“SPCPA”

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Annual Report
2025-2026

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A. ACADEMIC & ARTS ELEMENTS

A1. Mission & Vision

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 Saint Paul Conservatory for Performing Artists ("SPCPA") continues to meet its mission by providing students with a rigorous academic program alongside conservatory-style artistic training, with both programs intentionally structured to prepare students for college and conservatory.

Highest Caliber Academic Education: SPCPA provides a college-preparatory academic program aligned with Minnesota Academic Standards and taught by licensed academic faculty. Students have access to on-level, advanced, AP, and PSEO opportunities. Beginning in the 2026-2027 school year, SPCPA transitioned to a seven-period daily schedule to provide students with consistent daily access to academic instruction and ensure adequate instructional time to meet state and authorizer expectations. The school is implementing NWEA MAP Growth assessments in the fall and spring to better understand students' academic performance, identify areas for growth, and expand the use of data to strengthen academic programming.

Highest Caliber Artistic Education: Students receive conservatory-style training in their chosen arts discipline: dance, theatre, musical theatre, instrumental or vocal music, visual arts, or creative writing. Arts training is provided by working professional artists and emphasizes technique, discipline, collaboration, creative practice, and performance or presentation. Students also participate in performances, exhibitions, readings, workshops, master classes, and an intensive J-Term experience that extend their learning beyond the traditional classroom.

Preparation for College and Conservatory: Academic and arts programming are intentionally structured to prepare students for post-secondary opportunities. Students receive support with academic planning, college and career planning, graduation requirements, and post-secondary pathways while developing the technical and artistic skills necessary for advanced study. SPCPA's recent graduate outcomes also demonstrate this connection: of the 2026 graduates who applied to college, 99% were accepted to at least one institution, and several of the students that indicated they intended pursue the arts enrolled in conservatory programs requiring an audition or portfolio.

Together, these efforts reflect SPCPA's commitment to developing students as both artists and scholars and to providing the academic foundation, artistic training, and post-secondary preparation necessary for students to pursue college, conservatory, and professional opportunities.

Vision

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

Assessment of Vision

SPCPA continues to make progress toward its vision of providing premier arts and academic education for all students attending the school. During the 2025-2026 school year, students participated in intensive arts programming across dance, theatre, musical theatre, instrumental and vocal music, visual arts, and creative writing while also completing a college-preparatory academic program. Performances, exhibitions, master classes, workshops, and other authentic learning experiences provided students with opportunities to apply their artistic skills beyond the classroom.

The 2025-2026 school year also provided important information about areas in which SPCPA could strengthen the academic component of its vision. Student achievement, attendance, engagement, and course-completion data demonstrated the need for greater consistency in academic instruction, stronger monitoring of student progress, and increased use of assessment data to guide instruction.

SPCPA made significant changes for the 2026-2027 school year driven by data and the fiscal realities regarding charter school funding. Most notably, the school moved from an A/B schedule with longer classes meeting every other day to a seven-period daily schedule. This change provides students with more consistent daily access to academic instruction and advanced course options while maintaining substantial and dedicated time for the school's arts program. SPCPA is also implementing NWEA MAP Growth assessments to establish clearer measures of student achievement and growth and to provide teachers and administrators with information that can be used to improve instruction and identify and implement strategies, support, and interventions to meet students' needs. Academic and college advising has also been strengthened to help students understand graduation requirements, post-secondary options, and pathways into college and conservatory.

SPCPA also recognized the need to renew its commitment to providing a comprehensive arts education that expands learning opportunities and prepares young artists for continued study, conservatory training, college, and professional artistic environments post-COVID. Beginning in summer 2026, the arts program was substantially restructured to strengthen the connection among professional artistic practice, Minnesota academic standards, and clearly articulated curriculum, assessment, and student growth.

The priority was to move from a program that could vary significantly by instructor or course toward a coherent conservatory model with shared expectations across disciplines. Working professional artists remain central to SPCPA's identity; the new structure adds institutional clarity around what students are expected to learn, how learning is assessed, how courses progress, and how artistic work demonstrates growth.

Looking forward, SPCPA will continue using student achievement, attendance, engagement, and post-secondary data to evaluate how effectively it is providing a premier experience for all students. The school's ongoing work is focused on ensuring that every student has meaningful access to rigorous academics and high-quality arts training in support of their pursuit of the arts through college, conservatory, and professional work.

Overall, SPCPA's 2025-2026 experience provided a foundation for improvement, while the changes implemented in 2026-2027 demonstrate the school's commitment to realignment and forward movement toward its vision of premier arts and academic education for all students at the school.

Meeting Primary and Secondary Purposes

SPCPA's primary purpose is to improve the learning, achievement, and success of all students. This purpose is reflected in the school's mission to provide a high-caliber academic and artistic education to aspiring pre-professional artists and prepare them for college and conservatory. The school's daily academic programming, licensed teachers, college-preparatory curriculum, assessment and data-driven practices, graduation requirements, and post-secondary planning directly support this purpose.

SPCPA's secondary purpose is to encourage use of different and innovative teaching methods. This is primarily achieved through the school's conservatory style training programs in dance, theatre, musical theatre, instrumental and vocal music, visual arts, and creative writing taught by professional artists. The school's conservatory model requires students to apply what they learn in the arts and academic programs in collaborative and authentic settings while developing the habits of practice, persistence, reflection, and responsibility.

Overall, SPCPA's current programming is closely aligned with its mission and purposes. The school is continuing to strengthen this alignment through increased academic instructional time, expanded collection and use of student achievement data, intentional college and conservatory preparation, and continued opportunities for students to develop as both artists and scholars.

A2. Accountability Plan Goals

SPCPA's academic accountability goals provide measurable indicators of student achievement, growth, engagement, graduation, and college and career preparation. The data below reflect 2025-2026 outcomes and, where available, progress and actions for 2026-2027.

The results provide both a measure of the school's progress toward its accountability goals and a basis for identifying areas for continued improvement. SPCPA is using this data, along with newly implemented NWEA MAP Growth assessments, to better understand student needs and monitor academic growth.

MCA Proficiency

Percent Meeting or Exceeding on MCA READING 2025-2026 School Year				
	# of Students Tested	SPCPA % Proficient	Local District % Proficient	Statewide % Proficient
Grade 10	49	69.0%	34.0%	42.5%
Percent Meeting or Exceeding on MCA MATH 2025-2026 School Year				
	# of Students Tested	SPCPA % Proficient	Local District % Proficient	Statewide % Proficient
Grade 11	52	26.9%	23.1%	35.3%
Percent Proficient on MCA SCIENCE 2025-2026 School Year				
	# of Students Tested	SPCPA % Proficient	Local District % Proficient	Statewide % Proficient
Grade 11	47	51.1%	28.7%	35.0%

As in previous years, MCA results tell a mixed story across subject areas. Reading and Science results were strong compared with local district and statewide performance. In Grade 10 Reading, 69% of students tested met or exceeded standards, compared with 34% in the local district and 42.5% statewide. In Grade 11 Science, 51.1% of students met or exceeded standards, compared with 28.7% in the local district and 35% statewide.

Math remains an area for continued growth, with only 26.9% of Grade 11 students meeting or exceeding standards, compared with 23.1% in the local district and 35.3% statewide. A significant number of students opted out of MCA testing, which limits the completeness of the data. Beginning in the 2026-2027 school year, all students will participate in NWEA MAP Growth testing in math, reading, and language arts. This consistent assessment will provide SPCPA with a clearer picture of student achievement and, importantly, student growth over time.

MCA Proficiency, State Demographic Comparison by Race/Ethnicity and FRL

SPCPA did not have a qualifying group that met the "greater than 10" threshold to be reported.

PSAT

The following three charts show PSAT scores for the last three years.

PSAT 9	2023-2024 Total Testers: 53	2024-2025 Total Testers: 74	2025-2026 Total Testers: 67
Mean Total Score	831	932	906
% Met Both Benchmarks	13%	32%	43%
Mean ERW Score	472	580	477
% Met ERW Benchmark	66%	62%	76%
Mean Math Score	359	424	429
% Met Math Benchmark	23%	18%	32%

PSAT Grade 10	2023-2024 Total Testers: 69	2024-2025 Total Testers: 79	2025-2026 Total Testers: 54
Mean Total Score	907	893	967
% Met Both Benchmarks	23%	22%	30%

Mean ERW Score	484	518	527
% Met ERW Benchmark	73%	82%	91%
Mean Math Score	423	375	439
% Met Math Benchmark	23%	20%	30%

PSAT Grade 11	2023-2024 Total Testers: 91	2024-2025 Total Testers: 77	2025-2026 Total Testers: 81
Mean Total Score	1004	912	994
% Met Both Benchmarks	33%	16%	22%
Mean ERW Score	529	515	537
% Met ERW Benchmark	79%	73%	78%
Mean Math Score	474	398	458
% Met Math Benchmark	34%	14%	22%

PSAT results across grades 9–11 show several positive trends in student performance and movement toward proficiency. Reading continues to be a relative strength, with many students meeting the ERW benchmark and mean ERW scores generally increasing as students progress through high school. Mathematics performance is more variable but mean mathematics scores show meaningful improvement across the cohorts, including substantial gains as students progress from grade 9 forward. While the percentage of students meeting mathematics benchmarks has not increased consistently, the overall score trends suggest continued academic growth.

These results provide evidence of progress while also identifying mathematics proficiency as an important area for continued improvement. SPCPA will use NWEA MAP Growth data beginning in 2026-2027 to establish a new baseline and more closely monitor achievement and growth over time.

Meeting Target Levels

In September 2026, SPCPA administered its first round of NWEA MAP Growth assessments. Preliminary results provide additional information about student achievement and indicate stronger mathematics performance than was reflected in the PSAT results. Reading performance was generally consistent with the patterns observed in PSAT testing, with most students in each grade performing at or above the 61st percentile.

The preliminary MAP Growth mathematics results show a notable difference from the PSAT results. Among students in grades 9 through 11, between 57% and 70% of students in each grade performed at or above the 61st percentile on the Math MAP Growth, compared with approximately 28% of students meeting the PSAT mathematics benchmark in fall 2025. These results provide a more detailed picture of student mathematics performance and will give SPCPA a stronger baseline for identifying areas of need and monitoring academic growth over time.

