



**"SPCPA"**

DISTRICT 4112 (Charter School)

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# Annual Community Report

## School Year 2022-2023

# Table of Contents

Page 04	A. Arts & Academic Elements
Page 24	B. Governance & Operational Elements
Page 29	C. Financial Elements
Page 30	D. World's Best Workforce

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## A. ARTS & ACADEMIC ELEMENTS

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### A1. Mission & Vision

#### History

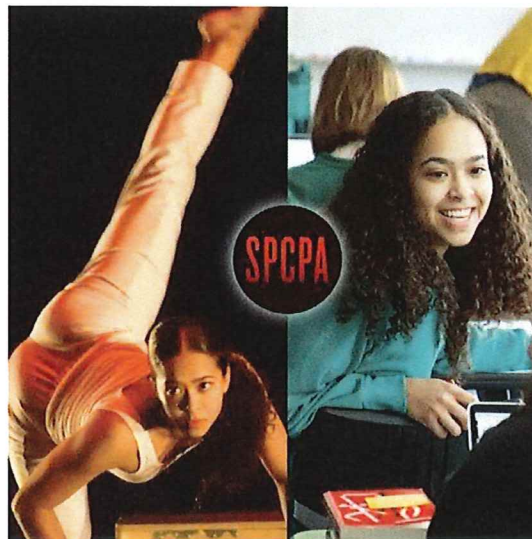
In 2003, following approval by the Minnesota Department of Education, Mayor Randy Kelly (53<sup>rd</sup> Mayor of St. Paul, 2002-2006) worked with civic, arts, and public-school leaders to assess the need to establish a performing arts high school in the downtown area, design a program, and carry forward 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 (92% in 2023, historically 90-95%), most students (historically 90%) continue onto a post-secondary education. Of the students who graduated from SPCPA in 2023 and applied to college, 100% were accepted (to between 1 and 13 schools). 72% are attending college in 2023-2024. 45% of those college-bound students have chosen to major in dance, theatre, or music. 78% 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. 92% of 2022-2023 seniors graduated. 100% of SPCPA students who applied for college were accepted. The 45% of 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.

- 72% of graduates indicated that they are continuing their education directly after high school. (27% of graduates are taking a gap year)
- 100% of the students who applied to college were accepted by between one and 16 schools.
- Acceptances averaged 4.0 per applicant.
- 45% of the graduates pursuing college are focusing on dance, music, theatre, art, or creative writing.
- 78% 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	SY21-22	38.2 %	23.7%	38.2%
	SY22-23	32.8 %	21.3%	45.9%
Reading	SY21-22	71.8 %	15.5%	12.7%
	SY22-23	74.6 %	15.3%	11.1%
Science	SY21-22	54.4%	14.7%	30.9%
	SY22-23	59.6%	21.1%	19.3%

## Math

108 Students at SPCPA were eligible to take the MCA math test. 69 students took the test. 39 opted out (36%). Of the 69 students who took the test over the course of two math class periods, 12 did not finish. Those partial scores, of course, are reported as is, lowering the overall school score in math. For the 2023-2024 school year, the MCA's will be administered in one sitting to eliminate partial scores, which skews the data. Even with those scores removed, however, the overall school score would still not have reached SPCPA's goal for math in 2022-2023, which was to achieve a schoolwide score of 55% proficient. Two years prior, SPCPA scored 64% in math, due in large part to the small sample size and opt-out numbers. This past year SPCPA scored 32.8% in math due in large part to those same reasons. However, more students took the test in 2023 than in 2021, and as such, the determination is that the 2023 score is closer to an accurate reflection of math learning than the 2021 score, though neither paints a complete picture.

Our building goal was not met from SY22-23. Our math goal for SY23-24: The percentage of all students enrolled as of October 1, 2023, 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 32.8% to 60.4% for the 2023-2024 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-Calculus. Algebra 2 was added for the 2019-2020 school year. For the 2021-2022 school year, CPM curriculum was added for AP Statistics and AP Calculus. All new CPM textbooks were purchase. 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 math at home or in guided study hall.

Math	Exceeds	Meets	Partially	Does Not
<b>SPCPA</b>				
SY21-22	3.9% (3 students)	34.2% (26 students)	23.7% (18 students)	38.2% (29 students)
SY22-23	9.8% (7 students)	23% (15 students)	21.3% (16 students)	45.9% (31 students)
<b>Statewide</b>				
SY21-22	11.7%	24.9%	22.8%	40.6%
SY22-23	16.9%	29.2%	22.8%	31.1%

In comparison to the statewide math proficiency, 32.8% of SPCPA students who took the MCA in math were proficient while 45.5% of students statewide were proficient and 25.6% at St. Paul Public Schools.



