

Parnassus Preparatory School
World's Best Workforce
Annual Report
2020-2021

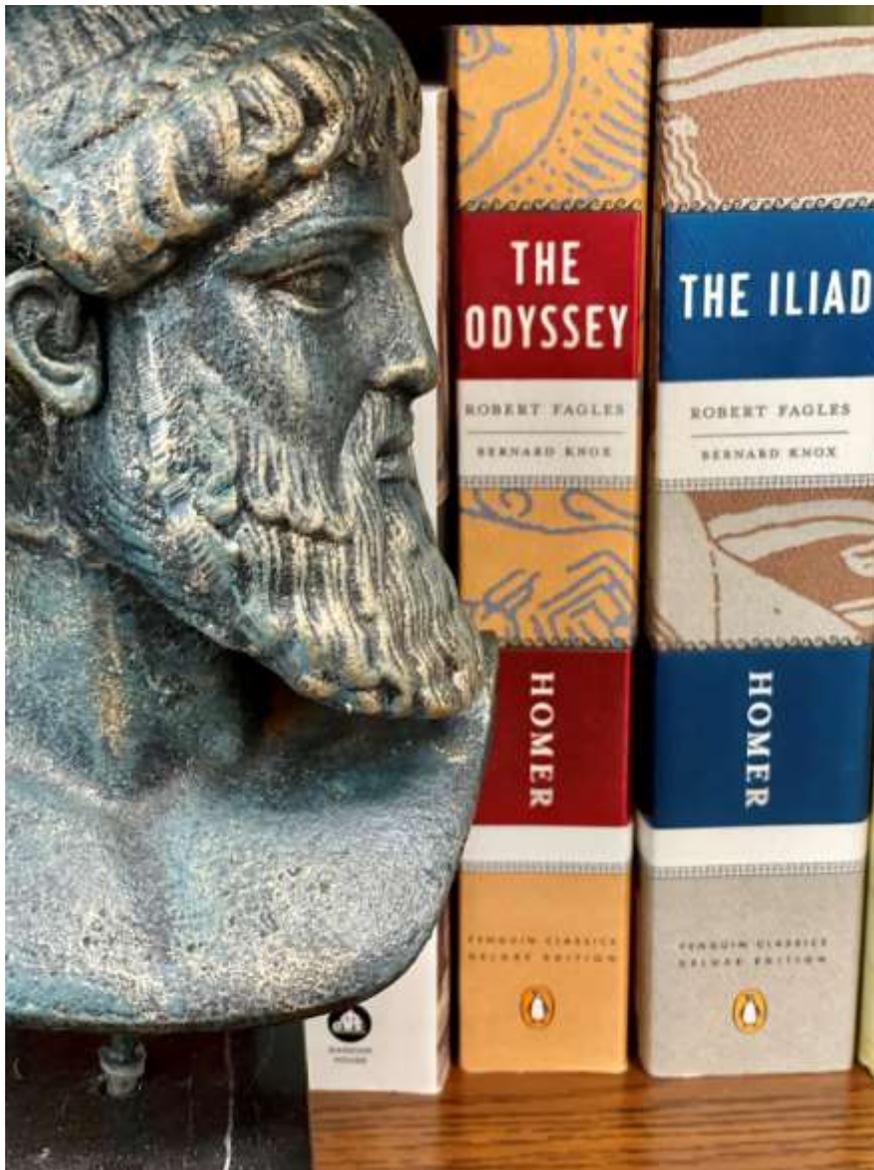


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I. About the World's Best Workforce Annual Report

This World's Best Workforce Annual Report is written to document academic and fiscal accountability, innovative practices, accomplishments, and achievements at Parnassus Preparatory School during the 2020-2021 school year.

This report meets the reporting requirements of the Minnesota Department of Education, Minnesota statutes, the expectations of Parnassus' authorizer, and Parnassus' own expectations as a classical, liberal arts, college preparatory school. This report is available to current and prospective families, staff, and the community at large on the Parnassus website.

Parnassus Preparatory School is authorized by Friends of Education, EX0-01-A 200, located at 1405 Xenium Lane N., Plymouth, MN 55441, reachable at info@improveK-12education.org.

Contributors to the World's Best Workforce Annual Report include Ms. Ford, Executive Director; Ms. Good, Director of Academic Affairs and Assessment; Mr. Taintor, Finance Manager; and Mr. Friess, Board Chair and Treasurer.