MAP Growth results are preliminary, with 80% of reading, 78% of mathematics, and 87% of language arts results finalized at the time of this report. As additional results are finalized and MAP Growth is administered over subsequent testing periods, SPCPA will be able to use the data to establish growth measures and better inform instructional planning.

Fall 2026 NWEA MAP Growth Reading Preliminary Results (80% Finalized)

Grade	146 total	1st-20th%	21st-40th%	41st-60th%	61st-80th%	80% >
9th	49	0	5%	12%	26%	57%
10th	53	0	6%	8%	34%	52%
11th	51	0	6%	8%	27%	59%
12th	40	3%	3%	8%	15%	73%

Fall 2026 NWEA MAP Growth Math Preliminary Results (78% Finalized)

Grade	176 total	1st-20th%	21st-40th%	41st-60th%	61st-80th%	80% >
9th	48	6%	12%	12%	39%	31%
10th	50	6%	15%	23%	23%	34%
11th	54	11%	17%	11%	33%	28%
12th	33	6%	3%	15%	24%	52%

Fall 2026 NWEA MAP Growth Language Arts Preliminary Results (87% Finalized)

Grade	176 total	1st-20th%	21st-40th%	41st-60th%	61st-80th%	80% >
9th	48	0	2%	11%	29%	58%
10th	55	2%	9%	15%	18%	56%
11th	54	2%	6%	9%	39%	44%
NWEA does not calculate 12th grade LA Percentiles						

While we expect some fluctuation as all students worked to finish assessments, SPCPA exceeded its initial MAP Growth targets in both reading and mathematics.

Prior to the first administration, the school established a goal of having at least 80% of students perform at or above the 61st percentile in reading and at least 50% perform at or above the 61st percentile in mathematics. Preliminary results exceeded both targets, providing an encouraging baseline as SPCPA begins using MAP Growth to monitor student achievement and growth.

For the spring 2027 assessment, SPCPA will raise these targets by four percentage points, setting a goal of 84% of students at or above the 61st percentile in reading and 54% in mathematics.

Graduation Rate for School Year 2025-2026

School Year	Number of Seniors	**Total number of graduates**
2022-2023	111	88.1%
2023-2024	97	88.2%
2024-2025	78	90.7%
2025-2026	86	79.0% (on time) 81.0% (before start of SY26-27) 86.0% (as of Oct 1, 2026)

SPCPA has consistently maintained graduation rates in the high 80% range, as reflected in the chart above. In response to last year's decline and to support continued progress towards increasing our graduation-rate, SPCPA added an Academic and College Advisor position. A primary responsibility of this role is to monitor student progress toward graduation and provide additional support to students who may be at risk of falling behind, with particular attention to seniors.

Mission Specific Academic Goals

In keeping with its mission, SPCPA aims for more than 90% of students in the senior class to attain acceptance into one or more college or conservatories.

School Year	Rate of Acceptance	Applied to 1 or More	Entering College or Conservatory after High School
SY 24-25	100%	76% (59 of 78 seniors)	71% (40 of 78 seniors)
SY 25-26	99%	73% (63 of 86 seniors)	67% (58 of 86 seniors)

SPCPA's mission is to prepare students for both college and conservatory programs. While student GPAs, MCA test results, and ACT scores indicate strong academic readiness, fewer graduates are choosing to attend college right away. Although it is difficult to predict how many 2026 graduates will enroll immediately, our goal remains to ensure that all seniors are fully prepared for post-secondary study and encouraged to apply so that they have viable options. SPCPA's target for 2026 is for at least 90% of seniors to apply to college, with 100% of those applicants gaining acceptance to at least one institution of their choice.

Non-Academic Goals

Attendance Goal

	Schoolwide	9	10	11	12	Sp Ed	F/RP
SY22-23	87.86%	89.28%	88.73%	85.29%	88.51%	87.86%	87.5%
SY23-24	89.29%	88.01%	90.97%	88.81%	89.20%	89.29%	89.30%
SY 24-25	90.28%	89.89%	90.65%	89.78%	90.93%	89.86%	88.39%
SY 25-26	91.5%	92.5%	92.3%	90.5%	90.4%	90.4%	90.4%

SPCPA met its schoolwide attendance goal of 90–94% when students with excused (meets state statute definition of an excused absence from school) or limited excused absences (parent/guardian reported absence) are excluded. As shown in the data above, all student groups were at or above 90% in 2025-2026, with the schoolwide rate reaching 91.5%.

This measure will differ from the state attendance measure, which reports the percentage of students attending school at least 90% of the time regardless of the reason for an absence. SPCPA's attendance data above can only be compared to the state data for the prior school year (2024-2025) which is 74.8% of SPCPA students attended at least 90% of the time compared with 76.5% of students statewide because the data for the comparable year (2025-2026) is not yet posted.

Improving the percentage of students who attend at least 90% of the time regardless of the reason for an absence will remain a focus for SPCPA, including continued attendance goals as part of its Q Comp program. Through the Q Comp program teachers will implement research-based strategies within their classrooms to support consistent attendance and strengthen overall student engagement and participation.

A3. Additional Opportunities for Students

Senior Student Ambassadors

Through a process of student interest and faculty recommendations, senior students who embody SPCPA's mission and values are chosen to represent the school at both public and in-school events such as Back-to-School Night and Parent-Teacher Conferences.

National Honor Society

19 students participated in the SPCPA Chapter of the National Honor Society in the 2025-2026 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. 10 students were inducted in a live ceremony on campus on April 14, 2026.

Yearbook

The SPCPA Yearbook is an end-of-the-year publication that highlights students' academic and artistic experiences and celebrates the successes of the graduating class. Students from all grades are eligible to participate in its creation, with many specializing in photography, layout, or organization. Yearbook was a Friday arts elective course offered both semesters during the 2025-2026 school year, giving students a hands-on opportunity to develop the theme of the book and make design decisions. Students also take photos, conduct interviews, and attend performances throughout the school year to ensure the final publication fully represents the SPCPA community. In return, students earned a grade and credit on their transcripts.

Student Clubs

At SPCPA, students have a wide range of clubs that reflect our community's creativity, curiosity, and commitment to connection. Cultural groups such as the Black Student Union (BSU), Asian Student Union (ASU), and Latin and Hispanic Heritage Club create space for students to celebrate identity, share traditions, and build understanding across communities. Curricular and academic interests come to life through clubs like the Math Club, Jazz Club, and the SPCPA Literary Journal, where students can deepen their learning beyond the classroom. For those passionate about making a difference, organizations such as Earth Club, Students Demand Action, and Letters of Love provide meaningful ways to engage in advocacy and service. Finally, clubs like Fiber Arts, Book Club, and D&D offer creative outlets and opportunities to connect with peers who share similar passions.

A4. Parent/Guardian Feedback

2025-2026 Annual Parent/Guardian Survey

Parents/Guardians are surveyed each year about their and their students' experiences. 101 of approximately 340 families participated. Parents/guardians were asked to assess how SPCPA performs in general and how it can better support student learning and achievement.

Regarding curriculum and engagement, 90% of responding parents/guardians agree or strongly agree that SPCPA's programming meets its mission statement. 10% feel neutral about the meeting of the mission statement, and 0% disagree or strongly disagree that SPCPA's programming meets its mission statement.

84% agree or strongly agree that SPCPA provides an engaging academic curriculum compared to 95% feeling the same about engagement in the artistic curriculum. 13% felt neutral towards the engagement of the academic curriculum, while only 5% felt neutral about the arts curriculum. 3% disagree while 0% strongly disagree that SPCPA provides an engaging academic curriculum compared to 0% feeling the same way about the arts curriculum.

63% of responding parents/guardians agree or strongly agree that SPCPA provides an equitable curriculum that meets students' learning needs, while 31% were neutral, and 6% disagree or strongly disagree.

Regarding safety and feeling welcome at school, 88% agree or strongly agree that SPCPA is a place where people of all backgrounds feel welcome. 11% felt neutral and 1% disagreed or strongly disagreed. Parallel to that, 80% of responding parents/guardians agreed or strongly agreed that their child is safe at school, while 13% felt neutral and 7% disagreed or strongly disagreed.

Lastly, 74% agreed or strongly agreed that teachers, staff, and administrations communicate effectively and within a timely manner, while 22% were neutral and 4% disagreed or strongly disagreed.

2026-2027 J-Term Stakeholder Survey

In looking ahead to the current J-Term and beginning to evaluate future J-Term seasons, SPCPA intentionally sought input from both students and families. Separate surveys were distributed so that the experiences of students and families new to SPCPA could be considered alongside those of returning stakeholders.

32 new students and 32 new parents/guardians responded to the survey while 95 returning students and 59 returning parents/guardians responded to total 218 responses. Separate surveys for new and returning students and families allowed SPCPA to distinguish between expectations formed through prior J-Term experiences and the perspectives of those that recently joined the SPCPA community. The feedback was reviewed as program-design evidence rather than as a stand-alone satisfaction exercise.

As we make our plans for J-Term 2027, the allocation of available funds plays a large role in the decision-making process as to what is prioritized. The survey results indicated that primarily, families valued a balance between outside venues and guest teaching artists. About 8.5% of returning families had a preference toward professional/offsite venues while 28.8% of those surveyed identified working in an offsite arts venue as extremely important. New families surveyed identified a preference for balancing both professional artists and working in a professional/offsite venue and only 6.3% felt that the outside venue was important.

Given the surveyed data and a budget that is reflective of current enrollment, 2027 J-Term will prioritize connecting students with professional guest teaching artists able to offer specialized mentorship and a meaningful and engaging artistic experience.

It is recognized that outside venues are a valued part of the J-Term tradition. However, rental and production costs have continued to increase significantly. Thoughtful consideration will be given to how funds are allocated to outside venues this year and in the future.

An additional and recurring concern identified by families was the location of J-Term rehearsals and performances. Parents/guardians expressed a preference for events to occur within walking distance of SPCPA or, at minimum, to remain concentrated within St. Paul. Arts administration used that feedback directly in the redesign of the 2027 J-Term venue model.