## Reading

71 students took the Reading MCA in 2023. Only 2 did not finish and 12 opted out. 74.6% were proficient, which is up slightly from 71.8% proficient in the prior year. The result fell just shy of the 2022-2023 goal that SPCPA students would score 77.8%. The goal for 2023-2024 is that the percentage of all students enrolled as of October 1, 2023, 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 74.6% to 81.8% for the 2023-2024 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 in 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
<b>SPCPA</b>				
SY21-22	29.6% (21 students)	42.3% (30 students)	15.5% (11 students)	12.7% (9 students)
SY22-23	19.4% (14 students)	55.2% (39 students)	14.9% (10 students)	10.4% (8 students)
<b>Statewide</b>				
SY21-22	18.7%	36.5%	22.4%	22.5%
SY22-23	14.3%	36.1%	20.6%	28.9%

In 2023, 74.6% of SPCPA students were proficient in reading, while 49.9% of the students statewide were proficient in reading and 33.9% were proficient in St Paul Public Schools. SPCPA students scored 24.7% higher than the state average and 40.7% higher than St. Paul Public Schools. The sample size for reading was larger than in math.

## Science

In 2023, 57 students took the test, scoring 59.6%, up slightly from 54.5% who met or exceeded the standard in science the previous year.

<b>Science</b>	Exceeds	Meets	Partially	Does Not
<b>SPCPA</b>				
SY21-22	17.6% (12 students)	36.8% (25 students)	14.7% (10 students)	30.9% (21 students)
SY22-23	7% (4 students)	52.6% (30 students)	21.1% (12 students)	19.3% (11 students)
<b>Statewide</b>				
SY21-22	12.9%	32.7%	25%	29.5%
SY22-23	7.5%	31.7%	27.2%	33.6%

59.6% of SPCPA students met or exceeded in science as compared to 39.2% at the state level and 23.9% at St. Paul Public Schools. Using our score from 2022-2023 as a baseline, our school-wide goal is that the percentage of all students enrolled as of October 1, 2023, 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 59.6% to 74.8% for the 2023-2024 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 data also allows us to determine academic growth among cohorts of students enrolled at the school for two or more successive school years.

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 and 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.

<b>PSAT 9</b>	2020-2021 Total Testers: 0	2021-2022 Total Testers: 71	2022-2023 Total Testers: 62
Mean Total Score	N/A	923	937
% Met Both Benchmarks		56%	53%
Mean ERW Score		483	490
% Met ERW Benchmark		85%	90%
Mean Math Score		440	447
% Met Math Benchmark		56%	53%

<b>PSAT Grade 10</b>	2020-2021 Total Testers: 0	2021-2022 Total Testers: 75	2022-2023 Total Testers: 69
Mean Total Score	N/A	951	907
% Met Both Benchmarks		43%	23%
Mean ERW Score		499	484
% Met ERW Benchmark		80%	72%
Mean Math Score		452	423
% Met Math Benchmark		45%	23%

<b>PSAT Grade 11</b>	2020-2021 Total Testers: 32	2021-2022 Total Testers: 91	2022-2023 Total Testers: 71
Mean Total Score	1117	1004	1004
% Met Both Benchmarks	63%	37%	34%
Mean ERW Score	586	527	529
% Met ERW Benchmark	91%	77%	79%
Mean Math Score	531	477	474
% Met Math Benchmark	63%	37%	34%

71 grade 11 students took the PSAT in 2022-2023. Of those 71 students, 46 of them were part of the same cohort who also took the PSAT during grade 10 in 2021-2022. PSAT 9 was not offered in 2020-2021. Based on the small sample size, it's very difficult to draw significant conclusions regarding academic growth for students over the past few years. It appears that the PSAT in October of 2021 will become the new baseline for the cohort groups. We have insufficient data for the other cohort groups due to the gap COVID year.

		<b>Class of 2024</b> PSAT (21-22) PSAT (22-23)
Number of Students		46
<i>Percent of students that continued to meet or exceed the benchmark.</i>	<b>ERW</b>	92% (35 of 38)
	<b>Math</b>	65% (15 of 23)
<i>Percent of students that moved from within one year's growth to meeting or exceeding benchmark</i>	<b>ERW</b>	0% (0 of 0)
	<b>Math</b>	17% (1 of 6)
<i>Percent of students that moved from below the benchmark by more than one year's growth to within one year's growth of benchmark</i>	<b>ERW</b>	50% (4 of 8)
	<b>Math</b>	18% (3 of 17)

**Note:**

Out of 46 students who had PSAT/NMSQT scores from the fall of 2021 as well as fall of 2022, 36 (78%) made some improvement on their Evidence-Based Reading and Writing (EBRW) scores, and 28 (61%) increased their math score. The average increase in EBRW was 53 points, and in math it was 55.

