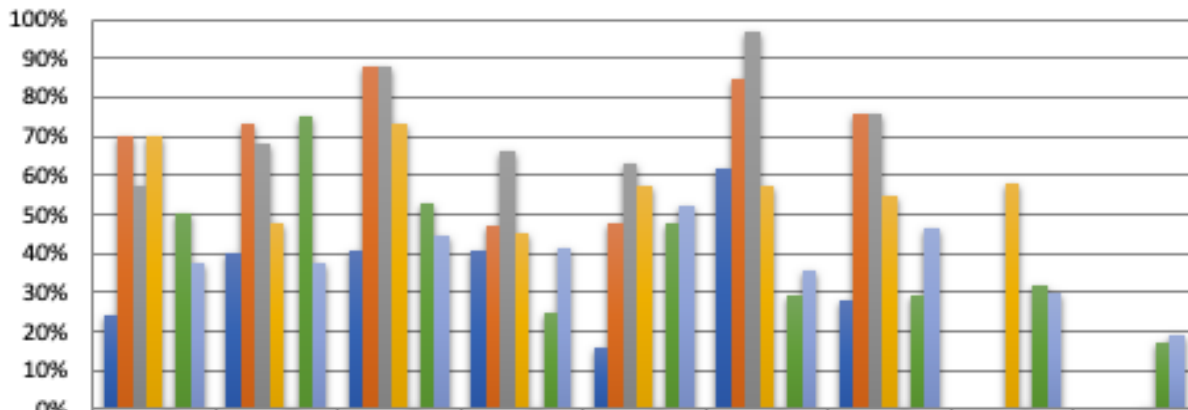


NWEA MAP Testing Growth Goals

Stonebridge uses Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments for all students, who are assessed three times each year (fall, winter, and spring). Students and classes are given a growth goal to achieve by the end of the school year. With NWEA, we are able to track the achievement and growth of individual students and personalize instruction in order to maximize every student's academic growth. The charts below show how students at Stonebridge World School (SWS) met and exceeded their individualized growth goals, as set by NWEA. Stonebridge does not have NWEA assessment results for 2019-2020 due to the Covid-19 pandemic and assessment cancellation by the Minnesota Department of Education.



Percentage of students meeting growth goals in math



| | Kindergarten | 1st grade | 2nd grade | 3rd grade | 4th grade | 5th grade | 6th grade | 7th grade | 8th grade |
|-----------|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2015-2016 | 24% | 40% | 41% | 41% | 16% | 62% | 28% | | |
| 2016-2017 | 70% | 73% | 88% | 47% | 48% | 85% | 76% | | |
| 2017-2018 | 57% | 68% | 88% | 66% | 63% | 97% | 76% | | |
| 2018-2019 | 70% | 48% | 73% | 45% | 57% | 57% | 55% | 58% | |
| 2019-2020 | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| 2020-2021 | 50% | 75% | 53% | 25% | 48% | 29% | 29% | 32% | 17% |
| 2021-2022 | 38% | 38% | 44% | 41% | 52% | 36% | 46% | 30% | 19% |

Finances

We are proud that Stonebridge has continuously achieved the state finance award and has managed our budgets very conservatively. During the fifteenth year of operation, Stonebridge continued to demonstrate effective management of its finances. The School Director had overall responsibility for the management of the finances and worked with the Finance Committee and the Board Treasurer to monitor finances, report financial information to the school board monthly, and establish, monitor, and revise the annual budget.

Stonebridge World School's business management needs are being met through a partnership between school administration and Dieci School Finance, LLC. Dieci School Finance, LLC provides a variety of financial management support and compliance services to many charter schools throughout Minnesota. Robert Procaccini serves as Stonebridge World School's main financial service representative at Dieci School Finance, LLC. Robert's contact information is included below for reference purposes. Robert Procaccini, President. robert@diecisf.com 651-309-2233 Ext. 5

Three key financial management functions have been delegated to our consulting accountants. The functions are financial statements, accounts payable, and payroll. Student reporting continues in-house. The relationship between the two organizations

retains financial management support in areas such as special education funding and audit preparation.

The 2021-2022 audited financials will be available after 12/31/22. Please contact the school or Dieci School Finance, LLC at the number listed above for more information.

Two significant revenue risks that our school foresees in the coming year:

1. The uncertainty of enrollment projections is a revenue risk to Stonebridge World School. Recruitment efforts continue to be strong, and the school served 289 students in grades PreK – 8 during the last year. Enrollment is monitored regularly to ensure revenue is available as budgeted.
2. The state holdback continues to be a risk. Currently, the state's holdback is at 10% but it's subject to change based on the state's economic outlook.
3. The school will continue to manage these risks primarily through the utilization of a healthy fund balance.

Significant expense risks that school foresees in coming year:

1. The continues to plan its use of ESSER funds and the final funds will be available in the 22-23 school year. After that, the school must move forward without these additional funds that have helped the school operate successfully during the pandemic.
2. Recruitment and retention of instructional staff as well as paraprofessional continues to play an important role in the school's success and Stonebridge continues to work diligently to maintain our strong staffing.

Projection of Financial Position

Our projected ending fund balance for the 2022-23 fiscal year is expected to be 28.3% of total budgeted expenditures. The school's goal is to maintain a fund balance of at least 20% to maintain a strong financial position in the event of future state aid holdbacks.

Authorizer Information

Stonebridge is authorized by Pillsbury United Communities. The authorizer receives information related to school, board meetings, and finances through uploads to Epicenter on a regular basis.. The authorizer staff visit the school throughout the year. The Executive Director attends a monthly meeting held by the authorizer. As part of the contract with the authorizer Stonebridge annually completes reporting on contract goals and a Performance Framework with a focus on aggregate student assessment data.

Authorizer: Pillsbury United Communities

Authorizer Director and Liaison: Samantha Diaz, samanthad@pillsburyunited.org

Authorizer Contact Information:

Pillsbury United Communities
Office of Public Charter Schools
1701 Oak Park Avenue North
Minneapolis, Minnesota, 55411

Contract Termination Date: June 30, 2024

Stonebridge World School

Current Non-Profit Status

Filing Number: 2014038-2 **Entity Type:** Non-Profit Corporation

Original Date of Filing: 9/13/2006 **Entity Status:** Active

Duration: Perpetual **Good Standing:(date of last annual filing)** 2022

Name: STONEBRIDGE WORLD SCHOOL

Registered Office Address:

4530 Lyndale Avenue South

Minneapolis, MN, 55419

Agent No Agent Filed