This survey process also reflects a broader change in the approach of current arts administration: stakeholder feedback is being connected to program design and subsequent evaluation rather than collected as a stand-alone activity. Following implementation, the department can compare experience and outcome data against the expectations identified during planning.

A5. Curriculum (aligns with CACR)

ACADEMICS

The principal ensures academic courses align with Minnesota State Standards through an ongoing process of curriculum review and alignment. Academic faculty refine unit curriculum documents to guide teaching and learning throughout the year, while curriculum maps and supporting materials provide a framework for teachers and establish the baseline knowledge and skills students bring to upper grades.

During 2025-2026, SPCPA continued to review and refine its academic curriculum in response to student achievement data, state requirements, and the school's transition to a new daily schedule for 2026-2027. The new seven-period schedule provides students with daily access to academic courses and creates a more consistent instructional structure across the school week. The schedule change also provides an opportunity to review course pacing, instructional time, and curriculum sequencing to ensure that courses continue to meet state standards and provide sufficient time for students to demonstrate learning.

Aligned with Minnesota's CACR priorities, SPCPA's academic program emphasizes continuous improvement, equitable student outcomes, and preparation for college, career, and life. Faculty analyze student data, engage in reflective instructional practice, and design lessons that support both academic achievement and artistic growth. Annual curriculum review includes input from administration and academic teachers, as well as course surveys, feedback from students and families, and review of achievement data. Curriculum decisions are made each spring for the following school year. When state standards or graduation requirements change, SPCPA reviews and updates curriculum and resources to ensure that courses remain rigorous, relevant, and aligned with requirements. In 2026-2027, this work includes development of a Cultural Geography course to meet new state requirements.

SPCPA offers on-level, Advanced, and Advanced Placement (AP) coursework where appropriate. On level and advanced courses are aligned to Minnesota Academic Standards across the four core content areas, while AP courses align with Minnesota Academic Standards and applicable College Board AP frameworks. World language coursework has historically included in-person Spanish course offerings, however, a staffing change following the retirement of the Spanish teacher in July 2026 created a challenge for maintaining in-person Spanish instruction for 2026-2027. SPCPA is addressing this gap by helping students identify accredited options for completing world language coursework while continuing to evaluate future Spanish instructional options.

With more than 50% of SPCPA graduates pursuing majors outside of the performing arts, the academic program provides a strong foundation for a range of post-secondary pathways. SPCPA continues to refine its curriculum, course offerings, assessment practices, and instructional structures to provide rigorous and engaging learning experiences that prepare students for success in college, career, and life.

ARTS

During summer 2026, SPCPA undertook a review and restructuring of the arts program and curriculum across Dance, Theatre, Musical Theatre, Instrumental and Vocal Music, Visual Arts, and Creative Writing with the purpose of mission realignment. Historically, the arts program relied substantially on the expertise and practices of individual teaching artists. The 2026-2027 review identified variation among disciplines and courses to the extent which curriculum, course progression, learning outcomes, standards alignment, assessment practices, and grading expectations had been formally documented at the institutional level.

The restructuring is designed to preserve the professional expertise of teaching artists while establishing greater curricular continuity, transparency, and accountability aligned with a conservatory-style arts training program. Work completed or underway includes review of course offerings and sequencing; development and revision of course descriptions and syllabi; articulation of learning objectives; alignment to applicable Minnesota State Standards; development of formative and summative assessments; discipline- and course-specific rubrics; and implementation of a common department-wide grading framework of engagement, formative assessment, and summative assessment.

The curriculum is intentionally grounded in authentic artistic practice. Students engage in discipline-specific technical instruction while also applying learning through rehearsal, performance, exhibition, publication, presentation, critique, collaboration, and other forms of artistic production. Interdisciplinary work is being expanded where it advances defined learning outcomes, including connections among visual art and movement, writing and music, theatre and movement, songwriting and composition, and production-based work involving multiple disciplines.

The present strength of the arts curriculum is the breadth of specialized instruction and the direct involvement of working teaching artists. The primary area for continued development is institutional consistency and conservatory alignment: ensuring that course expectations, standards alignment, assessment evidence, and progression are documented with sufficient clarity to remain sustainable across instructors and school years. Curriculum review and material selection therefore remain an ongoing administrative and faculty process rather than a one-time revision. Additionally, department-wide grading expectations were implemented using the following: (1) Engagement (20%), (2) Formative Assessment (30%), and (3) Summative Assessment (50%) while allowing discipline-specific evidence and rubrics.

Arts Program Strengths & Future Plans

The main strength of realigning the arts curriculum with the school's mission is the combination of specialized professional instruction with a more coherent conservatory framework. Students continue to learn from working artists, but courses are increasingly supported by common expectations for syllabi, learning objectives, standards alignment, assessment, rubrics, and documentation. The continuing work is to complete and refine those materials across every course, evaluate student placement and progression, and use evidence from student work to determine where curriculum should be adjusted.

Realigning the arts program is deliberate and a continued area for growth. Not only is the curriculum in each arts department an area of focus but realizing growth toward moving student work beyond the classroom and into public presentation in significant ways. At the end of the current semester, students across the arts disciplines will already begin to have opportunities to share developed work through performances, concerts, exhibitions, readings, presentations, showcases, and other culminating discipline-appropriate projects. These events will begin to provide an authentic audience for student work while giving students a clear reason to revise, rehearse, refine, document, and complete work to a public-facing standard.

Given SPCPA's mission, it is essential that public presentation functions as part of the instructional and assessment process rather than an extracurricular addition. Depending on the discipline, students may demonstrate technical growth through performance; present an original body of visual work; share written work through readings or publication-oriented projects; perform ensemble repertoire; present interdisciplinary collaborations; or complete projects accompanied by reflection, artist statements, process documentation, or other evidence of learning. The specific format varies, but the common expectation is for students to move through a sustained artistic process toward a completed work that can be communicated to an audience.

These culminating events also create meaningful opportunities for families and the broader SPCPA community to see the breadth of student learning taking place across the conservatory. Over time, the arts program will use student work, faculty assessment, audience-facing outcomes, and student reflection from these experiences as evidence for evaluating curriculum, course sequencing, and future programming.

A6. Scheduling (aligns with CACR)

SPCPA's 2026-2027 schedule is structured to support consistent student learning, teacher collaboration and development, and a predictable school environment. The transition from the previous A/B schedule to seven daily instructional periods provides students with regular contact with each academic course and creates a more consistent rhythm for instruction, assessment, feedback, and student support. Daily academic instruction also allows teachers to identify and respond to student needs more regularly rather than waiting for an alternating schedule.

The schedule also provides a clearer structure for teachers to plan instruction, monitor student progress, and adjust pacing and instructional strategies. The increased consistency of daily classes, combined with the implementation of NWEA MAP Growth and continued curriculum development, gives teachers additional opportunities to use student performance data to inform instruction. Within the arts program, scheduling continues to account for the distinct instructional needs of each discipline, including rehearsal, practice, performance preparation, specialized spaces, and teaching-artist availability.

From a school climate perspective, the daily schedule establishes predictable routines, regular transitions, and clearer expectations for student movement and participation. Consistent daily contact with teachers provides additional opportunities to build relationships, monitor engagement, address concerns, and recognize student progress. The schedule also supports a more intentional balance between academic and arts learning while maintaining the conservatory model that is central to SPCPA's mission.

As the new schedule continues to be implemented, SPCPA monitors instructional pacing, student engagement, transitions, workload, and staff capacity. This ongoing review will allow the school to adjust where needed while maintaining a schedule that supports student learning, effective teaching, and a functional and supportive school environment.

A7. Innovative Practices & Initiatives

A major 2026–2027 initiative is the comprehensive realignment of the arts program with a more clearly articulated conservatory training model. The work connects curriculum, assessment, staffing, scheduling, professional practice, public presentation, interdisciplinary learning, and student progression. Rather than treating performances or exhibitions as separate from instruction, the developing model uses authentic artistic outcomes as opportunities for students to apply technical knowledge, receive feedback, revise work, collaborate, and demonstrate learning.

J-Term

J-Term is a significant component of this work and in alignment with SPCPA's mission, a concentrated period of rigorous, focused, and intentional artistic study in which students engage in sustained discipline-specific and interdisciplinary work leading to public performance, presentation, exhibition, or other culminating artistic outcomes.

Planning includes the use of SPCPA instructional spaces as well as external rehearsal/performance spaces when available; faculty and teaching-artist instruction; guest artists where appropriate; and structured supervision intended to keep students actively engaged throughout the instructional day.

Juries and Authentic Assessment

Juries are being reframed as one component of a broader system of authentic arts assessment. Rather than functioning only as an end-of-year performance event, jury processes provide students with an opportunity to demonstrate growth, receive discipline-specific feedback, reflect on their work, and identify next steps. The form of the assessment may vary by discipline - performance, portfolio, exhibition, reading, presentation, audition material, or other appropriate evidence while remaining connected to course outcomes and rubrics.

Jury evidence can also inform program decisions. Patterns in student work, feedback, and demonstrated readiness provide faculty and administration with information about placement, sequencing, curriculum strengths, and areas requiring additional instruction.

Master Classes and Guest Artists

Master classes are being used more intentionally as extensions of curriculum rather than as stand-alone enrichment events. Guest artists are selected when their expertise directly supports a course objective, production need, artistic process, or area of professional practice. Depending on the discipline, students may work with performers, directors, choreographers, musicians, composers, designers, visual artists, writers, technicians, or other specialists.

The instructional goal is for students to encounter multiple professional perspectives while applying what they learn to ongoing coursework. Guest-artist experiences may include demonstrations, coaching, critique, workshops, rehearsal, portfolio or audition preparation, career conversations, and collaborative creation.

Collaborative Friday Electives

Friday electives have been redesigned as a flexible space for targeted enrichment and interdisciplinary collaboration. They allow students to work outside the boundaries of a single conservatory track while still engaging in structured artistic learning. Current and developing collaborations connect areas such as Creative Writing and songwriting, Visual Arts and movement, film/media and writing, music and cultural study, and performance disciplines with design and production.

These electives support artistic curiosity while also giving faculty a practical structure for testing new collaborations, responding to student interests, and building connections among the school's arts disciplines.