## 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
SY20-21	100%	91%	78%
SY21-22	100%	91%	80%
SY22-23	100%	88%	72%

As previously mentioned in earlier sections, 92% of SPCPA's senior class graduated in 2023. Though we have a high graduate acceptance rate, our immediate goal is to improve the number of students who are applying to post-secondary institutions. Gap-year experiences are highly valued by our students, especially post-pandemic, and many are experiencing opportunities in the arts that would not be matched at another time. 27% of graduates indicated they were taking a gap year in 2023-2024 (up 7% from the previous year). 100% of the students who applied to college were accepted by between one and 13 schools (applicants averaged 4 acceptances per person).

Typically, 85-92% of students continue onto a post-secondary education immediately after graduation. Post-COVID, the school is seeing those numbers decline. This past year, 72% of graduates moved on to college immediately, the lowest number in SPCPA's 19 years. The good news is that the number of college applicants amongst graduates remains high (88%), as does the percentage of those applicants who receive at least one acceptance (100%). Our job is to prepare them for college and conservatory, and the data suggests that while they are indeed prepared, fewer students are choosing to attend college immediately after graduation. Though somewhat difficult to predict how many graduates in 2024 will head directly to college, it continues to be our goal to fully prepare them for that and to strongly encourage all graduates to apply so that they have options. SPCPA's goal for 2023-2024 is for at least 90% of graduates to apply for college, and that 100% of those that apply get accepted into at least one of their choices.

## Non-Academic Goals

### Attendance Goal

	Schoolwide	9	10	11	12
SY18-19	92.21%	92.86%	91.60%	91.99%	92.56%
SY19-20	93.59%	93.96%	92.13%	93.43%	94.50%
SY20-21	90.51%	90.51%	90.99%	89.29%	91.19%
SY21-22	87.45%	90.82%	86.10%	86.27%	87.50%
SY22-23	87.86%	89.28%	88.73%	85.29%	88.51%

SPCPA fell short again of its school-wide attendance rate goal of 90-94% rate. The COVID-19 pandemic affected attendance numbers as more students than expected found it difficult to adjust to the full, in-person school day. Overall, attendance numbers in 2022-2023 almost exactly mirrored those from 2021-2022.

SPCPA met its school-wide attendance goal for 2020-2021 and years prior. However, school-wide attendance decreased slightly in the two following years. SPCPA's Dean of Students is charged with addressing attendance, including truancy, with students and families.



### **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, Circus Juventas, Larkin Dance Studio, Walker West Jazz, University of MN Theatre and Dance Departments, 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**

##### **Senior 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 both public and in-school events including Back-to-School Night, Parent-Teacher Conferences, and New Student Orientation Day.

##### **National Honor Society**

29 students participated in the SPCPA Chapter of the National Honor Society in the 2022-2023 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. 22 students were inducted in a live ceremony on campus on Wednesday, April 27, 2023.

##### **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 (BSU) 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. For both 2022-2023 and 2023-2024, the BSU's supervisor continues to be Joseph James, a dance teacher and paraprofessional at the school.

## **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, Stages Theatre Company, Pillsbury House Theatre, Youth Shakespeare Company, The University of Minnesota Dance program, The University of Minnesota Theatre program, and many others, visited SPCPA to promote their summer programming. At this point, all these organizations are returning in 2023-2024. Academically, SPCPA's Student Achievement Specialist works alongside arts department chairs 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. 122 of approximately 365 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, 89% of responding parents/guardians agree or strongly agree that SPCPA's programming meets its mission statement. 11% feel neutral about the meeting of the mission statement, and 0% disagree or strongly disagree that SPCPA's programming meets its mission statement.

82% agree or strongly agree that SPCPA provides an engaging academic curriculum compared to 95% feeling the same way about engagement in the artistic curriculum. 13% felt neutral towards the engagement of the academic curriculum, while only 3% felt neutral about the arts curriculum. 4% disagree while 0% strongly disagree that SPCPA provides an engaging academic curriculum compared to 2% feeling the same way about the arts curriculum.

65% of responding parents/guardians agree or strongly agree that SPCPA provides an equitable curriculum that meets students' learning needs, while 30% were neutral, and 5% disagree or strongly disagree.

Relating to safety and feeling welcome at school, 87% agree or strongly agree that SPCPA is a place where people of all backgrounds feel welcome. 12% felt neutral and 1% disagreed or strongly disagreed. Parallel to that, 84% of responding parents/guardians agreed or strongly agreed that their child is safe at school, while 11% 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 26% were neutral and 3% 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, healthy relationships, sexual harassment, 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. In 2023-2024, this course was absorbed by arts classes. All 9<sup>th</sup> grade students in 2023-2024 will receive units from licensed sex-education teachers from Ramsey County during both fall and spring semesters.