II. School Vision, Mission Statement, and Educational Philosophy

The mission of Parnassus Preparatory School is to provide students with a classical education, grounded in the classical Trivium, that demands their best in intellectual achievement and character development.

A classical education cultivates wisdom and virtue by nourishing the individual with truth, beauty, and goodness. Students at Parnassus Preparatory School pursue wisdom and virtue at every level and in each of the many disciplines offered to them. Parnassus Preparatory School's academic focus is on developing thoughtful, literate, and expressive graduates through classical education, a time-tested model that is systematic and comprehensive. Our classical curriculum, grounded in the liberal arts, distinguishes us from other educational institutions.

The classical Trivium and the instructional methods used in each school address children's developmental stages, challenging them to reach their highest potential at each and every level. Parnassus Preparatory School's educational philosophy is that all students benefit from the highest standards of academic integrity and a rigorous, content-based educational program that develops their intellectual capacity and personal character. Through evidence-based instructional methods that are aligned with the classical Trivium, the use of history as the chronological backbone of the curriculum, and the integration of the humanities and advanced sciences, the school provides an environment that fosters academic excellence and builds the habits of discipline and perseverance to complete challenging tasks.

III. Student Enrollment, Demographics, and Attrition

Parnassus Annual Enrollment

Parnassus enrollment, based on average daily membership using the October 1st snapshot date for the past five years, is listed below. Please note that the year-end enrollment for the 2020-2021 school year was 1286 students.

Academic Year	Grades	Total Enrollment
2016-2017	Prima – 3R (K-11)	1004
2017-2018	Prima – 4R (K-12)	1097
2018 - 2019	Prima – 4R (K-12)	1165
2019-2020	Prima-4R (K-12)	1228
2020-2021	Prima-4R (K-12)	1286

2020 – 2021 Enrollment Details

The chart below depicts Parnassus’ enrollment by grade level for Fiscal Year 2021 per grade level. The school had an enrollment of 1286 students in the 2020-2021 school year. The school’s mission and vision are supported by the strategic plan to have a larger base in the School of Grammar and smaller classes in the upper grades of the Schools of Logic and Rhetoric.

FY 2020	Prima (K)	1G (1)	2G (2)	3G (3)	4G (4)	1L (5)	2L (6)	3L (7)	4L (8)	1R (9)	2R (10)	3R (11)	4R (12)
Enrollment	129	139	124	125	125	121	123	116	93	49	38	19	14

Student Attrition

Academic Year	2016-2017	2017-2018	2018 - 2019	2019 - 2020	2020 - 2021
Attrition Rate	3%	4%	5%	3%	3%

Equal Opportunity for All Students

Parnassus seeks and supports students from all backgrounds and has pursued the following two objectives regarding equal opportunity for all students to attend the school:

- 1) Specific, targeted marketing strategies to reach out to educationally and economically disadvantaged families; and
- 2) Once at Parnassus, the school continues to develop programs to ensure the economically and disadvantaged students integrate into Parnassus’ classrooms and are successful.

Below is the school’s demographics summary for the 2020-2021 school year, reflecting these efforts and the opportunity of a rigorous, classical, college preparatory schooling to all students:

Enrollment by Race/Ethnicity

Demographics, 2020 – 2021 School Year*	White/ Caucasian	Black/ African American	Asian	Hispanic/ Latino	Two or More Races
Percent of Total Student Body	36.4%	40.5%	10.9%	5.4%	6.6%

*Demographic data reflects enrollment on October 1st, 2020. Fewer than 1% of students identified as American Indian or Alaskan Native or as Native Hawaiian or Pacific Islander.

Enrollment by Special Population

Demographics, 2020 - 2021 School Year*	Free or Reduced Lunch	English Learner (EL)	Special Education
Percent of Total Student Body	27.0%	8.4%	5.3%

*Demographic data reflects enrollment on October 1st, 2020

IV. Governance, Management, and Administration

The 2020-2021 Board of Parnassus Preparatory School consisted of five members: two Parnassus parents, two community members, and one Parnassus teacher. The board meets monthly and all board members have completed board training.