Other Plans

Future priorities also include completion and refinement of course-level curriculum documentation; continued standards and assessment alignment; review of course sequencing and student placement; evaluation of J-Term implementation and stakeholder feedback; expansion of purposeful interdisciplinary opportunities; and continued development of professional and community partnerships that extend student learning beyond the classroom.

A9. Awards

SPCPA continues to receive state and national recognition for its academic and arts programs.

In 2026, U.S. News & World Report again recognized SPCPA as one of the nation's Best High Schools, continuing a multi-year pattern of national recognition.

Niche.com currently ranks SPCPA:

- #1 of 8 Best High Schools for the Arts in Minnesota
- #80 of 866 Best High Schools for the Arts in America
- #4 of 437 Best Public High School Teachers in Minnesota
- #7 of 59 Best Charter High Schools in Minnesota
- #34 of 453 Best Public High Schools in Minnesota
- #43 of 356 Best College Prep Public High Schools in Minnesota

These rankings reflect recognition of SPCPA's distinctive arts program as well as its broader academic, teaching, and college-preparatory environment.

B. GOVERNANCE & OPERATIONAL ELEMENTS

B1. Teacher Licensure

The Professional Educator Licensing and Standards Board (PELSB) collaborated with SPCPA for three years to address the limitations of the state's new tiered licensure system as it relates specifically to arts instruction. As a result of this work, PELSB submitted recommendations to the legislature to create an alternative pathway allowing arts instructors without a bachelor's degree but with significant professional experience to qualify for a Tier 1 license.

In 2023, legislation reflecting these recommendations was passed. Under the new exemption, dance, music, art, and theatre teachers who lack a bachelor's degree but possess at least five years of documented professional experience are eligible for a Tier 1 teaching license.

SPCPA currently employs 31 faculty (21 arts, 10 academics) for the 2026-2027 school year in addition to administration, administrative support staff, and student services support staff. Several of SPCPA's arts faculty hold Tier 1 or 2 licenses.

B2. Administration

SPCPA's administrative team consists of the superintendent, principal, arts program administrator, and director of special education. The superintendent, principal, and special education director hold state approved administrative licenses. In Minnesota, it is not required that a charter school administrator hold a state approved administrative license. However, an unlicensed administrator must meet specific education, training, and operational requirements. These requirements are detailed below for SPCPA's arts program administrator.

Callie Jacobs **File #421062**
Superintendent
Dr. Jacobs reports to the Board of Directors, serves as chief executive of the Board, is responsible for the school's physical and structural infrastructure, and oversees the principal, director of special education, and executive assistants who execute day-to-day operations in alignment with Board policies and school procedures. Dr. Jacobs is also the Human Rights Officer & Title IX Coordinator for employees and alternate for students.

Tim Sullivan **File #436708**
Principal
Mr. Sullivan is responsible for all day-to-day school operations, including leadership, operations, and student achievement within the school's academic program. Mr. Sullivan is also the designated Human Rights Officer & Title IX Coordinator for students.

Monica Lonergan **File #359594**
Director of Special Education
Ms. Lonergan is responsible for leadership and operations within the school's special education department serving students with disabilities.

Elizabeth Tanner **File #360760**
Arts Program Coordinator
Ms. Tanner is responsible for leadership and operations within the school's arts program.

Ms. Tanner is currently working to complete the required 125 clock hours to renew her Tier 4 license in Minnesota. Specifically, 25 of these hours will fulfill the competency-based training requirements for an individual not holding a state approved administrative license but hired into an administrative position with supervisory responsibilities.

Ms. Tanner intends to have these hours completed by December 31, 2026. In the interim, Ms. Tanner obtained a substitute teaching license after she was hired should the need arise for her to step into the classroom as a substitute for a SPCPA teacher.

Ms. Tanner's Professional Development Plan (PDP) is as follows:

Compliance Framework: Minn. Stat. § 124E.12 Subd. 2 (Charter Admin 25-Hour Mandate) & PELSB Tier 4 Teacher License Renewal (125-Hour Mandate)

Part I: Personnel & License Tracking

- Administrator Name: Elizabeth Tanner
- School Year: 2026-2027
- Position Title: Arts Program Administrator
- Target Deadline: December 31, 2026
- License Profile: Tier 4: K-12 Theatre
- Admin Status: Unlicensed / Non-Licensed Administrator (Supervisory Role & Responsibilities)

Part II A: SY 2026–2027 Mandatory Training Matrix (25 Hours Required for Unlicensed Administrator)

Administrative Competency	Mandatory Tier 4 Overlap	Proposed Context & Objective	Target Hours
Instruction, Curriculum, & Standards	Reading Preparation & Adaptation	Analyzing theatrical texts/scripts for student accessibility; adapting production curricula to align with Minnesota State Standards in the Arts.	5.0
Staff Hiring & Support	Cultural Competency & DEI	Establishing equitable recruiting for guest artists; structuring culturally responsive casting practices and inclusive performance programming.	5.0
Ethics & Compliance	Suicide Prevention & Mental Health	Building safe psychological and physical environments in creative spaces; detecting early-onset mental illness signs during high-stress production cycles.	5.0
Student Support Systems	Positive Behavior Interventions	Managing student behaviors and establishing clear safety protocols in unstructured learning environments (stages, backstage, green rooms, etc.).	5.0
School Operations & Data	English Language Learners (ELL)	Leveraging non-verbal physical theater, script scaffolding, and performance-based tracking to accelerate language development.	5.0
TOTAL REGISTERED HOURS		**Fulfills 100% of SY 26-27 Charter School Administrative Requirement & Adds 25 Hours Toward Tier 4 Renewal.**	**25.0**

Part II B: SY 2026–2027 Tier 4 Teaching License Renewal Requirements

Additional hours in required categories (e.g. mandatory requirements for Tier 4 license renewal) beyond hours detailed above and already earned will be completed in addition to hours classified as "other" and fulfill requirements for license renewal.

Part III: Governance Approvals

This plan will be approved by SPCPA's board and verified by the local relicensure committee upon completion.

B3. Marketing

In 2024, SPCPA partnered with Niche.com to expand and optimize its online profile on one of the most visited school comparison platforms for families nationwide. SPCPA is recognized by Niche.com as the #1 School for the Arts in Minnesota since the 2023-2024 school year. The effectiveness of SPCPA's profile and Niche's strategies to reach a broader audience of prospective families is being examined more closely as the renewal date approaches this fall, particularly in the wake of a continued decline in enrollment since joining Niche.

SPCPA continues to focus on organic, cost-effective marketing strategies through consistent social media engagement and community outreach. The school maintains an active presence on Facebook and Instagram, using these platforms to tell the day-to-day story of the school, highlight student and faculty achievements, and showcase performances, exhibitions, and classroom activity. SPCPA's administrators also continue attending local school fairs and responding to invitations to speak at schools and arts organizations throughout the Twin Cities. Monthly information sessions, to now include Saturday options, weekly tours, and a restructured shadow experience provide prospective families with opportunities to learn more about the school in person.

B4. School Enrollment & Attrition Trends

SPCPA is a free public high school and accepts applicants free of charge. SPCPA does not have any initial interview or audition process associated with its application.

See Attachment A: Policy 513 Admission & Enrollment and Admissions & Lottery Procedures

Student Demographics for SY 2025-2026

June 30, 2025 data indicated a total enrollment of 293 students spanning grades 9 through 12.

Grade 9	Grade 10	Grade 11	Grade 12
66	74	66	87

- 36% Students of Color
- 12% Free/Reduced
- 11% Special Education
- .03% English Language Learners

Enrollment by Arts Track for SY 2025-2026

Dance	Theatre	Musical Theatre	Music	Creative Writing	Visual Arts
43	31	53	72	23	71

Student Demographics for SY 2026-2027

October 1, 2026 data indicated a total enrollment of 242 students spanning grades 9 through 12.

Grade 9	Grade 10	Grade 11	Grade 12
56	59	64	63

- 37% Students of Color
- 14% Free/Reduced
- 12% Special Education
- .01% English Language Learners

Enrollment by Arts Track for SY 2026-2027

Dance	Theatre	Musical Theatre	Music Instrumental	Music Vocal	Creative Writing	Visual Arts
33	12	39	58	15	19	66

School Enrollment Trends

Student Attrition for SY 2025-2026

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	2	9	66	64
10	81	2	6	74	72
11	69	2	5	66	64
12	96	0	7	87	87
	323	6	27	293	287

Notes: ADMs at the close of the 2025-2026 school year were approximately 283.

The table above does not include the number of students that withdrew before October 1.

Grade	Number of students who left before Oct 1
9	4
10	3
11	0
12	2
TOTAL	9

Example Calculation (# of Students Enrolled for FULL School Year):

77	Grade 9 Students Enrolled at Start of School Year
-9	Left AFTER Oct 1
-4	Left BEFORE Oct 1
64	TOTAL Grade 9 Students Enrolled for FULL School year

B5. Community Partnerships

SPCPA maintains a broad and evolving network of relationships with professional, youth, and post-secondary arts organizations throughout the Twin Cities. These direct, revolving relationships develop according to student opportunity, curricular need, professional expertise, venue access, master classes, summer and after-school programming, productions, exhibitions, and other artistic experiences.

Organizations with which SPCPA has maintained relationships, exchanges, referrals, visiting-artist connections, student opportunities, or other forms of arts-community engagement over time include Illusion Theatre, History Theatre, Pillsbury House Theatre, TU Dance, Walker West Music Academy, Greater Twin Cities Youth Symphonies, Minnesota Youth Symphonies, Minnesota Orchestra, Guthrie Theater, University of Minnesota Opera, the University of Minnesota/Guthrie BFA Acting Program, Skylark Opera, Mixed Blood Theatre, Theater Latté Da, Theater Mu, American Composers Forum, Minnesota Dance Theatre, Lundstrum Center, Red Eye Theatre, Frank Theatre, Park Square Theatre, The Playwrights' Center, Perpich Center for Arts Education, Saint Paul Chamber Orchestra, The Ordway, Penumbra Theatre Company, Zeitgeist, Interact Center for the Visual and Performing Arts, Open Eye Figure Theatre, SteppingStone Theatre, Youth Performance Company, and Stages Theatre Company, among others. The nature and level of activity with individual organizations varies from year to year; the value of the network is its ability to connect students and faculty with a wide range of professional artistic practices and opportunities without implying that every organization participates in the same way each year.

