

# City Garden Montessori School

## Board Meeting

---

### Date and Time

Tuesday November 18, 2025 at 5:00 PM CST

---

**This is an virtual meeting.**

**We will be live streaming the meeting via Zoom webinar at this link:**

<https://us02web.zoom.us/j/88115198576?pwd=Rnl0cWNYaDZsdkdES3o2VE9hQnNMdz09>

The meeting will also be recorded and posted on the City Garden website ([citygardenschool.org/board](http://citygardenschool.org/board))

---

### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:00 PM</b>
Opening Items			
<b>A.</b> Call the Meeting to Order		Jesse Dixon	1 m
<b>B.</b> Record Attendance and Guests		Sarah Miner	1 m
<b>C.</b> Welcome, Land Acknowledgement, and Board Meeting Agreements		Jesse Dixon	2 m

#### **Welcome and Land Acknowledgement**

We, the community of City Garden Montessori, honor the Illiniwek (Eel-Ly-neh-wehk) people, the original protectors of the lands that we now call St. Louis, MO. Let's give a respectful and brief moment of silence.

#### **Acknowledge Board Meeting Agreements**

	Purpose	Presenter	Time
<ul style="list-style-type: none"> <li>• We prioritize and value our relationships with one another.</li> <li>• We come to meetings prepared and stay present.</li> <li>• We use our meeting time responsibly to focus on what matters most.</li> <li>• We say what needs to be said, directly and with care.</li> <li>• We ask questions for clarity and transparency.</li> <li>• We slow down to ensure we're centering our mission and values.</li> <li>• We acknowledge that disagreement is inevitable, but commit to decisions as a team.</li> <li>• We follow through on our commitments to each other and to City Garden.</li> </ul>			
<b>D.</b>	Mission Statement	Jesse Dixon	1 m
<p>City Garden exists to redefine education by developing the whole child in an excellent, inclusive, Montessori school; to reimagine community by creating spaces and systems that help to restore our collective humanity; and to reinvigorate our world by creating a culture in which individuals and communities thrive without disparities or barriers to success.</p>			
<b>E.</b>	Introductions and Public Comment	Discuss Jesse Dixon	5 m
<ul style="list-style-type: none"> <li>• Public Comment - Each individual will be given three minutes to speak.</li> </ul>			
<b>II.</b>	<b>Action Items</b>		<b>5:10 PM</b>
<b>A.</b>	Approve Minutes from October 2025 Board Meeting	Approve Minutes Jesse Dixon	1 m
<b>B.</b>	Approve September 2025 Financials	Vote Benjamin Huebner	15 m
<ul style="list-style-type: none"> <li>• The board will review the September 2025 financial statements.</li> <li>• <a href="#">September 2025 Finance Loom Report</a></li> <li>• <a href="#">WADA Enrollment &amp; Attendance Forecast</a></li> </ul>			
<b>C.</b>	Approve Expenditures Over \$10,000	Vote Benjamin Huebner	3 m
<ul style="list-style-type: none"> <li>• The board will vote to approve expenditures over \$10,000</li> </ul>			

	Purpose	Presenter	Time
--	---------	-----------	------

### III. Information Items 5:29 PM

A.	Strategic Plan Update	FYI	Claire Schell	15 m
B.	Whole Child Success Committee Report	FYI	Mia Howard	5 m
	<a href="#">November 2025 Whole Child Success Loom Report</a>			
C.	Board Chair Report	Discuss	Jesse Dixon	5 m

- Board fundraising engagement: Board members, please fill out your [Fundraising Goals Form for 2025-26](#)
- Board priorities - progress update
- December board meeting will be truncated
- Board social (December) and information session (January)

### IV. Final Items 5:54 PM

A.	Questions and Comments	Discuss	Jesse Dixon	3 m
B.	Reading Materials and Links	FYI		

- [Link to the 2025-26 City Garden School Calendar](#)

### V. Upcoming Board/Committee Meetings 5:57 PM

A.	Board and Committee Meetings	FYI
----	------------------------------	-----

#### Board Meeting Schedule

The third Tuesday of every month, except for October 2025, March 2026, and May 2026

Board Business and Community Engagement is the 4th Friday in October 2025 and May 2026

Board Retreats - TBD dates in January and June

#### Committee Meeting Schedule

Finance Committee - Next meeting 11/21/25

Governance Committee - Next meeting 11/21/25

	Purpose	Presenter	Time
Whole Child Success Committee - Next meeting 12/11/25			

**VI. Closing Items**

- |                           |      |
|---------------------------|------|
| <b>A.</b> Adjourn Meeting | Vote |
|---------------------------|------|

# Coversheet

## Approve Minutes from October 2025 Board Meeting

<b>Section:</b>	II. Action Items
<b>Item:</b>	A. Approve Minutes from October 2025 Board Meeting
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Board Meeting on October 24, 2025

DRAFT

# City Garden Montessori School

## Minutes

### Board Meeting

---

#### Date and Time

Friday October 24, 2025 at 8:30 AM

---

**This is an in-person meeting, held at the EAEC (4209 Folsom Ave, 63110).**

**We will be live streaming the meeting via Zoom webinar at this link:**

<https://us02web.zoom.us/j/88115198576?pwd=RnI0cWNYaDZsdkdES3o2VE9hQnNMdz09>

The meeting will also be recorded and posted on the City Garden website  
([citygardenschool.org/board](http://citygardenschool.org/board))

---

#### Directors Present

B. Huebner, J. Dixon, K. Shaffer, M. Chlebowski, M. Howard, S. Haigler

#### Directors Absent

L. Vowell, N. Johnson

#### Guests Present

C. Huck, Chanel Robinson, D. Blank, K. Howard, K. Lohrum, K. Young, M. Flohr, M. Marshall, S. Miner

---

### I. Opening Items

#### A. Call the Meeting to Order

J. Dixon called a meeting of the board of directors of City Garden Montessori School to order on Friday Oct 24, 2025 at 8:44 AM.

#### B. Record Attendance and Guests

#### C.

## Welcome, Land Acknowledgement, and Board Meeting Agreements

### D. Mission Statement

### E. Introductions and Public Comment

- Jesse Dixon introduced and welcomed Michelle Chlebowski to the Board of Directors
- Jesse discussed how to find the board packet and minutes on the website and the response to the public comment from September
- There were no public comments for this meeting

## II. Action Items

### A. Approve Minutes from September 2025 Board Meeting

B. Huebner made a motion to approve the minutes from Board Meeting on 09-16-25.

K. Shaffer seconded the motion.

The board **VOTED** unanimously to approve the motion.

### B. Approve August 2025 Financials

- Jesse discussed the changes in the way the information is being presented and shared with the board members prior to the meeting, using Loom and a document for questions.
- Ben addressed the change in the funding for last year and this year. Christie, David, Jesse, and Ben are working with our reps at MCPSA on what this means for City Garden and how our budget will be impacted.
  - Decrease in WADA due to SLPS adding 997 students to their numbers from last year.
  - Potential for legal action from MCPSA
  - More information will be known and discussed more in depth at the next Finance Committee Meeting.

K. Shaffer made a motion to Approve the August 2025 Financials.

M. Chlebowski seconded the motion.

The board **VOTED** unanimously to approve the motion.

### C. Vote on Revision of City Garden Montessori Bylaws

B. Huebner made a motion to Approve the Revision to the City Garden Montessori Bylaws.

M. Howard seconded the motion.

The board **VOTED** unanimously to approve the motion.

### D.

### **Approval of Job Description and Salary Range for New Administrative Leader, starting in the 2026-27 School Year: Chief of Learning**

M. Howard made a motion to Approve of Job Description and Salary Range for New Administrative Leader, starting in the 2026-27 School Year: Chief of Learning.

K. Shaffer seconded the motion.

- Search will launch the week of October 27.

The board **VOTED** unanimously to approve the motion.

### **E. 2025-26 Special Education Local Compliance Plan**

M. Howard made a motion to Approve the 2025-26 Special Education Local Compliance Plan.

B. Huebner seconded the motion.

- This is an annual requirement

The board **VOTED** unanimously to approve the motion.

## **III. Information Items**

### **A. CEO Report and Strategic Plan Update**

- City Garden is currently engaging the community via strategy labs, with the last two occurring the week of October 27.
- Lots of engagement from families, staff, and board members.
- Once they are fully completed, Christie, Jo Pang, and Claire Schell will combine the information to determine themes to shape the actual plan.
  - Findings will be presented to the Executive Committee at the meeting on November 3rd.

### **B. Whole Child Success Committee Report**

- Mia expressed a deep appreciation for Christie, Mike, Kisha, and Amy for digging into the data from the beginning of the year and use the baseline data to determine the areas that require the most focus.
- The information helps to understand what the guides and instructional coaches are focused on this year.
- Next month, the Whole Child Success Committee will present a deeper analysis focused on subgroup achievement gaps and root causes.

### **C. Governance Committee Report**

- Cancelling the Governance Committee Meeting for October 27



- Information session about the Board with caregivers, staff, and other stakeholders will be held in January
  - This is a great way for others to learn more about the board and for caregivers interested in joining the board an opportunity to understand what the board is and what the board does.

#### **D. Board Chair Report**

- More focus on fundraising from the Board, with the hope to revitalize the Development Committee
- Initial meeting happening with board members and City Garden staff to work on ways to enhance fundraising and use board knowledge to help staff with fundraising goals and planning.
- Kitty Lohrum explained the upcoming City Garden 101 morning on November 7 with an invite for all board members to attend
- The Board is focusing on the board priorities and are currently on track on all of them.
  - Chief of Learning position approved
  - Strategic Planning on track
  - Whole Child Success Committee coming up with a hypothesis of some of the academic work that needs to happen
  - Financial Planning and understanding long-term challenges facing City Garden's financial outlook
- Board Retreats in January 2026 and June 2026

#### **IV. Final Items**

##### **A. Questions and Comments**

- Chanel Robinson, an Assistant Guide in the ECEC, asked to take a selfie with the board members for her college course requirement.

##### **B. Reading Materials and Links**

#### **V. Closing Items**

##### **A. Adjourn Meeting**

B. Huebner made a motion to adjourn the October Board Meeting.

M. Chlebowski seconded the motion.

The board **VOTED** unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:13 AM.

Respectfully Submitted,

S. Miner

# Coversheet

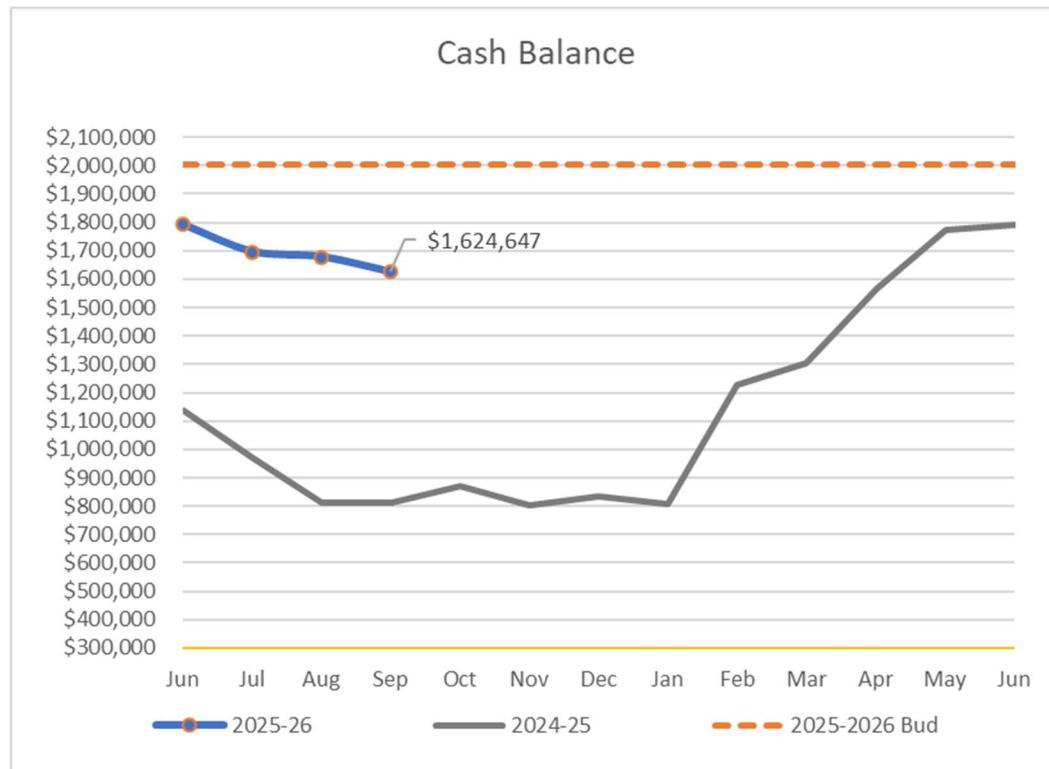
## Approve September 2025 Financials

<b>Section:</b>	II. Action Items
<b>Item:</b>	B. Approve September 2025 Financials
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	CG Notes to Financial Statements 9.30.2025.pdf CG Financials 9.30.2025.pdf 2025-26 Fundraising Report as of 11032025.pdf

City Garden Montessori School  
Notes Accompanying Financial Statements  
September 30, 2025

The period ending September 31, 2025 had a cash balance of \$1,624,647. This is a decrease of \$167,000 from June 30, 2025 and a decrease of \$ 53,402 from August 31, 2025.

NOTE: Due to the transition of our payroll system to Paylocity, payments to the Public School Retirement System were delayed. If these has been paid by 9/30/2025, the cash balance would have been \$1,422,899.



### Highlights of Financial Statements and Budget:

#### Revenue:

- State below budget by \$72.2K due to timing of State data updates.
- Prop C above budget by \$7.3K due to timing.
- Federal below budget by \$5.51K due to timing
- Philanthropy over budget \$14.0K due to timing of donation receipts.
- PreK Tuition over budget by \$37.4K due to timing of tuition receipts.
- 

#### Expenses:

- Salary under budget by \$100.0 k due to open positions and timing of hiring some 12 month roles.
- Benefits under budget by \$65.3 k due to timing of benefit payments.
- Purchase Services over budget by \$114.0K due to timing of substitute invoice payment.
- Supplies over by \$113.2K due to purchases for opening of new classrooms and beginning of the year timing.
- Facilities under by \$8.9K due to timing of maintenance and rent payments.
- Capital/Debt service under by \$12.4K due to timing of interest payments.

City Garden Montessori School								
Week ending		10/10						
Weekly Enrollment and Attendance								
2025-2026		Enrollment			Attendance			
	Actual	Budget	Variance	Week Ending 10/10	YTD	ADA	CHARTER YTD 90/90	
1	78	82	-4	92.0512	95.5309	70.3275	83.4%	
2	74	76	-2	92.7252	95.3407	66.5515		
3	68	66	2	93.3578	95.5618	61.3102		
4	72	76	-4	94.1203	95.7054	64.883		
5	41	49	-8	94.878	96.2306	37.1165		
6	32	36	-4	97.5497	93.6544	28.1563		
7	34	40	-6	95.8152	95.7804	31.1204		
8	24	26	-2	92.7083	93.463	21.164		
PS	42	42	0					
PK	51	58	-7	91.268	93.2285	81.8322		
K	93	90	3	94.9388	94.5276	81.7596		
Total Enrollment	609	641	-32	93.6%	94.9%	544.22		
Charter	516	541	-25	94.0%	95.2%	462.39		
				Enrollment Variance	Attendance Variance	Total Variance		
\$ per ADA				15,075	15,075	\$ 15,075		
Estimated Charter State Annual Revenue				-23.375	8.772	\$ 7,405,322		
Budgetd Charter State Annual Revenue (For ADA only)						\$ 7,625,463		
Over/(Short Fall) Total				\$ (352,378.1)	\$ 132,237.9	\$ (220,140)		
RACE								
Charter	#	%	Preschool	#	%	Whole School	#	%
A	6	1.2%	A	1	1.1%	A	7	1.1%
B	240	46.5%	B	42	45.2%	B	282	46.3%
H	39	7.6%	H	10	10.8%	H	49	8.0%
I	3	0.6%	I	0	0.0%	I	3	0.5%
M	60	11.6%	M	13	14.0%	M	73	12.0%
W	168	32.6%	W	27	29.0%	W	195	32.0%
FRL	Free #	Reduced #	Total #	Total %				
Charter	242	36	278	53.9%				
Preschool	45	7	52	55.9%				
Whole School	287	43	330	54.2%				
EAEC	194	30	224	53.0%				
ECEC	93	13	106	57.0%				
IEPs	#	%	504s	#	%			
Charter	58	11%	Charter	16	3%			
Preschool	0	0%	Preschool	0	0%			
Whole School	58	10%	Whole School	16	3%			
ELL	#	%						
Charter	13	3%						
Preschool	0	0%						
Whole School	13	2%						
Discipline	10/10	YTD						
ISS		13						
OSS		9						

## Actual and Budget

Revenue				
Source	Actual September 2024	Actual September 2025	Budget 25-26 YTD	Variance to Budget
State	\$ 1,733,699	\$ 2,083,451	\$ 2,155,640	\$ (72,189)
Federal	203,921	28,006	33,467	(5,461)
Prop C	215,992	203,565	196,250	7,315
Annual Fund Philanthropy	30,054	163,989	150,000	13,989
Restricted/Capital Philanthropy	5,500	-	-	-
Preschool Tuition	94,272	107,450	70,000	37,450
Other	79,380	105,192	83,350	21,842
Total	\$ 2,362,818	\$ 2,691,652	\$ 2,688,707	\$ 2,945

Expenses				
Category	Actual September 2024	Actual September 2025	Budget 25-26 YTD	Variance to Budget
Salaries	\$ 1,337,549	\$ 1,399,163	\$ 1,499,171	\$ (100,008)
Benefits	433,836	462,421	527,708	(65,287)
Purchased Services	277,057	595,946	481,238	114,709
Supplies	152,007	182,143	68,900	113,243
Occupancy	357,430	329,173	338,157	(8,984)
Capital/Debt Services	163,676	139,250	151,624	(12,374)
Total	\$ 2,721,555	\$ 3,108,096	\$ 3,066,797	\$ 41,299
Net Income\Loss	\$ (358,737)	\$ (416,444)	\$ (378,090)	\$ (38,354)