## **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. The Academic Faculty refined 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 2022-2023 school year, teachers met in grade-level PLC's once per month for 3 hours. In 2023-2024, the PLC's are organized by department.

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 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. For instance, the state adopted new Social Studies standards and sequencing this past year. Government must be offered to 11<sup>th</sup> and 12<sup>th</sup> grade students and may not be offered to 9<sup>th</sup> or 10<sup>th</sup> grade students. Economics must be offered to 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade students. As such, SPCPA responded by moving World History to grade 9 for 2023-2024. Geography (one semester) will move from grade 9 to grade 10 beginning in 2024-2025, along with Economics. US History will continue to be offered to 11<sup>th</sup> grade students, while 12<sup>th</sup> grade students will continue to take Government.

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 CollegeBoard 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. In 2022-2023, AP Environmental Science was added as a course option. 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 ten AP courses during the 2022-2023 school year, up from nine the previous year. In 2023-2024, SPCPA continues to offer a total of 10 different AP options.



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 2021-2022. 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 summers of 2022 and 2023. 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. For the 2022-2023 school year and into the current year, the math department has fully re-established the CPM curriculum in all their courses. In 2022-2023, math GPA's improved by 15% schoolwide.

## **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 served 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 18, 2023).

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. These advanced arts classes continue for the 2023-2024 school year.

### **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 future plans (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 continued this schedule for both the 2022-2023 and 2023-2024 school years and expects this schedule structure to remain intact moving forward.

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 worked together to support improvements in student achievement. For the first 1-2 hours of workshop each month, arts and academic teachers came together to align programming and regroup the school post-pandemic in its unique mission and vision. Prior to 2022-2023, there was no space set aside during the school year for arts and academic teachers to work together. Once the school year began, arts and academic teachers would rarely connect. As such, the culture of the school reflected this division; there was an academic experience, and a separate arts experience, and students were expected to bridge that gap on their own. Beginning in 2022-2023, conscientious efforts were made to unite the way we frame the work to students. Teachers discussed how to align their approach across the programs, and progress was made to ensure that coursework better reflects the school's unified core values. Teachers discussed and determined how learning in each program is active, collaborative, hands-on, student-centered, experiential and with real-world application. These academic-arts monthly workshops continue for the 2023-2024 school year.

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. It is important for the faculty and staff to be aware of the school's leadership structure for the purposes of accountability and support.

A delineation of those roles and responsibilities are outlined in "Governance & Operational Elements."

### **Teacher Leadership**

For 2023-2024, The principal provides leadership for both the academic teachers and the arts department chairs. In 2022-2023, the principal supervised an assistant principal whose primary responsibility was to lead and mentor the academic faculty. The assistant principal helped teachers create instructional strategies and SMART Goals aligned with both Q-Comp and WBWF. In 2022-2023, despite staff turnover, there remained at least one veteran teacher in each department who also took on a leadership role, providing mentorship while welcoming two new teachers into their department. For 2023-2024, 100% of the English and Social Studies departments returned, two of the three math teachers returned, while SPCPA welcomed back one of the two science teachers. Once again, there is at least one veteran teacher leader in each department.

Arts department chairs provide mentorship and supervision for all the teachers within their respective departments. 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. As in academics, this is done in collaboration with the principal.

### **Faculty**

SPCPA employed 67 faculty (48 arts, 16 academics) during the 2022-2023 school year in addition to administration, administrative support staff, and student services support staff. The number of SPCPA faculty currently employed for 2023-2024 is 51 (35 arts, 13 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 2022 and 2023, 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 in 2022 and in 2023 these topics were divided up and addressed in person by the director of special education, principal, and via online training resources.

During J-Term in January of 2023, all academic staff participated in thirteen workshop days. Based on feedback from students and administration from semester one, areas for improvement are identified and discussed. In January of 2023 academic teachers participated in some required and optional professional development sessions offered by the assistant principal on topics such as: standards-based learning, formative and 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, for example.

During the 2022-2023 school year PLCs were organized by grade-level 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 2023-2024, PLCs are organized by department to accomplish similar goals. Typically, PLC's move back-and-forth each year from grade-level PLC's. 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, 36% of students at SPCPA in 2022-2023 were students of color, an increase of 2% from the previous year. In 2021-2022, 32% of teachers were teachers of color. In 2022-2023, 46% of teachers were teachers of color. In 2023-2024, 45% of SPCPA teachers are teachers of color (2 of 14 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. In 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 1-2 hours of workshop each month, arts and academic teachers worked together to align programming and reground the school in its unique mission and vision post pandemic and distance learning.

This was a significant change in that this was the first time in the school's 18-year history that regular, ongoing time was 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 three and four of each monthly workshop, arts department chairs met 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 met in grade-level PLCs to work together to meet individual and school-wide goals. This workshop structure continues for 2023-2024, with the exception that academic teachers will meet by department once their time with arts teachers concludes each month.