This approach allows community engagement to function as part of the conservatory curriculum: students do not simply visit arts organizations; they learn in professional environments, work with practicing artists, and apply school-based instruction in authentic settings.

On-Campus College Visits

SPCPA coordinates with colleges and universities to provide students with direct access to higher education representatives. Each year, the school typically hosts more than 20 on-site college visits and arranges additional opportunities for students to meet with colleges off campus. More than 20 visits are planned for the 2026-2027 school year.

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 a Saturday close 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 also assists students with the voter registration process.

B6. Board of Directors

The SPCPA Board of Directors is composed 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 2025-2026 and 2026-2027 SPCPA Board of Directors includes community members, one teacher member, one parent member, and one ex-officio member (superintendent).

Current and recent board members are connected with organizations including Illusion Theatre, Interlochen Center for the Arts, Spring Dance and Theatre Academy, COMPAS, Minnesota Public Radio (MPR), and Travelers Insurance. The school feels very fortunate to have continuity in its board members who work tirelessly to support the mission of SPCPA. The board dedicates a significant amount of time working to address the significant and overwhelming number of legislative changes and mandates happening annually, often just as SPCPA is preparing to welcome new and returning students to school, as well as with ongoing strategic planning initiatives, particularly around enrollment, student attendance and achievement, facilities, and long-term sustainability as the gap between traditional and charter school funding by the state continues to widens and it becomes increasingly more difficult to manage the challenges impacting efforts to revive downtown St. Paul and restore feasible public transportation options for students.

A recent change in legislation requires all new board members to complete required training before their term begins on Open Meeting Law, board roles and responsibilities, and data practices law. Within 12 months of being seated, new board members must complete employment policies and practices, financial management and board roles and responsibilities regarding academic achievement and performance.

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 FY26 the school's initially adopted budget was based on 300 ADM and later revised to 285 ADM. The actual ADMs served in FY26 was 283 as of June 2026. The school was able to balance the budget in FY26 due to the receipt of the unanticipated Employee Retention Credit related to the COVID-19 health pandemic it applied for several years prior.

SPCPA will likely be unable to balance the budget in FY27. There are currently 241 students currently enrolled. When PSEO, part-time enrollments, and other deviations to full-time/full-year enrollments are calculated the actual ADMs served are approximately 216. This is substantially less than the budget of 285 ADM anticipated for the 2026-2027 school year. The budget will be revised moving into the second half of the school year. Creative solutions will be required to meet financial obligations, adequately fund essential operations, and maintain programming in alignment with the school's mission in future years.

See Attachment B: 2026 June Preliminary Financial Report

See Attachment C: 2026 August Financial Report

C2. Awards

SPCPA received the Finance Award for FY26 which is 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. Comprehensive Achievement & Civic Readiness (CACR) (formerly World's Best Workforce - WBWF)

Under Minnesota Statutes 120B.11, SPCPA adopts the following four goals aligned with CACR (WBWF) legislation applicable to students in grades 9-12 during the 2025-2026 school year:

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.**

4. **Students are prepared to be lifelong learners.**

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, 2025.

On December 10, 2025, at 4:00 PM, the school board held its annual CACR community meeting. The annual report and annual community 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 board to hold its annual CACR (formerly WBWF) public meeting relevant to the 2025-2026 school year is TBD. While elements of CACR requirements are sprinkled throughout the school's annual report primarily pertaining to 2025-2026, a summary report of the school's progress on the specific goals referenced above, in conjunction with this annual report, will also be disseminated to stakeholders via email and posted on the school's website by the deadline established by the Minnesota Department of Education (MDE).

Attachment A

Policy

513 Admission & Enrollment

Admissions & Lottery Procedures

Saint Paul Conservatory
FOR PERFORMING ARTISTS

Adopted 08.2005
Revised 05.2026

513 Admission & Enrollment

I. Purpose

The purpose of this policy is to set forth SPCPA's admission and enrollment procedures.

II. General Statement of Purpose

As a mission-driven charter school, SPCPA's purposes are to increase the quality of the educational experiences students have as artists and scholars to realize greater learning, achievement, and success.

III. General Statement of Policy

A. This policy establishes procedures for admission to SPCPA consistent with Minnesota Statute § 124E.11

B. SPCPA is a tuition-free, public charter school and enrolls eligible students who apply, unless the number of applications exceeds the capacity of the program, class, grade level, or facilities. If this occurs, students are accepted by lot.

C. SPCPA does 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 SPCPA from seeking such information about a student for a lawful purpose after SPCPA admits the student.

IV. Admission Limitations

A. SPCPA may limit admission to:

1. students within an age group or grade level;

2. students who are eligible to participate in the graduation incentives program under Minnesota Statute § 124D.68; or

3. residents of a specific geographic area in which SPCPA is located when the majority of students served by the school are members of underserved populations.

B. SPCPA will comply with the Minnesota Human Rights Act, which prohibits educational institutions from discriminating against students based on a protected class including race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation or disability.

C. SPCPA will disseminate information about the school's offerings and enrollment procedures to families that reflect the diversity of Minnesota's population and targeted groups. Targeted groups include low-income families and communities, students of color, students at risk of academic failure, and students underrepresented in the school's student body relative to Minnesota's population. SPCPA will document its dissemination activities in the school's annual report. SPCPA's dissemination activities are a component of the school's performance review by its authorizer.

V. Enrollment

A. SPCPA will enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or facilities. In this case, students must be accepted by lot. SPCPA will develop and publish, including on its website, a lottery policy and process that it will use when accepting students by lot.

B. Admission to SPCPA is free to any eligible students residing within Minnesota. SPCPA will give enrollment preference to a Minnesota resident student over students that do not reside in Minnesota. SPCPA will require a student who does not reside in Minnesota to annually apply to enroll in accordance with Minnesota Statute § 124E.11, paragraphs (a) to (f).

C. SPCPA will give enrollment preference to a sibling of an enrolled student and to a foster child of that student's parent(s) or legal guardian(s) and may give preference for enrolling children of school employees before accepting other students by lot. An employee eligible for an enrollment preference for his/her/their child, including a foster child, must be an individual employed at the school whose employment is stipulated in advance to total at least 480 hours in the school's calendar year.

E. Except as permitted in Paragraph I, SPCPA will not limit admission to pupils based on intellectual ability, measures of achievement or aptitude, or athletic or artistic ability and will not establish any criteria or requirements for admission that are inconsistent with Minnesota Statute § 124E.11.

F. SPCPA or any agent of SPCPA will not distribute any services or goods, payments, or other incentives of value to students, parents, or guardians as an inducement, term, or condition of enrolling a student in SPCPA.

G. Once a student who resides in Minnesota is enrolled in SPCPA, the student is considered enrolled in the school until the student formally withdraws, the school receives a request for the transfer of educational records from another school, the school receives a written election by the parent or legal guardian of the student withdrawing the student, or the student is expelled under the Pupil Fair Dismissal Act in Minnesota Statutes §§ 121A.40 to 121A.56.

H. SPCPA will not limit admission based on a student's eligibility for special education services or additional special education services.

VI. Complaints & Appeals

Any complaint regarding the admissions or enrollment process or appeal pertaining to an admissions decision should first be made to the principal before being submitted to SPCPA's superintendent or Board of Directors.

Legal References

Minn. Stat. § 124E (Charter Schools)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 124E (Charter Schools)
Minn. Stat. § 124E.11 (Admission Requirements and Enrollment)
Minn. Stat. § 363A.13 (Educational Institution)

Cross References

SPCPA Policy 103 (Complaints)
SPCPA Admission & Lottery Procedures

Saint Paul Conservatory
FOR PERFORMING ARTISTS

➢ Admissions & Lottery Process

✓ Application & Enrollment

- **OPEN ENROLLMENT: SEPTEMBER 1 – FEBRUARY 1**
- Applications will be accepted through the next school or business day until 4:00 PM if SPCPA is closed on February 1 and considered in the initial batch of invitations to enroll for the following school year.
- Applications will continue to be accepted after the open enrollment period ends and students will be automatically invited to enroll if space is available. If space is not available, they will be added to the lottery-established waitlists in the order received.
- Applications included in the lottery are invited to enroll by grade level first and arts program second. A grade level may have available space but that does not always coincide with available space in every arts program.
- Students may be invited to enroll during the lottery process but not into their preferred arts program.
- Students may accept the invitation to enroll into an alternate arts program and join the waitlist for another or other, preferred arts programs. Alternatively, students may decline the invitations to enroll into alternate arts programs and remain on the waitlist for their preferred arts programs.
- Waitlists function independently, and acceptance of enrollment in one arts program will not impact waitlist status in another or other arts programs.
- A separate application is required for each student.
- Incomplete applications will not be considered and returned for resubmission.

✓ Order of Enrollment Priority

- Tier 1 = siblings (including foster siblings) of enrolled students
- Tier 2 = children of SPCPA employees
- Tier 3 = general admission

✓ Lottery and Seat Allocation

- A lottery will be held if applications exceed available seats by arts program, class, grade level, or facilities.
- Sibling and employee-child preferences apply across arts programs, classes, grade levels, and facilities.
- Waitlists are maintained separately for each grade level and arts program and are independent of each other.
- Acceptance of enrollment in one arts program does not impact waitlist status in another or other arts programs.
- Acceptance of an invitation to enroll requires timely submission of all documents.
- New students are not admitted to grades 9-11 after third quarter ends.
- New students are not admitted to grade 12 after first semester ends.

✓ **Random Selection**

- SPCPA conducts all lotteries through a method of random selection.

