



“SPCPA”

DISTRICT 4112 (Charter School)

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Annual Community Report

School Year 2021-2022

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A. ARTS & ACADEMIC ELEMENTS

A1. Mission & Vision

History

In 2003, following approval by the Minnesota Department of Education, Mayor Randy Kelly (53rd Mayor of St. Paul, 2002-2006) worked with civic, arts, and public-school leaders to assess the need to establish a performing arts high school in the downtown area, design a program, and carry forward a plan. With Ordway Center for the Performing Arts as the initial authorizer, the Saint Paul Conservatory for Performing Artists (SPCPA) opened its doors to 154 students in 2005, offering a full academic program and performing arts instruction in dance and theatre.

Mission

*The **mission** of the Saint Paul Conservatory for Performing Artists is to **provide the highest caliber of academic and artistic education** for aspiring pre-professional performing artists and to **fully prepare them** for college and conservatory.*

Assessment of Mission

The challenge of the school is balancing a structured academic program equally rigorous to a fine-tuned sophisticated and *current* arts curriculum. SPCPA regularly assesses programmatic alignment to its mission to provide high caliber education. Amongst the school's high graduation numbers (91% in 2022, historically 90-95%), most students (typically 90%) continue onto a post-secondary education. Of the students who graduated from SPCPA in 2022 and applied to college, 100% were accepted (to between 1 and 13 schools). 80% are attending college in 2022-2023. 52% of those college-bound students have chosen to major in dance, theatre, or music. 62% of the students pursuing the arts after high school are doing so in a conservatory program which requires an audition or portfolio to gain admittance. A testament to the effectiveness of SPCPA's mission is also affirmed when alumni reflect in their own words the importance of their education at the school. Senior students speak to this as well during Info Sessions for prospective families and events that include stakeholders and outside community members. They discuss how SPCPA's training and college preparation allowed them to gain access to otherwise unavailable (and free) arts training, in a community of like-minded peers who accept them and share similar values, and in an academic program that treats all students as if they will be attending college.



Vision

The mayor's office in 2005 articulated the vision for the school: *A Juilliard experience for everybody*. In 2009, to better articulate a vision that would resonate with the 50% of the student body who chose not to pursue the arts after high school, the vision was modified to: *A Juilliard or University of Minnesota experience for everybody*. A few years later, the SPCPA Board of Directors rearticulated that vision which stands today:

A premier arts and academic education for all high school students.

Assessment of Vision

A strong vision statement is one that is ultimately unattainable but is something compelling for faculty and staff to continuously work toward. The vision should drive every decision made at the school. Dissect any conversation about teaching and learning that academic or arts teachers are having at SPCPA, and you will discover the question at its root: "How do I deliver *Juilliard for everyone or U of MN for everyone* better? How can we do a better job to meet the needs of every student across the wide range of skill levels (so that all students are fully prepared for college and conservatory)?"

Again, as we assess, we look at graduation rates. 91% of 2021-2022 seniors graduated. 100% of SPCPA students who applied for college were accepted. The 52% of the graduates who pursue the arts are well ahead of their peers at college as they will have already *completed* a 4-year arts conservatory training program.

SPCPA's Primary and Secondary Purposes

The primary purpose of SPCPA is to be a *safe* environment that improves student learning and achievement.

The secondary purpose is to increase learning opportunities for all pupils by providing a comprehensive academic and artistic education that fully prepares students for graduation from high school and capability to pursue post-secondary education in either the arts or academics.

The stats for the Class of 2022 (all figures adjusted to reflect only the 91% who graduated) are as follows:

- 80% of graduates indicated that they are continuing their education directly after high school. (20% of graduates are taking a gap year)
- 100% of the students who applied to college were accepted by between one and 13 schools.
- Acceptances averaged 4.0 per applicant.
- 52% of the graduates pursuing college are focusing on dance, music, theatre, art, or creative writing.
- 62% of those students were accepted into audition-based degrees (BFA or BM).

A2. Accountability Plan Goals

SPCPA's Accountability Plan sets forth the expectations agreed to by the SPCPA Board of Directors and the University of St. Thomas. It is used to assess the performance of a charter school.

Academic Performance

State Accountability System Goal

SPCPA's goal is that students in all subgroups in grades 9-11 will meet proficiency targets set by the Minnesota Department of Education, based on the weighted percentage of subgroups reaching proficiency targets.

		Meet or Exceed	Partially Meet	Do Not Meet
Math	SY20-21	64.7%	23.5%	11.8%
	SY21-22	38.2 %	23.7%	38.2%
Reading	SY20-21	75%	10.4%	14.6%
	SY21-22	71.8 %	15.5%	12.7%
Science	SY20-21	100%	0%	0%
	SY21-22	54.4%	14.7%	30.9%

Math

Our building goal was not met from SY20-21 but was still above the state average for meets and exceeds on the MCA mathematics test. We have readjusted our goal for SY22-23 using the percentage of all students enrolled as of October 1, 2022, in grade 11 at the Saint Paul Conservatory for Performing Artists who earn an achievement level of Meets the Standard or Exceeds the Standard in Mathematics on state accountability tests (MCA and MTAS), will increase from 38.2% to 55.46% during the 2022-2023 school year.

To support SPCPA's math goals, SPCPA introduced and implemented CPM curriculum in the fall of 2018 in High School Algebra, Geometry, and Pre-Calc. Algebra 2 was added for the 2019-2020 school year. For the 2021-2022 school year, the CPM curriculum was added for AP Stats and AP Calc. All new CPM textbooks were purchased. They are used consistently by the staff and students as a resource both in and out of the classroom. The CPM textbooks are aligned to MN Academic Standards and provide an additional resource for families when students are working on mathematics at home or in Guided Study Hall. In a post COVID academic year all classes are in person and implementing CPM curriculum.

Math	Exceeds	Meets	Partially	Does Not
SPCPA				
SY20-21	29.4% (5 students)	35.3% (6 Students)	23.5% (4 Students)	11.8% (2 Students)
SY21-22	3.9% (3 students)	34.2% (26 students)	23.7% (18 students)	38.2% (29 students)
Statewide				
SY20-21	14.4% (4,832 Students)	27% (9,075 Students)	24% (8, 058 Students)	34.6% (18, 376 Students)
SY21-22	11.7% (5,279 students)	24.9% (11,288 students)	22.8% (10,317 students)	40.6% (18,376 students)

In comparison to the statewide math proficiency, 38.1% of SPCPA students who took the MCA in Math were proficient while 36.6% of students statewide were proficient and 25% at St. Paul Public Schools.

Reading

71 students took the Reading MCA in 2022. 71.8% were proficient, which is down slightly from 75% proficient in the prior year. The schoolwide goal for the 2019-2020 school year was to score 81.6% of SPCPA students meeting or exceeding proficiency on the Reading MCA (up from 79.5%). The goal carried forward is that the percentage of all students enrolled as of October 1, 2022, in grade 10 at the Saint Paul Conservatory for Performing Artists who earn an achievement level of Meets the Standard or Exceeds the Standard in Reading on state accountability tests (MCA and MTAS), will increase from 71.8% to 77.8% during the 2022-2023 school year.

The SPCPA English, Science, and Social Studies departments incorporate reading goals and objectives, aligned with the MN Academic Standards represented on the MCA, into each class. English classes specifically use novels for each grade level that are associated with instruction about close reading, interpretation, and analysis of the reading material.

Reading	Exceeds	Meets	Partially	Does Not
SPCPA				
SY20-21	41.7% (20 Students)	33.3% (16 Students)	10.4% (5 Students)	14.6% (7 Students)
SY21-22	29.6% (21 students)	42.3% (30 students)	15.5% (11 students)	12.7% (9 students)
Statewide				
SY20-21	15.1% (53,408 Students)	37.4% (132,169 Students)	20.4% (72,184 Students)	27.1% (95,698 Students)
SY21-22	18.7% (10,491 students)	36.5% (20,525 students)	22.4% (12,581 students)	22.5% (12,632 students)

In 2022, 71.9% of SPCPA students were proficient in Reading, while 55.2% of the students statewide were proficient in Reading and 34.8% were proficient in St Paul Public Schools. SPCPA students scored 16.7% higher than the state average. The sample size for reading was larger than in math.

Science

In 2022, 68 students took the Science MCA. 54.5% of students met or exceeded the standards.

Science	Exceeds	Meets	Partially	Does Not
SPCPA				
SY20-21	0% (0 Students)	100% (7 Students)	0% (0 Students)	0% (0 Students)
SY21-22	17.6% (12 students)	36.8% (25 students)	14.7% (10 students)	30.9% (21 students)
Statewide				
SY20-21	12.4% (4,522 Students)	36% (13,158 Students)	25.9% (9,471 Students)	25.8% (9,425 Students)
SY21-22	12.9% (6,783)	32.7% (17,266)	25% (13,184)	29.5% (15,545)

54.4% of SPCPA students met or exceeded in science as compared to 45.6% at the state level and 25% at St. Paul Public Schools. Using our score from 2021-2022 as a baseline, our building goal is that the percentage of all students enrolled as of October 1, 2022, in grade 11 at the Saint Paul Conservatory for Performing Artists who earn an achievement level of Meets the Standard or Exceeds the Standard in Science on state accountability tests (MCA and MTAS), will increase from 54.4% to 66% during the 2022-2023 school year.

SAT Suite of Assessments: Grades 9, 10, and 11

SPCPA assesses students in grades 9-11 using the SAT Suite of Assessments annually. This provides another way for the school to analyze academic progress through nationally normed student data. These assessments assist us in determining what students need to work on most so that they are ready for college when they graduate.