Parnassus Preparatory School (4199-07) Board Roster

Name	Current Director	Elected (E) Appointed (A)	Date Seated	Date Term Expires	Officer Position	Email
Greg Friess	X	E	7/1/2010	6/30/2022	President & Treasurer	friess@parnassusprep.com
Ben Ark	X	E	2/14/2018	6/30/2022	Vice President	ark@parnassusprep.com
Kenneth Zigrino	X	E	7/1/2010	6/30/2023	Secretary	zigrino@parnassusprep.com
Barbara Rose	X	E	12/1/2010	6/30/2025	Director	rose@parnassusprep.com
Ravi Shanbhag	X	E	7/1/2019	6/30/2023	Director	shanbhag@parnassusprep.com

Board Development:

- Training on Governance and Open Meeting law and remote meetings
- Representing Your Community through Policy and Engagement
- Board self-evaluation and team building
- Attendance and participation at various school colloquia, book discussions, and activities

Executive Director and Head of School

Ms. Constance Ford, Executive Director

Ms. Ford is the current and founding Executive Director of Parnassus Preparatory School. Under her leadership, Parnassus has more than tripled its enrollment and the school has expanded to include all three levels of the Schools of Grammar, Logic, and Rhetoric. Ms. Ford spearheaded Parnassus' extensive multimillion-dollar building project in 2017 to create the school's beautiful 147,000 square-foot campus. A pioneer in the charter school movement for over twenty years, Ms. Ford's emphasis has been on classical charter schools. She was a founder of the first classical charter school in the neighboring state of Wisconsin and of one of the first charter schools in her region. During her tenure, the school was one of the top charter schools in Wisconsin based on academic performance, low staff and student attrition, and high overall standards. Additionally, Ms. Ford served on an advisory committee that reviewed new charter school applications and charter application renewals for over sixteen schools. Ms. Ford holds a Bachelor of Arts Degree in Art History from Lawrence University and a Master of Arts Degree in Educational Leadership.



Ms. Ford, Executive Director - Professional Development Plan

A focus of Parnassus Preparatory School is to build an academic culture that is deeply ingrained in the traditions of the classical framework. As the school's leader, the Executive Director continued her professional development on classical education and education in general. Following is a list of courses, workshops, and other educational activities that the Executive Director participated in as part of her Professional Development Plan for the 2020-2021 school year.

Professional Development Activity	Date
Continued reading of books, articles, and other publications related to classical education, vision, and delivery; attended various cultural events related to classical education, vision, and delivery; and attended various (virtual) art exhibits, operas and music events, literary talks and lectures, in addition to academic webinars and the school's colloquia.	Ongoing throughout the school year
Read numerous works from the Parnassus curriculum, led book discussions for many of the books with the Parnassus leadership team.	Ongoing throughout the school year
Legal Update on Covid-19 for Schools	July 2020
Webinar for School Leaders Serving the Somali Community	Summer 2020
E.D. Hirsch Webinar Why America? 2020: Toward a More Perfect Union	September 2020
Kao Kalia Yang talk – UM Fall 2020 Visiting Writers Series	September 2020
U of Chicago Recommendation Letters Webinar	September 2020
An Evening with Professor Ibram X. Kendi - 2020 Distinguished Carlson Lecture (September 2020)	September 2020
Webinar: Memoria Press – How to Successfully Run a School During the Pandemic	October 2020
Dartmouth College Webinar – How to write effective recommendation letters	October 2020
BookFest 2020 Bank Street College Center for Children's Literature	October 2020
National Association for Gifted Children (NACG) Annual Convention	November 2020
MSBA Leadership Conference	January 2021
Classical education-related articles, blog posts, and educational videos	Ongoing
Ongoing training and development of school-related areas (school safety, ESSA, effective practices, data analysis, etc.)	Ongoing

Administration



Ms. Good, Director of Academic Affairs and Assessment

Ms. Good is a passionate advocate for the liberal arts and believes in offering a rigorous, content-rich program to all students. In her role, she oversees Parnassus' academic programming, graduation standards, assessment, and enrollment. Ms. Good holds a B.A. in Cognitive and Linguistic Sciences with a minor in Italian from Wellesley College in Wellesley, Massachusetts, and an M.A. in Educational Leadership.



Principal Omberg, Principal of the School of Grammar and Director of Special Education

Principal Omberg holds high expectations for all learners and is very excited to continue being a part of Parnassus. Principal Omberg came to Parnassus as the Special Education Coordinator with ten years previous experience from Minnetonka Public Schools. She has an M.A. in Special Education from the University of Minnesota. She also holds a K-12 Principal and Director of Special Education licenses from Saint Mary's University.