✓ **Notifications and Deadlines**

- Notification of the date, time, and place of the lottery, if necessary, will be posted on the main page of the school's website within three (3) school days after the open enrollment period ends.
- The initial batch of invitations to enroll for the following school year will include a deadline of fifteen (15) school or business days to accept by submitting the required enrollment documents. This deadline applies whether the lottery process was necessary to utilize or not.
- Invitations to enroll will be extended thereafter approximately every five (5) school or business days if space is available. A deadline of fifteen (15) school or business days to accept by submitting the required enrollment documents will continue to be used for all invitations to enroll sent until approximately the third week in July.
- Invitations to enroll extended during and after the last week in July will have five (5) school or business days to accept or decline.
- New students must start within the next five (5) school days of the academic year invited to enroll.
- A one-time extension of five (5) school or business days will be granted following applicant request.

✓ **Informational Meetings**

- SPCPA hosts Informational Meetings during the open enrollment period and throughout the school year. This allows all interested students, families, and community members to learn about the history, mission, philosophy, purposes, and educational objectives of SPCPA.

✓ **Important Notes**

- Waitlists reset annually and do not carry over.
- Multiple-birth siblings require separate applications. In a lottery situation, each student receives a separate lottery number/lot in the lottery.
- The executive director, superintendent, chief administrator, or designated licensed administrator is responsible for procedure interpretation and updates.

Attachment B

2026

June Preliminary Financial Report

Saint Paul Conservatory
FOR PERFORMING ARTISTS

Saint Paul Conservatory for Performing Artists

St. Paul, MN
District 4112

PRELIMINARY
Financial Report

June 30, 2026

CREATIVE PLANNING

Saint Paul Conservatory for Performing Artists
Saint Paul, Minnesota
Balance Sheet
As of June 30, 2026

	Audited Balance June 30, 2025	Ending Balance
Assets		
Current Assets		
101-00 Checking - Bremer Bank	$ 1,080,799	$ 1,475,680
101-02 Petty cash	300	300
115 Accounts receivable	53,993	-
118 Accounts receivable - Lowry Building improvement	1,952,434	2,046,512
121 Due from MN Department of Education 24-25	419,134	-
121 Current year state holdback (10%)		356,440
122 Federal aids due from MDE 24-25	6,720	-
122 Federal aids due from MDE 25-26		34,458
131 Prepaid expenditures	7,025	20,627
Total Current Assets	3,520,406	3,934,018
Total assets	$ 3,520,406	$ 3,934,018
Liabilities and Fund Balance		
Current Liabilities		
201 Salaries and wages payable	77,999	46,828
Summer salaries and wages payable		
206 Accounts payable	77,867	52,171
215 Payroll deductions and contributions	61,974	42,663
Summer benefits payable		
230 Unearned Revenue	20,000	20,000
Total liabilities		161,661
	237,840	
Fund balance		
Fund balance 7-1-2025	3,282,566	3,282,566
Net income to date		489,790
Total fund balance	3,282,566	3,772,356
Total liabilities and fund balance	$ 3,520,406	$ 3,934,018

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 School's fiscal year end financial statements. Creative Planning is not a licensed CPA firm and no CPA provides any assurance on this financial report.

Saint Paul Conservatory for Performing Artists
Saint Paul, Minnesota
Statement of Revenue and Expenditures
As of June 30, 2026

		FY 2026 Original Budget	FY 2026 Revised Budget	Year to Date Activity	100.0% Percent of Revised Budget
Enrollment (Average Daily Membership)		300	285	286	
General Fund - 01					
Revenues					
State revenues					
211	General education aid	$ 2,930,154	$ 2,919,580	$ 2,929,938	100.4%
201	Endowment fund revenue	23,101	23,416	23,416	100.0%
317	Long term facilities maintenance aid	47,520	-	-	NA
343	Library Aid	19,917	9,903	9,897	99.9%
373	Student Support Aid	20,000	-	0	NA
335	Q-Comp	89,885	86,174	86,174	100.0%
348	Charter lease aid	473,040	449,388	451,643	100.5%
360	Special ed aid	322,375	323,741	338,407	104.5%
314	Paraprofessional Training Aid	-	378	378	NA
370	Other state aids	-	15,000	15,000	0.0%
	Prior year over/under accruals	-	-	12,660	
10%	Estimated state holdback amount		-		
	Total state revenues	3,925,992	3,827,578	3,867,513	101.0%
Federal revenues					
414	Title II program	$ -		$ -	NA
419	Special education aid	63,687	45,935	32,950	71.7%
425	Early intervening services funds	9,534	8,134	8,134	100.0%
	Total federal revenues	73,221	54,070	41,085	76.0%
Local revenues					
035	Out of state tuition payments	$ -	$ 9,500	$ 9,500	100.0%
050	Fees from patrons	36,100	40,500	34,866	86.1%
092	Interest Earnings	400			NA
096	Annual fund/ticket sales	45,000	65,000	69,714	107.3%
621	School store sales	5,000	4,000	4,420	110.5%
621	Dance ticket sales	13,500	11,000	10,580	96.2%
621	Yearbook sales	10,000	10,500	10,845	103.3%
099	Other local revenues	12,000	293,500	292,691	99.7%
	Total local revenues	122,000	434,000	432,748	99.7%
	Total revenues	$ 4,121,213	$ 4,315,648	$ 4,341,345	100.6%

Saint Paul Conservatory for Performing Artists
Saint Paul, Minnesota
Statement of Revenue and Expenditures
As of June 30, 2026

	FY 2026 Original Budget	FY 2026 Revised Budget	Year to Date Activity	100.0% Percent of Revised Budget
Expenditures				
100 Salaries	$ 1,300,503	$ 1,199,550	$ 1,242,800	103.6%
200 Benefits	356,683	343,350	355,498	103.5%
Summer salaries payable (estimate)				
305 Contracted services	361,150	354,950	304,564	85.8%
320 Communications services	17,200	17,200	16,281	94.7%
329 Postage	1,000	2,000	2,123	106.2%
330 Utilities	75,000	40,000	52,215	130.5%
340 Property and liability insurance	-		-	0.0%
350 Repairs and maintenance	15,400	105,500	12,234	11.6%
360 Contracted transportation	66,000	66,000	54,094	82.0%
366 Travel, conferences and staff training	30,350	30,700	24,974	81.4%
369 Student field trip fees	-	7,500	1,000	13.3%
570 Building lease cost	699,096	716,000	716,000	100.0%
335/380/560 Other rentals and operating leases	33,800	35,000	52,421	149.8%
389 Licensure coursework reimbursement	5,250	5,250	5,250	100.0%
401 Supplies - non instructional	28,000	32,000	22,749	71.1%
402 Materials purchased for resale	14,500	10,900	10,630	97.5%
405/406 Non instructional computer software	38,250	27,750	27,131	97.8%
430 Instructional supplies	6,450	9,650	15,768	163.4%
455 Non-instructional tech supplies	1,500	1,500	3,344	223.0%
460 Textbooks and workbooks	500	1,700	1,140	67.0%
490 Food	1,500	2,000	2,067	103.4%
520 Building improvements	-		8,072	0.0%
530/533 Furniture & Equipment	7,500	10,000	5,965	59.7%
555/556 Technology equipment	12,000	100,000	35,780	35.8%
820 Dues, memberships, other fees	33,535	35,885	34,573	96.3%
820 Dues to Lowry	350,000	350,000	367,267	104.9%
Q-Comp Expenditures	97,776	99,841	76,191	76.3%
State Special Ed - (723, 740)				
Salaries	269,276	255,178	261,168	102.4%
Benefits	76,857	92,930	94,020	101.2%
Contracted Services	0	0	5,150	
Federal Title II expenditures (414)	-		-	
Federal Special Education Expenditures (419)	63,095	55,569	32,950	59.3%
Federal Early Intervening Services Funds (425)	9,534	9,534	8,134	85.3%
Total expenditures	$ 3,971,706	$ 4,017,437	$ 3,851,554	95.9%
General fund net income	$ 149,507	$ 298,211	$ 489,790	

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Saint Paul Conservatory for Performing Artists
Saint Paul, Minnesota
Statement of Revenue and Expenditures
As of June 30, 2026

	FY 2026 Original Budget	FY 2026 Revised Budget	Year to Date Activity	100.0% Percent of Revised Budget
Total All Funds				
Revenues				
State revenues	$ 3,925,992	$ 3,827,578	$ 3,867,513	101.0%
Federal revenues	73,221	54,070	41,085	76.0%
Local revenues	122,000	434,000	432,748	99.7%
Total revenues	$ 4,121,213	$ 4,315,648	$ 4,341,345	100.6%
Expenditures				
Salaries and wages	$ 1,300,503	$ 1,199,550	$ 1,242,800	103.6%
Employee benefits	356,683	343,350	355,498	103.5%
Purchased services	1,304,246	1,380,100	1,241,157	89.9%
Supplies and materials	90,700	85,500	82,829	96.9%
Facilities and equipment	19,500	110,000	49,816	45.3%
Dues and memberships; fees; other expenses	900,073	898,937	879,454	97.8%
Total expenditures	$ 3,971,706	$ 4,017,437	$ 3,851,554	95.9%
Total revenues all funds	$ 4,121,213	$ 4,315,648	$ 4,341,345	100.6%
Total expenditures all funds	$ 3,971,706	$ 4,017,437	$ 3,851,554	95.9%
Net Income - All Funds	$ 149,507	$ 298,211	$ 489,790	
Per Compliance Report	**3,282,566**			
Beginning Fund Balance, All Funds, July 1	**$ 3,282,566**	**$ 3,282,566**		
Projected Fund Balance, All Funds, June 30	**$ 3,432,073**	**$ 3,580,777**		
Projected Fund Balance Percentage	**86%**	**89%**		

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Attachment C

2026

August Financial Report

Saint Paul Conservatory
FOR PERFORMING ARTISTS

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

Financial Report

August 31, 2026

CREATIVE PLANNING

Saint Paul Conservatory for Performing Artists
Saint Paul, Minnesota
August 31, 2026 Financial Report
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Saint Paul Conservatory for Performing Artists
Saint Paul, Minnesota
August 31, 2026 Financial Report
Executive Summary

Summary of Key Financial Indicators

* Average Daily Membership (ADM) Overview –
    - Original Budget: 285
    - Actual: 240
* The Original Budget Surplus for the year is $69,749, which would result in a projected cumulative fund balance of $3,893,537 or 98% of expenditures at fiscal year-end.
* Projected Days Cash on Hand for the projected fiscal year-end is 134 days. Above 30 days meets minimum bond covenants.
* Projected Debt Service Coverage for the projected fiscal year-end is 1.14, above 1.10 meets bond covenants.