The goal is for at least 50% of students to meet or exceed grade-level benchmarks for each grade assessed as well as across the entire school. **Due to the COVID-19 pandemic, the PSAT was not administered to grades 9-10 during the 2020-2021 school year.**

The PSAT was administered to grade 11 students in January of 2021, in part to provide students an opportunity to participate in the National Merit Scholarship Program.

PSAT 9	2019-2020 Total Testers: 96	2020-2021 Total Testers: 0	2021-2022 Total Testers: 71
Mean Total Score	938	N/A	923
% Met Both Benchmarks	49%		56%
Mean ERW Score	487		483
% Met ERW Benchmark	83%		85%
Mean Math Score	452		440
% Met Math Benchmark	52%		56%

PSAT Grade 10	2019-2020 Total Testers: 87	2020-2021 Total Testers: 0	2021-2022 Total Testers: 75
Mean Total Score	986	N/A	951
% Met Both Benchmarks	52%		43%
Mean ERW Score	510		499
% Met ERW Benchmark	80%		80%
Mean Math Score	476		452
% Met Math Benchmark	54%		45%

PSAT Grade 11	2019-2020 Total Testers: 90	2020-2021 Total Testers: 32	2021-2022 Total Testers: 91
Mean Total Score	1043	1117	1004
% Met Both Benchmarks	44%	63%	37%
Mean ERW Score	544	586	527
% Met ERW Benchmark	88%	91%	77%
Mean Math Score	499	531	477
% Met Math Benchmark	46%	63%	37%

Mission Specific Academic Goals

In keeping with its mission, SPCPA aims for more than 90% of students that graduate annually to attain acceptance into one or more college or conservatories.

School Year	Graduate Acceptance Rate	Applied to 1 or More	Entering College or Conservatory after High School
SY19-20	99%	99%	75%
SY20-21	100%	91%	78%
SY21-22	100%	91%	80%

As previously mentioned in earlier sections, 91% of SPCPA's senior class graduated in 2022. Though we have a high graduate acceptance rate, our goal is to improve the number of students who are applying to post-secondary institutions. Gap-year experiences are highly valued by our students, and many are experiencing opportunities in the arts that would not be matched at another time. 20% of graduates indicated they were taking a gap year in 2022-2023. 100% of the students who applied to college were accepted by between one and 13 schools (applicants averaged 3.8 acceptances/person).

Typically, 83-90% of students continue onto a post-secondary education immediately after graduation. We anticipate, at this point, that at the end of 2022-2023, the number of students who continue onto a post-secondary education immediately after graduation will fall into that previous range. Due to the pandemic, and the fact that many colleges have only just recently returned to a fully in-person experience, students more often chose to take a gap year and wait for that fully in-person option.

A3. After School or Extracurricular Opportunities & Summer Programming

Because SPCPA targets artistically passionate students, many students participate in individually chosen after-school activities such as classes or performances with local arts organizations. SPCPA partners with several youth arts organizations throughout the Twin Cities. Much of this is facilitated via SPCPA's Arts Advisory Council, which includes staff members of numerous local youth arts organizations. Just a small sampling of the arts organizations that have provided SPCPA students with after school experiences this past year include, Steppingstone Theater, Children's Theatre Company, Stages Theatre Company, Youth Performance Company, History Theater, Greater Twin Cities Youth Symphonies, Minnesota Youth Symphonies, TU Dance, Minnesota Dance Theatre (MDT), Lundstrom Performing Arts, Larkin Dance Studio, Walker West Jazz, and many others. With a number of these organizations, SPCPA trades classroom, rehearsal, and performance space. Representatives from each of these organizations are invited to come to SPCPA to speak with students about the opportunities they offer. With students from over 80 communities in more than 40 school districts, some students choose to participate in activities in their home districts. SPCPA offers specially chosen after-school opportunities aimed toward students seeking to expand their skills set and building community with other students outside of their classmate interactions.

Extracurricular Opportunities

Student Ambassadors

Through a process of student interest and faculty recommendations, senior students who embody SPCPA's mission and values are chosen to act as spokespeople for the school. By participating in the Student Ambassador Program, they serve on Q&A panels during info sessions for prospective families, as well as on stakeholder committees for administration and during the teacher hiring processes. Many of them also represent the school at public events including Back to School Night, Parent-Teacher Conferences, and school fairs.

National Honor Society

28 students participated in the SPCPA Chapter of the National Honor Society in the 2021-2022 school year. Membership in the National Honor Society is an honor granted to those who apply and have demonstrated excellence in scholarship, leadership, character, and service. Members of NHS coordinate annual service projects to promote the values of NHS and help strengthen their communities. Application and induction into NHS occur each spring semester. 14 students were inducted in a live ceremony on campus on Wednesday, April 27, 2022.

Yearbook

The SPCPA Yearbook is an end-of-the-year publication to showcase students' academic and artistic experiences and to celebrate the successes of the graduating class. Students from all grades are eligible to participate in its creation, and many specialize in either photography, layout, or organization. The Yearbook team typically meets Thursdays after school from September through March, giving all members a hands-on opportunity to develop the theme of the book and to make decisions about design. Students also take photos, conduct interviews, and attend performances during their free time to ensure the final publication is fully representative of the SPCPA community. In return, students earn transcript recognition and resume credit.

Black Student Union

The Black Student Union is an affinity space for Black students at SPCPA. The purpose of the group is to provide a space for reflection and conversation, celebrate each other and find collective joy, develop leadership skills, plan events, and foster a better understanding of experiences and issues that impact African American students. The Black Student Union each year is supervised and organized by one of the Black teachers at SPCPA.

Student Clubs

Each year there are numerous opportunities for students to start or join a student club. Student clubs are approved by the Principal and supervised by a volunteer teacher. Most clubs typically meet once each week, after school. Some recent student clubs include: Student Leadership Club, Experimental Film Club, Visual Arts Club, and Con Migo (Hispanic-Latino student group).

Summer Programs

Though SPCPA does not offer its own summer programming, it works to connect students to programming that aligns with SPCPA's core values. Typically, during semester two each year, representatives from numerous performing arts camps, classes, and productions are invited into SPCPA arts classes to make students aware of the dance, theatre, music, art, and creative writing summer opportunities in the metro area. Included in every presentation is the process for students to undertake to acquire scholarship or financial aid to cover tuition. This past year, such organizations as the Guthrie Theater, 10,000 Things Theatre Co., MacPhail Music, The Loft, Ballet Co. Lab, NYU, Juilliard, Steppingstone Theater, Pillsbury House Theatre, Lundstrom Performing Arts, and many others, visited SPCPA to promote their summer programming. Academically, SPCPA's Student Achievement Specialist works with students to connect students to summer programming and school opportunities in their resident school districts.

A4. Parent/Guardian Involvement

Annual Parent/Guardian Survey

Parents/Guardians are surveyed each year about their and their students' experiences. 121 of approximately 400 families participated. Parents/guardians were asked to assess how SPCPA performs in general and how it can better support students with the return to in-person learning.

Regarding curriculum and engagement, 88% of responding parents/guardians agree or strongly agree that SPCPA's programming meets its mission statement. 9% feel neutral about the meeting of the mission statement, and 3% disagree or strongly disagree that SPCPA's programming meets its mission statement.

88% agree or strongly agree that SPCPA provides an engaging academic curriculum compared to 98% feeling the same way about engagement in the artistic curriculum. 8% felt neutral towards the engagement of the academic curriculum, while only 2% felt neutral about the arts curriculum. 4% disagree or strongly disagree that SPCPA provides an engaging academic curriculum compared to 0% feeling the same way about the arts curriculum.

72% of responding parents/guardians agree or strongly agree that SPCPA provides an equitable curriculum that meets students' learning needs, while 19% were neutral, and 9% disagree or strongly disagree.

Relating to safety and feeling welcome at school, 86% agree or strongly agree that SPCPA is a place where people of all backgrounds feel welcome. 10% felt neutral and 4% disagreed or strongly disagreed. Parallel to that, 82% of responding parents/guardians agreed or strongly agreed that their child is safe at school, while 13% felt neutral and 5% disagreed or strongly disagreed.

Lastly, 71% agreed or strongly agreed that teachers, staff, and administrations communicate effectively and within a timely manner, while 19% were neutral and 10% disagreed or strongly disagreed.

In response to student and parent feedback from the 2020-2021 school year, starting with the 2021-2022 school year, SPCPA added a course called, "Wellness for Artists" which covers sex education, consent education, and general physical and mental well-being. This is a course taken by all grade 9 students. In response to other feedback from the parent community, SPCPA added Grade 9 specific study halls to help transition students from multiple school districts into the unique experience of SPCPA.

A5. Curriculum (aligns with WBWF)

ACADEMICS

The Principal ensures academic courses align to Minnesota State Standards in an on-going process where instructors spend time in Professional Learning Communities (PLCs) to position curricula both horizontally and vertically. This work has been supported by the Assistant Principal the past year. The Academic Faculty developed unit curriculum documents to guide teaching and learning throughout the year. Curriculum maps and supporting documents also provide context for teachers working with students at the same grade-level and articulate baseline knowledge students gained in their previous year at upper grade levels. During the 2021-2022 school year, teachers met by department every other Wednesday after school.

Academic program curricula are assessed annually by administration, in academic teacher meetings and by staff, and through data collected from students and parents (e.g., course surveys) over the course of the school year. Decisions regarding curriculum are made in April for the following school year. If standards are revised at the state level new curricula and resources are evaluated and implemented, as needed.

SPCPA provides two levels of coursework for most classes: On-Level and Advanced or Advanced Placement (AP). On-level work is aligned to state academic standards in the four core curriculum areas, to the College Board Advanced Placement curriculum for AP courses, and to the American Council of Teachers of Foreign Languages (ACTFL) in ASL and Spanish courses.