## Financial Health Check

Category	FY 23-24	FY 24-25	Actual September 2025 YTD	Budget FY 25-26
Ending Cash Fund Balance	\$ 1,138,259	\$ 1,791,648	\$ 1,624,647	\$ 1,920,726
Cash Days on Hand*	39	57	47	56
State Reimbursement per WADA	\$ 11,994	\$ 14,699	\$ 15,456	\$ 15,075
Revenue per Student*	\$ 18,152	\$ 20,006	\$ 4,398	\$ 19,493
Cost per Student*	\$ 17,747	\$ 19,435	\$ 5,079	\$ 19,291
Excess/(Deficit) Per Student	\$ 405	\$ 571	\$ (680)	\$ 201

## Accountability Plan

202-23

Measure	FY 24-25	YTD September 2025	Budget FY-25-26	Measure Met?
Debt to Asset Ratio < 0.9	0.82	0.83	0.82	Yes
Enrollment Variance >= 95%	93.2%	95.5%	95.5%	Yes
Fund Balance >= 10% Unrestricted	16.0%	13.1%	12.7%	Yes

## Annual Trends

Revenue				
Source	Actual FY 23-24	Actual FY 24-25	Forecast FY 25-26	Budget FY 25-26
State	\$ 6,208,853	\$ 7,547,011	\$ 8,888,559	\$ 9,222,558
Federal	980,074	1,125,687	781,768	757,600
Prop C	552,361	726,475	803,000	785,000
Annual Fund Philanthropy	825,930	789,396	962,947	962,947
Restricted/Capital Philanthropy	1,009,490	561,860	-	-
Preschool Tuition	573,039	494,764	544,950	544,950
Other	324,224	358,239	221,700	221,700
Total Revenue	\$ 10,473,971	\$ 11,603,432	\$ 12,202,924	\$ 12,494,755

Expenses				
Category	Actual FY 23-24	Actual FY 24-25	Forecast FY 25-26	Budget FY 25-26
Salaries	\$ 5,032,529	\$ 5,324,856	\$ 6,088,000	\$ 6,188,562
Benefits	1,702,215	1,763,641	2,113,000	2,178,373
Purchased Services	1,351,495	1,843,410	1,956,226	1,856,226
Supplies	360,212	469,540	320,047	250,047
Occupancy	1,126,711	1,261,250	1,328,979	1,285,979
Capital Outlay/Debt Services	667,818	609,611	606,490	606,490
Total Expenses	\$ 10,240,980	\$ 11,272,308	\$ 12,412,742	\$ 12,365,677
Net Income\Loss	\$ 232,991	\$ 331,124	\$ (209,818)	\$ 129,078

## School Stats

Category	FY 23-24	FY 24-25	September 2025	FY25-26 Budget
Charter School Enrollment	450	482	518	541
Pre-School Enrollment	118	98	94	100
Average Daily Attendance - Charter # / %	415.0639 / 92.2%	454.8339 / 93.2%	499.63 / 97.2%	506 / 93.5%
Free & Reduced Lunch Count - Charter	223	239	275	271
Free & Reduced Lunch % - Charter	50%	50%	53%	50%
Weighted Average Daily Attendance	479.01	527.06	561.14	606.6

\*\* Per current Payment

## Points to Note- September

Fed and State below budget due to timing of DESE updating enrollment in system
Philanthropy over budget due to timing of large donation receipts
Wage and Benefits under budget due to timing of hiring
Service over due to timing of payment to Substitutes for 24-25 school year and Subs for open positions
Supplies over due to timing of remaining purchases for two additional classrooms.
Capital/Debt Service under budget due to timing of interest payments

# City Garden Montessori Charter School

## Statement of Financial Position

As of September 30, 2025

	Total	
	As of Sep 30, 2025	As of Sep 30, 2024 (PY)
<b>ASSETS</b>		
Current Assets		
Bank Accounts		
1000 Cash on Hand	200	200
1113 Simmons Operating 9865	1,231,053	382,776
1115 US Bank 1830	1,352	1,397
1118 Simmons-4200 Folsom 9012	4,695	4,815
1120 Simmons- MM 8644	202,643	302,790
1122 Simmons- Junior High 8636	14,603	13,510
1130 USB Blocked Account FBO IFF-3851	53,790	1,236
1131 USB Interest Reserve-4222	0	25,306
1149 Edward Jones Investment 0317	116,312	100,738
Total Bank Accounts	<b>\$ 1,624,647</b>	<b>\$ 832,766</b>
Other Current Assets		
1199 Undeposited Funds	13,152	0
1205 Note Receivable	10,408,800	10,408,800
1210 Accrued Interest Receivable	0	26,022
1215 Due to/From 4209 Folsom Owner	13,363	113,063
1230 Debt Issuance Costs	180,259	211,859
1231 Accumulated Amortization-Debt Issuance Costs	(109,399)	(112,654)
1245 Investment in 4209 Folsom Managing Member, LLC	2,668,639	2,668,639
Total Other Current Assets	<b>\$ 13,174,814</b>	<b>\$ 13,315,728</b>
Total Current Assets	<b>\$ 14,799,461</b>	<b>\$ 14,148,494</b>
Fixed Assets		
1511 Fixed Assets- Land	50,000	50,000
1521 Fixed Assets- Building	233,487	233,487
1531 Leasehold Improvements	475,268	475,268
1539 Accum. Depreciation- Leasehold Improvments	(304,412)	(267,342)
Total Fixed Assets	<b>\$ 454,343</b>	<b>\$ 491,413</b>
<b>TOTAL ASSETS</b>	<b>\$ 15,253,804</b>	<b>\$ 14,639,906</b>
<b>LIABILITIES AND EQUITY</b>		
Liabilities		
Current Liabilities		
Credit Cards		
2150 CreditOne Card	0	0
2152 School Credit Card	189	325
2155 Ramp Card	(7,692)	(1,951)

**City Garden Montessori Charter School**  
**Statement of Financial Position**  
As of September 30, 2025

	Total	
	As of Sep 30, 2025	As of Sep 30, 2024 (PY)
Total Credit Cards	\$ (7,502)	\$ (1,625)
Other Current Liabilities		
2200 Payroll Clearing	0	4,035
2220 Payroll Clearing- Retirement	201,748	0
2230 Other Current Liabilities	20,051	0
2235 Paylocity Clearing	(14,605)	
Total 2200 Payroll Clearing	\$ 207,193	\$ 4,035
2240 Other Current Liabilities	8,309	12,500
2242 Accrued Rent Payable	66,829	27,193
2245 Accrued Interest Payable	176,080	157,356
Total Other Current Liabilities	\$ 458,412	\$ 201,084
Total Current Liabilities	\$ 450,909	\$ 199,459
Long-Term Liabilities		
2130 Note Payable-IFF Source Loan	7,160,853	7,160,853
2131 Note Payable-Catalytic Holdings-Fed Bridge	0	1,057,620
2132 Note Payable-4209 Folsom Mgng Mbr-State Source Loan	2,136,418	2,136,418
2133 Note Payable 4209 Prime Tenant- Fed Source Loan	1,483,302	306,662
2134 Note Payable-IFF Close-Out Loan	1,875,000	1,875,000
Total Long-Term Liabilities	\$ 12,655,573	\$ 12,536,553
Total Liabilities	\$ 13,106,482	\$ 12,736,012
Equity		
3111 Fund Balance	1,673,832	1,355,139
3119 Fund Balance- 4209 Project	889,934	908,296
Net Revenue	(416,444)	(359,541)
Total Equity	\$ 2,147,322	\$ 1,903,895
TOTAL LIABILITIES AND EQUITY	\$ 15,253,804	\$ 14,639,906

Wednesday, Oct 15, 2025 06:10:49 AM GMT-7 - Cash Basis



**City Garden Montessori**

Revenue -Actual vs. Budget

2025-2026

09/30/2025

		September			September YTD			Notes
		Actual	Budget	Variance	Actual	Budget	Variance	
Prop C	Prop C	67,846	65,417	2,429	203,565	196,250	7,315	Higher per pupil amount
Interest	Interest	8,677	8,667	10	52,051	26,000	26,051	
Student Food Sales	Student Food Sales	2,573	4,580	(2,007)	12,697	9,160	3,537	
Student Activity - JRH	Activity Fee/JH Fundraising	-	2,000	(2,000)	2,999	2,000	999	
Student Activity-Club/Athletics	Activity Fee/JH Fundraising	-	-	-	-	-	-	
Student Activity-Field Trips	Activity Fee/JH Fundraising	300	13,000	(12,700)	1,785	26,000	(24,215)	Likely perm.
Facility Rental	Other	-	-	-	-	-	-	
Donations	Philanthropy	21,320	50,000	(28,680)	163,989	150,000	13,989	Timing
Donations-Restricted Capacity	Philanthropy	-	-	-	-	-	-	
Preschool Tuition	Preschool Tuition	45,863	30,000	15,863	107,450	70,000	37,450	Lower Enrollment
After Care Tuition	Before and After Care	14,978	9,230	5,748	26,911	9,230	17,681	
Before Care Tuition	Before and After Care	4,809	3,460	1,349	6,242	3,460	2,782	
Institute Tuition	Institute Tuition	-	-	-	-	5,000	(5,000)	
Other		1,919	833	1,086	2,508	2,500	8	
<b>Total Local Revenue</b>		<b>168,285</b>	<b>187,187</b>	<b>(18,902)</b>	<b>580,196</b>	<b>499,600</b>	<b>80,596</b>	
<b>State Basic Formula/CTF</b>		<b>662,227</b>	<b>728,547</b>	<b>(66,320)</b>	<b>2,083,451</b>	<b>2,155,640</b>	<b>(72,189)</b>	Higher Per Pupil Amount
Medicaid Admin Billing	Federal	-	-	-	-	7,500	(7,500)	Timing
CARES Act	Federal	-	-	-	-	-	-	
Preschool Expansion Grant	Federal	-	-	-	-	-	-	
Federal Grant	Federal	5,952	-	5,952	5,952	-	5,952	Timing
Special Ed Part B	Federal	-	-	-	-	-	-	Timing
Special Ed Early Childhood	Federal	-	-	-	-	-	-	Timing
Lunch Program	Federal	11,134	11,000	134	17,762	18,000	(238)	Timing
Breakfast Program	Federal	1,440	2,000	(560)	2,713	5,800	(3,087)	Timing
Snack Program	Federal	718	1,000	(282)	1,579	2,167	(588)	Timing
Other Federal	Federal	-	-	-	-	-	-	
Consolidated Federal Funds	Federal	-	-	-	-	-	-	Timing
<b>Federal Revenue</b>		<b>19,244</b>	<b>14,000</b>	<b>5,244</b>	<b>28,006</b>	<b>33,467</b>	<b>(5,461)</b>	
<b>Total Revenue</b>		<b>849,757</b>	<b>929,734</b>	<b>(79,977)</b>	<b>2,691,652</b>	<b>2,688,707</b>	<b>2,945</b>	

**City Garden Montessori School**

## Wage and FTE Summary

09/30/2025

	<b>2025-2026</b>		<b>2025-2026</b>	<b>Variance</b>
	<b>Actual</b>	<b>FTE</b>	<b>Budget</b>	<b>Over/(Under) Bud</b>
	<b>Wages</b>		<b>Wages</b>	<b>Wages</b>
Lead Guide	\$ 306,825	21.0	\$ 345,829	\$ (39,004)
Assistant Guide	189,157	21.3	178,334	10,823
Other Instruction	94,594	8.0	99,814	(5,220)
School Support	124,410	11.4	107,242	17,169
SPED Instruction	82,607	5.2	89,238	(6,632)
SPED Support	70,652	6.0	56,357	14,295
<b>Instruction</b>	<b>\$ 714,987</b>	<b>61.7</b>	<b>\$ 731,219</b>	<b>\$ (16,232)</b>
Before/After Care	\$ 1	0.9	\$ 13,910	\$ (13,910)
Network Admin	271,327	13.0	288,716	(17,390)
School Admin	176,624	11.3	223,231	(46,607)
Summer School	82,967	-	96,499	(13,532)
<b>Total Wages</b>	<b>\$ 1,399,163</b>	<b>98.0</b>	<b>\$ 1,499,171</b>	<b>\$ (100,008)</b>
Benefits	462,421		527,708	\$ (65,287)
<b>Wages and Benefits</b>	<b>\$ 1,861,585</b>		<b>\$ 2,026,879</b>	<b>\$ (165,295)</b>

## City Garden Montessori School

Supplies- Actual vs. Budget

09/30/2025

Cost Center

Instruction

	Totals			Elementary and Adolescent Education Center			Early Childhood Education Center			4202 Folsom and unallocated		
	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance
Elementary Instruction	123,181.85	19,372.53	103,809.32	111,006.21	16,351.79	94,654.42	9,144.13	3,020.75	6,123.38	3,031.51	-	3,031.51
JH Instruction	3,815.62	1,409.65	2,405.97	3,815.62	1,409.65	2,405.97	-	-	-	-	-	-
Preschool Instruction	369.57	1,093.56	(723.99)	-	-	-	369.57	1,093.56	(723.99)	-	-	-
Summer School	1,954.85	-	1,954.85	1,083.67	-	1,083.67	871.18	-	871.18	-	-	-
SPED	3,508.20	520.15	2,988.05	1,264.07	344.05	920.02	2,244.13	176.11	2,068.02	-	-	-
Reading and other Instruction	3,032.16	352.48	2,679.68	3,032.16	352.48	2,679.68	-	-	-	-	-	-
<b>Subtotal- Instruction</b>	<b>135,862.25</b>	<b>22,748.38</b>	<b>113,113.87</b>	<b>120,201.73</b>	<b>18,457.96</b>	<b>101,743.77</b>	<b>12,629.01</b>	<b>4,290.42</b>	<b>8,338.59</b>	<b>3,031.51</b>	<b>-</b>	<b>3,031.51</b>
<b>Student and Family Support</b>												
Principal	8,514.20	5,814.76	2,699.44	6,352.99	3,524.03	2,828.96	2,161.21	2,290.74	(129.53)	-	-	-
Student Support	1,442.83	146.85	1,295.98	743.73	146.85	596.88	699.10	-	699.10	-	-	-
Nurse	205.34	429.99	(224.65)	-	286.57	(286.57)	205.34	143.42	61.92	-	-	-
Parental Support	2,591.83	2,266.48	325.35	1,459.83	1,441.83	18.00	1,132.00	824.65	307.35	-	-	-
Before/Aftercare	740.33	290.53	449.80	740.33	146.58	593.75	-	143.95	(143.95)	-	-	-
Student Activities and Athletics	-	2,978.83	(2,978.83)	-	2,978.83	(2,978.83)	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-
Food	2,891.42	4,754.68	(1,863.26)	936.43	3,554.08	(2,617.65)	1,954.99	1,200.60	754.39	-	-	-
<b>Subtotal- Student and Family Sup.</b>	<b>16,385.95</b>	<b>16,682.12</b>	<b>(296.17)</b>	<b>10,233.31</b>	<b>12,078.76</b>	<b>(1,845.45)</b>	<b>6,152.64</b>	<b>4,603.35</b>	<b>1,549.29</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Admin and Other</b>												
Professionssional Development	2,520.24	58.79	2,461.45	855.87	35.85	820.02	351.47	22.94	328.53	1,312.90	-	1,312.90
Technology	6,845.70	11,648.72	(4,803.02)	6,546.00	-	6,546.00	-	-	-	299.70	11,648.72	(11,349.02)
Executive Admin	5,619.96	6,983.46	(1,363.50)	-	-	-	-	-	-	5,619.96	6,983.46	(1,363.50)
Business Office	1,969.06	146.85	1,822.21	1,177.72	-	1,177.72	-	-	-	791.34	146.85	644.49
Philanthropy	6,392.69	6,460.94	(68.25)	207.84	-	207.84	-	-	-	6,184.85	6,460.94	(276.09)
Institute	6,546.79	4,170.46	2,376.33	2,790.53	-	2,790.53	-	-	-	3,756.26	4,170.46	(414.20)
<b>Subtotal- Admin and Other</b>	<b>29,894.44</b>	<b>29,469.22</b>	<b>425.22</b>	<b>11,577.96</b>	<b>35.85</b>	<b>11,542.11</b>	<b>351.47</b>	<b>22.94</b>	<b>328.53</b>	<b>17,965.01</b>	<b>29,410.43</b>	<b>(11,445.42)</b>
<b>Subtotal- Before Building</b>	<b>182,142.64</b>	<b>68,899.72</b>	<b>113,242.92</b>	<b>142,013.00</b>	<b>30,572.58</b>	<b>111,440.42</b>	<b>19,133.12</b>	<b>8,916.71</b>	<b>10,216.41</b>	<b>20,996.52</b>	<b>29,410.43</b>	<b>(8,413.91)</b>
<b>Building</b>	<b>68,579.75</b>	<b>72,243.30</b>	<b>(3,663.55)</b>	<b>44,678.54</b>	<b>44,643.38</b>	<b>35.16</b>	<b>22,639.13</b>	<b>25,096.52</b>	<b>(2,457.39)</b>	<b>1,262.08</b>	<b>2,503.39</b>	<b>(1,241.31)</b>
<b>Total</b>	<b>250,722.39</b>	<b>141,143.02</b>	<b>109,579.37</b>	<b>186,691.54</b>	<b>75,215.96</b>	<b>111,475.58</b>	<b>41,772.25</b>	<b>34,013.23</b>	<b>7,759.02</b>	<b>22,258.60</b>	<b>31,913.82</b>	<b>(9,655.22)</b>