Principal Kasowicz, Principal of the School of Logic

As a former special education teacher, Principal Kasowicz continually strives to help all students aim for success in the classical education model. Before beginning at Parnassus, Principal Kasowicz was employed by Robbinsdale Area Schools and Blue Sky Online High School, leading both academic committees and participating on board committees. He holds a M.A. in Educational Leadership from Concordia University. Principal Kasowicz holds a K-12 Principal license from Bethel University.



Principal Hamiel, Principal of the School of Rhetoric

Principal Hamiel is a former high school math teacher and has always had a love for education. Prior to coming to Parnassus in the fall of 2013, he was a mathematics teacher for the St. Cloud Area Schools. Principal Hamiel sets high expectations for all students and champions classical education. He holds an M.A. in Curriculum, Instruction, and Assessment and K-12 Principal and Superintendent licenses from St. Cloud State University.

V. Academic Programming & Performance

Innovative Practices and Implementation

The Trivium stages of Grammar, Logic, and Rhetoric require different and innovative teaching methods depending on the stage and maturity level of the students. For example, in the Grammar stage (levels Prima through 4G) instructors focus on providing students with content using direct instruction, memorization techniques such as singing and chanting, group memorization, dictation, and recitation. In the Logic stage, students start asking, “Why?” to ensure that what they have learned in the Grammar stage is in fact true. Teaching techniques include asking leading questions to stimulate students’ critical thinking and arrive at valid conclusions. The Socratic Method of questioning is heavily emphasized during instruction at this level. In the Rhetoric stage, teaching techniques include a heavy reading load, discussions, debates, and emphasis on supporting one’s opinions with researched facts and logical reasoning. The Socratic Method and Harkness discussion style are at the forefront of instruction in the School of Rhetoric.

Parnassus is one of the few schools, public or private, to practice the Harkness discussion method, also known as “Harkness Table”, for discussion-led instruction. The Harkness method incorporates teaching in seminar style for the advancement of learning in the School of Rhetoric. An authentic Harkness table is a large, oval table used in a style of teaching where students sit at the table with a teacher. However, the Harkness table is much more than a place to sit. Teachers participate and guide students in discussions, encouraging them to take ownership of their learning. The method is in use at many top American private schools and boarding schools, as well as at colleges and universities. It encourages classes to be held in a discursive manner. This collaborative discussion method can be traced back to Socrates, approximately 2,400 years ago. The Harkness teaching method is related to the Socratic Method and Socratic Circles, approaches already familiar to scholars entering the School of Rhetoric.

Parnassus’ language program is innovative as the school was the first institution, public or private, in the Northwest Metro area to require the study of both the Latin and Greek languages in addition to Spanish. Latin forms the root of 90% of polysyllabic English words and over 60% of all English words, and eight percent of all English words are Greek based. A student’s reading comprehension, writing, and speaking skills are substantially improved by studying Latin and Greek. Vocabulary is enriched, grammar is sharpened, and a sense of organization, structure, and logic is instilled in the student. In addition, Latin contributes to about 80% of the vocabulary of the Romance languages: French, Italian, Portuguese, Romanian, and Spanish – facilitating the study of these modern languages. Moreover, studies have shown that students of Latin have higher SAT scores than students of any other language. Parnassus students begin their study of Latin in Prima and add Greek in the School of Rhetoric.

In addition to the study of Latin and Greek, the school also believes it is important for well-rounded scholars to study a modern world language. As such, Parnassus begins teaching Spanish at the Prima level and continues it through the School of Rhetoric. Not only is Spanish considered to be one of the most functional spoken languages in contemporary American society, but it is also a direct descendent of Latin which makes it a perfect complement to Parnassus scholars’ classical language studies.

Gifted and Talented Programming

As a charter school, Parnassus Preparatory School is a school of choice, and we recognize that families choose us for our rigorous academic programming. As Parnassus strongly believes that all students benefit from a content-rich, rigorous curriculum that holds students to the highest standards of intellectual achievement and character development, Parnassus does not identify Gifted and Talented students or offer a specialized Gifted and Talented track. Instead, the focus is on providing all students with the most rigorous course offerings and a variety of enrichment activities in our interdisciplinary curriculum.