With approximately 50% of SPCPA graduates choosing majors outside of the performing arts, the academic program provides a strong springboard for those students pursuing a post-secondary academic education. SPCPA continues to refine the AP program to assure students have rigorous coursework that aligns to college-level programming. Instructors for these programs undergo training through CollegeBoard and implement AP approved syllabi to prepare students for the AP exams in the spring. SPCPA offered a total of nine AP courses during the 2021-2022 school year. For 2022-2023, due to student interest, AP Environmental Science was added, to bring the total AP offerings to ten.

In the fall of 2018, the SPCPA math department adopted College Preparatory Math (CPM) for High School Algebra, Geometry, and Precalculus courses. Algebra 2 began using CPM for the 2019-2020 school year. AP Stats and AP Calc both adopted the CPM curriculum in 2021-22. Math teachers attended several workshops over the course of the past three years to support successful implementation of this curriculum. New instructors attended CPM training sessions in the summer of 2022. Due to the collaborative nature of the CPM curriculum, its use was suspended throughout the COVID-19 pandemic and was slowly reintroduced in the fall of 2021.

ARTS

Throughout a typical school year, each arts department formulates objectives for students, aimed at technical proficiency and preparedness in performance. As a result, specified training routines are then implemented into practicum during the following school year to achieve these goals. Performance targets, rationale, and strategies are indicated below for each artistic discipline. Faculty use jury performances in the spring to measure results. Due to COVID-19 and distance learning, SPCPA was unable to conduct juries in both 2019-2020 and 2020-2021. As such, no data was collected and SPCPA's 2022 Juries serve as a baseline for selecting performance targets for 2022-2023. SMART Goals for each arts department at SPCPA are currently being written and will be finalized by the end of Quarter 1 (October 19, 2022).

New to 2022-2023, each arts department offers a class that includes an entrance requirement of an audition, interview, essay, or portfolio. At the end of the fall semester, all other students in all departments will be invited to a showing/sharing/exhibition/reading of the work generated by the advanced classes.

A6. Scheduling (aligns with WBWF)

Student Days

The program at SPCPA breaks total days into block scheduling, where students manage ten 80-minute periods over the course of two days (three academic classes, two arts classes daily, flipping each day). This setup of longer periods allows for more time to work with concepts in class and distribute academic workload over multiple days. 40% of each student's day is used to prepare them for a conservatory education and the arts profession. 60% of each student's day is used to prepare them academically for college. During J-Term, 100% of a student's day is devoted to the arts. As such, 50% of the student's year is in Academics and 50% in Arts.

It is customary for students to have at least one Guided Study Hall in this rotation to allow for an environment that supports learning and homework completion. The licensed instructor supervising each Guided Study Hall has access to student data (contact information, grades, scores, attendance, etc.) to support their regular check-ins with each student. Ongoing conversations about graduation requirements and planning for the future (aligned with college readiness) are commonplace.

The academic schedule supports WBWF graduation goals. As students typically meet state requirements in math and science prior to their senior year, there is space in their schedules to recover credits, as needed, to support on-time graduation within the regular school day. Seniors also may replace a guided study hall period to recover credit. Seniors that met their graduation requirements may have extra room in their schedule, which allows them to work, pursue volunteer opportunities or internships, or serve as a TA in SPCPA courses, all of which can support their post-secondary plans.

For 2021-2022, SPCPA made a slight adjustment to its academic schedule. Previously, SPCPA ran an A/B Day schedule for each semester, with 80-minute class periods meeting on alternating days. In the fall of 2021, the academic program moved to a M/W and T/TH schedule. With *every* academic class also meeting for 40 minutes each Friday. This allows each student to have each academic class three times per week. Total seat time in each course remains the same. Teachers now have the opportunity every Friday to wrap up the week and project forward to the next. SPCPA continues this schedule for the 2022-2023 school year.

The arts schedule supports WBWF college readiness directives as it models a college conservatory program. Two core arts classes meet Mondays and Wednesdays for 80 minutes. Two different core arts classes meet Tuesdays and Thursdays for 80 minutes. Fridays are dedicated to meeting periphery skill sets in classes that meet once each week. This structure replicates the college conservatory approach, preparing students for that experience.

Teacher Workshop Days & PLC Time

New for 2022-2023, SPCPA's calendar was adjusted to create one early release day per month to provide more time for teacher workshops and PLC's. For almost four hours one afternoon each month, teachers work together to support improvements in student achievement. For the first hour of workshop each month, arts and academic teachers come together to align programming and regroup the school post-pandemic in its unique mission and vision. For hours two and three, arts department chairs meet with the Principal and academic teachers meet in grade-level PLC's to work together to meet individual and school-wide goals.

Through the Q-Comp Program, instructors are encouraged to use different and innovative teaching methods by providing students the opportunity for constructive teacher and peer feedback. Teachers implement multiple new teaching strategies over the course of each school year. As a result of the reflective process, these strategies are adopted, modified, or abandoned, based on their effectiveness in SPCPA classrooms. SPCPA's scheduled PLCs support our WBWF goal to close the opportunity gap.

PLC's identify students in need of support and then develop plans to increase their achievement and engagement. In accordance with MDE Q-Comp recommendations, individual teacher SMART Goals developed in PLC's identify areas of support particularly for BIPOC students in the areas of teaching and learning and create strategies for improvement, especially around becoming a more antiracist institution.

All academic and arts teachers work with students ranging in skill and ability levels, spanning multiple grade levels. SPCPA provides teachers with professional development to assist them in understanding and implementing best practices to meet the needs of all students. Workshops focus on bringing first-hand classroom experience with SPCPA students into planning curriculum around Minnesota State Standards and bridging the opportunity gap.

A7. Staffing and Professional Development (aligns with WBWF)

School Leadership

SPCPA's arts and academic programs require an organizing of its leadership staff that encourages a flow of communication and clear reporting structure. Diligent and intentional actions have been taken to create a school based on professional working relationships and a sense of common purpose.

Teacher Leadership

In 2021-2022, Academic Lead Teachers worked in collaboration with the Assistant Principal and Principal. The Academic Lead Teachers facilitated departmental PLCs in the academic program. They provided instructional leadership and mentoring. Additionally, in collaboration with the Principal, they helped teachers create instructional strategies and SMART Goals aligned with both Q-Comp and WBWF. In 2022-2023, due to staff turnover, there remained one veteran teacher in each department who took on a leadership role, providing mentorship while welcoming two new teachers into their department.

Arts department chairs guide an arts staff of current working professional artists (more than 80% of whom completed a college conservatory program) to prepare students for conservatory and the profession. Like in academics, this is done in collaboration with the Principal.

Faculty

SPCPA employed 67 faculty (50 arts, 17 academics) during the 2021-2022 school year in addition to administration, administrative support staff, and student services support staff. The number of SPCPA faculty currently employed for 2022-2023 is 51 (35 arts, 15 academics, 1 both arts and academics). The number of arts teachers will likely increase as semester two teachers are often added in December and January.

Professional Development

In both August of 2021 and 2022, professional development for all staff was provided by legal counsel that included procedures for the SPCPA community particularly in the areas of harassment, sexual harassment, bullying, and discrimination. This training reviewed state and federal laws pertaining to harassment, bullying, and discrimination in schools, outlined case examples and outcomes, and discussed action steps for prevention and reporting per school policies. Health and safety protocols were covered by the school's nurse. The school's Director of Special Education covered 504 & IEP accommodations, mandated reporting, and trained staff on the early warning signs of mental illness and suicide prevention.

During J-Term, all academic staff participate in thirteen workshop days. Based on feedback from students and administration from semester one, areas for improvement are identified and discussed. In January of 2022 academic teachers participated in some required and optional professional development sessions offered by the Assistant Principal on topics such as: cultural competence, standards-based learning, formative/summative assessments, and engaging students.

Administration participated in additional meetings, workshops, and conferences through various organizations. The Director of Special Education attended quarterly Directors' meetings offered through MDE.

During the 2021-2022 school year PLCs were organized by department and focused to forward the support of individual, department, and school wide Q-Comp goals and gave teachers the time to collaborate to prepare students for college, support graduation rate goals, and close the opportunity gap. In 2022-2023, PLCs are organized by grade level instruction to accomplish similar goals. The move to grade-level PLCs is intended to support greater success on the MCAs and to give teachers the opportunity to discuss and support the work of shared students.

WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. To address this, SPCPA actively recruits teachers of color to ensure that the demographics of the student population are reflected in staffing to the extent possible. Overall, 34% of students at SPCPA in 2021-2022 were students of color, an increase of 2% from the previous year. In 2020-21, 27% of teachers were teachers of color. In 2021-22, 32% of teachers were teachers of color. In 2022-23, 46% of SPCPA teachers are teachers of color (3 of 15 in Academics, 20 of 35 in Arts).

A8. Innovative Initiatives/Practices, Implementation, & Future Plans

Daily Academics

1. In 2021-2022, academic teachers met every other Wednesday after school in departmental Professional Learning Communities (PLCs) to better meet the needs of all SPCPA students and accomplish schoolwide goals. Staff regularly reviews and realigns department curriculums to best suit the Minnesota Standards. New for 2022-2023, SPCPA's calendar was adjusted to create one early release day (12:05 PM student release) per month to provide more time for teacher workshops and PLC's. For almost four hours one afternoon each month, teachers have work together to support improvements in student achievement. For the first hour of workshop each month, arts and academic teachers come together to align programming and reground the school in its unique mission and vision post pandemic and distance learning.

This is the first time in the school's 18-year history that regular, ongoing time has been dedicated to the coming together of arts and academic teachers in support of better delivering the school's unique mission and vision as a united school. For hours two and three of each monthly workshop, arts department chairs meet with the principal to align programming across departments and to find creative ways to better serve the whole of the student body and to build a greater sense of a unified community. At the same time, academic teachers meet in grade-level PLC's to work together to meet individual and school-wide goals.