## City Garden Montessori School

## Services- Actual vs. Budget

09/30/2025

Cost Center

Instruction

Elementary Instructioin

JH Instruction

Preschool Instruction

Summer School

SPED

Reading and other Instruction

**Subtotal- Instruction****Student and Family Support**

Principal

Student Support

Nurse

Parental Support

Before/Aftercare

Student Activities and Athletics

Transportation

Food

**Subtotal- Student and Family Sup.****Admin and Other**

Professional Development

Technology

Executive Admin

Business Office

Philanthropy

Institute

**Subtotal- Admin and Other****Subtotal- Before Building****Building****Total**

Totals			Elementary and Adolescent Education Center			Early Childhood Education Center			4202 Folsom and unallocated		
Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance
50,205.11	59,957.50	(9,752.39)	38,135.84	43,531.75	(5,395.91)	12,069.27	16,425.75	(4,356.48)	-	-	-
32,370.21	1,392.50	30,977.71	32,370.21	1,392.50	30,977.71	-	-	-	-	-	-
-	2,562.25	(2,562.25)	-	-	-	-	2,562.25	(2,562.25)	-	-	-
96,718.65	2,534.25	94,184.40	57,620.31	1,698.75	55,921.56	39,098.34	835.50	38,262.84	-	-	-
7,505.30	42,662.00	(35,156.70)	5,805.30	31,946.75	(26,141.45)	700.00	10,715.25	(10,015.25)	1,000.00	-	1,000.00
-	55.75	(55.75)	-	55.75	(55.75)	-	-	-	-	-	-
186,799.27	109,164.25	77,635.02	133,931.66	78,625.50	55,306.16	51,867.61	30,538.75	21,328.86	1,000.00	-	1,000.00
-	7,616.75	(7,616.75)	-	5,945.75	(5,945.75)	-	1,671.00	(1,671.00)	-	-	-
75,294.75	31,692.25	43,602.50	35,966.54	28,334.00	7,632.54	21,018.21	3,358.25	17,659.96	18,310.00	-	18,310.00
4,000.00	16,608.50	(12,608.50)	-	10,610.25	(10,610.25)	-	5,998.25	(5,998.25)	4,000.00	-	4,000.00
-	2,069.00	(2,069.00)	-	756.00	(756.00)	-	1,313.00	(1,313.00)	-	-	-
5,050.00	536.00	4,514.00	5,050.00	268.00	4,782.00	-	268.00	(268.00)	-	-	-
3,125.00	2,784.75	340.25	3,125.00	2,784.75	340.25	-	-	-	-	-	-
-	9,192.25	(9,192.25)	-	7,035.00	(7,035.00)	-	2,157.25	(2,157.25)	-	-	-
53,091.55	58,343.75	(5,252.20)	33,824.35	34,673.75	(849.40)	19,267.20	23,670.00	(4,402.80)	-	-	-
140,561.30	128,843.25	11,718.05	77,965.89	90,407.50	(12,441.61)	40,285.41	38,435.75	1,849.66	22,310.00	-	22,310.00
53,962.95	36,206.00	17,756.95	23,291.11	31,551.00	(8,259.89)	6,810.84	4,655.00	2,155.84	23,861.00	-	23,861.00
28,609.70	22,279.00	6,330.70	20,696.50	15,038.25	5,658.25	4,000.00	7,240.75	(3,240.75)	3,913.20	-	3,913.20
97,909.94	140,716.50	(42,806.56)	6,918.67	-	6,918.67	169.50	-	169.50	90,821.77	140,716.50	(49,894.73)
37,169.05	17,051.00	20,118.05	9,197.00	-	9,197.00	1,000.00	-	1,000.00	26,972.05	17,051.00	9,921.05
35,794.50	12,814.50	22,980.00	6,725.42	-	6,725.42	-	-	-	29,069.08	12,814.50	16,254.58
15,139.59	14,163.00	976.59	7,175.37	-	7,175.37	-	-	-	7,964.22	14,163.00	(6,198.78)
268,585.73	243,230.00	25,355.73	74,004.07	46,589.25	27,414.82	11,980.34	11,895.75	84.59	182,601.32	184,745.00	(2,143.68)
595,946.30	481,237.50	114,708.80	285,901.62	215,622.25	70,279.37	104,133.36	80,870.25	23,263.11	205,911.32	184,745.00	21,166.32
260,593.65	265,913.88	(5,320.23)	127,114.25	136,451.74	(9,337.49)	122,657.94	122,751.79	(93.85)	10,821.46	6,710.35	4,111.11
856,539.95	747,151.38	109,388.57	413,015.87	352,073.99	131,221.25	226,791.30	203,622.04	46,432.37	216,732.78	191,455.35	46,443.75

**City Garden Montessori School**

Facilities- Actual vs. Budget

09/30/2025

**Supplies**

	<b>Totals</b>			<b>Elementary and Adolescent Education Center</b>			<b>Early Childhood Education Center</b>			<b>4202 Folsom and unallocated</b>		
	<b>Actual</b>	<b>Budget</b>	<b>Variance</b>	<b>Actual</b>	<b>Budget</b>	<b>Variance</b>	<b>Actual</b>	<b>Budget</b>	<b>Variance</b>	<b>Actual</b>	<b>Budget</b>	<b>Variance</b>
Building Supplies	23,048.95	19,396.66	3,652.29	16,263.97	10,485.71	5,778.26	6,753.60	8,252.16	(1,498.56)	31.38	658.79	(627.41)
Electric	44,910.75	49,987.46	(5,076.71)	28,264.59	33,344.74	(5,080.15)	15,644.55	15,366.31	278.24	1,001.61	1,276.40	(274.79)
Natural Gas	620.05	2,859.18	(2,239.13)	149.98	812.93	(662.95)	240.98	1,478.05	(1,237.07)	229.09	568.20	(339.11)
<b>Subtotal- Supplies</b>	<b>68,579.75</b>	<b>72,243.30</b>	<b>(3,663.55)</b>	<b>44,678.54</b>	<b>44,643.38</b>	<b>35.16</b>	<b>22,639.13</b>	<b>25,096.52</b>	<b>(2,457.39)</b>	<b>1,262.08</b>	<b>2,503.39</b>	<b>(1,241.31)</b>
<b>Rent and Services</b>												
Rent	160,559.99	165,122.00	(4,562.01)	66,980.99	80,875.00	(13,894.01)	93,579.00	84,247.00	9,332.00	-	-	-
Cleaning Services	18,398.00	32,474.87	(14,076.87)	1,750.00	21,906.81	(20,156.81)	15,748.00	9,470.08	6,277.92	900.00	1,097.98	(197.98)
Maintenance	65,782.89	26,302.75	39,480.14	49,183.09	17,424.05	31,759.04	9,099.80	8,055.21	1,044.59	7,500.00	823.49	6,676.52
Trash	5,220.50	3,595.88	1,624.62	3,131.37	1,509.72	1,621.65	1,873.50	1,811.67	61.83	215.63	274.50	(58.87)
Other Property Services	6,452.94	7,026.39	(573.45)	4,753.20	4,020.30	732.90	1,357.64	1,908.11	(550.47)	342.10	1,097.98	(755.88)
Property Insurance	-	18,811.67	(18,811.67)	-	9,343.39	(9,343.39)	-	7,863.54	(7,863.54)	-	1,604.74	(1,604.74)
Communications	4,179.33	5,817.18	(1,637.85)	1,315.60	1,372.48	(56.88)	1,000.00	2,797.74	(1,797.74)	1,863.73	1,646.97	216.76
Property Taxes	-	6,763.13	(6,763.13)	-	-	-	-	6,598.44	(6,598.44)	-	164.70	(164.70)
<b>Subtotal- Rent and Services</b>	<b>260,593.65</b>	<b>265,913.88</b>	<b>(5,320.23)</b>	<b>127,114.25</b>	<b>136,451.74</b>	<b>(9,337.49)</b>	<b>122,657.94</b>	<b>122,751.79</b>	<b>(93.85)</b>	<b>10,821.46</b>	<b>6,710.35</b>	<b>4,111.11</b>
<b>Capital and Debt Service</b>												
Capital Spending	-	-	-	-	-	-	-	-	-	-	-	-
Interest- Cash	132,163.53	131,322.56	840.98	132,163.53	131,322.56	840.98	-	-	-	-	-	-
Interest- Amortization of Debt Cost	7,086.03	7,800.00	(713.97)	7,086.03	7,800.00	(713.97)	-	-	-	-	-	-
Depreciation	-	12,501.00	(12,501.00)	-	-	-	-	2,499.00	(2,499.00)	-	10,002.00	(10,002.00)
<b>Subtotal- Capital and Debt Service</b>	<b>139,249.56</b>	<b>151,623.56</b>	<b>(12,374.00)</b>	<b>139,249.56</b>	<b>139,122.56</b>	<b>127.01</b>	<b>-</b>	<b>2,499.00</b>	<b>(2,499.00)</b>	<b>-</b>	<b>10,002.00</b>	<b>(10,002.00)</b>
<b>Total</b>	<b>468,422.96</b>	<b>489,780.73</b>	<b>(21,357.77)</b>	<b>311,042.35</b>	<b>320,217.68</b>	<b>(9,175.33)</b>	<b>145,297.07</b>	<b>150,347.31</b>	<b>(5,050.24)</b>	<b>12,083.54</b>	<b>19,215.74</b>	<b>(7,132.20)</b>

# City Garden Montessori Charter School

## Statement of Activity

### September 2025

	Total	
	Sep 2025	Jul - Sep, 2025 (YTD)
<b>Revenue</b>		
5100001 Local Revenue		
5113001 Prop C,Local	67,845.76	203,564.64
5141001 Interest,Local	3.39	6.89
5141901 Interest-4209 Project,Local	8,674.00	52,044.00
5180001 Tuition-Pre K, Before/After Care		
5181011 After School Care,Local	14,978.06	26,910.59
5181021 Before School Care,Local	4,809.01	6,241.59
5182P01 Preschool Tuition,Local	44,802.55	100,161.32
5182P21 Preschool Tuition- Deposit,Local	1,209.51	6,538.95
Total 5180001 Tuition-Pre K, Before/After Care	<b>\$ 65,799.13</b>	<b>\$ 139,852.45</b>
5192011 Donations,Local Annual Fund	21,319.80	163,988.71
5198901 Other Income-Local	59.00	113.00
5151001 Student Food Sales,Local	2,573.07	12,696.77
5179001 Activity Fees ,Local	300.00	1,785.00
5179J01 Student Activity - JRH,Local		2,999.11
5188001 Facility Rental,Local	100.00	100.00
5198001 Other,Local	1,759.71	2,295.13
5198091 Misc Rev-Returned Check,Local		0.00
Total 5198901 Other Income-Local	<b>\$ 4,791.78</b>	<b>\$ 19,989.01</b>
Total 5100001 Local Revenue	<b>\$ 168,433.86</b>	<b>\$ 579,445.70</b>
5300003 State Revenue		
5311003 Basic Formula,State	641,704.00	2,015,281.00
5314003 ECSE- STATE		8,820.60
5319003 Classroom Trust,State	20,398.38	59,224.35
5397003 Charter School Closure Refund- State	125.00	125.00
Total 5300003 State Revenue	<b>\$ 662,227.38</b>	<b>\$ 2,083,450.95</b>
5400004 Federal Revenue		
5445004 Lunch Program,Fed	11,134.26	17,761.65
5446004 Breakfast Program,Federal	1,439.82	2,712.52
5448004 Snack Program,Federal	718.03	1,579.35
5497014 Federal Charter School Expansion	5,952.00	5,952.00
Total 5400004 Federal Revenue	<b>\$ 19,244.11</b>	<b>\$ 28,005.52</b>
Unapplied Cash Payment Revenue	-148.70	750.21
Total Revenue	<b>\$ 849,756.65</b>	<b>\$ 2,691,652.38</b>
Gross Profit	<b>\$ 849,756.65</b>	<b>\$ 2,691,652.38</b>
<b>Expenditures</b>		
6100000 Salaries		
6110000 Certified Salaries		
6111001 FT Cert Salaries,Local	17,822.00	43,071.85
6111003 Full-Time Certified Salaries,State	169,677.49	518,591.33
6121003 Part-Time Certified Salaries,State	4,797.08	26,339.80
Total 6110000 Certified Salaries	<b>\$ 192,296.57</b>	<b>\$ 588,002.98</b>

# City Garden Montessori Charter School

## Statement of Activity

### September 2025

	Total	
	Sep 2025	Jul - Sep, 2025 (YTD)
<b>6150000 Classified Salaries</b>		
6151001 Classified Salaries,Local	15,010.31	44,067.58
6151003 Full-Time Classified Salaries,State	238,112.14	699,275.44
6161001 Part-time Classified Salaries,Local		1,453.22
6161003 Part-time Classified Salaries,State	22,213.43	66,364.10
<b>Total 6150000 Classified Salaries</b>	<b>\$ 275,335.88</b>	<b>\$ 811,160.34</b>
<b>Total 6100000 Salaries</b>	<b>\$ 467,632.45</b>	<b>\$ 1,399,163.32</b>
<b>6200000 Employee Benefits</b>		
6211001 Retirement- Teachers Local	2,591.34	2,591.34
6211003 Teachers' Retirement,State	24,044.16	70,407.99
6221001 Employee Benefits;Non Teaher Retirement, Local	2,015.84	6,846.71
6221003 Non-Teacher Retirement,State	32,794.41	87,090.29
6231001 Social Security,Local	2,138.58	5,140.58
6231003 Social Security,State	26,658.42	80,682.42
6232001 Medicare,Local	500.17	917.16
6232003 Medicare, State	6,234.62	19,101.83
6241001 Employee Insurance,Local	6,027.79	11,222.45
6241003 Employee Insurance,State	58,149.76	161,858.41
6241103 Employee Insurance-ded. Reimb Plan,State	262.50	3,805.00
6241T03 Employee Insurance- Term Empl,State	-32.01	-1,995.09
6261003 Workers' Compensation,State	5,940.00	14,752.00
<b>Total 6200000 Employee Benefits</b>	<b>\$ 167,325.58</b>	<b>\$ 462,421.09</b>
<b>6300000 Purchased Services</b>		
<b>6300B00 Purchase Service- Facilities</b>		
6331003 Cleaning Services-State	3,200.00	18,398.00
6332003 Repairs & Maintenance,State	21,212.86	62,355.50
6332B33 Other Repairs & Maintenance,State	2,315.00	7,278.56
<b>Total 6332003 Repairs &amp; Maintenance,State</b>	<b>\$ 23,527.86</b>	<b>\$ 69,634.06</b>
6332B13 Building Maintenance,State	1,473.83	1,673.83
6333003 Rent-Buildling,State	44,206.82	160,559.99
<b>6339003 Other Property Services,State</b>		
6334003 Rental Equipment,State	1,184.21	3,228.88
6336003 Trash Removal,State	1,997.86	5,975.00
6339B13 Extermination,State	505.56	1,492.91
6339B23 Security,State	669.00	1,025.00
6339B33 Snow Removal,State		1,219.02
6339B43 Water/Sewer	667.90	2,716.01
<b>Total 6339003 Other Property Services,State</b>	<b>\$ 5,024.53</b>	<b>\$ 15,656.82</b>
<b>Total 6300B00 Purchase Service- Facilities</b>	<b>\$ 77,433.04</b>	<b>\$ 265,922.70</b>
<b>6300D00 Purchase Services- Development</b>		
6319D11 Other Development Consulting/Design		463.99
6319D21 Development Consulting	8,022.50	18,931.25
6319D41 Website/Online Resources	168.99	1,658.98

# City Garden Montessori Charter School

## Statement of Activity

### September 2025

	Total	
	Sep 2025	Jul - Sep, 2025 (YTD)
6395001 Special Events,Local	2,986.75	3,886.15
6395DG1 Bloomarang, CC fees	212.35	2,564.51
Total 6395001 Special Events,Local	<b>\$ 3,199.10</b>	<b>\$ 6,450.66</b>
Total 6300D00 Purchase Services- Development	<b>\$ 11,390.59</b>	<b>\$ 27,504.88</b>
6300I00 Purchase Services- Instruction		
6311003 Professional Services,State	1,050.00	56,109.59
6311I13 Physical Education,State		450.52
6311I33 Online Learning Subscriptions,State	1,999.00	1,999.00
6311I43 NWEA/iReady Assesment,State		37,371.71
6311I53 Substitutes,State	87,009.38	95,281.00
6311I63 Summer School-State	38.68	1,437.65
6319I13 Student Information System		20,159.30
6343001 Travel,Local	560.70	10,166.71
Total 6300I00 Purchase Services- Instruction	<b>\$ 90,657.76</b>	<b>\$ 222,975.48</b>
6300S00 Prof. Services- Support		
6319S13 Student Information Systems	288.91	673.91
6319S33 Data Managment and Reporting	30,000.00	30,000.00
6341S14 McKinney-Vento Student Transportation,Federal	117.00	327.00
6391F14 Food Service,Federal	34,778.05	53,076.55
Total 6300S00 Prof. Services- Support	<b>\$ 65,183.96</b>	<b>\$ 84,077.46</b>
6300T00 Purchase Services- Training		
6312T13 Montessori Training,State		15,500.00
6312T23 Common Core Training,State	1,934.24	13,788.72
6312T33 Administrative Staff PD,State	510.00	3,360.00
6312T91 PD- Outside Facilitation,Local		6,275.00
Total 6300T00 Purchase Services- Training	<b>\$ 2,444.24</b>	<b>\$ 38,923.72</b>
6300X00 Purchase Services- Admin		
6317003 Legal,State	1,221.00	9,322.00
6319003 Other Professional Services,State	27,685.75	95,685.18
6352003 Liability Insurance,State	14,527.37	34,677.01
6361003 Communication,State	1,995.16	6,083.46
6363003 Prinitng & Copying,State		378.12
6371003 Dues & Memberships,State	565.00	11,816.28
6391003 Other Purchased Services,State	16,515.72	17,671.92
6343T91 Travel Expense to be Reimbursed	173.60	618.10
Total 6391003 Other Purchased Services,State	<b>\$ 16,689.32</b>	<b>\$ 18,290.02</b>
6392003 Admin Fees,State	1,042.88	2,416.10
Total 6300X00 Purchase Services- Admin	<b>\$ 63,726.48</b>	<b>\$ 178,668.17</b>
6312T43 Missouri Certification Training and Course Work		1,898.00
6319E03 Online other services	509.96	2,769.08
6341003 Transportation- Other Student, State	62.34	62.34
6341M03 Transportaion- McKinney-Vento,State	150.00	150.00
6362E03 Advertising- Employee Recruitment	416.67	1,429.99