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 were transitioning from mostly distance learning experiences from multiple different school districts to a full in-person experience, SPCPA created guided study hall periods exclusively for grade 9 students as another strategy to recover from the gaps in learning caused by the COVID-19 pandemic. During every meeting time a portion of the study hall was 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 were four sections of Guided Study 9, taught by the same instructor (Dustin Haug), which allowed for consistency in approach and response. Guided Study 9 was a temporary response to the gaps in learning and work approach caused by the COVID-19 pandemic. In 2023-2024, 9<sup>th</sup> grade students rejoined regular guided study hall periods with 10<sup>th</sup> and 11<sup>th</sup> grade students.

### **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 2022-2023 J-Term include: The E.M. Pearson Theatre at Concordia University, Mixed Blood Theatre, Red Eye Theater, MetroNome Brewery, Park Square Theatre, Open Book Performance Hall, Chicago Avenue Fire Arts Center, Mirror Lab Gallery, The Loft, Jungle Theater, Southern Theater, Minnesota Museum of American Art, and The Crane Theater. For the upcoming year, student will rehearse and/or perform at Jungle Theater, The E.M. Pearson Theatre at Concordia University, Mixed Blood Theatre, Southern Theater, Terrarium Recording Studio, North Garden Theater, High Point Center for Printmaking, Mudluck Studio, SubText Books, and Public Functionary Gallery. Students will also be visiting several local public schools on a tour in a joint J-Term project/professional production with 10,000 Things Theatre Company.

## **Juries**

Each spring in all arts disciplines, students engage in a summative evaluation process where members of the professional arts community witness work by students 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 programming, curriculum, and teaching style as needed to support improved student growth the following year.

## **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.

## **Additional Plans for the 2022-2023 & 2023-2024 School Years**

### **Marketing**

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 the Prospective Student page of its website and encourages 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.

In the spring and summer of 2023, SPCPA began work on a new website, which went live on August 14, 2023. SPCPA's previous website needed to be replaced. When the school's original website was launched in 2009, its primary purpose was to serve its current constituents. Since then, SPCPA transitioned to using Infinite Campus as its primary student management system and communication tool. While Google Classroom became its most robust resource for current students in terms of coursework and curriculum. The school needed its website to function almost exclusively as a marketing tool. The focus was placed firmly on the site being the best place to go for prospective students and families to learn more about SPCPA. The new site features a more contemporary look, a much larger selection and range of images from both arts (especially J-Term) and academics, messaging geared toward prospective students and families, and live links to SPCPA's social media platforms to keep the content current.

## 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, was not completed until December 2022. This new space houses a new gallery and an additional art studio to accommodate the rapidly growing Visual Arts program.

## A9. Awards

In 2023, SPCPA was recognized again by **USA News & World Report** as a **“Best High School.”**

## B. GOVERNANCE & OPERATIONAL ELEMENTS

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### 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 was no longer an option. Prior to the 2023-2024 school year, the tiered system required teachers to have at least a bachelor's degree. There was not an option to license or permission a teacher who did 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 did not hold a BA degree. The Professional Educators Licensing & Standards Board (PELSB) worked with SPCPA for three years around the limitations of the new tiered system as it related specifically to arts instruction. As a result of that work, PELSB brought recommendations to the legislature to allow arts instructors without a BA but with significant professional experience to qualify for a Tier 1 license. In 2023, legislation was finally passed because of this work. Professionals in dance, music, art, and theatre without a BA but with at least 5 years of documented professional experience are now eligible for Tier 1 teaching licenses under the new exemption. The only immediate downside is that because the legislation is so new the process to receive a Tier 1 license under this new exemption is taking longer than the approval for other tiers. As compared to the Community Expert Permission, the Tier 1 license costs approximately \$100 per each initial and renewed license. The license is valid for one year. This added cost is a significant financial strain for SPCPA given there may be up to 50 Tier 1 arts teachers per school year, which translates to an added cost of \$5,000 each school year.

### B2. School Administration

The school's administrative team consists of the Superintendent, 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****File #431203****Principal**

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****File #320442****Assistant Principal**

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****File #359594****Director of Special Education**

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.

**Alissa Abelson****File #431128****Dean of Students**

Serves as the contact for all inquiries pertaining to student attendance and behavior. Additionally, The Dean of Students is the designated Title IX Coordinator and Human Rights Officer for SY21-22 & SY23-24.

**B3. School Enrollment & Attrition Trends**

SPCPA is a free public high school, enrolling applicants in grades 9-12. Starting February 1<sup>st</sup> 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 principal 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 2022-2023

October 1, 2022 data indicated a total enrollment of 395 students spanning grades 9 through 12.