2. The Guided Study Hall (GSH) is different from a typical high school study hall. Each Guided Study Hall is supervised by a licensed teacher. The Guided Study Hall teacher checks in with each student at least once every 5 class periods and conducts a "grades check" and "missing work check." The Guided Study Hall teacher provides an added layer of support as they build relationships with students and assist them across academic disciplines. GSH is another strategy to meet SPCPA's graduation, college readiness, and opportunity gap goals. Peer-to-peer tutoring is available in Guided Study Halls to students who express a need. All students have access to chrome books and school resources (textbooks, calculators, etc.). Students may also use the GSH time to visit a testing room to make up quizzes and exams.
3. In the fall of 2021, in response to the fact that incoming grade 9 students are transitioning from mostly distance learning experiences from multiple different school districts to a full in-person experience, SPCPA created Guided Study Halls exclusively for grade 9 students. During every meeting time a portion of the study hall is devoted to supporting students through this unique transition, building community, teaching organizational skills, and setting them up for a successful four years at SPCPA. For 2022-2023, there are four sections of Guided Study 9, taught by the same instructor (Dustin Haug), which allows for consistency in approach and response.

Professional Arts Focus

1. All arts instructors are actively working artists with professional training and performing backgrounds. Arts faculty aligns their class structure with the same standard that is expected in the professional arts community. This ensures that current training *from the field* is brought into arts classrooms.
2. SPCPA is supportive of students pursuing outside arts opportunities. Predicted Arts Absences are arrangements between students and their teachers and families so students can engage in professional artistic opportunities during the school day while completing their schoolwork and engaging in unique arts experiences.
3. Numerous partnerships with performing arts organizations across the Twin Cities provide the school access to performance spaces, master classes, professional performance experiences, and guidance from other working artists.

J-Term

1. J-Term takes place over three weeks in January between the first and second semesters. All students select four projects of interest and participate in an audition process for placement in one of their four selections. Students study with SPCPA faculty and guest artists following a rehearsal and performance schedule like those used by professional companies.
2. To go beyond the value of a training experience and create relationships between students and the Twin Cities professional performance community, rehearsals and performances take place at professional venues.

Examples of venues and relationships that occurred during the 2021-2022 J-Term include: The Park Square Theater, the E.M. Pearson Theatre at Concordia University, Mixed Blood Theatre, Illusion Theater, Open Eye Figure Theater, Chicago Avenue Fire Arts Center, Mirror Lab Gallery, The Loft, Film North, Grandview Theater, The University Club, North Garden Theater, Sonic Edge Studios, Minnesota Museum of American Art, Gremlin Theater, and The Crane Theater. For the upcoming year, student will rehearse and/or perform at TU Dance, Park Square Theater, the E.M. Pearson Theatre at Concordia University, Mixed Blood Theatre, Southern Theater, Metronome, Red Eye Theater, The Jungle Theater, and others TBD.

3. While students and some arts faculty engage in the J-Term rehearsal and performances, academic instructors engage in professional development during these three weeks, which includes time for reflecting on the past semester and preparing for the second part of the school year.

Juries

Each spring, students engage in an evaluation process where members of the professional performing arts community witness a performance work by the student and provide individualized comments and feedback. This opportunity is used for artistic development and helps guide improvement for both the student and for the arts faculty who modify the teaching style as needed to support student growth.

Downtown Campus Community

1. Located in the heart of downtown St. Paul, the school's main building is the historic Lowry Building. SPCPA also leases professional dance studios in the RiverCentre's Roy Wilkins Auditorium.
2. Over 90% of SPCPA students make use of the Metro Transit buses and light rail lines to commute to school due to the downtown location and varied home districts.
3. All students are given open lunch in downtown St. Paul.

Future Plans for the 2022-2023 School Year

Marketing

Beginning in 2021, the school decided to use funds allocated for advertising to continue to enhance its presence in downtown St. Paul. Text and images will be added to windows on the exterior of the Lowry building that communicate the school's purpose for the thousands of people that walk by on St. Peter Street and Wabasha Street. Inside the first floor of the building, additional text and images will be added that communicates SPCPA's purpose to those on their way to City Hall, the Ordway, Excel Energy Center, and other downtown locations.

SPCPA expanded its online social media presence in 2022-2023 to include daily postings on both Facebook and Instagram. Additional funds were also allocated toward increased online marketing via the social media platforms in 2021-2022 and 2022-2023, on Facebook, and Instagram. Each advertisement references the opportunity to visit the school for information sessions and tours. In 2022-2023, SPCPA refined its Prospective Student page of the school's website and encouraged families to first attend an in-person info session, either during the school day or at night. After attending an info session, families who wish to take a deeper dive are offered the opportunity to sign up for an individual family tour or a day for the prospective student to shadow a current SPCPA student.

Facilities

In 2021, SPCPA purchased additional space on the first floor of the Lowry building with street presence. Construction began in the fall of 2021, but due to supply chain and worker issues caused by the pandemic, will not be completed until October 2022. This new space houses a new gallery and an additional art studio to accommodate the rapidly growing Visual Arts program.

Curriculum

In 2020, SPCPA's Board of Directors approved the addition of a new arts program offering, Creative Writing, to begin in 2021-2022. The school forged connections with the Loft Literary Center and The Playwrights' Center. A consultant was hired to create a curriculum that focuses on Poetry, Fiction, Creative Nonfiction, Playwriting and Screenwriting. Six professional writers were hired as teachers. By the end of July 2021, 12 students were enrolled, which is the number the Board determined the school needed to reach to offer Creative Writing. By the end of the 2nd week of the school year, enrollment in the Creative Writing program was at 38 with approximately 22 of the students new to the school. As a result, two J-term projects were added for 2021-2022, a literary series at the Loft in Minneapolis, and a short film project at Studio North in St. Paul. Enrollment in the new program remains steady at about 35 students for 2022-2023.

The department chair, Michael Kleber-Diggs, is an award-winning poet who continues to hire current professional writers who teach to their niche strengths. Plans are currently underway to add an online literary journal to highlight student writing. The journal will be a platform to highlight the work of students in the program and will be always accessible and updated monthly. One of the 2022-2023 J-Term projects will be used to launch the journal, which will serve as an ongoing site to host student poetry, short fiction, and creative non-fiction.

A9. Awards

In 2022, SPCPA was recognized again by **USA News & World Report** as a **"Best High School."**

B. GOVERNANCE & OPERATIONAL ELEMENTS

B1. Teacher Licensure Verification

Before the 2019-2020 school year, most SPCPA arts instructors taught under a Community Expert Permission. The purpose of the Community Expert Permission was to allow for teachers who had not completed a teacher licensure program (but were practitioners and experts in their field) the opportunity to teach at a public school. Most Community Expert Permissions were granted to instructors in areas of teacher shortage. To qualify for a Community Expert Permission, schools needed to complete an application that demonstrated to the Board of Teaching that the instructor was qualified to teach in a particular content area (in SPCPA's case, Dance, Theatre, or Music), and to demonstrate as well that the school had done its due diligence to hire a traditionally licensed teacher.

With the state's new Tiered licensure system, the Community Expert Permission is no longer an option. In the new tiered system, teachers must have at least a bachelor's degree. At this point, there is not an option to license or permission a teacher who does not have at least a bachelor's degree. Some of SPCPA's most effective and innovative arts instructors over the years have been professional artists who do not have at least a BA. The Professional Educators Licensing & Standards Board (PELSB) is currently working with schools around the State to gather feedback about the limitations of the new tiered system and bring the feedback to the state legislature next spring. However, nothing has been done to date, but we are hopeful that the Community Expert Permission (or a similar version) will eventually return as an option for schools in need of specialists. In the meantime, adjustments were made so that students did not lose access to valuable and qualified professional performing artist-instructors who do not have at least a bachelor's degree.

*An **Artist in Residence** at SPCPA is an arts instructor who is working with and under a licensed instructor.*

B2. School Administration

The school's administrative team consists of the Superintendent, Principal, Assistant Principal, and Director of Special Education. Each of these individuals hold supervisory roles and responsibilities and are licensed (file #s below).

Callie Jacobs
Superintendent

File #421062

Serves as the contact for all schoolwide inquiries.

Callie Jacobs is directly responsible to the Board of Directors, serves as chief executive of the Board, and supervises all school operations in accordance with Board policies. Although Callie may delegate appropriate powers and duties to make operational decisions at various administrative levels, she is responsible for the execution of these powers and duties and establishing administrative regulations as needed to manage the school.

Brian Goranson
Principal

File #431203

Serves as the contact for all inquiries pertaining to the arts and academic programs, as well as general (day-to-day) school operations. Brian is also the designated report taker for Policies 413 and 522.

Brian Goranson is accountable to the superintendent for the operation of the school's arts and academic programs and day-to-day operations. This includes specific oversight responsibilities in the areas of mentoring, coaching, supervision, and evaluation of faculty to meet the school's educational goals in curriculum, assessment, instruction, and professional development. All faculty are under the supervision of the principal and accountable to Brian for their performance.

Angela Lawrence
Assistant Principal

File #320442

Serves as the contact for all inquiries pertaining to students with disabilities in Grades 9-12.

Angela Lawrence is accountable to the principal and assists with the mentoring, coaching, supervision, and evaluation of academic faculty to meet the school's educational goals in curriculum, assessment, instruction, and professional development. Angela also serves as the school's 504 Coordinator.

Monica Lonergan
Director of Special Education

File #359594

Serves as the contact for all inquiries pertaining to students with disabilities in Grades 9-12.