# City Garden Montessori Charter School

## Statement of Activity

### September 2025

	Total	
	Sep 2025	Jul - Sep, 2025 (YTD)
6362S03 Advertising for Student Recruitment	59.92	79.86
6391004 Professional Services, Federal	1,222.55	5,870.30
6391A03 HR IS Fees Zenefits/Trinet	3,449.36	3,857.36
6391A13 Payroll Service Fee Heartland	9,669.20	11,071.24
6391Y004 Consulting Fees, Federal		7,175.37
6392903 Admin Fees, 4209 Folsom Project, State		104.00
6397003 Scabies Costs		4,000.00
<b>Total 6300000 Purchased Services</b>	<b>\$ 326,376.07</b>	<b>\$ 856,539.95</b>
6400000 Supplies & Materials		
6400B00 Supplies- Facilities		
6411B13 Building Supplies,State	4,817.76	16,570.66
6411B33 Other Supplies,State	615.79	615.79
6481003 Electirc,State	14,690.66	44,910.75
6483003 Gas,State	251.70	620.05
<b>Total 6400B00 Supplies- Facilities</b>	<b>\$ 20,375.91</b>	<b>\$ 62,717.25</b>
6400I00 Supplies- Instruction		
6411003 General Supplies,State	3,169.59	3,805.21
6411i13F Food and Drink- Staff- Prin. Discretion	954.55	7,564.99
6411I33 Outdoor Ed/Stem Supplies,State	1.61	1,525.79
6411J13 Supplies-JH 1,State	109.95	897.10
6411J23 Supplies-JH 2,State		192.69
6411L13 Supplies-Lower EL 1,State	696.57	696.57
6411L23 Supplies-Lower EI 2,State		721.47
6411L33 Supplies-Lower EI 3,State	71.48	365.56
6411L83 Supplies-Lower EL 8, State	142.30	142.30
6411P33 Supplies-Primary 3,State		290.24
<b>Total 6411003 General Supplies,State</b>	<b>\$ 5,146.05</b>	<b>\$ 16,201.92</b>
6411I13 Instruction Supplies, State	6,920.60	39,593.79
6411I23 Physical Ed Supplies,State		204.52
6411i63 Supplies-Art,State	314.99	1,882.89
6411I93 General Office	1,938.73	7,603.25
6411i93F Staff Food and Beverage-BOM	71.57	522.30
6411J33 Supplies JH3		169.83
6411JS3 JH School Store, State		2,556.00
6411P11 Supplies & Materials Preschool,Local	79.33	79.33
<b>Total 6400I00 Supplies- Instruction</b>	<b>\$ 14,471.27</b>	<b>\$ 68,813.83</b>
6400S00 Supplies- Support		
6411F14 Food Supplies,Federal		1,499.24
6411S13 Character Ed/Family Support,State	970.03	3,312.50
6411S43 Supplies/Outeach,State	830.00	930.00
6471003 Food Supplies,State	58.85	986.71
<b>Total 6400S00 Supplies- Support</b>	<b>\$ 1,858.88</b>	<b>\$ 6,728.45</b>
6400T00 Supplies- Training		

# City Garden Montessori Charter School

## Statement of Activity

### September 2025

	Total	
	Sep 2025	Jul - Sep, 2025 (YTD)
6411T13 Montessori Training Supplies,State		784.56
6411T23 Other Training Supplies	203.12	3,373.03
6411T33 Training-Staff Resources,State		841.88
<b>Total 6400T00 Supplies- Training</b>	<b>\$ 203.12</b>	<b>\$ 4,999.47</b>
6400X00 Supplies- Admin		
6411001 Supplies,Local	42.61	2,878.05
6411X23 Admin Office Supplies	163.88	791.49
6411X33 Staff Appreciation	139.35	5,249.32
6491003 Other Supplies & Materials,State		409.49
<b>Total 6400X00 Supplies- Admin</b>	<b>\$ 345.84</b>	<b>\$ 9,328.35</b>
6411004 Supplies, Federal		891.47
6411D11 Other Supplies-Development,Local	2,506.98	6,111.93
6411i83 Summer School Supplies		2,052.55
6411IC4 Supplies & Materials		1,039.12
6411iM3 Music Supplies	617.33	617.33
6411IR4 Supplies & Materials-Startup, Federal	22,966.95	72,862.74
6411K23 Supplies- Kindergarten 2, State		290.24
6411K33 Supplies- Kindergarten 3, State	35.00	35.00
6411L43 Supplies-Lower EL 4,State	338.79	417.98
6411L63 Supplies-Lower EL 6,State	70.94	560.99
6411L73 Supplies-Lower EL 7,State		523.23
6411U23 Supplies-Upper EI 2,State		131.06
6411U33 Supplies-Upper EI 3,State	43.26	43.26
6411u43 Supplies Upper EL 4,State	29.99	371.86
6411U63 Supplies Upper EL 6,State		1,574.60
6411Y04 Supplies- Institute, Federal		1,500.00
6412004 Supplies Tech,Federal		9,111.68
<b>Total 6400000 Supplies &amp; Materials</b>	<b>\$ 63,864.26</b>	<b>\$ 250,722.39</b>
6624901 Interest- 4209,Local	44,054.51	132,163.53
6624911 Interest-4209 Debt Cost,Local	2,362.01	7,086.03
Unapplied Cash Bill Payment Expenditure	0.00	0.00
<b>Total Expenditures</b>	<b>\$ 1,071,614.88</b>	<b>\$ 3,108,096.31</b>
<b>Net Operating Revenue</b>	<b>-\$ 221,858.23</b>	<b>-\$ 416,443.93</b>
<b>Net Revenue</b>	<b>-\$ 221,858.23</b>	<b>-\$ 416,443.93</b>

Wednesday, Oct 15, 2025 06:11:20 AM GMT-7 - Cash Basis

last run: 11/3/2025

	FY26 Goal Cash In	Cash In FY26	Dollars Raised FY26 [1]	CI + DR	Gap to Goal	Percent to Goal	Pending Asks	Kitty's FY26 Goal
FY26 Annual Fund General Operating	\$962,947	\$152,496.00	\$74,015.80	\$226,512	\$736,435	24%		\$1,098,981
TOTAL								

# Coversheet

## Approve Expenditures Over \$10,000

<b>Section:</b>	II. Action Items
<b>Item:</b>	C. Approve Expenditures Over \$10,000
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Expenditures over \$10,000 for Nov 25 Board Packet.pdf

**City Garden Montessori School**  
Expenditures over \$10,000

<u>Vendor</u>	<u>Category</u>	<u>Description</u>	<u>Estimate</u>	<u>12 months Ending 4/30/2024</u>	<u>Contract End Date</u>	<u>Notes</u>
<b><u>New 10/17/2025</u></b>						
Montessori for All	Professional Development	Teacher training on Monarch Reader. Including PRK teachers who will be instruction Kindergartners for 26-27.	\$ 13,000		6/30/2026	Additional Training for Reading Instruction
Woodard	Repairs	Final Payment on Flood	\$ 242,000		10/17/2025	Received \$200,000 to offset
Cbabi	Buildings	Painting of BikeWorks Shipping container	\$ 10,000		10/17/2025	Offset by grant
<b><u>New- 9/25/2024</u></b>						
Lisa Simoneau	Instruction and Academic Support	Interim JH Lead Guide and Montessori Consultant	\$ 20,000	\$ -	12/31/2024	Short term replace JH teacher
<b><u>Approved with Original Budget</u></b>						
Public Retirement System of the City of St. Louis	Employee Benefits	City Garden Contribution for Staff Retirement	\$ 660,000	\$ 641,789	N/A	City Garden Portion
United Health Care	Employee Benefits	Health Insurance	\$ 600,000	\$ 555,949	9/1/2024	City Garden Portion
IFF	Buildings	Interest on 4209 Folsom Source Loan	\$ 500,000	\$ 497,942	N/A	
1618 Tower Grove Master Landlord	Buildings	Rent at 1618 Tower Grove	\$ 335,000	\$ 377,595	N/A	
4209 Folsom Managing Member	Buildings	Rent for 4209 Folsom	\$ 325,000	\$ 253,036	N/A	
Propel Kitchens	FoodService	Lunch, Breakfast and Snack	\$ 227,000	\$ 171,754	6/30/2028	
Ameren UE	Buildings	Electric	\$ 130,000	\$ 97,597	N/A	
BJC Healthcare	Academic Support	Nurse and Social worker	\$ 124,000	\$ 81,473	5/31/2025	
Golnet, Inc	Technology	IT services and Hardware	\$ 92,000	\$ 109,668	Year to Year	
Jan-Pro of St. Louis	Buildings	Cleaning at 4209 Folsom	\$ 85,500	\$ 79,252	Year to Year	
St. Louis University Speech and Language	Academic Support	Speech services	\$ 75,000	\$ 92,515	5/31/2025	
Wright Insurance Company	Building/Administration	Property, General Liability, Crime, Educators, Auto, Umbrella	\$ 60,901	\$ 17,758	3/15/2025	New Carrier effective 3/15/2024
TBD	Academic Support	IEP Evaluator	\$ 60,000	\$ 45,000	5/31/2025	Was St. Louis University
Guardian	Employee Benefits	Dental, Vision, and Life Insurance	\$ 53,000	\$ 39,561	N/A	City Garden Portion
Allisons Montessori	Supplies and Equipment	Montessori Classroom Curriculum for new classrooms	\$ 50,000	\$ 8,759	N/A	
University of Missouri- St. Louis	Professional Development	Certification Classes for Preschool Leads	\$ 50,000	\$ 46,148	5/31/2026	
AM Trust	Employee Benefits	Workers Compensation	\$ 43,528	\$ 13,057	3/15/2025	New Carrier effective 3/15/2024
Public Montessori In Action	Professional Development	School Executive Coaching	\$ 40,000	\$ 22,295	Year to Year	
Cintas	Supplies and Equipment	School Paper products and rugs	\$ 40,000	\$ 34,995	Reviewing	
Buildingstars Operations Inc	Buildings	Cleaning at 1618 Towr Grove	\$ 35,000	\$ 33,274	Year to Year	
Brad White Educational Consulting LLC	Professional Development	School Executive Coaching	\$ 13,800	\$ 56,600	Year to Year	
CTL	Technology	ChromeBook Purchases	\$ 30,000	\$ 24,922	N/A	
Tueth, Keeney, Cooper, Mohan & Jackstadt	Administration	Legal Services	\$ 30,000	\$ 25,005	N/A	
Curriculum Associates	Academic Support	iReady- Online learning and assessment	\$ 28,400	\$ 26,727	Year to Year	
Schmersahl Treloar & Co.	Administration	Financial Statement Audit and 990	\$ 27,000	\$ 23,160	Year to Year	
EMD Consulting	Philanthropy	Development Consulting	\$ 25,000	\$ 41,243	Year to Year	
Indeed	Administration	Employee Recruitment	\$ 25,000	\$ 21,373	N/A	
Shannon Spradling	Administration	Accounting Work	\$ 24,000	\$ 24,000	N/A	
Infinite Campus	Academic Support	Student Information System	\$ 20,000	\$ 8,454	Year to Year	
Panorama	Academic Support	Community Surveys, Acadmic and Behavioral Tracking, Behavioral analytics, incident tracking	\$ 18,000	\$ 12,750	Year to Year	
Pam King	Professional Development	Coaching and PD	\$ 15,000		6/30/2025	
Nikkeia Lee	Professional Development	Coaching and PD	\$ 15,000		6/30/2025	
Craig Vaughn	Supplies and Equipment	Montessori Shelves and Furniture	\$ 15,000	\$ 14,750	N/A	
AWS Service Center	Buildings	Trash and Recycling	\$ 15,000	\$ 16,224	Year to Year	
Tom Berry	Administration	4209 Folsom Tax Credit work	\$ 12,000	\$ 54,381	N/A	
Transparent Classroom	Academic Support	Montessori Based Student Info System	\$ 12,000	\$ 10,535	Year to Year	
Spire	Buildings	Natural Gas	\$ 11,000	\$ 10,387	N/A	
Molly Couture	Professional Development	Coaching and PD	\$ 10,000		6/30/2025	
AT&T	Administration	Cell Phones and Internet	\$ 10,000	\$ 11,350	N/A	
AC Systems	Buildings	Heating and Cooling Maintance at 1618	\$ 10,000	\$ 4,013	N/A	
Board on Track	Administration	Board/Committee Meeting tracking	\$ 10,000	\$ 10,500	Year to Year	
Zenefits	Administration	HR system, adding applicant tracking and PTO	\$ 10,000	\$ 7,091	N/A	
Heartland	Administration	Payroll System	\$ 10,000	\$ 11,392	N/A	
Charter Communications	Buildings	Internet for 1618	\$ 10,000	\$ 17,693	6/30/2025	

# Coversheet

## Strategic Plan Update

<b>Section:</b>	III. Information Items
<b>Item:</b>	A. Strategic Plan Update
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	CG Strategic Planning Update - Nov 2025.pptx.pdf

## 2025 Strategic Planning

# Process Update & Insights November 2025

Emerging insights & next steps from internal research, external landscape analysis & CG stakeholder engagement



# CGMS 2025 Strategic Planning Process Timeline

	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb
<b>LOOKING INWARD</b>										
Phase 1: Process Planning and Preparation										
Phase 2: Understand Current State										
<b>LOOKING AROUND</b>										
Phase 3: External Environment Analysis										
<b>LOOKING FORWARD</b>										
Phase 4: Stakeholder Engagement										
Phase 5: Strategic Direction and Implementation Planning										
Phase 6: Plan finalization and Launch Preparation										



**Our strategic questions are the complex, interconnected challenges we must address together to become the school we aspire to be.**

1. What outcomes should City Garden hold itself most accountable to, and how do we make sure we are measuring them in ways that both reflect the whole child and help close racial and economic gaps?
2. How can we clarify and codify City Garden's multifaceted model so that everyone understands what to expect, embraces the trade-offs, and uses it to guide consistent decisions and practices?
3. How do we build and sustain a team — inclusive of staff, leaders, and board — that embodies our values and has the systems, skills, and mindsets needed to implement our model with clarity, consistency, and accountability?

# Phases 2–4: Process Recap

# Phase 2 (June–August)

## *Understanding Current State*

### **Review of key internal data:**

- Student outcome data (iReady, MAP)
- Retention data for students & staff
- Surveys data – e.g., Employee engagement, Panorama, exit interviews, alumni survey, community prioritization survey
- Current process insights – e.g., talent philosophy reflections

### **In-depth interviews conducted with:**

- 9 senior leadership team members
- 9 board members (current and exiting)

# Phase 3 (August–October)

## *External Environment Analysis*

### **Literature review focused on:**

- how elementary schools, especially Montessori schools, measure their success beyond standardized test scores
- the benefits of diverse schools for students

### **External interviews:**

- 23 interviews conducted with external education, policy and philanthropic leaders, for additional context & insights around key strategic questions

# Phase 4 (October)

## *Stakeholder Engagement*

### **Strategy Labs**

- 72 participants (52 unique) attended 6 strategy labs (caregivers, staff, board/committee members)
- 25 students participated in strategy lab with board

# Emerging Insights & Working Theories

# Strategic Planning Process



## Our Biggest Questions

Complex challenges that require research and community wisdom to address



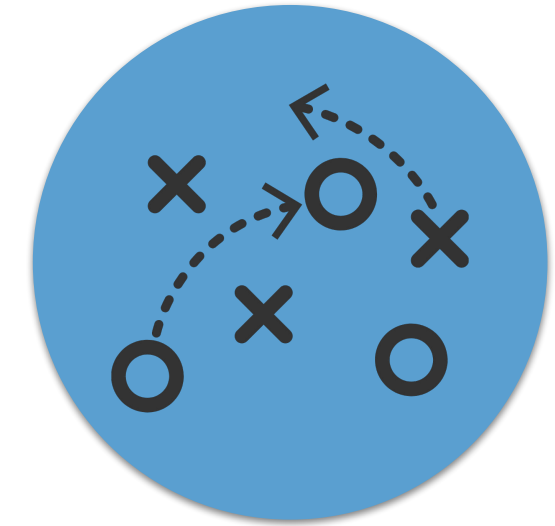
## Community Exploration

We'll workshop these questions together to learn & generate new insights



## Working Theories

Synthesize insights from community exploration into our best thinking about how to address these questions



## Strategic Plan

Translate working theories into concrete priorities that bridge our vision coherently across all school operations

# Overview

- City Garden has reached an organizational inflection point, with growing alignment that the path forward is about **depth over breadth**, focusing on quality, clarity, and coherence rather than expansion. Across research and community engagement, the message is clear: City Garden must **deepen instructional coherence, clarify its model, and strengthen systems for organizational learning, accountability and support** while protecting the relationships and moral purpose at its core.
- In this next phase, the school's challenge is to translate strong alignment on mission & values into practice. City Garden must **turn vision into evidence**—to **demonstrate through results** that a model grounded in belonging and collective humanity can also close gaps and achieve excellence for every student.
- To do this, City Garden will need to **reduce stressors and strengthen stability** wherever possible, so adults can learn, grow, and implement the model with consistency. This phase is about becoming a true learning organization—investing in staff development, building coherent systems, and integrating academics and SEL in reinforcing ways to deepen impact and demonstrate excellence and equity.



# Outcomes That Matter

## #1: Building Data Literacy

There is widespread agreement that City Garden must **strengthen its capacity** in terms of both skill and mindset to measure whole-student outcomes and build a **learning culture around data**, using the rich data it already collects to generate insights that **drive more focused action** around student success.

# Outcomes That Matter

## #2: Central Role of SEL

Stakeholders view SEL as the foundation of City Garden's model and a key driver of long-term student success. To move from aspiration to shared accountability, City Garden must **formalize how SEL is defined, measured, and integrated into all aspects of student experience**, selecting a small but meaningful set of indicators that both align with its whole-child mission and help to predict academic growth. Early research from SLU shows that **self-management**—students' ability to focus, follow directions, and stay prepared—is most strongly linked to academic success at City Garden. **Self-efficacy** is another significant SEL metric to measure. The key takeaway is that SEL should carry significant weight on the school's scorecard, with **specific, measurable competencies** rather than a single umbrella measure.

# Outcomes That Matter

## #3: Measuring Academic Growth

**Academic proficiency alone is not an adequate measure of success.** It provides limited context on student growth and is less actionable for understanding instructional effectiveness. Achievement gaps reflect broader systemic inequities, not only causes internal to City Garden. For both the school's purposes and for **deliberate acceleration** of student achievement where outcomes are currently lowest, **growth is a more meaningful indicator of impact**, showing how effective instruction, high expectations and support help all students, especially those furthest behind, make **meaningful progress over time**.

# Our Model in Practice

## #1: Strengthening the Integrated Learning Model

External research supports City Garden's hypothesis that **combining Montessori practice and leveraging intentional diversity** simultaneously contributes to academic and social-emotional growth. To realize this fully, the school **must codify a strong Tier 1 instruction** where **SEL and academics are intentionally woven together**—providing rigorous content while building self-awareness, collaboration, and empathy. **Prioritizing strong, integrated core teaching** preserves the proven benefits of diversity, deepens learning for all students, and stays true to City Garden's whole-child mission.