Financial Statement Key Points

- As of month-end, 17% of the year was complete.
- Cash Balance as of the reporting period is $1,494,467.
- Revenues received at end of the reporting period – 16%
- Expenditures disbursed at end of the reporting period – 13%

Balance Sheet

- The beginning balances shown are based on unaudited information as of June 30, 2026.
- The balance sheet shows a summary of the financial balances of the district.

Statement of Revenue and Expenditures

- This report shows the board approved budget, the year-to-date activity (revenues and expenditures) through the month end, and an indication of the percentage of budget to actuals.

Cash Flow Projection

- The cash flow projection tracks the activity of revenues and expenditures from previous months and estimates our future cash balance based on our budgeted revenues and expenditures.

Other Items

* Supplemental reports showing cash receipts, checks issued and journal entries completed have been included for the month.
* This report has been prepared by Travis Berends at Creative Planning – travis.berends@creativeplanning.com.

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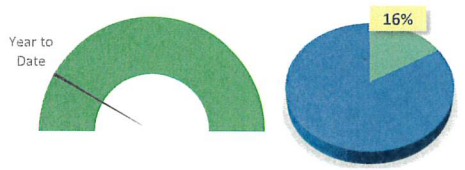
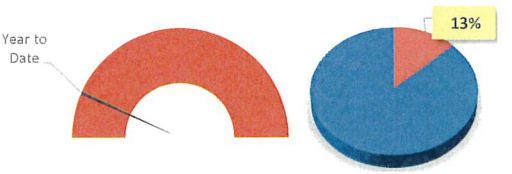
Saint Paul Conservatory for Performing Artists
Saint Paul, Minnesota
Financial Dashboard
As of August 31, 2026

Financial Summary - Budgeted Amounts and Year to Date Activity

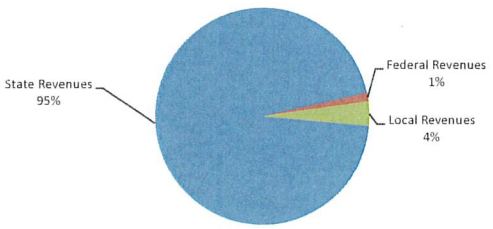
Resources to Operate Programs (Revenues):			*Funds Used to Provide Programs and Services (Expenditures):*			*Excess / Deficit*
Original Budget	$4,024,529		Original Budget	$3,954,780		$69,749
Year to Date	$651,584	16%	Year to Date	$509,425	13%	$142,159



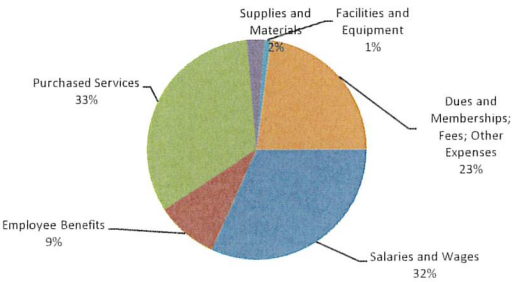


Budgets for the Year

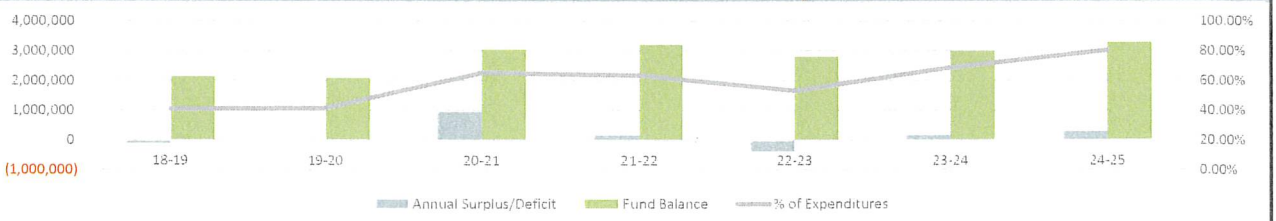
Where funds will come from to operate the school:

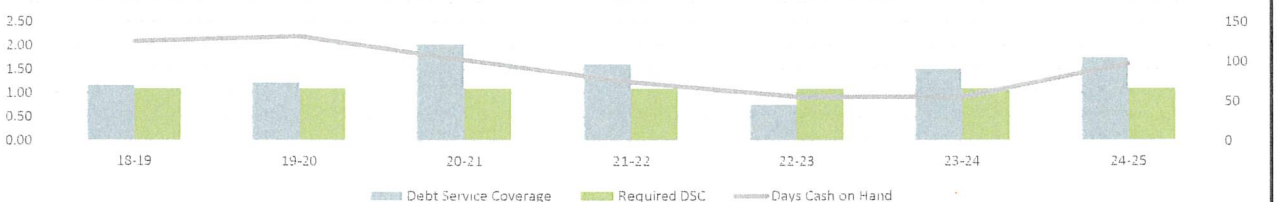


How the money is budgeted to be spent:



Fund Balance and Bond Covenant History





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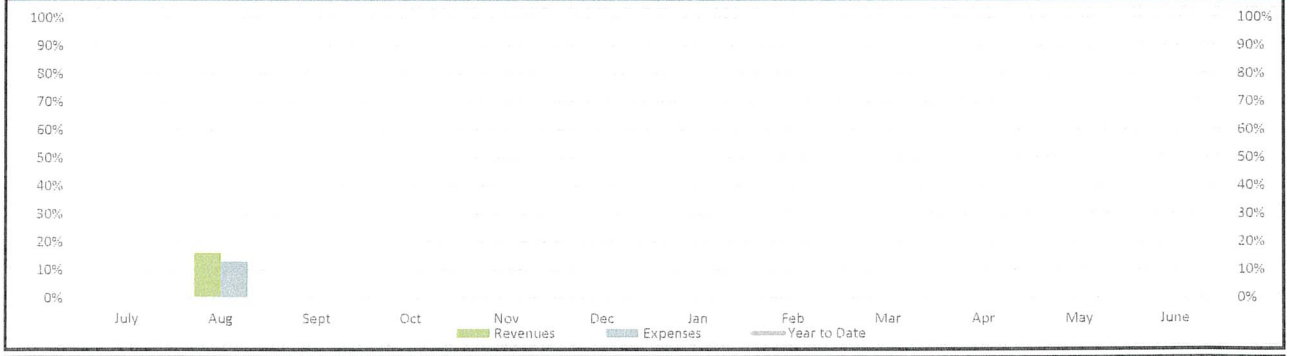
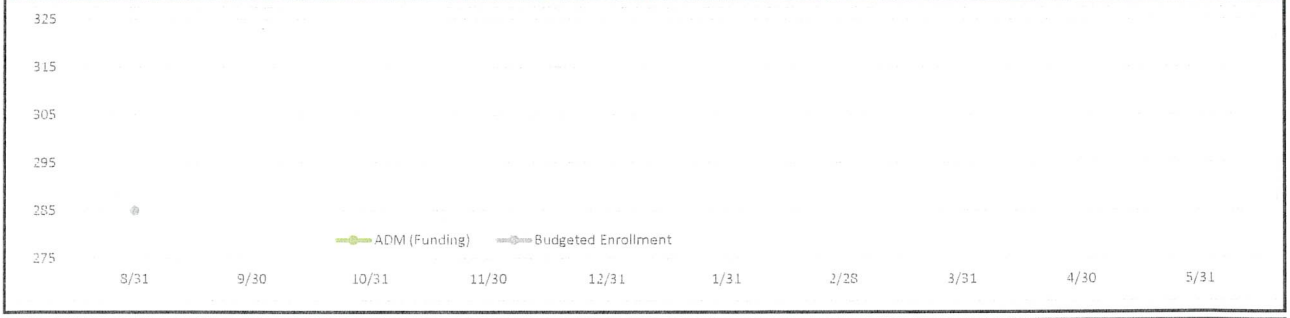
Saint Paul Conservatory for Performing Artists
Saint Paul, Minnesota
Financial Dashboard
As of August 31, 2026

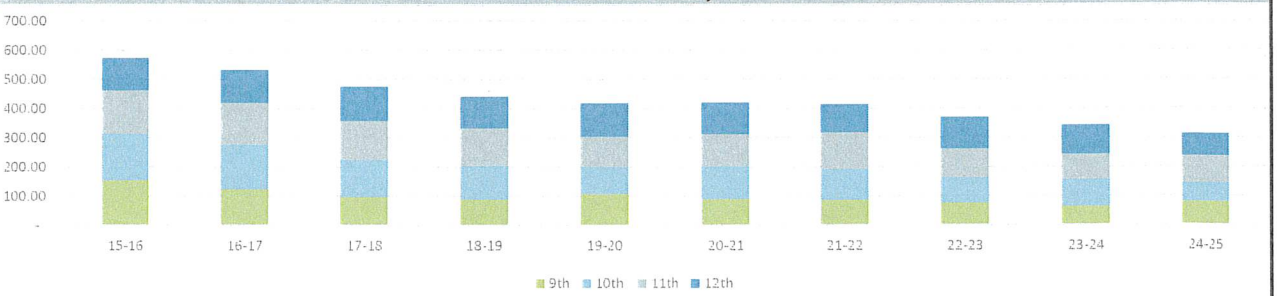
Current Year Financial Trend



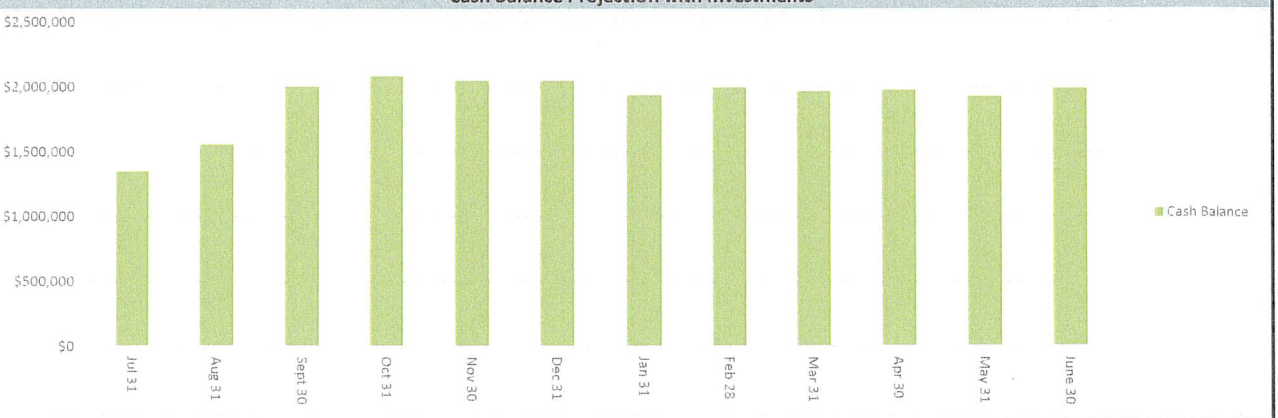
Current Year Student Enrollment Summary



Enrollment History



Cash Balance Projection with Investments



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Saint Paul Conservatory for Performing Artists
Saint Paul, Minnesota
Balance Sheet
As of August 31, 2026