Monica Lonergan is accountable to the superintendent to implement and maintain Special Education programs and services in conformance to federal, state, and school objectives. In addition, Monica conducts staff trainings and facilitates collaboration between General Education and Special Education programs.

B3. School Enrollment & Attrition Trends

SPCPA is a free public high school, enrolling applicants in grades 9-12. Starting February 1st of each school year, SPCPA begins enrolling applicants interested in attending the following school year. SPCPA commits to serve as many interested students as possible. In the occasional instance of program capacity based on the ability to serve grade level and artistic discipline, applicants are placed on a waiting list via a lottery process.

Visiting SPCPA is an important step in the application process because it allows students and their families to better understand the school's unique environment. SPCPA encourages interested students to either shadow a student, and/or attend a Prospective Student Experience (PSE) with their parents/guardians. Shadowing a student provides a chance to see the school day through the eyes of an SPCPA student and meet staff and current students. PSEs are presentation and an opportunity for prospective families to learn about the school, including a tour and Q&A session with the school's Student Recruitment Specialist and senior Student Ambassadors.

SPCPA accepts all applicants free of charge. SPCPA does not have any initial interview or audition process associated with its application. Enrollment preference is given to new students who are siblings of or are fostered by families of current students.

See Attachment A: Policy 513 Admissions

Student Demographics for SY 2021-2022

October 1, 2021 data indicated a total enrollment of 438 students spanning grades 9 through 12. This is consistent with enrollment trends seen at the school and across many districts in the state over the past few years.

Grade 9	Grade 10	Grade 11	Grade 12
85	108	134	111

36% Students of Color
 8% Free/Reduced Lunch
 7% Special Education
 .22% English Language Learners

Enrollment by Arts Track for SY 2021-2022

Dance	Theatre	Musical Theatre	Instrumental Music	Vocal Arts	Creative Writing	Visual Arts
64	89	74	48	27	35	101



School Enrollment Trends

This table identifies the number of students enrolled at the school during the 2019-2020, 2020-2021, and 2021-2022 school years, as well as projected enrollment for the 2022-2023 school year. Data is based on October 1 Average Daily Membership (ADM) as reported to the Minnesota Department of Education.

School Year	9	10	11	12	Total Enrollment
2019-2020	107.02	94.31	104.88	116.27	422.48
2020-2021	90.43	114.72	110.15	109.52	424.82
2021-2022	84.13	104.69	128.00	99.76	416.58
2022-2023	78	89	105	126	398

Note:

ADM is notably lower than the total number of enrolled students as of October 1, 2021. This occurs most significantly when seniors have met the minimum requirements for graduation for the State of Minnesota and SPCPA and take a reduced academic course load. In most cases these students are enrolled part-time and funding to the school is decreased. Similarly, enrollment status and subsequently funding is decreased when juniors and seniors take part in PSEO through local colleges and universities. Other contributing factors may be when students enroll after the start of the school year, need to unenroll for a period for health reasons, and/or are chronically absent.

Student Attrition for SY 2021-2022

Grade	Number of students who enrolled in the school on or before Oct 1	Number of students who enrolled After Oct 1	Number of students who left after Oct 1	Number of students enrolled at the close of the school year	Number of students that remained enrolled in the school for the full year
9	85	14	9	90	76
10	108	14	21	101	87
11	134	14	26	122	108
12	111	4	11	104	100
	438	46	63	417	375

Note:

ADMs at the close of the 2021-2022 school year were approximately 417. Although there was an overall decrease in the total number of students enrolled (considering students that withdrew and students that enrolled after October 1, 2021), ADMs remained consistent after October 1, 2021 and were higher than budgeted (400 ADM). The budget was thus revised to 415 ADMs.

Note:

15% attrition of students enrolled in the school on or before October 1, 2021 is a bit higher than historical attrition data for the school, which typically ranges from 12-14%, although on occasion attrition has been as high as 20% and in other school years as low as 8%.

B4. Community Partnerships

A part of SPCPA's mission as a performing arts school is to connect its students to the vast and rich Twin Cities professional and post-secondary arts community. It accomplishes this in several ways.

Arts Advisory Council

SPCPA's Arts Advisory Council is comprised of local professional artists who meet annually (typically each summer) to discuss ways in which the arts community can connect with the school. The council also provides feedback and support. Over SPCPA's history, members representing the following organizations have all served at some point on this council: Illusion Theatre, History Theatre, Pillsbury House Theatre, TU Dance, Walker West Music Academy, Greater Twin Cities Youth Symphonies, Minnesota Youth Symphonies, MN Orchestra, Guthrie Theater, University of MN Opera, University of MN Guthrie BFA Acting Program, Skylark Opera, Mixed Blood Theatre, Theatre Latte Da, Theatre MU, American Composer's Forum, Minnesota Dance Theatre, Lundstrom Center, Red Eye Theatre, Frank Theater, Park Square Theater, The Playwrights' Center, Perpich Center for the Arts, Saint Paul Chamber Orchestra, The Ordway, Penumbra Theatre Co., Zeitgeist, Open Eye Figure Theatre, Steppingstone Theatre, Youth Performance Company, Stages Theatre Co., and many others. During the COVID-19 pandemic, rather than meet as a group, the Principal and Student Recruitment Specialist met individually with the above organizations, either in person or virtually.

J-Term

One of the primary purposes of J-Term is to get the students out of classrooms and into professional spaces in the community. Each year in January all students are placed in one of more than 20 different projects including instrumental, vocal and dance concerts, plays and musicals, operas, creative collaborations, experimental pieces, and exhibitions and gallery showings. These projects are guided by local professional artists, working with the students in rehearsal and professional performance and arts spaces throughout the Twin Cities. During the 2020-2021 school year, due to the COVID-19 pandemic, J-Term was moved from January to June, and through a Board action, was offered to students for optional credit - approximately 50% of the students in 2020-2021 chose to participate in the 2021 June-Term for the optional credit. In 2022, J-Term returned to its normal January slot and all students were required to participate to earn one full arts credit. For January 2023, 18 projects are on tap at various Twin Cities professional arts venues.

SPCPA's Arts Teachers

All SPCPA arts teachers are current working professional actors, directors, dancers, singers, musicians, choreographers, conductors, writers, and visual artists. They are all connected to at least one of the organizations represented on the Arts Advisory Council.

Master Class Teachers

All SPCPA artistic disciplines host multiple master classes each year. The instrumental music department brings local professional musicians into the classroom each Friday during "Studio Hour." Dance, Vocal, Theatre and Musical Theatre, Creative Writing and Visual Arts guest teachers from the community regularly bring in their expertise numerous times each semester.

[Academically, SPCPA has begun to widen its reach to the resources available in St. Paul and Minneapolis.](#)

YMCA Best Buy Teen Tech Center – Downtown St. Paul

The YMCA Best Buy Teen Tech Center is less than one block from SPCPA's campus. It provides space after school for students to work in professional recording studios and gain access to state-of-the-art computers to support homework.

SPCPA On-Campus College Visits

In-person college visits are back! SPCPA's college counselor typically partners with colleges to arrange more than 20 on-site visits and an additional 20 options for students to visit the colleges directly. In 2020-2021 all meetings and visits were virtual, but in 2022-2023, they are all offered again on SPCPA's campus.

National Honor Society

SPCPA's chapter of the National Honor Society partners with the city of St. Paul's Citywide Spring Cleanup as its primary service project. The cleanup is typically hosted on the Saturday closest to Earth Day and takes place in parks all around the city. SPCPA students, along with other volunteers from the area, meet to pick up trash and litter exposed by the melting snow.

Social Studies

Over the past five years the Social Studies department partnered with the League of Women Voters, whose representatives have spoken with current seniors about active citizenship and civic responsibilities. The League of Women Voters assists students with the voter registration process as well. Due to the pandemic, this experience was canceled from 2020-2021 through 2021-2022, but returns for the 2022-2023 school year.

SPCPA Board of Directors

The Board of Directors includes key community members from Twin Cities arts and education sectors. Current board members represent Illusion Theatre, Climb Theatre, Interlochen Center for the Arts, Spring Dance and Theatre Academy, and Travelers Insurance. The Board will continue to be a vehicle to further strengthen SPCPA's connection to the community at large.

B5. Board of Directors

The SPCPA Board of Directors is comprised of individuals who possess working knowledge of its governance and financial oversight responsibilities. Board membership includes individuals with substantial financial knowledge whether it be via their professions (e.g. Law, Financial Planning, Arts Management, etc.) or experience and expertise obtained via serving on other boards and/or school boards. The 2021-2022 SPCPA Board of Directors included community members, a teacher member, a parent member, and ex-officio member (Superintendent).

SPCPA maintains Board meeting agendas and minutes on its website:

<http://www.spcpa.org/about/board-minutes/>

Electronic and hard copies of Board meeting materials can also be requested through the school's main office.

C. FINANCIAL ELEMENTS

C1. Fiscal Health

SPCPA's Board, administrators and staff keep a watchful eye on enrollment numbers to balance the budget as compared to actual ADM counts. In FY22 the school's initially adopted budget was based on 400 ADM and later revised to 415 ADM. The actual ADMs served in FY22 were approximately 415 as of June 2022. It is realized that the school will have slight fluctuations in enrollment given SPCPA is a school of choice. Enrollment was less impacted during SY20-21 and SY21-22 due to the COVID-19 health pandemic. Many students and families continued to face challenges during this time and in distance learning. There will be some years when the final ADM count falls above the budget and some years when it falls slightly below the budget. The school's healthy fund balance (approximately 61%), primarily due to securing a PPP loan in the amount of \$563,600 during the 2019-2020 school year that was forgiven during the 2020-2021 school year, assists to offset unpredictable situations in enrollment in future years.