Grade 9	Grade 10	Grade 11	Grade 12
77	88	106	124

36% Students of Color

12% Free/Reduced Lunch

7% Special Education

.01% English Language Learners

## Enrollment by Arts Track for SY 2022-2023

Dance	Theatre	Musical Theatre	Instrumental Music	Vocal Arts	Creative Writing	Visual Arts
61	63	64	49	25	101	32



## School Enrollment Trends

This table identifies the number of students enrolled at the school during the 2020-2021, 2021-2022 and 2022-2023 school years, as well as projected enrollment for the 2023-2024 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
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	75.44	87.91	102.11	111.21	376.67
2023-2024	64.77	89.75	95.34	109.02	358.88

### Note:

ADM can sometimes be lower than the total number of enrolled students. 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 2022-2023

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	77	11	13	76	64
10	88	6	12	84	76
11	106	7	15	99	91
12	124	0	5	119	119
	<b>395</b>	<b>24</b>	<b>45</b>	<b>278</b>	<b>350</b>

### Note:

ADMs at the close of the 2022-2023 school year were approximately 371.

### Note:

Attrition typically ranges from 12-14%, although on occasion attrition has been as high as 20% and in other school years as low as 8%. Less students enrolled and attended SPCPA for SY22-23 so despite attrition being typical, the decreased ADM was less than what was budgeted for the year.

## 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 often 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. In January 2023 there were 18 different projects at various Twin Cities professional arts venues. For January 2024 there are currently 17 projects on the docket.

### 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.

### **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**

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. From 2020-2022 all meetings and visits were virtual. All visits are offered again on SPCPA’s campus beginning in 2023-2024.

### **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 through 2022, but returned for the 2022-2023 and 2023-2024 school years.

### **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, Interlochen Center for the Arts, Spring Dance and Theatre Academy, Minnesota Public Radio (MPR), 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 2022-2023 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

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### 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 FY23 the school's initially adopted budget was based on 415 ADM and later revised to 375 ADM. The actual ADMs served in FY23 were approximately 371 as of June 2023. It is realized that the school will have fluctuations in enrollment given SPCPA is a school of choice. However, it appears that there are significant factors that are currently impacting the school's enrollment, particularly at the 9<sup>th</sup> and somewhat at the 10<sup>th</sup> grade levels. The school has established a strong fund balance to weather significant fluctuations in enrollment in a given year without disrupting staffing or programming. Additionally, the budget is revised within the current year as much as possible and the proposed budget for the following year drafted in a manner that reflects the changes in enrollment realized the prior school year.

**See Attachment B: June 2023 Preliminary Financial Report**

### C2. Awards

SPCPA received the Finance Award for Fiscal Year 2023 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)

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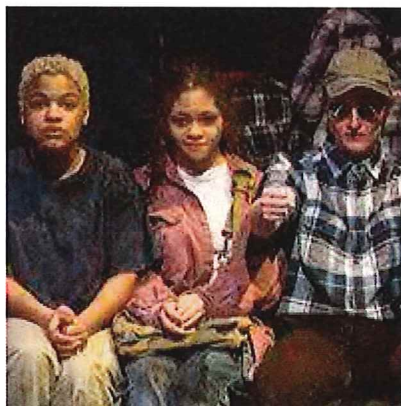
Under Minnesota Statutes 120B.11, SPCPA adopts the following three goals aligned with WBWF legislation applicable to students in grades 9-12:

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, 2022.

On November 7, 2022, 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 2022-2023 school year is tentatively planned for December 6, 2023. Elements of the World's Best Workforce are sprinkled throughout this Annual Report pertaining to 2022-2023. A summary report, in conjunction with this annual report, will also be posted on the school's website, as required, by December 15, 2023.





# Attachment A

## Policy 513 Admissions

# 513 Admissions

## 1. Purpose

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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

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- 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

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- 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

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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

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

#### Cross References

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- ✓ SPCPA Policy 103 (Complaints)



# Attachment B

June 2023

Preliminary Financial Report



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

**Preliminary Financial Report**

**June 30, 2023**

*Prepared by:*  
*Rose Chin, Outsourced Controller*

*Reviewed by:*  
Jenny Abbs, Senior Advisor

**Saint Paul Conservatory for Performing Artists**  
**Saint Paul, Minnesota**  
**Balance Sheet**  
**As of June 30, 2023**