Parnassus does not currently offer early admission to Prima (Kindergarten). Occasionally, a student’s exceptional academic abilities and maturity may merit whole-grade acceleration to 1G (1st grade) or beyond. To advise all families of this opportunity, Parnassus publishes its policies for whole-grade acceleration and early admission to Prima (Kindergarten) on the school website.

Minnesota Comprehensive Assessments (MCA) Results

Parnassus administered the MCA Results to students in May of 2021. Results are presented alongside those of the state of Minnesota overall, as well as District 279 (Osseo Public Schools), our resident district.

Mathematics MCA Proficiency

Student Group	State	Parnassus	Osseo
Overall Proficiency	44.2%	56.1%	41.9%
3G	57.2%	62.1%	53.3%
4G	53.8%	68.2%	55.1%
1L	41.1%	47.7%	45.0%
2L	37.2%	56.9%	34.6%
3L	37.4%	52.6%	35.2%
4L	39.8%	46.3%	31.8%
3R	41.4%	63.0%	36.0%

Reading MCA Proficiency

Student Group	State	Parnassus	Osseo
Overall Proficiency	52.5%	54.9%	50.7%
3G	48.5%	48.8%	45.1%
4G	49.3%	59.6%	47.4%
1L	59.4%	58.6%	58.2%
2L	55.1%	55.4%	52.3%
3L	48.3%	51.5%	45.1%
4L	49.7%	54.1%	48.4%
3R	58.3%	63.0%	59.7%

Science MCA Proficiency

Student Group	State	Parnassus	Osseo
Overall Proficiency	43.1%	42.5%	38.8%
1L	47.9%	41.7%	43.5%
4L	33.8%	34.0%	28.1%
School of Rhetoric	48.3%	59.3%	44.6%

Nationally Normed Assessment – Stanford Achievement Test, Tenth Edition (SAT10) Results

This was the first year that Parnassus administered the Stanford Achievement Test, Tenth Edition (SAT10s). Students are considered proficient on the SAT 10s if they score at Stanine 5 or higher.

SAT10 Student Proficiency by Level and Subject

Level	Mathematics	Reading	Science*
All Students	59%	58%	56%
2G	58%	48%	*
3G	55%	44%	*
4G	67%	65%	59%
1L	51%	52%	41%
2L	61%	61%	55%
3L	62%	69%	61%
4L	60%	70%	61%

**The Science sub-test is only offered beginning at the Primary 3 (4G) level.*

World’s Best Workforce - Academic Goals and Results

As part of the local World’s Best Workforce plan, each district and charter school is required to set goals related to each of the components of the World’s Best Workforce and to report on their progress towards those goals. The goals for Parnassus Preparatory School are listed below.

Goal Area 1: All Students Ready for School

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>By December 15th, 2020, 80% of the School's Prima students continuously enrolled since the first day of school will be able to identify all 26 upper and lower case letters and count to 32.</i></p>	<p><i>97% of the school's Prima students, continuously enrolled since the first day of school, were able to identify all 26 upper and lower case letters and count to 32.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not on Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

Goal Area 2: All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>On the Spring 2021 Reading Minnesota Comprehensive Assessments (MCAs), the proficiency rate of Parnassus' 3G scholars will be at least five percentage points higher than the state average for that level.</i></p>	<p><i>While Parnassus' 3G scholars scored higher than the state average for that level on the Spring 2021 Reading MCAs, the difference was less than 5 percentage points.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p> <p><input type="checkbox"/> Unable to Report</p>

Goal Area 3: Close the Achievement Gap Among All Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>In FY2021, for each subgroup other than English Learners, for which the School had publicly reportable/sufficient counts: the School proficiency rate will exceed the state-average proficiency rate for the subgroup for each reading and math. These subgroups will include:</i></p> <ul style="list-style-type: none"> <i>• Students who qualify for Free or Reduced Lunch;</i> <i>• Students receiving Special Education services; and</i> <i>• Racial subgroups other than students who identify as Native Americans and Native Hawaiians/Pacific Islanders.</i> 	<p><i>This goal was met for all publicly-reportable subgroups for both math and reading.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Unable to Report</p>

Goal Area 4: All Students Career-and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Each year, a minimum of 85% of Third-Level Rhetoric (3R) students will take the ACT, and the average composite ACT score of the Third-Level Rhetoric students will exceed the state-average composite.</i></p>	<p><i>100% of Third Level Rhetoric (3R) students took the ACT in Spring 2021; the average composite score was a 25.1, exceeding the state-average composite of 21.6</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not on Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Unable to Report</p>