	Unaudited Balance June 30, 2026	Ending Balance
Assets		
Current Assets		
101-00 Checking - Bremer Bank	$ 1,475,680	$ 1,494,467
101-02 Petty cash	300	300
115 Accounts receivable	9,811	-
118 Accounts receivable - Lowry Building improvement	2,046,512	2,110,153
121 Due from MN Department of Education 24-25	377,386	250,324
121 Current year state holdback (10%)		157,540
122 Federal aids due from MDE 24-25	32,458	-
122 Federal aids due from MDE 25-26		5,818
131 Prepaid expenditures	20,627	13,050
Total Current Assets	3,962,773	4,031,652
Total assets	$ 3,962,773	$ 4,031,652
Liabilities and Fund Balance		
Current Liabilities		
201 Salaries and wages payable	46,828	-
Summer salaries and wages payable		-
206 Accounts payable	52,171	71,955
215 Payroll deductions and contributions	39,987	(6,250)
Summer benefits payable		-
230 Unearned Revenue		0
Total liabilities	138,985	65,705
Fund balance		
Fund balance 7-1-2025	3,823,788	3,823,788
Net income to date		142,159
Total fund balance	3,823,788	3,965,947
Total liabilities and fund balance	$ 3,962,773	$ 4,031,652

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Saint Paul Conservatory for Performing Artists
Saint Paul, Minnesota
Statement of Revenue and Expenditures
As of August 31, 2026

				16.7%
		FY 2027 Original Budget	Year to Date Activity	Percent of Original Budget
Enrollment (Average Daily Membership)		285	240	
General Fund - 01				
Revenues				
State revenues				
211	General education aid	$ 2,907,158	$ 414,640	14.3%
201	Endowment fund revenue	23,416	-	0.0%
343	Library Aid	9,903		0.0%
373	Student Support Aid	20,000		0.0%
335	Q-Comp	86,174	-	0.0%
348	Charter lease aid	449,388	-	0.0%
360	Special ed aid	329,043	65,397	19.9%
314	Paraprofessional Training Aid	378	-	NA
370	Other state aids	-	-	0.0%
	Prior year over/under accruals	-	-	
10%	Estimated state holdback amount		157,540	
	Total state revenues	3,825,459	637,577	16.7%
Federal revenues				
414	Title II program	$ -	$ -	NA
419	Special education aid	45,935	5,818	12.7%
425	Early intervening services funds	8,134	-	0.0%
	Total federal revenues	54,070	5,818	10.8%
Local revenues				
035	Out of state tuition payments	$ 9,500	$ -	0.0%
050	Fees from patrons	40,500	5,284	13.1%
092	Interest Earnings			NA
096	Annual fund/ticket sales	65,000	451	0.7%
621	School store sales	4,000	774	19.4%
621	Dance ticket sales	11,000	-	0.0%
621	Yearbook sales	10,500	-	0.0%
099	Other local revenues	4,500	1,681	37.4%
	Total local revenues	145,000	8,190	5.7%
	Total revenues	$ 4,024,529	$ 651,584	16.2%

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Saint Paul Conservatory for Performing Artists
Saint Paul, Minnesota
Statement of Revenue and Expenditures
As of August 31, 2026

	FY 2027 Original Budget	Year to Date Activity	16.7% Percent of Original Budget
Expenditures			
100 Salaries	$ 1,254,398	$ 102,861	8.2%
200 Benefits	358,309	38,817	10.8%
Summer salaries payable (estimate)		-	
305 Contracted services	356,950	48,632	13.6%
320 Communications services	16,200	2,850	17.6%
329 Postage	2,000	8	0.4%
330 Utilities	40,000	3,290	8.2%
340 Property and liability insurance	-	-	0.0%
350 Repairs and maintenance	26,500	-	0.0%
360 Contracted transportation	66,000	20,964	31.8%
366 Travel, conferences and staff training	30,050	12,409	41.3%
369 Student field trip fees	7,500	-	0.0%
570 Building lease cost	716,000	119,333	16.7%
335/380/560 Other rentals and operating leases	33,000	4,939	15.0%
389 Licensure coursework reimbursement	5,250	5,250	100.0%
401 Supplies - non instructional	34,500	2,304	6.7%
402 Materials purchased for resale	13,000	779	6.0%
405/406 Non instructional computer software	26,750	13,062	48.8%
430 Instructional supplies	19,500	195	1.0%
455 Non-instructional tech supplies	1,500	-	0.0%
460 Textbooks and workbooks	2,000	-	0.0%
490 Food	2,500	515	20.6%
520 Building improvements	-	-	0.0%
530/533 Furniture & Equipment	7,500	680	9.1%
555/556 Technology equipment	30,000	-	0.0%
820 Dues, memberships, other fees	37,535	4,190	11.2%
820 Dues to Lowry	350,000	98,115	28.0%
Q-Comp Expenditures	99,841	-	0.0%
State Special Ed - (723, 740)			
Salaries	259,285	19,593	7.6%
Benefits	94,525	4,821	5.1%
Contracted Services	0	0	NA
Federal Title II expenditures (414)	-	-	
Federal Special Education Expenditures (419)	54,653	5,818	10.7%
Federal Early Intervening Services Funds (425)	9,534	-	0.0%
Total expenditures	$ 3,954,780	$ 509,425	12.9%
General fund net income	$ 69,749	$ 142,159	

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Saint Paul Conservatory for Performing Artists
Saint Paul, Minnesota
Statement of Revenue and Expenditures
As of August 31, 2026

	FY 2027 Original Budget	Year to Date Activity	16.7% Percent of Original Budget
Total All Funds			
Revenues			
State revenues	$ 3,825,459	$ 637,577	16.7%
Federal revenues	54,070	5,818	10.8%
Local revenues	145,000	8,190	5.7%
Total revenues	$ 4,024,529	$ 651,584	16.2%
Expenditures			
Salaries and wages	$ 1,254,398	$ 102,861	8.2%
Employee benefits	358,309	38,817	10.8%
Purchased services	1,299,450	217,676	16.8%
Supplies and materials	99,750	16,855	16.9%
Facilities and equipment	37,500	680	1.8%
Dues and memberships; fees; other expenses	905,373	132,536	14.6%
Total expenditures	$ 3,954,780	$ 509,425	12.9%
Total revenues all funds	$ 4,024,529	$ 651,584	16.2%
Total expenditures all funds	$ 3,954,780	$ 509,425	12.9%
Net Income - All Funds	$ 69,749	$ 142,159	
Per Compliance Report	**3,823,788**		
Beginning Fund Balance, All Funds, July 1	**$ 3,823,788**		
Projected Fund Balance, All Funds, June 30	**$ 3,893,537**		
Projected Fund Balance Percentage	**98%**		

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St. Paul Conservatory for Performing Artists
Cash Flow Projection Summary
2026-27 Fiscal Year

Period Ending	Cash Inflows (Revenues)					Cash Outflows (Expenditures)			Cash Balance
	State Aid Payments	Federal Aid Payments*	Other Receipts	Prior Year Receivables	Total Inflows	Salaries (Cash flow forecast at Net)**	Other Expenses***	Total Outflows	
								Beginning Balance	***$ 1,475,680***
Jul 31	240,944	1,260	13,161	15,159	270,524	64,820	359,208	424,028	1,322,176
Aug 31	**249,204**		**6,499**	**134,746**	**390,448**	**64,048**	**154,109**	**218,157**	**1,494,467**
Sept 30	295,277		12,534	150,954	458,765	129,925	192,778	322,703	1,630,529
Oct 31	295,277		12,534	113,216	421,026	129,925	192,778	322,703	1,728,852
Nov 30	295,277		12,534		307,811	129,925	192,778	322,703	1,713,960
Dec 31	295,277	6,772	12,534		314,582	129,925	192,778	322,703	1,705,839
Jan 31	295,277	6,772	12,534		314,582	129,925	192,778	322,703	1,697,718
Feb 28	295,277	6,772	12,534		314,582	129,925	192,778	322,703	1,689,598
Mar 31	295,277	6,772	12,534		314,582	129,925	192,778	322,703	1,681,477
Apr 30	295,277	6,772	12,534		314,582	129,925	192,778	322,703	1,673,356
May 31	295,277	6,772	12,534		314,582	129,925	192,778	322,703	1,665,235
June 30	295,277	6,772	12,534	-	314,582	129,925	192,778	322,703	1,657,115
Estimate	3,442,913	48,663	145,000	377,386	4,013,961	1,428,119	2,441,097	3,869,216	
Adjustments								-	
						1,428,119 -	2,441,097 -	3,869,216	
Totals	3,442,913	48,663	145,000	414,075	4,050,650	1,428,119	2,441,097	3,869,216	

** Federal Receivables are assumed to be 20% of federal revenue budget for the year*

*** Salaries - Cash Flow is updated as Net Pay to employees (Tax Payments are under "Other Expenses")*

**** Other Expenses includes Benefits (Tax Payments, PERA, TRA) and all other expenditures, assumes no payables at year-end to be conservative.*

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