See Attachment B: June 2022 Preliminary Financial Statements

C2. Awards

SPCPA received the Finance Award for Fiscal Year 2022 awarded annually by the Minnesota Department of Education to recognize schools for meeting statutory deadlines for submission of audited fiscal financial data and reporting criteria.

D. WORLD'S BEST WORKFORCE (WBWF)

Under Minnesota Statutes 120B.11, SPCPA adopts the following three goals aligned with WBWF legislation applicable to students in grades 9-12:

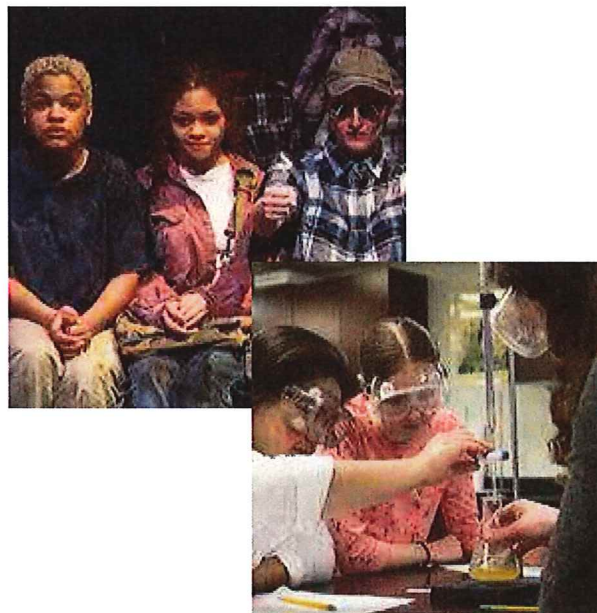
- 1. All racial and economic achievement gaps between students are closed.**
- 2. All students are ready for career and college.**
- 3. All students graduate from high school.**

The achievement gap is analyzed using data from the MCAs in math and reading. The proficiency rate is the percent of students meeting or exceeding state standards. The proficiency rate on MCAs only includes students enrolled at SPCPA as of October 1, 2021.

Note: MCAs were administered during the 2021-2022 school year despite the ongoing COVID-19 health pandemic, however, student participation was extremely low.

On November 15, 2021, the school held its annual WBWF public meeting following the regular business meeting of the Board. The annual report and annual public meeting are focused on the strategies and initiatives that the school engaged in to meet the goals and the progress made on those goals in the prior school year.

The date for the school to hold its annual WBWF public meeting relevant to the 2021-2022 school year is tentatively planned for November 7, 2022, following the regular business meeting of the Board. While elements of the World's Best Workforce are sprinkled throughout this Annual Report pertaining to 2021-2022, a summary report, in conjunction with this annual report, will also be posted on the school's website, as required, by December 15, 2022.



Attachment A

Policy 513
Admissions

513 Admissions

1. Purpose

The purpose of this policy is to explain the admissions process at the Saint Paul Conservatory for Performing Artists to assure access to the school by all eligible students.

2. General Statement of Policy

- A. This policy establishes procedures for admission to the Saint Paul Conservatory for Performing Artists consistent with Minnesota statutes and other applicable laws.
- B. Saint Paul Conservatory for Performing Artists is a public school and pursuant to state law, must enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class, grade level, or building. If this occurs, students will be accepted through a lottery process.
- C. Saint Paul Conservatory for Performing Artists shall not discriminate against any student based on race, color, ethnicity, creed, religion, national origin, sex, gender identity or expression, age, marital status, familial status, status with regard to public assistance, sexual orientation, disability, intellectual ability, prior measures of achievement or aptitude, athletic or artistic ability, or for any other basis that would be unlawful for a public or charter school.
- D. Saint Paul Conservatory for Performing Artists shall not seek any information about any applicant that may be used to discriminate against the applicant in either the school's policies or governing laws. This does not preclude the school from seeking such information about a student for a lawful purpose after the school admits the student.

3. Procedures

- A. Annually, the Board of Directors will review and establish the enrollment capacity for each grade level and for each arts program, as determined by the school's facilities, for the following school year. The school will communicate this information to interested students and their families, on documents for prospective students, attached to this policy, and available on the school's website.
- B. Annually, the Board of Directors will set an initial date to begin admitting students to the school for the following school year.
- C. If applications for enrollment at the initial date of admittance established by the Board of Directors exceed the established capacity for a grade level or arts program, the following procedures will be followed.

1. Enrollment preference will be given to siblings of enrolled students and to foster children of that student's parent(s)/guardian(s).
 2. Secondary enrollment preference will be given to children of the school's staff.
 3. A lottery will be conducted to fill the remaining openings in each grade level and arts program.
 4. If a student is selected through the lottery process, any siblings, of that student will be accepted at the same time.
 5. Students not selected through the lottery process will be placed in a waiting pool. If openings occur, the lottery process will again be followed.
- D. If the number of applications is less than or equal to the established capacity after the initial date of admission, all applicants will be accepted into the school. Enrollment after this date will be on a "first-come, first-served" basis until capacity is reached. Once capacity is reached, new applicants will be placed in a waiting pool. If openings occur, the lottery process will be followed.
- E. School administration will inform students and their parent(s)/guardian(s) of the status of admission in a timely manner.

4. COMPLAINTS & APPEALS

Any complaint regarding the admissions process or appeal pertaining to an admissions decision should first be made to the superintendent before being filed with the Board of Directors.

Legal References

- ✓ Minn. Stat. § 124E (Charter Schools)

Cross References

- ✓ SPCPA Policy 103 (Complaints)

Attachment B

2022 June

Preliminary Financial Statements



**Saint Paul Conservatory for
Performing Artists
St. Paul, MN
District 4112**

Financial Report

June 30, 2022

*Prepared by:
Rose Chin, Outsourced Controller*

*Reviewed by:
Jenny Abbs, Senior Advisor*

Saint Paul Conservatory for Performing Artists
Saint Paul, Minnesota
June 30, 2022 Financial Report
Table of Contents

Executive Summary	1
Financial Dashboard	3
Balance Sheet	5
Statement of Revenues and Expenditures	6
Cash Flow Projection	9

This financial report is prepared in a modified format in that they exclude footnotes and required supplementary information in order to be considered a full set of financial statements. The excluded portions will be included in the fiscal year end audited financial statements. The accompanying financial report of the School was not subjected to an audit, review, or compilation engagement by BerganKDV and, accordingly, we do not express an opinion, a conclusion, nor provide any assurance on them.

Saint Paul Conservatory for Performing Artists
Saint Paul, Minnesota
June 30, 2022 Financial Report
Executive Summary

Summary of Key Financial Indicators

- * Average Daily Membership (ADM) Overview –
 - Original Budget: 400
 - Revised Budget: 415
 - Actual: 415
- * The School's preliminary net income for the year is \$13,013, which would result in a projected cumulative fund balance of \$3,053,647 or 61% of expenditures at fiscal year-end.
- * Projected Days Cash on Hand for the projected fiscal year-end is 74 days. Above 30 days meets minimum bond covenants.
- * Projected Debt Service Coverage Ratio at fiscal year-end is 1.57. Above 1.10x meets minimum bond covenants.

Financial Report Key Points

- * As of month-end, 100.0% of the year was complete.
- * Revenues received at end of the reporting period – 97.2%.
- * Expenditures disbursed at end of the reporting period – 99.9%.
- * Cash Balance as of the reporting period is \$1,027,038, up from the previous month of \$998,680.
- * Prior year holdback balance is \$0 as of the reporting period.
- * Current year holdback estimate is \$600,651.

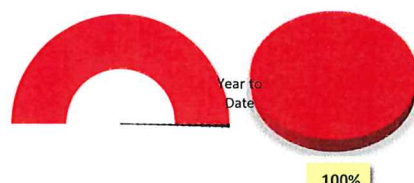
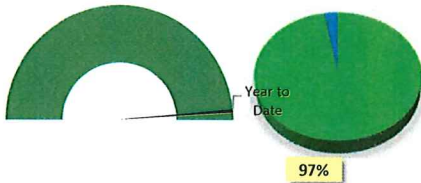
Other Items

- * The beginning balances shown on the Balance Sheet are based on audited year-end information as of June 30, 2021.
- * Accounts receivable include Lowry Building improvement of about \$1.5 million, which represents improvements the school has spent on behalf of the SPCPA Building Company. Payments will be made by the SPCPA Building Company over time to reimburse the school.
- * Prepaid expenditures represent an amount for items paid in advance. Prepaid expenditures include \$19,000 which represents software and training costs for Edgenuity online learning subscription.
- * The budget projects Federal aid revenues of \$136,728. These are reimbursement-based grants, so funds need to be expended before revenues are claimed.
- * Cash Flow analysis reflects actual experience during the fiscal year.