# Our Model in Practice

## #2: Opting In to Equity

Living our values means making intentional choices. In service of our commitment to equity, City Garden will at times **direct more resources and attention to students with the greatest needs**. This understanding must be shared by all families, especially those with greater access to resources. To fulfill our promise of belonging and excellence for every child, the school is choosing to **prioritize closing gaps in opportunity** over adding enhancements or experiences that do not advance equity.

# Our Model in Practice

## #3: Bold Visions Require Deep & Sustained Work

City Garden's vision reaches **beyond traditional schooling**; it calls on adults and students alike to develop the **consciousness, skills and relationships needed to contribute meaningfully to the community**. It rests on a belief that stakeholders and the school are **mutually invested** in one another – through shared ownership, a willingness to grow and consistent participation. The success of this model depends on both **commitment and continuity**: retaining staff and students, sustaining relationships over time, and maintaining stable structures that support individual growth, community cohesion and institutional sustainability.

# Building Our Capacity

## #1: Culture – Growth & Learning as Daily Practice

City Garden's next stage of growth depends on deepening a culture where **reflection, feedback and continuous learning** are systematized and practiced as everyday habits. Adults must feel both supported and challenged, with feedback and data used as tools for growth rather than judgment. Having a culture of **high psychological safety and high standards** will stem from **normalizing learning**, and reinforcing **curiosity, self-awareness, and accountability as shared values**.

# Building Our Capacity

## #2: People – Developing the Adults Who Deliver the Model

For City Garden's model to thrive, **adults need both the technical skills** to deliver high-quality instruction and the **social-emotional capacity** to sustain the work. From the start, **expectations must be clear and explicit about what the model demands**, so new hires understand the skills and mindsets they will need to grow toward over time. Development should then be supported through a **clearly articulated professional development arc** and systems that reinforce those same skills in daily practice. Together, these structures build the **alignment, capacity, and consistency needed** for the model to reach its full potential.



# Building Our Capacity

## #3: Systems – Clarity that Frees us To Focus on What Matters Most

City Garden stands at a point where **systems must bring coherence and support outcomes, without compromising the school's soul**. The truth is, City Garden's work is already hard – but we can **choose our hard**. The lack of clarity and consistency in current systems is making work harder than it needs to be, creating confusion, duplication and strain. The opportunity ahead is to build **systems that serve the work, not stifle it** – to anticipate needs, streamline and deliberately design around what matters most. When done well, structure reflects our values, builds trust, and creates the clarity and stability that allow deeper learning to thrive.

# Phase 5: Strategic Direction & Implementation Planning

# What's Ahead?

How we will work together to translate insights & working theories into concrete priorities that bridge our vision coherently across the school

## November

<b>Review emerging insights</b>	<i>Full Board</i>
<b>Develop drafts of theory of change, impact statement, balanced scorecard</b>	<i>Strategic Planning Team (SPT) - Christie, Jesse, Amy Willems, Kisha Young</i>
<b>Provide feedback on early drafts</b>	<i>Exec Committee + Governance Committee</i>
<b>Finalize drafts + outline CG conditions playbook</b>	<i>Claire + Jo</i>

## December

<b>Align around draft deliverables</b>	<i>Exec Committee + SPT</i>
<b>Review drafts &amp; articulate strategic priorities (by function)</b>	<i>Board Committees + Talent Working Group</i>
<b>Discuss functional area insights, remaining, needs &amp; January work</b>	<i>Full Board</i>
<b>Finalize draft deliverables &amp; prepare for board review</b>	<i>Claire + Jo</i>

# Invitation to Reflect

## **Based on your review of the emerging insights:**

- What feels most affirming or aligned with your understanding of CG right now?
- What, if anything, feels surprising, concerning or hard to sit with?
- What feels missing or underrepresented in these insights?
- As we shift into phase 5, what should we keep top of mind to ensure the board's review & engagement are most productive?

# Coversheet

## Whole Child Success Committee Report

<b>Section:</b>	III. Information Items
<b>Item:</b>	B. Whole Child Success Committee Report
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	Understanding Achievement Gaps at City Garden_11-2025.pdf



# Understanding Achievement Gaps at City Garden Montessori School

*November 2025*

# Impetus for our analysis: *Why now?*

## **We are at an important inflection point as a school.**

City Garden was founded to expand access to excellent education and disrupt historical inequities so that all children can realize their full potential. While we have made progress, persistent student outcome gaps show that we are not yet consistently delivering on this promise. We are committed to identifying what it will take to fulfill our vision.

## **Strategic Planning (June 2025-February 2026)**

This year, school leadership launched a **strategic planning process focused on the future of the school**. This process seeks to answer three essential questions: 1) What **outcomes** really matter, and how will we hold ourselves accountable for them? 2) How do we make sure our public ABAR Montessori **model** is clear, communicated effectively and practiced consistently to support every child? 3) And how do we build the **capacity** in our people, systems, and resources needed to sustain this vision?

## **Board Priority on Academic Outcomes & Whole Child Success (Fall 2025)**

Concurrent with the strategic planning process, the Board set a shorter-term learning goal to:

- Accelerate data analysis and learning to understand root causes and identify real-time improvements
- Strengthen Board visibility into current student outcomes and persistent achievement gaps

*This document summarizes early findings from both workstreams - insights that are shaping the strategic plan's recommendations for 2026 and beyond. Ultimately, our commitment is to not only plan for the future, but also to take responsibility for measurable impact now.*

# What are Achievement Gaps?

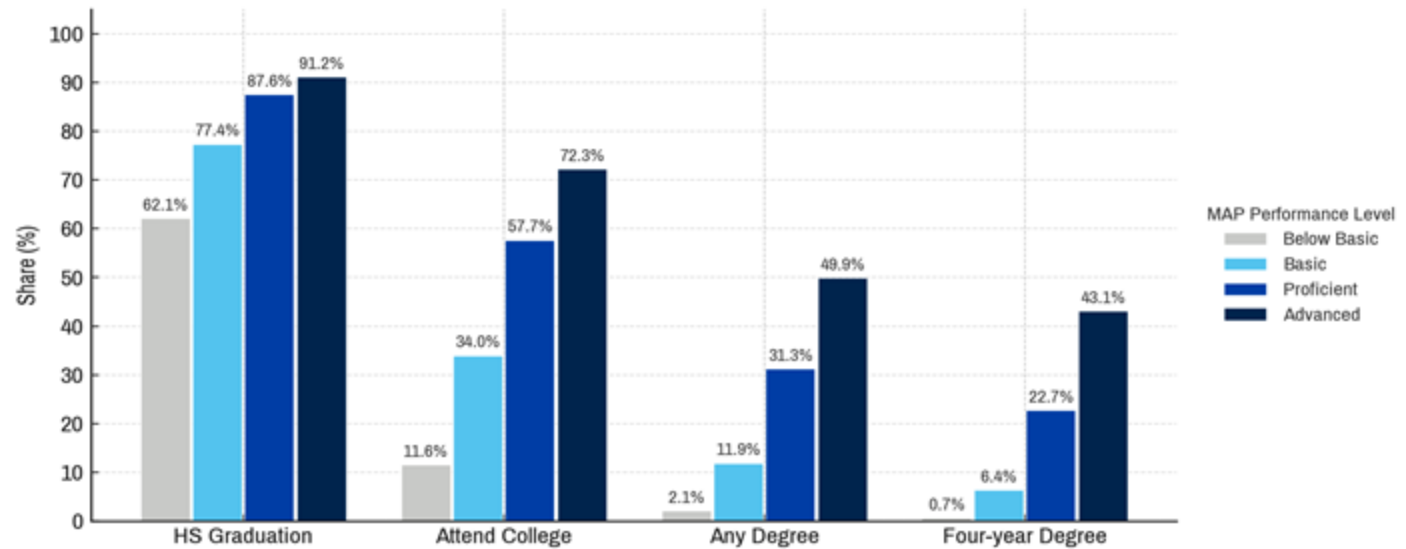
- Since its inception as a charter school in 2008, City Garden Montessori has shown strong academic outcomes relative to other Pk-8 schools in St. Louis.
- However, disparities in academic outcomes have always existed. These disparities are often referred to as “**achievement gaps**,” “education gaps,” or “opportunity gaps.”
- Achievement gaps exist in schools and districts across the United States. These gaps show disparities in outcomes between economically disadvantaged, or Free and Reduced Lunch (FRL) eligible, students and non-economically disadvantaged, or Non-FRL, students, and between Students of Color and White students.
- **Achievement gaps have nothing to do with children’s intelligence or capabilities**—they are a product of longstanding racial and economic inequities in our country.



# What Do Test Scores Tell Us?

While test scores are only one part of a student's profile as a learner, the persistent achievement gaps in the US have tremendous impacts on students' life outcomes. Students who score in the lowest quartile, or "Below Basic," on standardized tests in elementary school have almost zero chance of attending and graduating from college and only a 62% chance of graduating from high school.

**Figure 3c. Communication Arts MAP — Performance Levels & Educational Attainment**  
Missouri public school cohorts entering high school 2009–2012



Source: DeChane, D., Nomi, T., & Podgursky, M. (2024). College and Career Ready: How Well Does 8th Grade MAP Performance Predict Secondary Educational Attainment? SCAER Working Paper 24–03, SSRN #4787830. Reproduced from Figure 3c.

# The Systemic Nature of Inequity

- Poverty, housing instability, systemic racism, disabilities and other macro level societal problems directly impact student achievement, wellbeing and overall success.
- At City Garden, we have implemented a number of things to help remediate the impacts of systemic inequities, including ensuring families have access to food, clothing, shelter and transportation and connecting students and families to social, health and mental health resources.



## Poverty & Instability

Unstable housing, food insecurity, and economic hardship create daily challenges for learning



## Systemic Racism

Historical and ongoing discrimination creates barriers to educational opportunity



## Childhood Trauma

Adverse experiences affect students' ability to engage and thrive academically



## COVID-19 Impact

The pandemic disrupted learning and widened existing achievement gaps

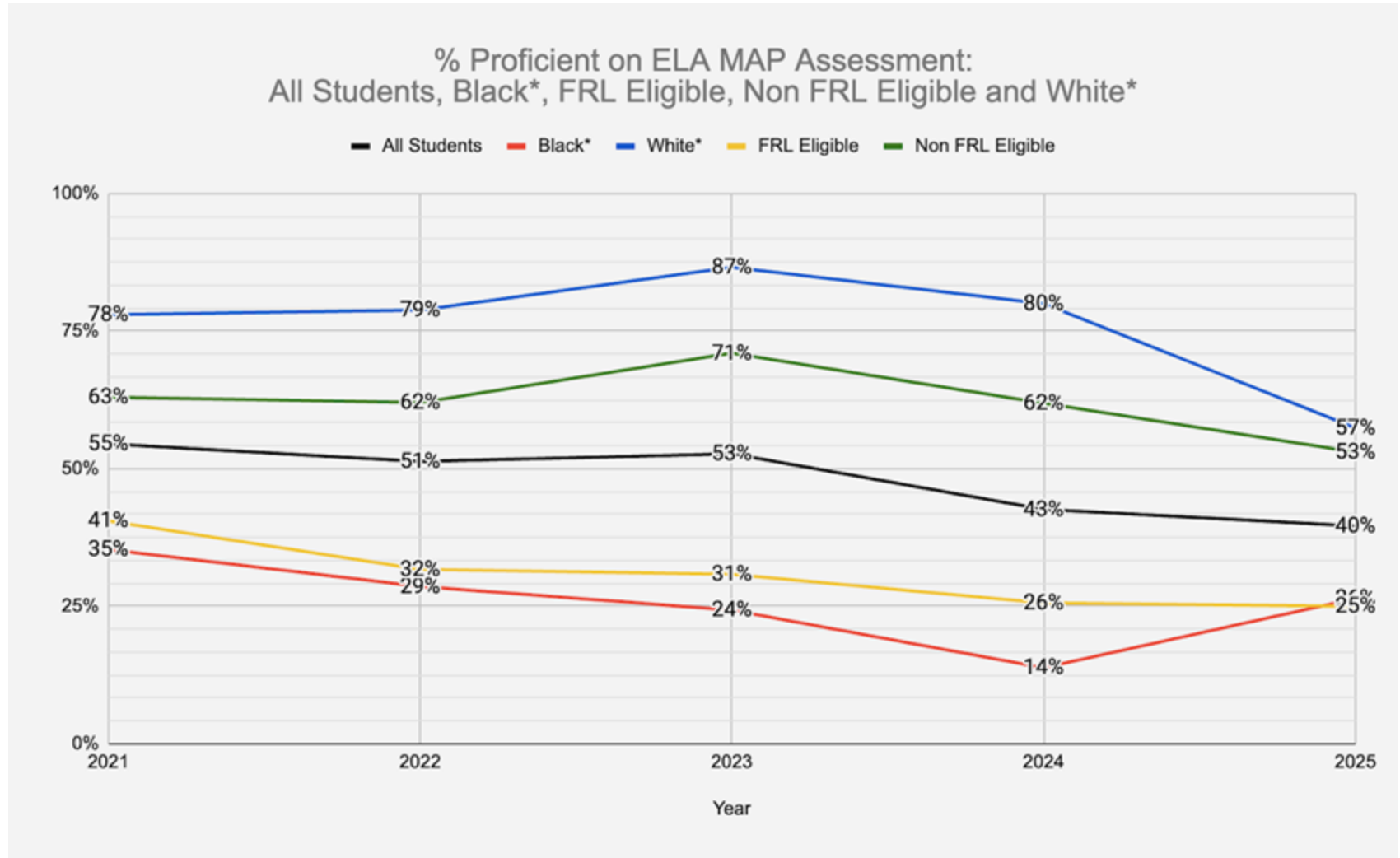
# City Garden's Focus on Access to Holistic Public Montessori Education

City Garden believes all students deserve access to a holistic, excellent education. We have worked to ensure access to these things by:

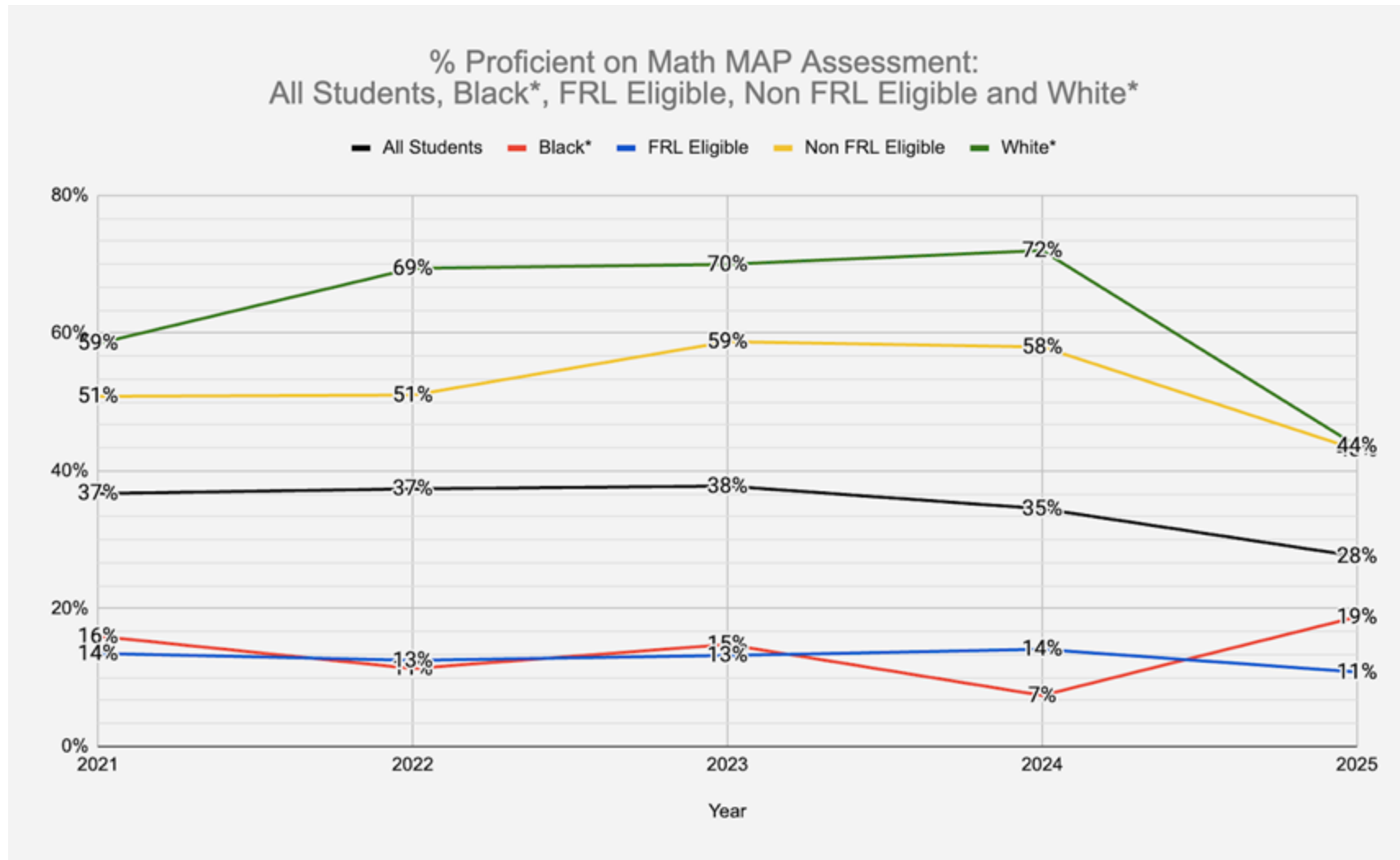
- Creating a high-quality Montessori Preschool-8th grade school that is free and accessible to families of all economic backgrounds
- Reducing barriers to accessing early childhood education through scholarships and sliding scale tuition
- Fostering a sense of belonging, safety and understanding among our racially and socioeconomically diverse school community and working to disrupt historic segregation
- Advocating for legislative changes that prioritize enrollment preferences for FRL families and that increase funding for charter schools and for early childhood education
- Raising funds to cover the gap between public funds and the cost of our program
- Launching a Montessori teacher education program to increase access to Montessori training and sponsoring staff to obtain state certification and Montessori certification
- Building beautiful and well equipped child and teacher centered Montessori facilities