	Audited Balance July 1, 2022	Ending Balance
<b>Assets</b>		
Current Assets		
101-00 Checking - Bremer Bank	\$ 1,027,038	\$ 808,615
101-02 Petty cash	361	361
115 Accounts receivable	185,477	14,955
118 Accounts receivable - Lowry Building improvement	1,535,946	1,794,174
121 Due from MN Department of Education	606,312	178,396
Current year state holdback (10%)		-
122 Federal aids due from MDE	37,254	171,273
131 Prepaid expenditures	84,853	73,202
Total Current Assets	3,477,240	3,040,976
Total assets	\$ 3,477,240	\$ 3,040,976
<b>Liabilities and Fund Balance</b>		
Current Liabilities		
201 Salaries and wages payable	97,051	97,585
206 Accounts payable	87,070	60,086
215 Payroll deductions and contributions	89,671	80,759
Total liabilities	273,791	238,430
Fund balance		
Fund balance 7-1-2022	3,203,449	3,203,449
Net income to date		(400,903)
Total fund balance	3,203,449	2,802,546
Total liabilities and fund balance	\$ 3,477,240	\$ 3,040,976

Management has elected to omit substantially all disclosures, government-wide financial statements and required supplementary information. No CPA provides any assurance on these financial statements.



Saint Paul Conservatory for Performing Artists  
Saint Paul, Minnesota  
Statement of Revenue and Expenditures  
As of June 30, 2023

	FY 2023 Original Budget	FY 2023 Revised Budget	Year to Date Activity	Percent of Revised Budget	FY 2024 Original Budget
<b>Enrollment (Average Daily Membership)</b>	415	375	371	100.0%	350
<b>General Fund - 01</b>					
Revenues					
State revenues					
211 General education aid	\$ 3,686,196	\$ 3,411,155	\$ 3,390,721	99.4%	\$ 3,292,866
201 Endowment fund revenue	17,652	19,895	19,895	100.0%	17,652
317 Long term facilities maintenance aid	65,376	65,376	58,557	89.6%	55,440
335 Q-Comp	111,195	111,195	112,118	100.8%	96,375
348 Charter lease aid	654,372	591,300	601,510	101.7%	551,880
360 Special ed aid	274,360	292,946	287,322	98.1%	312,698
370 Other state aids	-	-	936	0.0%	-
Prior year over/under accruals	-	-	4,628		-
Total state revenues	4,809,151	4,491,867	4,475,687	99.6%	4,326,911
Federal revenues					
414 Title II program	3,992	4,317	4,317	100.0%	4,100
419 Special education aid	50,623	77,117	107,599	139.5%	52,876
425 Early intervening services funds	7,757	10,826	11,122	102.7%	10,826
150s ESSER/CARES Funds	139,849	143,851	143,851	100.0%	15,398
Total federal revenues	202,221	236,111	266,888	113.0%	83,200
Local revenues					
035 Out of state tuition payments	8,500	8,500	8,500	0.0%	8,500
050 Fees from patrons	58,000	40,600	41,737	102.8%	40,500
096 Annual fund/ticket sales	65,000	77,000	85,879	111.5%	60,000
621 School store sales	10,000	8,300	8,615	103.8%	9,000
621 Dance ticket sales	12,000	16,120	16,160	100.3%	12,000
621 Yearbook sales	7,500	12,366	12,766	103.2%	10,000
099 Other local revenues	7,400	10,800	11,118	102.9%	14,400
Total local revenues	168,400	173,686	185,239	106.7%	154,400
<b>Total revenues</b>	<b>\$ 5,179,772</b>	<b>\$ 4,901,664</b>	<b>\$ 4,927,815</b>	<b>100.5%</b>	<b>\$ 4,564,511</b>

Management has elected to omit substantially all disclosures, government-wide financial statements and required supplementary information. No CPA provides any assurance on these financial statements.

Saint Paul Conservatory for Performing Artists  
Saint Paul, Minnesota  
Statement of Revenue and Expenditures  
As of June 30, 2023