Saint Paul Conservatory for Performing Artists
Saint Paul, Minnesota
Financial Dashboard
As of June 30, 2022

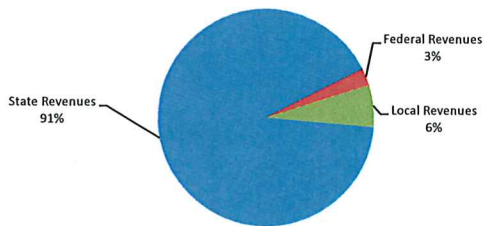
Financial Summary - Budgeted Amounts and Year to Date Activity

Resources to Operate Programs (Revenues):		Funds Used to Provide Programs and Services (Expenditures):		Excess / Deficit
Approved Budget	\$4,769,761	Approved Budget	\$4,751,254	\$18,507
Revised Budget	\$5,194,189	Revised Budget	\$5,039,665	\$154,524
Year to Date	\$5,047,612	97.18% Year to Date	\$5,034,599	99.90% \$13,013

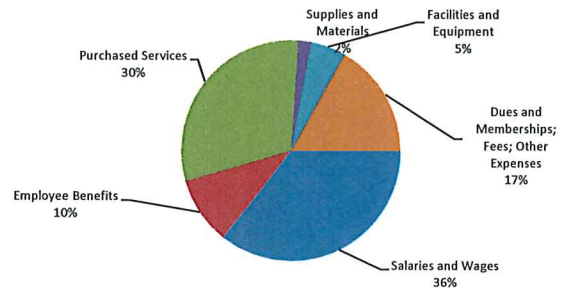


Budgets for the Year

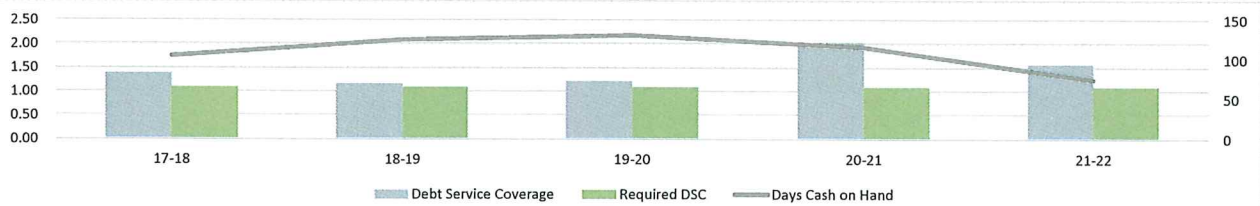
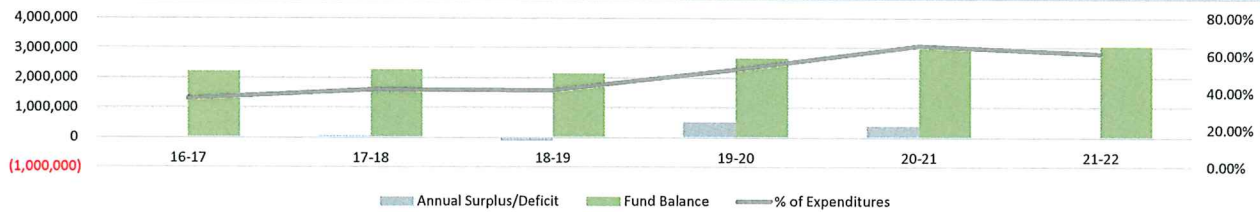
Where funds will come from to operate the school:

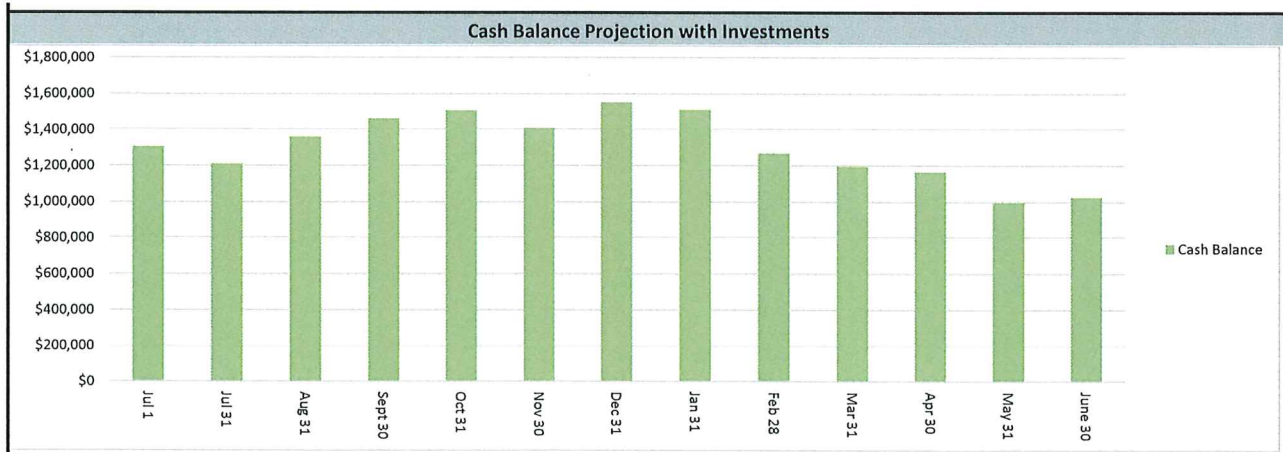
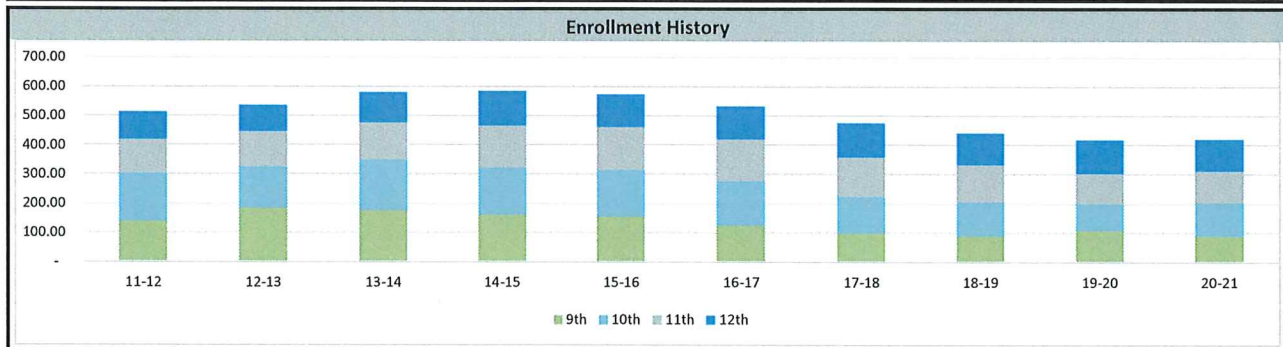
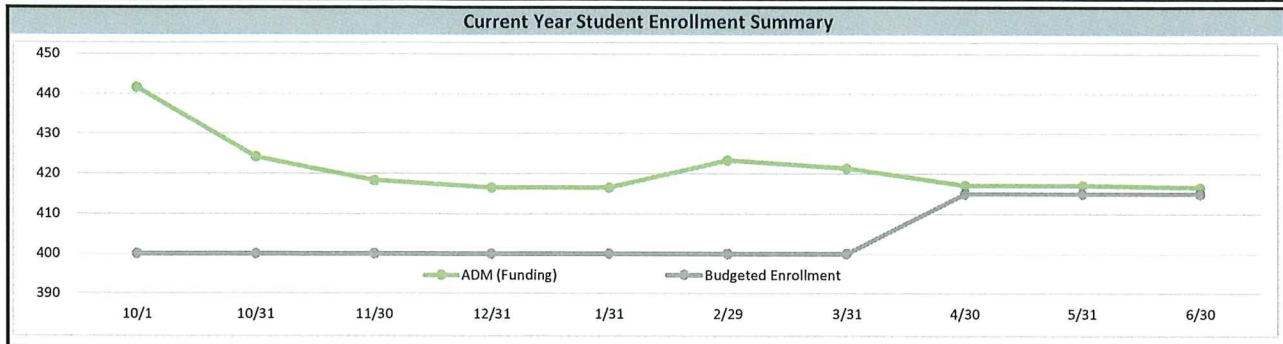
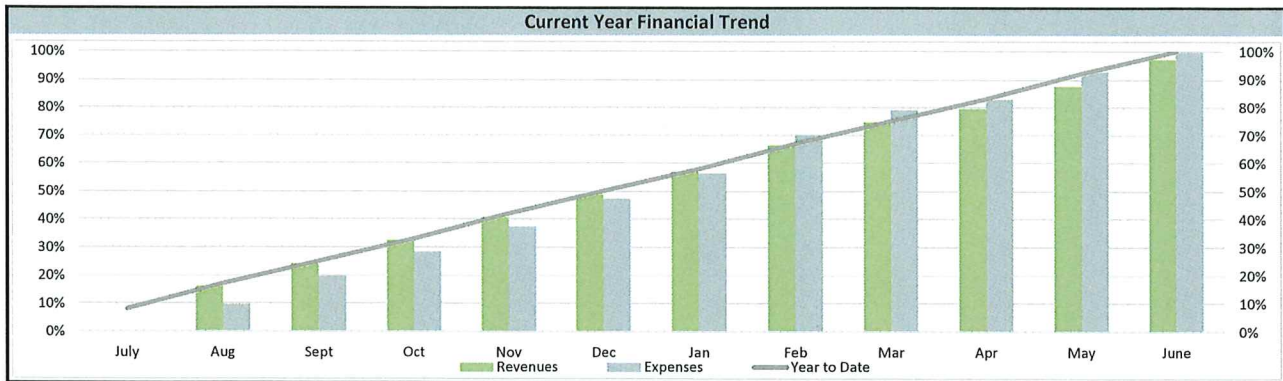


How the money is budgeted to be spent:



Fund Balance and Bond Covenant History





Saint Paul Conservatory for Performing Artists
Saint Paul, Minnesota
Balance Sheet
As of June 30, 2022

	Beginning Balance July 1, 2021	Ending Balance
Assets		
Current Assets		
101-00 Checking - Bremer Bank	\$ 1,306,448	\$ 1,027,038
101-02 Petty cash	361	361
115 Accounts receivable	11,477	-
118 Accounts receivable - Lowry Building improvement	1,334,382	1,535,946
121 Due from MN Department of Education	562,463	-
Current year state holdback (10%)	-	600,651
122 Federal aids due from MDE	27,264	54,784
131 Prepaid expenditures	85,394	83,898
Total Current Assets	3,327,789	3,302,677
Total assets	\$ 3,327,789	\$ 3,302,677
Liabilities and Fund Balance		
Current Liabilities		
201 Salaries and wages payable	108,092	97,051
206 Accounts payable	80,789	86,480
215 Payroll deductions and contributions	98,274	65,500
Total liabilities	287,155	249,031
Fund balance		
Fund balance 7-1-2021	3,040,634	3,040,634
Net income to date		13,013
Total fund balance	3,040,634	3,053,647
Total liabilities and fund balance	\$ 3,327,789	\$ 3,302,677