Goal Area 5: All Students Graduate

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>For the class of 2021, the School's four-year graduation rate will exceed 90%, and all publicly reportable student groups will have a minimum four-year graduation rate of 85%.</i></p>	<p><i>94% of the members of the Class of 2021 graduated in four years, and all publicly reportable student groups will have a minimum four-year graduation rate of 85%.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not on Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> District/charter does not enroll students in grade 12 <input type="checkbox"/> Unable to Report</p>

VI. Staffing, Professional Development, and Equitable Access to Teachers

Parnassus employed 106 full time employees during the 2020-2021 school year, including 85 licensed teachers, two coordinators, two directors, and three principals. Parnassus also maintained agreements with outside consultants and contractors. Of the licensed teachers who taught in 2020-2021, 86% have returned for the 2021-2022 school year. [Note: *** Indicates that staff member is not a part of the 2021-2022 Parnassus faculty.]

Parnassus 2020-2021 Licensed Teaching Staff

File Folder Number	Last Name	First Name	File Folder Number	Last Name	First Name
517755	Almquist	Gwen	433314	Medcalf	Samantha
448078	Ambriz	Lianna	1003998	Mellin***	Katrina
499079	Bagwell	Alexander	480142	Middagh***	Thomas
482806	Batiste-Fajemirokun	Nina	375586	Miller	Sherilyn
460041	Bluemke	Rachel	512051	Moua	Chang
508137	Bonnema	Melanie	508913	Moua	Kia
500609	Browsers	Elnara	484596	Murphy	Brian
356141	Butchko***	Peter	396506	Neimeyer	Heather
427048	Byrne	Kathryn	410928	Nelson	Sonja
492085	Camarillo	Chelse	1003948	Nichols	Grace
474188	Cole	Nicholas	263517	Olson***	Brian
317504	Daly	Maura	506884	Olson	William
510461	Dean	Geoffrey	423007	Omberg	Corinne
470471	Dechert	James	316150	Penn***	Marie
495462	Dembsky	Claire	454108	Peyerl***	Shelley
516637	Duncan	Autumn	363769	Rose	Barbara
473203	Edstrom	Kirsten	449810	Rossi	Marie
508994	Fabian	Christina	500650	Sage	Brendan
492627	Feicht	Joshua	374825	Saponara-Gottwalt	Irene
461775	Ford	Shawn	442558	Serrano-Kyle***	Maria
503644	Fuelling	Christopher	511651	Sezer***	Joshkin
503196	Gardner	Gabriele	455396	Shequin	Angela
348753	Haben	Jodi	484885	Sjolseth	Amanda

421135	Hamiel	Christopher	493069	Sood	Erick
479732	Hamiel	Greg	337648	Stafford	Amy
480444	Hart	Ashley	496812	Steeber	Jessica
473705	Hasner	Ann Marie	502088	Strand	Julius
463338	Hauge	David	396243	Stutzman	Jessica
1005838	Hayden	Holly	367321	Swanson	Cynthia
487416	Hays	Alex	485913	Swanson	Peter
460815	Hays	Breann	497809	Tebben	Jenna
508244	Herbst	Karen	448353	Thomas	Nelvin
517975	Hill	Travis	488496	Thompson	Zachary
431040	Hulzebos	Ana	479407	Towell	Kathleen
468770	Igoe	Jill	489159	Trauba	Kirstan
277218	Johnson***	Natalie	497960	Tupy***	Annalee
450235	Kasowicz	Matthew	468098	Ulbrich	Alison
478233	Keil	Michael	512241	Veach	Austin
495751	Kelly	Karen	465733	Vemuri***	Annette
421616	Langseth	Nicholas	349539	Weiland	Carole
420845	Lundberg	Carol	486575	Zachman	Andrew
428532	Mathews	Ben	449096	Zook	Matthew
505331	Meaney***	Ryan			

Professional Development

Developing the staff in the classical model and pedagogy is paramount to Parnassus Preparatory School's success as a Classical school and to fulfilling its mission. Recognizing the importance of professional development, in 2020-2021, Parnassus continued to provide training and development opportunities for faculty and staff in the following areas:

- 1) Parnassus' Classical education model
- 2) Direct Instruction
- 3) Data-Driven Instruction
- 4) Writing
- 5) Reading and literacy
- 6) Socratic and Harkness discussion methods
- 7) Cultural Competency

As part of the school's strategy to accomplish its mission, it is a Parnassus tradition to include summer readings for the staff. The School holds discussions of the assigned works during the back-to-school

workshop and training. The required summer readings include classic works of literature from the Parnassus curriculum as well as academic and research-based books and articles. The School holds additional book discussions for the Board, parents, and community. Being well read is an integral part of Parnassus' culture. During the past school year, the school's colloquium series continued. The colloquium series invites professors and other scholars (including Parnassus teachers) to present lectures and discussions at Parnassus for the school's students, staff, and community.