***Ensuring access has been and will continue to be important. However, access alone has not reversed inequities—achievement gaps still exist at City Garden and overall outcomes have decreased.***

# Achievement Gaps Have Persisted Over Time in ELA and Overall Proficiency Has Declined, Though We Saw a Notable Increase in Black Student Proficiency between 2024 and 2025

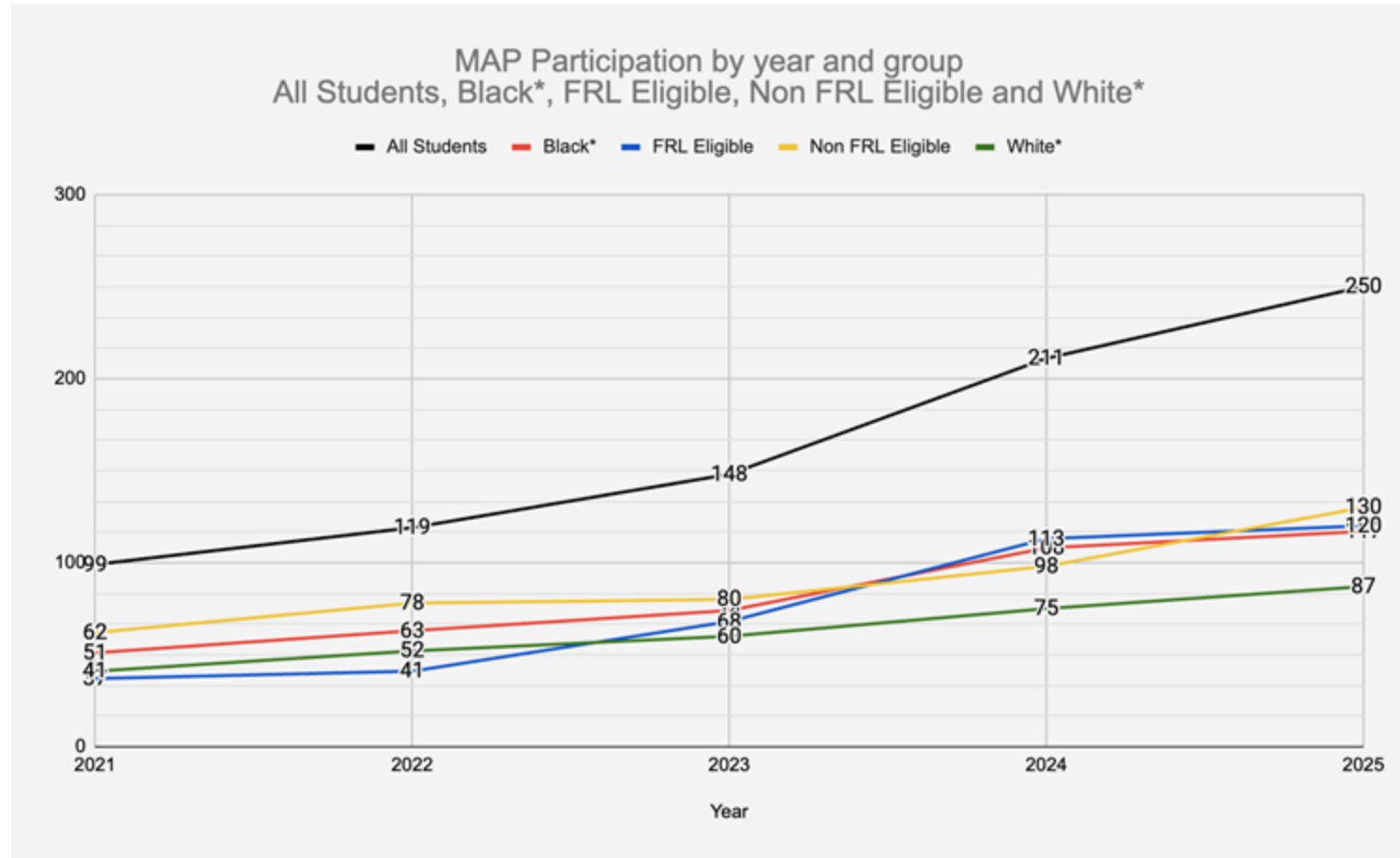


# Math Proficiency is Historically Lower than ELA, and Gaps are Wider, Though We Saw a Notable Increase in Black Student Proficiency between 2024 and 2025



# City Garden Population Growth

City Garden's student population grew from 275 to 580 students from 2021 to 2025, increasing from 99 to 250 test takers in grades 3-8



# What's Needed Now?



- These persistent gaps require us to pause, examine our approaches, and reflect on what we must do to change this trajectory.
- This can be difficult, because our organization is deeply committed to equity, and we have put a lot of effort into working toward that end for many years.
- However, our mission calls us to take a clear-eyed look at our data, dig deeper to better understand what works, what doesn't, and develop clearer strategies and approaches to ensure equitable student growth, so that we can fulfill our commitment to unleashing every child's full potential.

# What Does the Research Say?

Over the past few months, we have been working to:

- review what **research in the field** says about achievement gaps
- understand outcomes and approaches at **other public Montessori schools**
- delve deeper into **our student data** to understand correlations between academic performance and other factors
- **examine our structures, systems and approaches** to better understand what, within our locus of control, is helping or hindering our students who are most vulnerable and who are not yet performing at grade level.





# Key Research Insights from the Literature

- Differences in educational achievement by race are universal in America; only the extent of the difference varies by school district and metropolitan area. Between the 1960's and 1980's, primarily because of desegregation in southern states, achievement gaps declined greatly. Since then, there has been little progress in closing these gaps.
- The voluminous literature on achievements gaps notes the following facts:
  - Achievement gaps are primarily class based, reflecting income and educational level of parents. There is, however, a residual effect of race.
  - Large achievement gaps occur in very early grades and tend to be consistent over time.
  - Areas with very high achievement gaps, like St. Louis City, tend to have large racial differences in parent income and high degrees of geographic racial segregation.
  - Achievement gaps are largest in regions where Black and Hispanic students overwhelmingly attend high poverty schools.
  - Gaps also tend to be larger in higher income areas, with particularly large gaps in certain University-adjacent towns where white parents may be particularly focused on education (i.e. Evanston, IL and Berkeley, CA).
  - Achievement gaps are smallest in areas of poor white achievement and high rates of white poverty.

# Coherence: A Critical Condition for Success

## **Program coherence is essential for success.**

Successful schools are coherent. They have a set of values and a curriculum that is known to all and applied rigorously. The adults in the building are a team dedicated to student success. Teachers in different classrooms serving similar age students are teaching the same material, building on prior year learnings and setting the basis for what students will learn the next year. Data and interviews with stakeholders suggest that City Garden needs to build coherence.



Excerpts from research summary,  
provided by Urban Impact Advisors

# What does the research say about Montessori?

- **Strengths:** Evidence suggests that the Montessori method is more effective than alternatives at achieving student outcomes. Even more important is how Montessori methods support the best predictors of adult success. While the literature varies, most studies say that adult success is a result of social and emotional skills, grit, agency and competency. Montessori, far more than most models, is focused on social and emotional skills and agency.
- **Challenges:** City Garden, along many other public Montessori schools, has weaker Math than English Language Arts scores. This deserves additional attention, examining Montessori math curriculum to better understand what shifts may be needed to align with state standards and assessments. Other successful project-based schools also struggle with math achievement (i.e. Big Picture Schools). As in all areas of education, math success depends on having a coherent curriculum and making sure it is implemented as designed. As we've engaged other promising schools and leaders in the public Montessori sector, the completeness of Montessori curriculum has been cited as an opportunity area.

# Looking Within: Correlations in our student data

- SLU's PRiME Center conducted descriptive analyses and ran pairwise correlations to highlight relationships between academic outcomes and measures of SEL, climate, and attendance. These correlations provide a starting point for further analysis to be conducted during Phase Two of the research support cycle.
- How to Interpret Correlations: Correlation coefficients range from -1 to +1.
  - **Positive correlations (closer to +1)** indicate that as one measure increases, so does the other.
  - **Negative correlations (closer to -1)** indicate that as one measure increases, the other decreases.
  - Correlations near zero suggest little to no linear relationship.
  - A correlation of (+ or -) 0.7 to 1 is generally considered high, and a correlation of (+ or -) 0.3 to 0.6 is generally considered moderate. Depending on the metric, you may want to explore further analysis on correlations closer to zero.

# Connections between iReady & Other Measures

- Moderate correlations with MAP Scale Scores ( $r = 0.59$ ) and Panorama Academic Measures (ranging from 0.69 to 0.78).
- Small-to-moderate positive correlations with SEL indicators, such as Self-Management ( $r = 0.39$ ) and Number of Strengths ( $r = 0.28$ ).
- Weak or negligible relationships with Attendance measures, indicating that attendance alone may not directly predict i-Ready performance in this dataset.
- The overall correlation between race and iReady performance is small and positive (+0.26). However, slightly different patterns emerge when breaking out by category:

Hispanic	Asian	Black	White	Multiracial
-0.02	0.03	-0.30	0.33	-0.02

# Equity & Engagement Patterns

To support City Garden Montessori's focus on equity and whole-child development, PRiME examined how academic and social-emotional outcomes vary by demographic characteristics. These correlations do not imply causation but highlight meaningful patterns for further inquiry.



Selected Correlations:	
	Female
SEL Growth Mindset	-0.22
SEL Grit	0.21
SEL Engagement	0.14
	Black
Panorama ELA	-0.42
SEL Grit	-0.32
Percent in Attendance	-0.27
SEL Engagement	-0.21
SEL Growth Mindset	0.15
	White
Panorama ELA	0.50
SEL Engagement	0.38
Percent in Attendance	0.23
SEL Growth Mindset	-0.09
SEL Grit	-0.09

# Gender Patterns

- For female students:
  - **Growth Mindset** showed a small negative correlation ( $r = -0.22$ ), suggesting that female students self-reported slightly lower confidence in their ability to improve through effort.
  - **Grit** ( $r = 0.21$ ) and **Engagement** ( $r = 0.14$ ) were modestly positive, indicating somewhat stronger persistence and classroom engagement relative to peers.
- Taken together, female students tend to exhibit solid engagement and perseverance but may benefit from targeted supports to strengthen self-perceptions of growth and efficacy.

# Racial Patterns: Academic Identity and SEL Indicators

## For Black students:

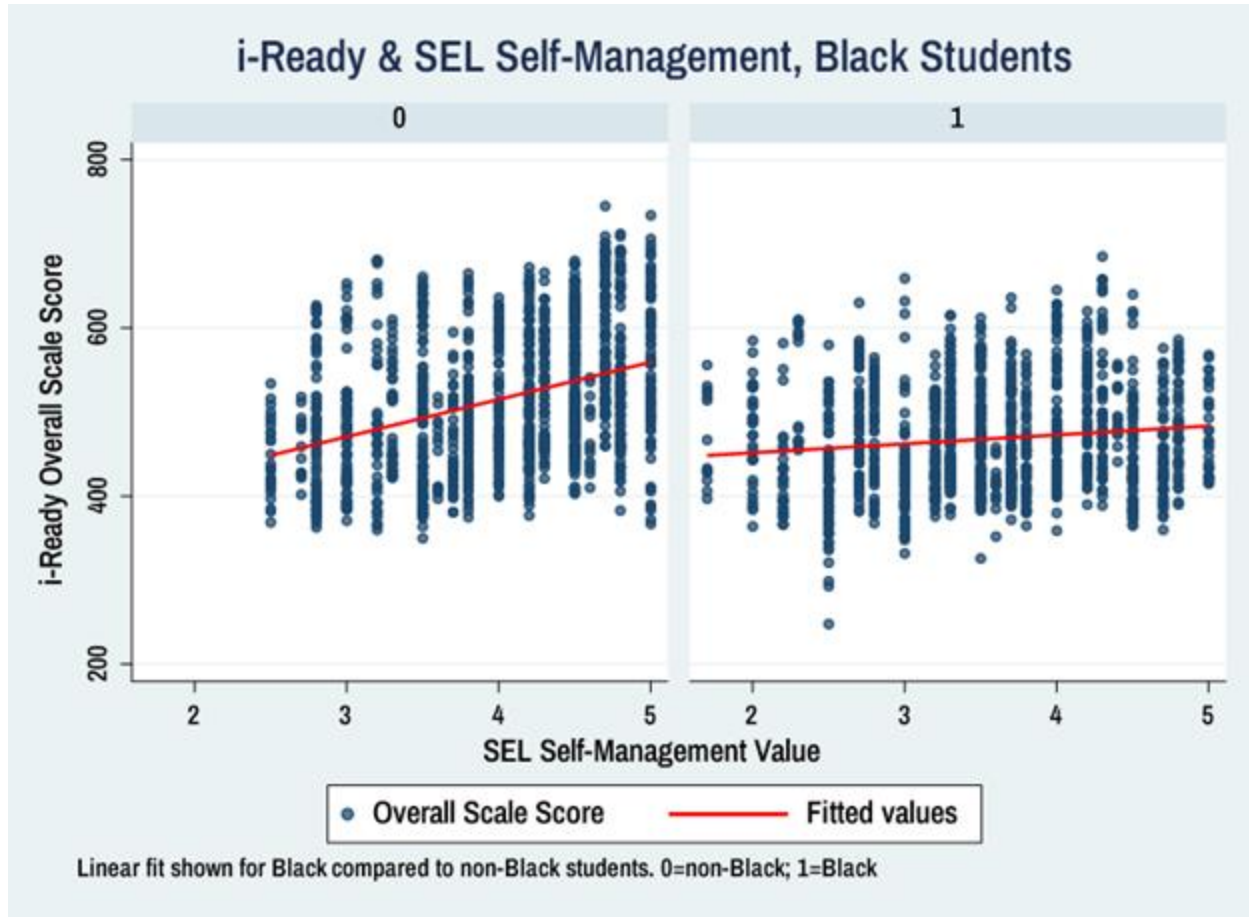
- Lower correlations were observed with **Panorama ELA** ( $r = -0.42$ ), **Grit** ( $r = -0.32$ ), and **Engagement** ( $r = -0.21$ ).
- **Attendance** was also somewhat lower ( $r = -0.27$ ).
- A small positive relationship with **Growth Mindset** ( $r = 0.15$ ) suggests optimism about potential for improvement despite lower reported engagement and attendance.
- These findings underscore the importance of continuing to cultivate belonging, consistent attendance, and opportunities that connect academic identity and perseverance for Black students.

## For White students:

- Positive correlations emerged across most measures—**Panorama ELA** ( $r = 0.50$ ), **Engagement** ( $r = 0.38$ ), and **Attendance** ( $r = 0.23$ )—indicating generally higher self-reported engagement and academic performance.
- **Growth Mindset** ( $r = -0.09$ ) and **Grit** ( $r = -0.09$ ) were slightly negative but not meaningful in magnitude.
- Together, these relationships reflect relatively stable engagement and academic outcomes among White students, though there is room to deepen growth-oriented mindsets across all student groups.



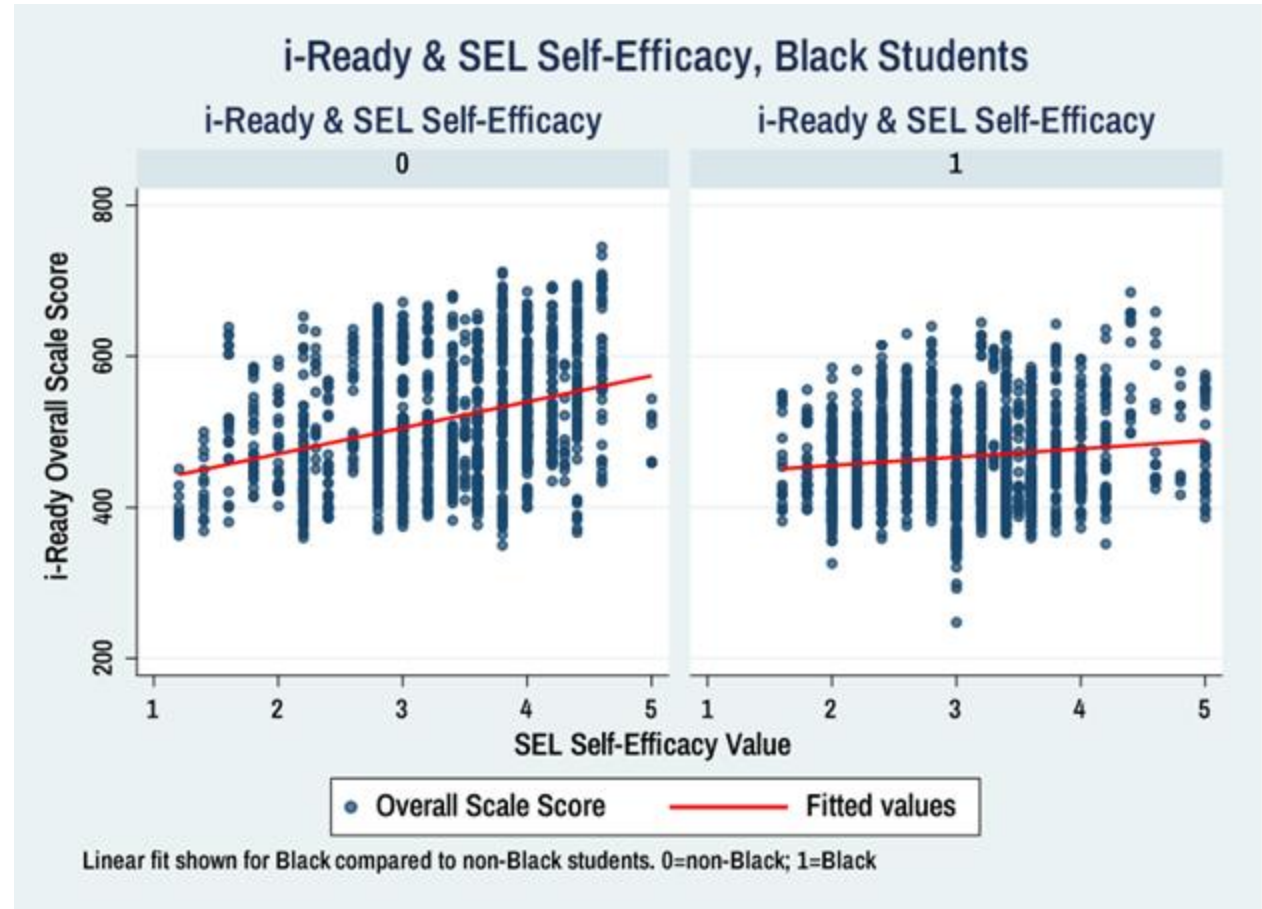
# Relationship: i-Ready achievement and Self-Management



This charts show that as i-Ready scores increase, Self-Management ratings tend to increase as well—though the relationships are modest. For Black students, the correlation appears weaker, suggesting that SEL ratings may not be as strongly linked to achievement measures for this group.