Saint Paul Conservatory for Performing Artists
Saint Paul, Minnesota
Statement of Revenue and Expenditures
As of June 30, 2022

	FY 2022 Original Budget	FY 2022 Revised Budget	Year to Date Activity	Percent of Revised Budget	FY 2023 Proposed Budget
Enrollment (Average Daily Membership)	400	415	415	100.0%	415
General Fund - 01					
Revenues					
State revenues					
211 General education aid	\$ 3,476,636	\$ 3,628,306	\$ 3,178,749	87.6%	\$ 3,686,196
201 Endowment fund revenue	17,664	17,652	17,505	99.2%	17,652
317 Long term facilities maintenance aid	63,360	65,736	56,930	86.6%	65,376
335 Q-Comp	106,655	111,195	100,076	90.0%	111,195
348 Charter lease aid	630,720	654,372	578,753	88.4%	654,372
360 Special ed aid	256,500	256,500	227,852	88.8%	274,360
370 Other state aids	4,500	-	238	0.0%	-
Prior year over/under accruals	-	-	(19,755)		-
10% Estimated state holdback amount	-	-	600,651		-
Total state revenues	4,556,035	4,733,761	4,740,998	100.2%	4,809,151
Federal revenues					
414 Title II program	3,864	3,992	3,992	100.0%	3,992
419 Special education aid	48,398	50,623	52,972	104.6%	50,623
425 Early intervening services funds	8,564	7,757	9,819	126.6%	7,757
150s ESSER/CARES Funds	-	74,356	74,956	100.8%	139,849
Total federal revenues	60,826	136,728	141,738	103.7%	202,221
Local revenues					
035 Out of state tuition payments	8,500	-	-	0.0%	8,500
050 Fees from patrons	54,500	49,800	51,417	103.3%	58,000
096 Annual fund/ticket sales	60,000	55,000	46,035	83.7%	65,000
621 School store sales	10,000	10,000	7,441	74.4%	10,000
621 Dance ticket sales	10,000	12,000	14,975	124.8%	12,000
621 Yearbook sales	7,500	7,500	8,399	112.0%	7,500
099 Other local revenues	2,400	189,400	35,849	18.9%	7,400
Total local revenues	152,900	323,700	164,876	50.9%	168,400
Total revenues	\$ 4,769,761	\$ 5,194,189	\$ 5,047,612	97.2%	\$ 5,179,772

Saint Paul Conservatory for Performing Artists
Saint Paul, Minnesota
Statement of Revenue and Expenditures
As of June 30, 2022

	FY 2022 Original Budget	FY 2022 Revised Budget	Year to Date Activity	Percent of Revised Budget	FY 2023 Proposed Budget
Expenditures					
100 Salaries	\$ 1,805,242	\$ 1,793,484	\$ 1,858,577	103.6%	\$ 2,092,437
200 Benefits	496,899	497,511	509,850	102.5%	606,134
305 Contracted services	317,075	300,545	313,962	104.5%	299,095
320 Communications services	8,200	12,200	12,084	99.1%	12,200
329 Postage	7,000	4,500	5,689	126.4%	5,500
330 Utilities	75,000	75,000	74,003	98.7%	75,000
350 Repairs and maintenance	11,900	11,900	14,075	118.3%	11,900
360 Contracted transportation	152,000	84,000	85,128	101.3%	90,000
366 Travel, conferences and staff training	47,800	38,910	35,601	91.5%	40,110
369 Student field trip fees	-	850	3,721	437.8%	850
570 Building lease cost	908,631	908,631	874,009	96.2%	908,631
335/380 Other rentals and operating leases	79,000	96,066	86,657	90.2%	107,966
389 Licensure coursework reimbursement	5,250	7,250	5,250	72.4%	5,250
401 Supplies - non instructional	26,150	22,100	22,279	100.8%	22,600
402 Materials purchased for resale	17,500	17,500	9,343	53.4%	17,500
405/406 Non instructional computer software	32,100	34,263	36,186	105.6%	34,263
430 Instructional supplies	24,000	21,425	20,331	94.9%	31,200
455 Non-instructional tech supplies	500	250	674	269.5%	250
460 Textbooks and workbooks	-	375	375	100.0%	375
490 Food	3,000	3,000	3,383	112.8%	3,000
530/533 Furniture & Equipment	8,500	26,500	22,093	83.4%	13,500
555/556 Technology equipment	-	232,700	231,599	99.5%	500
820 Dues, memberships, other fees	34,035	33,621	34,705	103.2%	33,621
820 Dues to Lowry	247,200	276,000	270,247	97.9%	276,000
896 Taxes	1,000	-	-	0.0%	-
Q-Comp Expenditures	106,629	114,657	91,477	79.8%	114,835
State Special Ed - (723, 740)	282,022	282,664	272,062	96.3%	277,075
Federal Title II expenditures (414)	-	3,992	3,992	100.0%	3,992
Federal Special Education Expenditures (419)	46,057	51,553	52,972	102.8%	52,817
Federal Early Intervening Services Funds (425)	8,564	7,757	9,819	126.6%	7,757
Federal ESSER/CARES Expenditures	-	80,461	74,956	93.2%	-
Total expenditures	\$ 4,751,254	\$ 5,039,665	\$ 5,034,599	99.9%	\$ 5,144,358
General fund net income	\$ 18,507	\$ 154,524	\$ 13,013		\$ 35,414

Saint Paul Conservatory for Performing Artists
Saint Paul, Minnesota
Statement of Revenue and Expenditures
As of June 30, 2022

	FY 2022 Original Budget	FY 2022 Revised Budget	Year to Date Activity	Percent of Revised Budget	FY 2023 Proposed Budget
Total All Funds					
Revenues					
State revenues	\$ 4,556,035	\$ 4,733,761	\$ 4,740,998	100.2%	\$ 4,809,151
Federal revenues	60,826	136,728	141,738	103.7%	202,221
Local revenues	152,900	323,700	164,876	50.9%	168,400
Total revenues	\$ 4,769,761	\$ 5,194,189	\$ 5,047,612	97.2%	\$ 5,179,772
Expenditures					
Salaries and wages	\$ 1,805,242	\$ 1,793,484	\$ 1,858,577	103.6%	\$ 2,092,437
Employee benefits	496,899	497,511	509,850	102.5%	606,134
Purchased services	1,611,856	1,539,852	1,510,179	98.1%	1,556,502
Supplies and materials	103,250	98,913	92,572	93.6%	109,188
Facilities and equipment	8,500	259,200	253,692	97.9%	14,000
Dues and memberships; fees; other expenses	725,507	850,704	809,729	95.2%	766,097
Total expenditures	\$ 4,751,254	\$ 5,039,665	\$ 5,034,599	99.9%	\$ 5,144,358
Total revenues all funds	\$ 4,769,761	\$ 5,194,189	\$ 5,047,612	97.2%	\$ 5,179,772
Total expenditures all funds	\$ 4,751,254	\$ 5,039,665	\$ 5,034,599	99.9%	\$ 5,144,358
Net Income - All Funds	\$ 18,507	\$ 154,524	\$ 13,013		\$ 35,414
Beginning Fund Balance, All Funds, July 1	\$ 3,040,634	\$ 3,040,634	\$ 3,040,634		\$ 3,195,158
Projected Fund Balance, All Funds, June 30	\$ 3,059,141	\$ 3,195,158	\$ 3,053,647		\$ 3,230,572
Projected Fund Balance Percentage	64%	63%	61%		63%
Projected Debt Service Coverage Ratio	1.31	1.77	1.57		1.35

Saint Paul Conservatory for Performing Artists
Cash Flow Projection Summary
2021-2022 School Year

Period Ending	Cash Inflows (Revenues)				Cash Outflows (Expenditures)			Cash Balance
	State Aid Payments	Federal Aid Payments	Other Receipts	Prior Year State and Federal Holdback	Total Receipts	Salaries (Updated at Net)	Other Expenditures Includes Benefits and AP	Total Expenditures
Jul 31	296,904		17,478		314,383	114,739	294,487	409,226
Aug 31	299,741		15,272	203,998	519,010	111,205	258,627	369,832
Sept 30	307,507		26,490	201,246	535,243	144,293	287,404	431,697
Oct 31	298,252		18,795	120,340	437,387	137,174	256,561	393,735
Nov 30	292,528	5,720	10,936	20	309,204	137,008	271,094	408,102
Dec 31	586,450	1,142	12,243	10	599,846	142,169	314,173	456,342
Jan 31	345,288		2,797	32,019	380,103	121,656	299,339	420,994
Feb 28	343,930		45,233	3,859	393,023	138,252	495,960	634,211
Mar 31	353,745		44,687		398,432	140,244	332,684	472,927
Apr 30	341,877		39,193		381,070	134,372	276,282	410,654
May 31	345,481		33,466		378,946	145,894	400,800	546,694
June 30	344,972	80,092	12,194		437,258	121,910	286,989	408,899
Projected	4,260,385	123,055	291,330	589,727	5,264,497	1,793,484	3,246,180	5,039,665
Totals	4,156,675	86,954	278,784	561,492	5,083,905	1,588,915	3,774,400	5,363,315

Assumptions: 10% State Aid Holdback

Management has elected to omit substantially all disclosures, government-wide financial statements, and required supplementary information.