Equitable Access to Excellent Teachers

On June 1st, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. The *Every Student Succeeds Act* (ESSA) requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

Equitable Access to Experienced, Effective, and In-Field Teachers

Parnassus is proud to serve a racially and economically diverse student population, and the school strives to provide an education that is both excellent and equitable to all students, regardless of race or socioeconomic status. Care is taken to ensure that class rosters are balanced between various student groups and special populations. After reviewing data, including course rosters detailing students' race/ethnicity, primary home languages, gender, and socioeconomic statuses, the school did not find any gaps related to equitable access to effective teachers for students of color, nor were any found for low income students. Parnassus takes care to ensure that all students, regardless of background, are placed with the teachers who will be able to help them make the most academic gains. One-hundred percent of Parnassus students, including all of students of color, students receiving EL services, and students receiving Special Education services, had access to experienced, in-field, effective teachers.

Regular review of course rosters and the demographic details of incoming students allows the school to effectively create balanced rosters. Additionally, screening incoming Prima (kindergarten) students allows the school to be more intentional in creating class lists to ensure that classes are generally balanced between genders, ethnic backgrounds, and academic abilities so that students have equitable access to high-quality teachers.

Parnassus works extensively with all staff members and provides intensive, ongoing professional development to all teachers to ensure that our faculty meets our high standards for instructional effectiveness and academic rigor. This includes training on our pedagogical and classroom management practices to ensure consistency across classrooms and grade levels. Teachers are observed regularly throughout the year and classroom data are closely monitored to support the success of all students.

Teacher performance data is reviewed regularly to monitor and gauge the effectiveness of instruction. These instructional data, along with regular classroom observations, help determine teacher effectiveness. Along with teacher effectiveness, teachers' years of experience, licensure, and qualifications are considered when deciding course and class placement. For critical, skill-based subjects such as math and reading, Parnassus places its most qualified and effective teachers with its at-risk students.

Access to Diverse Teachers

Parnassus continues to make a conscious effort to broaden the diversity of its staff so that it better reflects the diversity of our student population. While over 63% of Parnassus 2020-2021 scholars were students of color, just 8% of Parnassus' licensed teaching staff in 2020-2021 were individuals of color. Efforts currently in place to broaden the diversity of teachers in the school include making connections with student teacher programs, broadening the range of the geographical areas in which we post for open teaching and administrative positions, and increasing the number of locations online where we solicit applications for teaching jobs.

VII. Operational Performance and Finances

Parnassus Preparatory School is required to operate under a charter agreement with an entity that has been approved by the Minnesota Department of Education (MDE) to be a charter school authorizer. The authorizer monitors and evaluates the School's performance and determines whether to renew the School's charter. Parnassus is in good standing with its authorizer, Friends of Education, and has received a five-year charter contract renewal which began on July 1st, 2019.

Processes implemented by the board, administrators, and staff ensured overall timeliness regarding compliance with applicable laws and MDE reporting requirements. Parnassus Preparatory School strives to be completely compliant with MDE reporting and regulations, including submitting reports such as the Annual Report/World's Best Work Force, DIRS reporting, MARSS data, etc. Parnassus school representatives regularly attend required MDE training. Parnassus followed state and local health and safety requirements and is compliant with fire code, inspections, and other safety requirements. The school regularly conducts all emergency fire, severe weather, and lockdown drills and was compliant with all requirements.

During the 2020-2021 school year, Parnassus provided daily transportation through contracted busing services to 598 students on sixteen bus routes throughout our service area including Anoka, Blaine, Brooklyn Park, Brooklyn Center, Champlin, Coon Rapids, Corcoran, Crystal, Hamel, Maple Grove, New Hope, Osseo, Plymouth, Ramsey, and St. Michael. The number of students utilizing busing was lower in 2020-2021 than in a normal school year, as a large number of students were still in distance learning, and buses had capacity limits to ensure distance between students.