# Relationship: i-Ready achievement and Self-Efficacy

This charts show that as i-Ready scores increase, Self-Efficacy ratings tend to increase as well—though the relationships are modest. Again, for Black students, the correlation appears weaker, suggesting that SEL ratings may not be as strongly linked to achievement measures for this group.



# How Does Attendance Factor Into Achievement?

- Recent studies of children in the first years of school suggest that early school absences may relate to worsened socioemotional development and later schooling attendance (Gottfried, 2014), making attendance a particularly important metric to monitor closely. The overall rate of attendance for the year 2023-24 was 92.1%. Across both the schools, Elementary Adolescent Education Center (ECAC) had 2% higher attendance than Early Childhood Elementary Center (ECEC). Across City Garden as a whole, grades 1st to 4th had slightly higher attendance on average.
- Comparing across years, attendance rates in 2024–25 showed modest improvement at both campuses, with ECEC demonstrating proportionally greater gains. Strategies emphasizing parental engagement and family partnerships (e.g., parent leadership committees, peer mentoring) have shown promising effects in similar settings (Berger et al., 2021; Brennhofner et al., 2021).



# Summary of SLU PRiME Data Analysis

- Overall, these correlations highlight clear patterns aligned with national trends:
  - **Engagement and perseverance** (grit) show consistent positive relationships with academic measures across all student groups.
  - **Attendance** remains a modest but important factor linked to achievement and engagement.
  - **Equity gaps** appear in both academic and SEL indicators, particularly between Black and White students, suggesting that differentiated supports and culturally responsive SEL instruction could strengthen alignment between academic performance, attendance, and self-efficacy.
- These insights will inform the next phase of analysis and help guide City Garden Montessori's strategic planning conversations around equitable academic and social-emotional development.
- **Further analysis will examine:**
  - Longitudinal growth trends by grade and subgroup,
  - Alignment between i-Ready and MAP growth patterns, and
  - Connections between SEL engagement and academic improvement over time.

## Next Steps - PRiME researchers will:

- Finalize summary statistics and subgroup analyses.
- Explore regression models that predict academic growth from SEL and attendance measures.
- Provide visual dashboards highlighting overall trends that can be updated as new data sources are provided.

# Enrollment: Has Adding New Students Impacted Achievement?

- One major change that City Garden implemented in recent years is that we began accepting students in grades 3-7. Prior to 2022, students could not enroll after 2nd grade. We changed that policy in an effort to make our program accessible to more students and to back-fill seats when students leave.
- Thus, in recent years, we have had many new students enroll in grades 3-7. These students have tended to be more likely to have IEP's, to be 1 or more grade levels below grade level, and to have intense social-emotional and behavioral needs.
- One question has been: *Do new students have an outsized impact on academic data, and therefore achievement gaps?*
- Data analyst Steve Cartwright did an analysis, and key findings are on the following slides.

# Analysis: New Test-Takers at City Garden

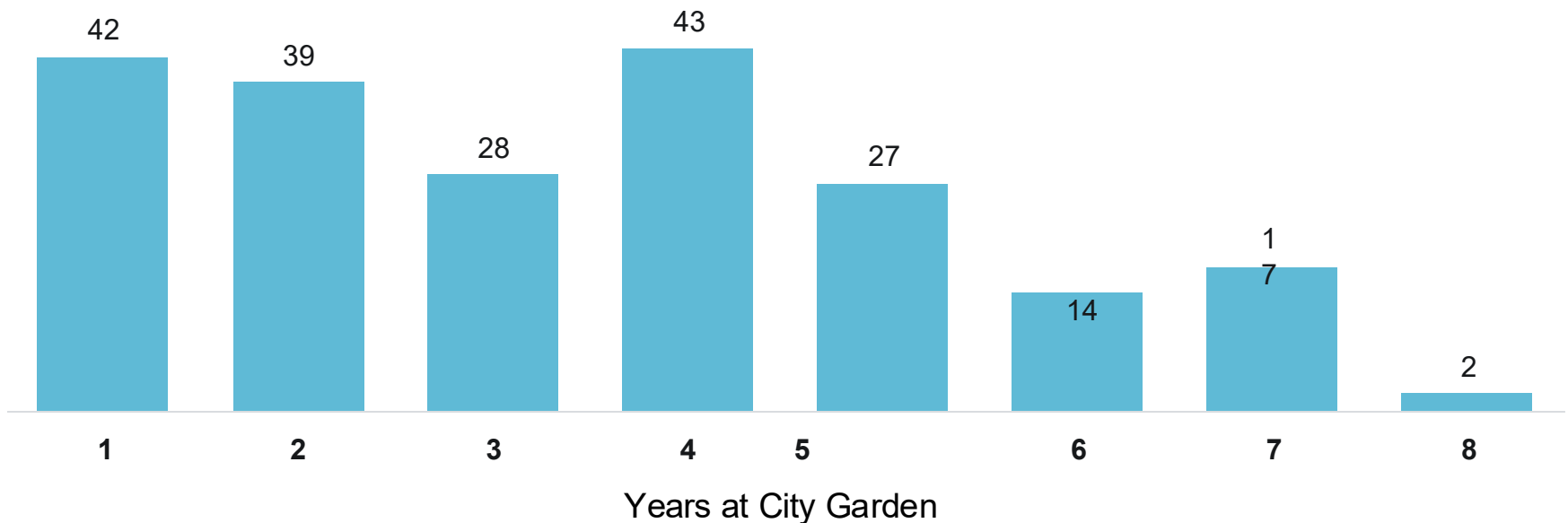
---

This analysis aims to cover:

- How prevalent are new test-takers at City Garden and who are they?
- How do test scores of new test-takers compare to prior test-takers and how do they compare by student race/ethnicity?
- How does test score growth relate to years at City Garden and how does this vary by student race/ethnicity?

# Half of City Garden's MAP test takers in 2024 were in their first three years at the school

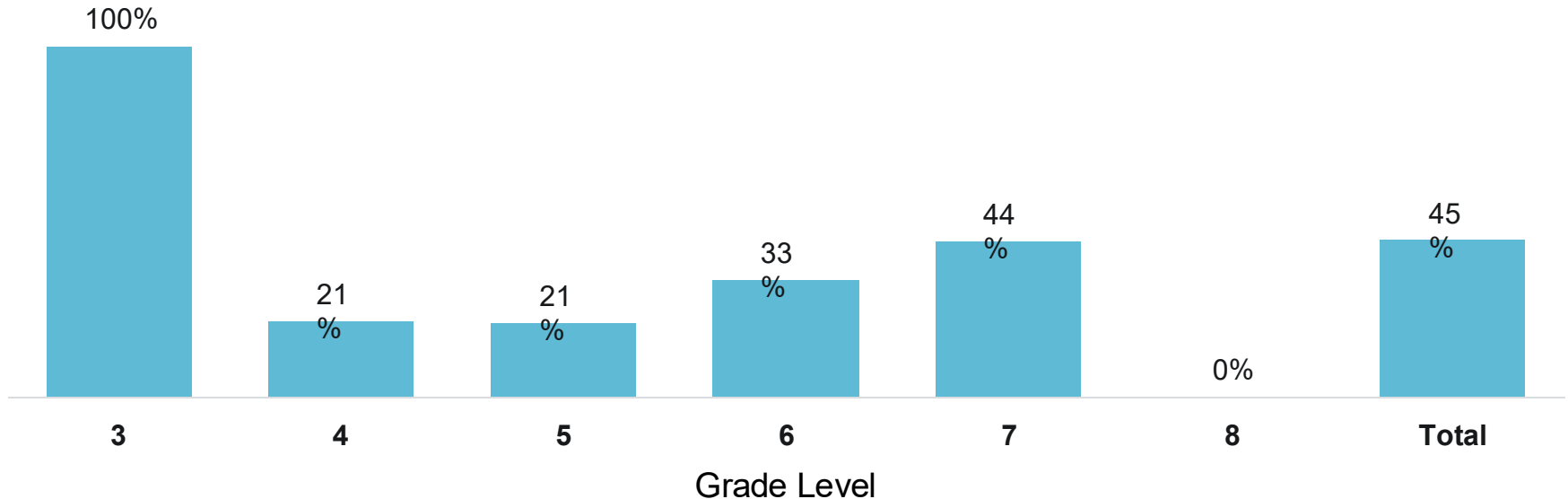
**Count of Students by Years at City Garden among 2024 MAP Test Takers**



Excerpts from analysis conducted by  
Steve Cartwright

# 45% of all MAP test takers had not previously tested; excluding 3<sup>rd</sup> grade—that total is 25%

## Percent of New Test Takers at City Garden by Grade Level

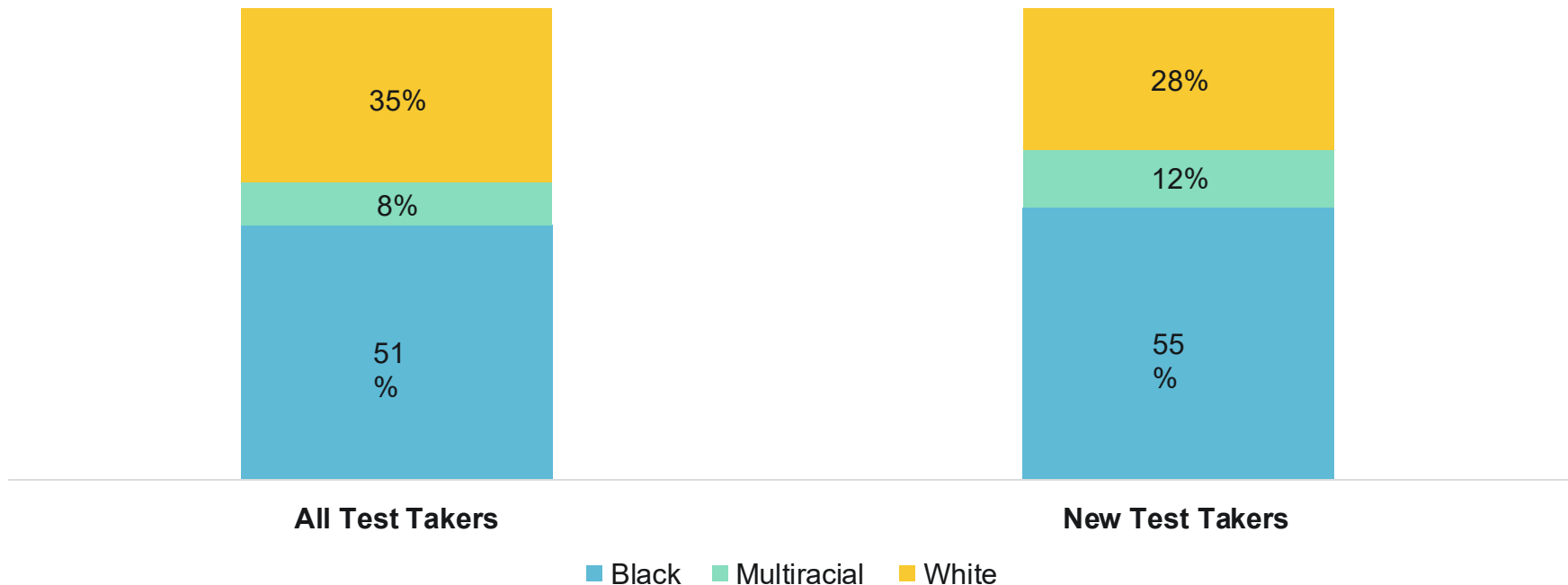


Excerpts from analysis conducted by  
Steve Cartwright



# Black and multiracial students are slightly over-represented among new test takers

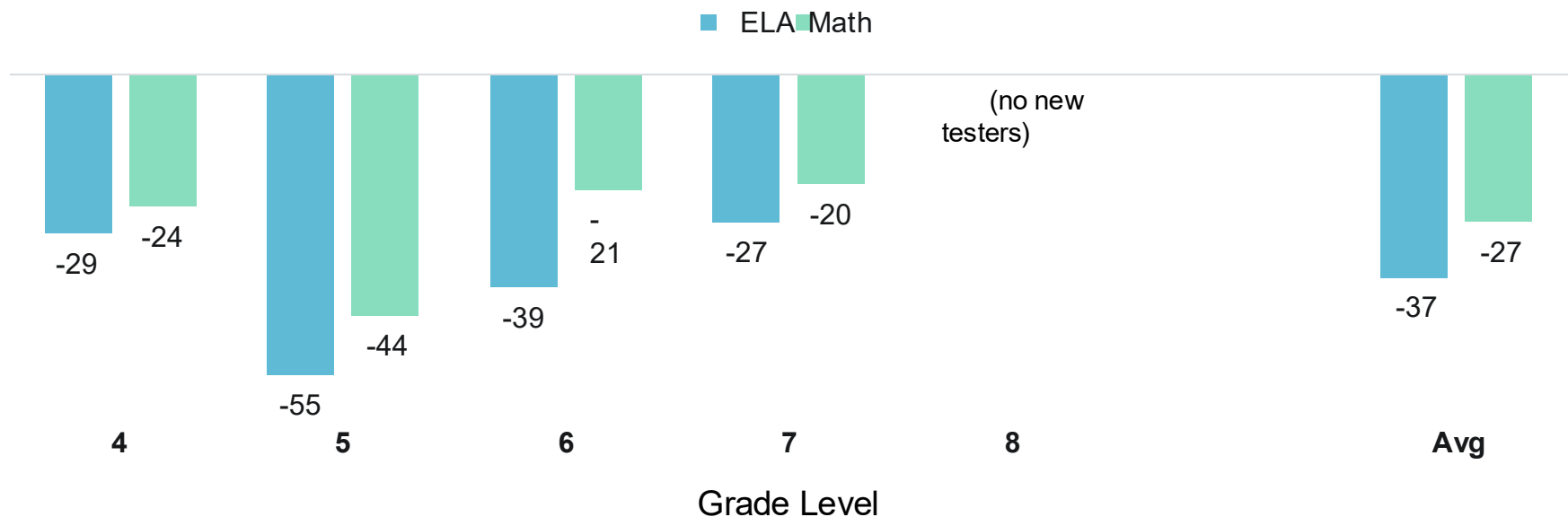
**Percent of New Test Takers at City Garden by Race/Ethnicity**



Excerpts from analysis conducted by  
Steve Cartwright

# New test takers in grades 4-8 score lower, on average, than those who have tested previously; differences are larger in ELA than math

## Avg. Scale Score Difference between New Testers and Prior Testers by Grade (2024)



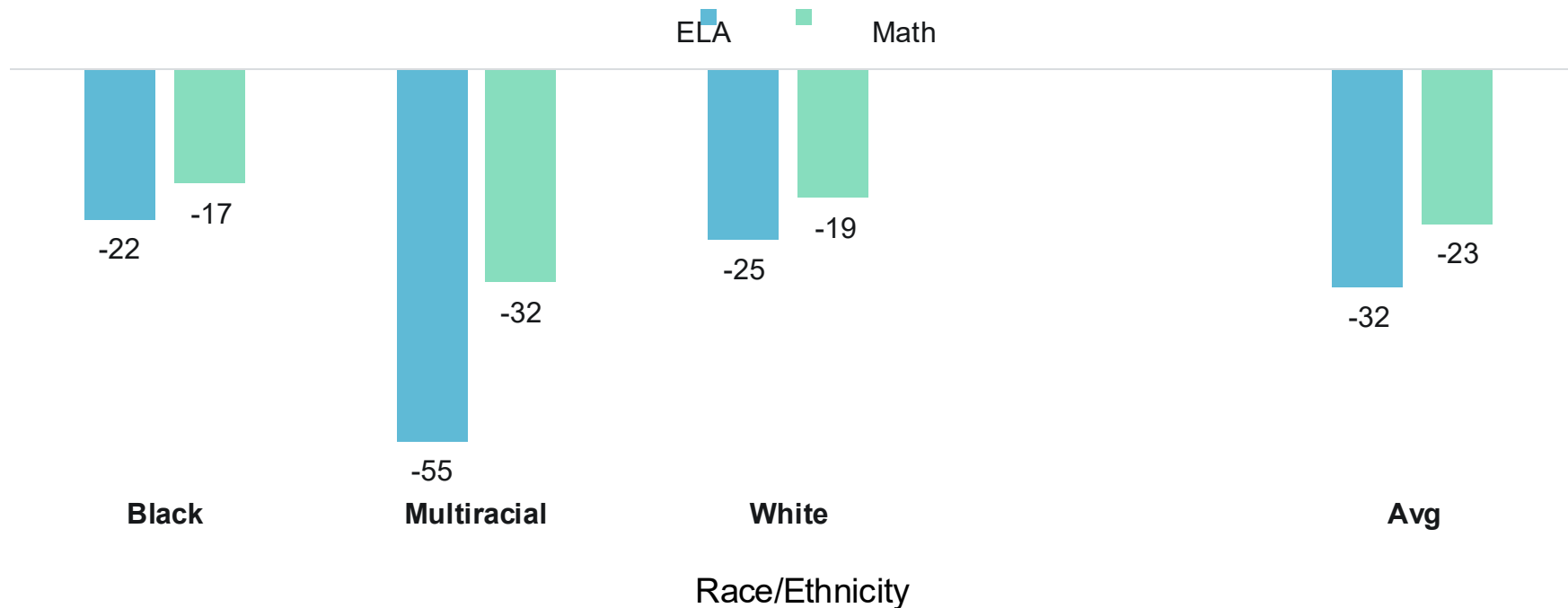
Excerpts from analysis conducted by  
Steve Cartwright

# New test takers who are multiracial have lower scores than Black and white new test takers

Recall, however, that multiracial students account for just 12% of new test takers.