	FY 2023 Original Budget	FY 2023 Revised Budget	Year to Date Activity	Percent of Revised Budget	FY 2024 Original Budget
Expenditures					
100 Salaries	\$ 2,092,437	\$ 1,784,060	\$ 1,816,653	101.8%	\$ 1,512,289
200 Benefits	606,134	506,032	514,565	101.7%	425,175
305 Contracted services	299,095	419,325	444,678	106.1%	488,300
320 Communications services	12,200	12,200	13,323	109.2%	12,200
329 Postage	5,500	4,587	5,122	111.7%	5,500
330 Utilities	75,000	75,000	72,441	96.6%	75,000
350 Repairs and maintenance	11,900	15,740	19,680	125.0%	13,900
360 Contracted transportation	90,000	95,000	96,232	101.3%	84,000
366 Travel, conferences and staff training	40,110	39,210	40,333	102.9%	38,600
369 Student field trip fees	850	2,410	2,431	100.9%	-
570 Building lease cost	908,631	908,631	884,937	97.4%	908,631
335/380/560 Other rentals and operating leases	107,966	78,325	77,276	98.7%	30,000
389 Licensure coursework reimbursement	5,250	5,250	5,250	100.0%	5,250
401 Supplies - non instructional	22,600	39,700	42,949	108.2%	32,700
402 Materials purchased for resale	17,500	15,900	17,423	109.6%	15,000
405/406 Non instructional computer software	34,263	38,650	37,865	98.0%	18,250
430 Instructional supplies	31,200	20,550	21,425	104.3%	23,500
455 Non-instructional tech supplies	250	850	1,073	126.2%	1,000
460 Textbooks and workbooks	375	7,800	8,197	105.1%	-
490 Food	3,000	5,700	6,081	106.7%	2,500
530/533 Furniture & Equipment	13,500	26,760	27,167	101.5%	7,500
555/556 Technology equipment	500	134,000	133,889	99.9%	5,000
820 Dues, memberships, other fees	33,621	35,030	34,783	99.3%	36,035
820 Dues to Lowry	276,000	336,000	340,184	101.3%	390,000
Q-Comp Expenditures	114,835	110,506	93,148	84.3%	98,253
State Special Ed - (723, 740)	277,075	308,365	300,707	97.5%	329,156
Federal Title II expenditures (414)	3,992	4,317	4,317	100.0%	4,100
Federal Special Education Expenditures (419)	52,817	77,117	107,599	139.5%	52,876
Federal Early Intervening Services Funds (425)	7,757	10,826	11,122	102.7%	10,826
Federal ESSER/CARES Expenditures	-	143,851	143,851	100.0%	15,398
<b>Total expenditures</b>	<b>\$ 5,144,358</b>	<b>\$ 5,261,692</b>	<b>\$ 5,328,717</b>	<b>101.3%</b>	<b>\$ 4,640,939</b>
<b>General fund net income</b>	<b>\$ 35,414</b>	<b>\$ (360,028)</b>	<b>\$ (400,903)</b>		<b>\$ (76,428)</b>

Management has elected to omit substantially all disclosures, government-wide financial statements and required supplementary information. No CPA provides any assurance on these financial statements.

Saint Paul Conservatory for Performing Artists  
Saint Paul, Minnesota  
Statement of Revenue and Expenditures  
As of June 30, 2023

	FY 2023 Original Budget	FY 2023 Revised Budget	Year to Date Activity	Percent of Revised Budget	FY 2024 Original Budget
<b>Total All Funds</b>					
Revenues					
State revenues	\$ 4,809,151	\$ 4,491,867	\$ 4,475,687	99.6%	\$ 4,326,911
Federal revenues	202,221	236,111	266,888	113.0%	83,200
Local revenues	168,400	173,686	185,239	106.7%	154,400
<b>Total revenues</b>	<b>\$ 5,179,772</b>	<b>\$ 4,901,664</b>	<b>\$ 4,927,815</b>	<b>100.5%</b>	<b>\$ 4,564,511</b>
Expenditures					
Salaries and wages	\$ 2,092,437	\$ 1,784,060	\$ 1,816,653	101.8%	\$ 1,512,289
Employee benefits	606,134	506,032	514,565	101.7%	425,175
Purchased services	1,556,502	1,655,678	1,661,702	100.4%	1,661,381
Supplies and materials	109,188	129,150	135,012	104.5%	92,950
Facilities and equipment	14,000	160,760	161,056	100.2%	12,500
Dues and memberships; fees; other expenses	766,097	1,026,012	1,039,728	101.3%	936,644
<b>Total expenditures</b>	<b>\$ 5,144,358</b>	<b>\$ 5,261,692</b>	<b>\$ 5,328,717</b>	<b>101.3%</b>	<b>\$ 4,640,939</b>
<b>Total revenues all funds</b>	<b>\$ 5,179,772</b>	<b>\$ 4,901,664</b>	<b>\$ 4,927,815</b>	<b>100.5%</b>	<b>\$ 4,564,511</b>
<b>Total expenditures all funds</b>	<b>\$ 5,144,358</b>	<b>\$ 5,261,692</b>	<b>\$ 5,328,717</b>	<b>101.3%</b>	<b>\$ 4,640,939</b>
<b>Net Income - All Funds</b>	<b>\$ 35,414</b>	<b>\$ (360,028)</b>	<b>\$ (400,903)</b>		<b>\$ (76,428)</b>
<b>Beginning Fund Balance, All Funds, July 1</b>	<b>\$ 3,203,449</b>	<b>\$ 3,203,449</b>			<b>\$ 2,843,421</b>
<b>Projected Fund Balance, All Funds, June 30</b>	<b>\$ 3,238,863</b>	<b>\$ 2,843,421</b>			<b>\$ 2,766,993</b>
<b>Projected Fund Balance Percentage</b>	<b>63%</b>	<b>54%</b>			<b>60%</b>
<b>Projected Debt Service Coverage Ratio</b>	<b>1.36</b>	<b>0.94</b>			<b>1.19</b>