## Avg. Scale Score Distance from Proficiency among New Testers by Race (2024)

Distance from proficiency is used to control for different MAP scale ranges by tested grade level

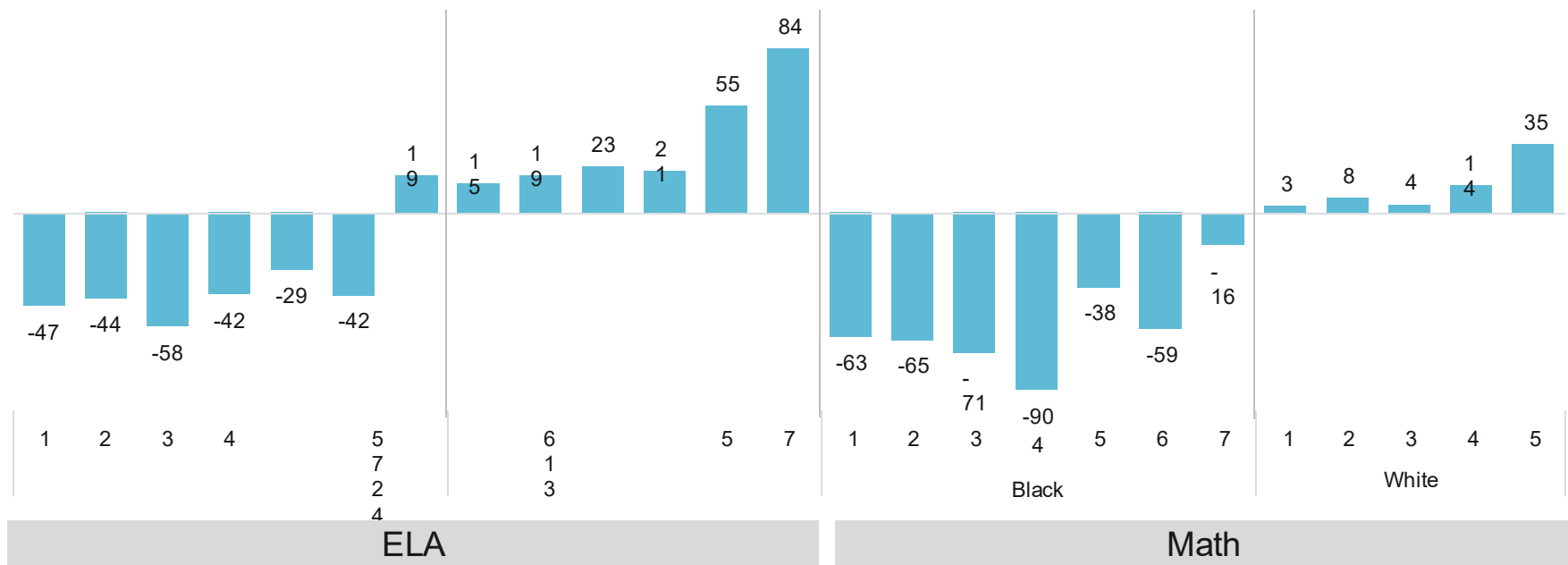


# The longer white students have been enrolled at City Garden, the higher their average test score

Among Black students, only those with 7 years at City Garden have test scores approaching or above the proficiency threshold, on average.

## Avg. Scale Score Distance from Proficiency by Race and Years at City Garden (2024)

Distance from proficiency is used to control for different MAP scale ranges by tested grade level



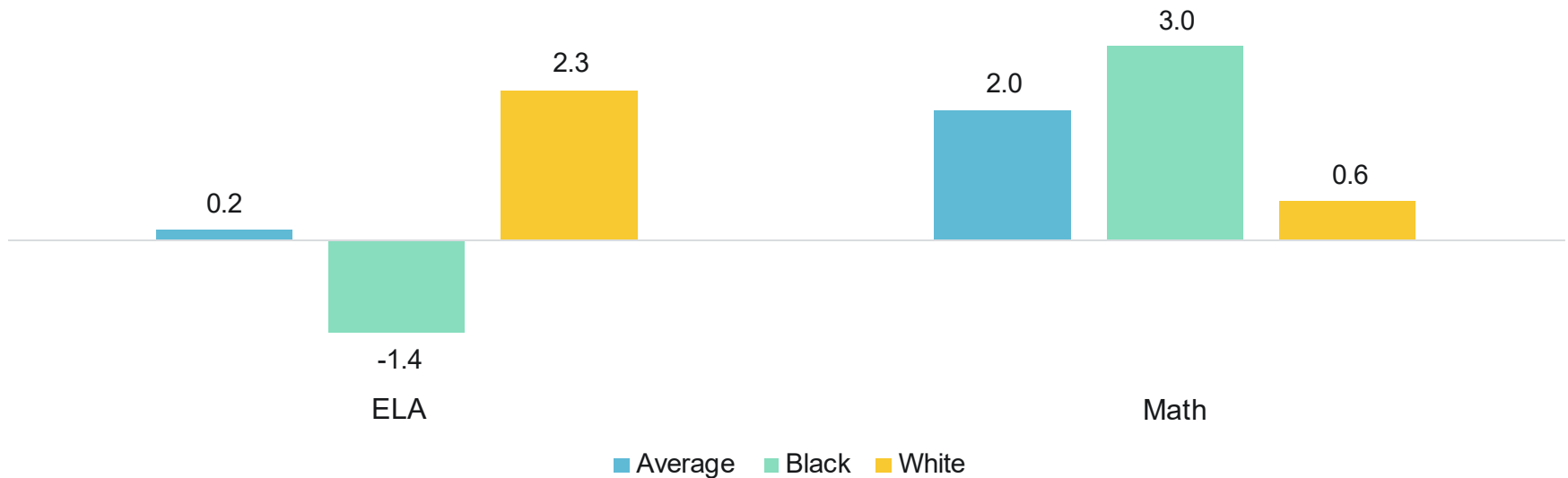
Subject, Race/Ethnicity and Years at City Garden

Note: Only groups with >=5 students are included in the visual above.

## For each year of prior enrollment at City Garden, math scores grew by an additional +2 points from 2023 to 2024, but not in ELA

Additional years of education at City Garden were associated with positive ELA gains for white students, but negative gains for Black students. Both groups benefited in math.

### Avg. Additional Scale Score Change from 2023 to 2024 based on Years at City Garden by Race



### Subject, Race/Ethnicity and Years at City Garden

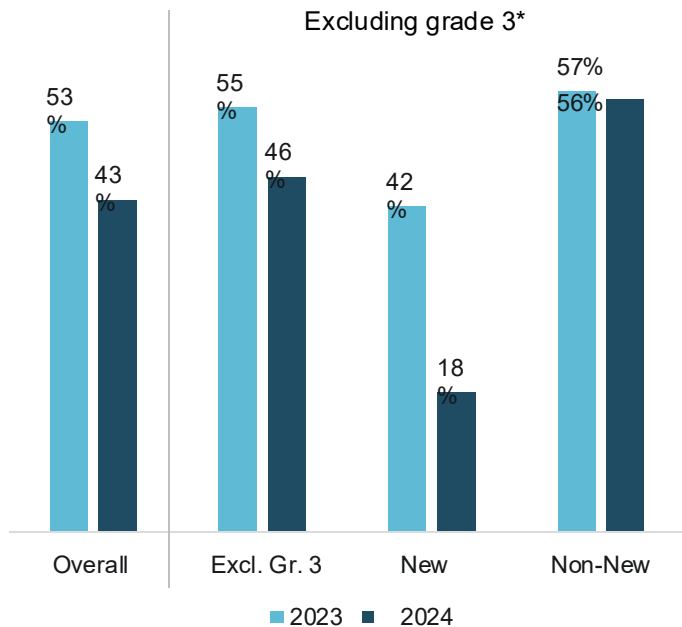
Note: Only groups with  $\geq 5$  students are included in the visual above.

# New test takers account for 8% points of the 9% point decline in ELA and 2% points of the 9% point decline in math

## ELA Proficiency

New student testing accounts for -8% of the total -9% point decline in ELA. If new students hadn't tested in either year, the decline would have been -1% point.

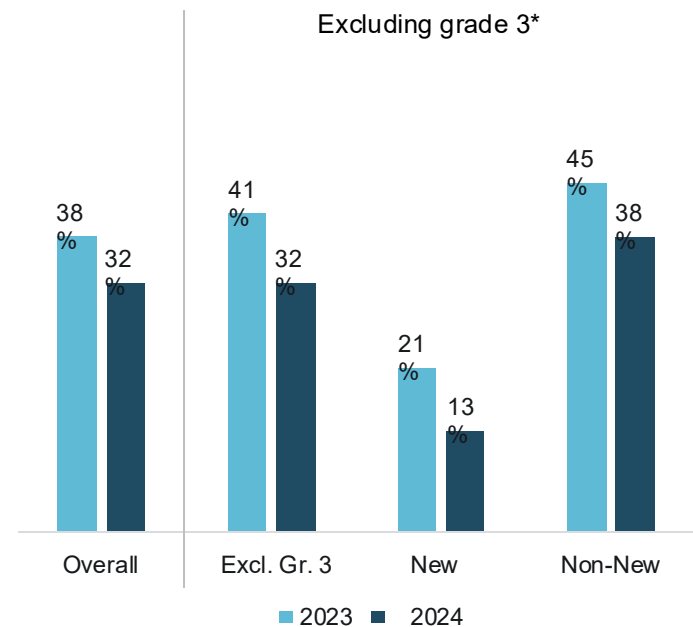
Original drop	-10% pts.
Drop among grades 4+	-9% pts.
Drop among returning test takers only	-1% pt.
Difference	8% pts.



## Math Proficiency

New student testing accounts for -2% of the total -9% point decline in ELA. If new students hadn't tested in either year, the decline would have been -1% point.

Original drop	-6% pts.
Drop among grades 4+	-9% pts.
Drop among returning test takers only	-7% pts.
Difference	2% pts.



\*Prior years of enrollment is not known for all students in 2023, so "new" test takers are those who have not tested in MAP at City Garden previously and results must, therefore, be restricted to grades 4+.

Thus, while adding new students has been a factor in our overall academic outcomes, this is only one piece of the puzzle



# From 2020 to 2025, we have experienced many stressors on our system as a whole.

- **Rapid Expansion** - City Garden grew from 275 to 620 students over five years while simultaneously building people, instructional, and operational systems to support scale
- **Higher Student Needs** - We are serving a significantly higher proportion of students with greater emotional, behavioral, academic, and resource needs
- **Crisis Management** - Ongoing challenges have diverted time and attention, taking a toll on staff, students, leadership, and families
- **COVID-19** - The pandemic disrupted learning and widened existing achievement gaps
- **Talent Pipeline Crisis** - Teachers and leaders are leaving education at alarming rates while fewer young people enter the profession
- **Unfunded Mandates** - Increasing requirements without corresponding resources strain school systems year after year

***These stressors have had real impacts on our students, families and staff.***



# “Choosing Our Hard”

Part of our ongoing reflection and examination has to be “choosing our hard”:

***How many stressors can our system withstand, and what are the trade-offs for the decisions we make and the realities we face?***

This will be an essential question for City Garden in the coming year and years.



# Root Causes: *Structural Challenges*

## **Structural Challenges Include:**

- Student mobility that destabilizes classrooms – higher than desired student attrition (~15% in recent years), which leads to more students being added at older grade levels and after the 1st day of school
- Teacher, leader and staff attrition + a weak talent pool, contributing to continuous “restarts” rather than the ability to continue building upon what is established
- Time constraints – not enough time for teachers to plan, prepare and collaborate, with too many “spinning plates” and pulls on the plan time that does exist
- Complexity of our model - implementing public ABAR Montessori at City Garden requires an incredible cognitive lift—guides must internalize content for 3 grade bands, differentiate for all students, including those below and above grade level, and ensure each child stays rigorously engaged and on task
- Creating a bridge between students hands-on construction of knowledge and standard assessment practices reflected on State Assessments

# Root Causes: *Systemic & Technical Challenges*

## **Systems-based and technical challenges include:**

- Curricular and instructional systems are still in development, which contributes to a lack consistency across classrooms and creates a heavy day-to-day load for teachers and leaders
- Operational systems and procedures are still in development, meaning that staff spend time and energy on tactical things that take away from instruction
- Insufficient data systems that provide quick, accessible insights for guides and leaders and data fluency skills needed to leverage information for student growth
- Accountability systems are inconsistent and need clarity and further development
- Training and professional development are not fully fleshed out, in alignment with academic goals
- We lack onboarding and orientation systems for prospective and new families to learn about and understand City Garden's ABAR Montessori approach, what the family-school partnership looks like and how to support their children's growth and development
- We lack assessments and screeners for incoming students prior to their arrival, meaning that we are unprepared to meet students' needs on day one, particularly students with special education, SEL, or mental health needs

# Root Causes: *Adaptive Challenges*

## **Adaptive challenges include:**

- An organizational culture that is sometimes reactive rather than strategic, with frequent changes to systems and approaches before allowing time to prove effectiveness.
- An organizational culture that centers relationships, collaboration and humanity but sometimes inadvertently contributes to lowered expectations for students, staff and families.
- There is a “push/pull” between following the child/giving students agency *and* ensuring they are mastering standards and consistently engaging in rigorous work.
- Some students arrive socialized to advocate for themselves and push toward rigorous work, while others need more encouragement and direction. Without intentional support and consciousness about how time and resources are being allocated, some students can be left unengaged.
- Approaching each child and family holistically and responding to social and emotional needs requires significant time and emotional labor, and there are no easy tradeoffs.
- Anti-bias, antiracism work demands significant individual reflective and emotional work for guides and staff.
- Lack of alignment and lack of clarity—among leadership, staff and families—can contribute to confusion, frustration and ineffectiveness.

# Where Do We Go From Here?

- All of these factors contribute to **inconsistent implementation**, leading to **uneven student outcomes**.
- This doesn't mean we abandon our model—we deeply believe in the **power of public, ABAR Montessori education**.
- However, it does mean we must **sharpen our focus** and invest in critical areas.
  - In the short-term, we are building **leader capacity around data fluency** and instructional strategies, prioritizing use of common curriculum **pacing guides**, and focusing on ensuring **Essential Standards** are taught and mastered, while strengthening **partnerships with parents** and caregivers and SEL approaches.
  - For the longer-term, our **strategic plan will lay out both a theory of change and a set of strategic priorities** addressing emerging insights, including strengthening data infrastructure and capacity, codifying core Tier 1 instruction with more deeply embedded SEL, streamlining systems so staff can focus on what matters most, and building additional capacity to deliver on our model

# Our Children Are Ready to Flourish

*With focused strategic action, we can create the conditions for all students to thrive—turning our mission of equity into reality.*



# Coversheet

## Reading Materials and Links

<b>Section:</b>	IV. Final Items
<b>Item:</b>	B. Reading Materials and Links
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	October 2025 Finance Committee Meeting Minutes.pdf

DRAFT

# City Garden Montessori School

## Minutes

### October Finance Committee Meeting

---

#### Date and Time

Friday October 17, 2025 at 12:00 PM

---

#### Via Zoom

Join Zoom Meeting

<https://us02web.zoom.us/j/84046645775>

Meeting ID: 840 4664 5775

One tap mobile

+16468769923,,89946928327# US (New York)

+1312 626 6799,,89946928327# US

Dial by your location

+1 646 876 9923 US (New York)

+1 312 626 6799 US (Chicago)

Meeting ID: 840 4664 5775

---

#### Committee Members Present

A. DeZego (remote), B. Huebner (remote), B. Kling, J. Schier (remote), M. Chlebowski (remote), S. Deuanepenh

#### Committee Members Absent

*None*

#### Guests Present

D. Blank (remote), K. Lohrum (remote), T. Whitlock (remote)

---

#### I. Opening Items

A.



## Record Attendance and Guests

### B. Call the Meeting to Order

A. DeZego called a meeting of the Finance Committee of City Garden Montessori School to order on Friday Oct 17, 2025 at 12:03 PM.

### C. Land Acknowledgement

## II. Action Items

### A. Approve Minutes from the September Finance Committee Meeting

J. Schier made a motion to approve the minutes from September Finance Committee Meeting on 09-19-25.

A. DeZego seconded the motion.

The committee **VOTED** unanimously to approve the motion.

### B. Review and Approve September 2025 Financials, Bank Statements and Credit Card

- Revenue and expenses are tracking as expected. We do have a sizable sum we owe the retirement system which will be wired on 10/17/25. The new payroll company was not able to process this as we had had done in the past. We will be using an ACH going forward.
- State payments will be caught up in November when they use our new enrollment numbers to update the payment.
- Philanthropy will start to wind up in the next few months.
- There are still a few open employment positions therefore salary/benefits are under budget, this is offset by contracting and substitute labor.
- David will update dashboard to fix the prior year label, two columns were accidentally labeled current.

A. DeZego made a motion to Vote to Approve September 2025 Financials, Bank Statements and Credit Card.

J. Schier seconded the motion.

The committee **VOTED** unanimously to approve the motion.

### C. Review and Approve - Contracts over \$10,000- Standing Agenda Item

- Montessori Reading Instruction - should be covered by the PD budget
- Food Remediation payment for all issues that were not covered by insurance, this what not in the budget
- Cbabi Bayoc- artist doing an install at the school with the students, a grant will be covering this cost so it is a 100% offset.

J. Schier made a motion to Approve Listed Expenditures over 10k.

A. DeZego seconded the motion.

The committee **VOTED** unanimously to approve the motion.

#### **D. Review and Approve Tuition Increase for the 2026-27 School Year**

- Committee would like to see numbers on 9% increaser for bc/ac prior to voting. Business Manager will send.

A. DeZego made a motion to Preschool Tuition Increase of 3%.

B. Huebner seconded the motion.

- Committee has asked that the SOP add 3-4 comparables of tuition prices in the St. Louis area going forward.
- Committee will vote remotely on the suggested 9% increase in before and aftercare fees. This increase happens approximately every third school year. Vote passed unanimous via email 10.30.25

The committee **VOTED** unanimously to approve the motion.

### **III. Information Items**

#### **A. School and Board Update**

- First semester is complete and parent teacher conferences are currently in session
- Trunk or Treat is the upcoming weekend and one of our most popular events
- Board meetings have been updated with video of Treasurer, board meetings have been far more efficient

#### **B. 2024-25 Fundraising Report**

- An end-of-year appeal will begin soon
- Kitty has been figuring out how to use the databases and pull information to create a month-by-month report. This has taken more time then estimated so she is hoping to have this completed for our next meeting in November.
- Development retreat will be the week of October 20.

### **IV. Closing Items**

#### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 12:46 PM.

Respectfully Submitted,

T. Whitlock