The school transitioned from having an unaffiliated building company, C. S. Property Parnassus, to an affiliated building company, Parnassus Building Company, as landlord during the 2020-2021 school year.

Future Plans

The Parnassus academic, cultural, financial, and governance goals are outlined in the school's Continued School Improvement Plan (CSIP), which is posted on the school's website. Student achievement, college preparation, and the development of well-rounded scholars and citizens remains the school's priority. The Parnassus graduate has a unique profile that includes a solid knowledge base across all the humanities and sciences, extensive study of Spanish and Latin, and training in Attic Greek, formal logic, and Socratic questioning, along with a thorough study of the Western Canon. Parnassus students are inveterate readers who love the written word and are trained to read critically, analyze effectively, and to form and defend opinions based on knowledge and thought.

Parnassus Preparatory School has conducted ongoing needs assessment activities to measure the academic, social, and mental health impacts that students have faced as a result of lost instructional time due to the Covid-19 pandemic. The school has gathered, and will continue to gather and evaluate, both quantitative data and qualitative feedback from students, families, and other stakeholders. Quantitative data sources include student absences and related causes, student scores on local assessments, student scores on state- and nationally normed assessments, rates of work completion, student academic performance, and student behavioral records, as well as survey and focus group data. Qualitative feedback includes long-form responses to surveys, written correspondence, public comment, as well as feedback gleaned from open Zoom meetings with school administration, where families and other stakeholders can ask questions and give comment.

The key findings of the initial phase of the ongoing needs assessment show a marked need for academic support and enrichment opportunities outside of the school day, both for learning recovery and for students to be motivated and engaged with their learning and with one another. This includes support with homework, remedial instruction in skill-based subjects, and the ability to engage with the arts, science, and other areas of the school's curriculum outside of the school day to spur students' academic engagement and

learning recovery. Each year, the Parnassus leadership team will continue to re-evaluate students' academic, social, and mental health needs and adjust the school's response accordingly.

The Parnassus administration and staff will continue to review student performance data to measure academic growth and learning recovery. The school will administer the Stanford Achievement Test, Tenth Edition (SAT10s) to students in the Second Level Grammar (2G) through Fourth Level Logic (4L) levels for the second year. The SAT10 national assessment is well suited for our school's focus on factual knowledge, cultural literacy, and rigorous content across the liberal arts. Parnassus will also continue to offer access to IXL for our scholars in 3G-4L, as well as some students in the School of Rhetoric, as a resource for standards-aligned, skill-based reading, math, and science practice. Additionally, the school will continue to offer free ACT test preparation and practice for scholars in the Fourth Level Logic (4L) through Third Level Rhetoric (3R) including sessions with targeted practice for each section of the exam: English, Mathematics, Reading, and Science.

Executive Financial Summary

For the fiscal year ending June 30th, 2021, Parnassus Preparatory School (the School) recorded revenues of \$15.11 million, expenditures of \$14.46 million, and an increase in the fund balance of \$648,397. A total of 1286 students were served, which is an increase of 6% from last year's total of 1215 students.

The School's solid financial position continues to allow it to deliver on their mission. Parnassus once again met its goal of maintaining a 25% fund balance (as a percentage of expenditures), while investing in its program and meeting all financial commitments to bondholders. Parnassus Preparatory School's financial position remains strong.

Analysis of Revenues and Expenditures

The following table shows revenues and expenditures over the last two years. Like all public schools, the School uses government fund accounting. For the School, the funds used are the General Fund (revenues and expenses related to instruction and running the school), the Food Service Fund (revenues and costs for lunch, breakfast, and snacks) and the Community Fund (community service activities and programs).

	2021				2020			
	Total	General	Food Service	Community	Total	General	Food Service	Community
Revenue	15,106,103	14,930,754	152,130	23,219	13,110,583	12,745,416	277,524	87,643
Expenditures	14,457,706	14,282,236	139,672	35,798	12,806,140	12,439,859	278,375	87,906
Transfers	-	(12,579)	-	12,579	-	(1,114)	851	263
Surplus	648,397	635,939	12,458	-	304,443	304,443	-	-

Analysis of Revenues

Total revenue in financial year 2021 was \$15.11 million, up 15.3% from 2020. The School's per-pupil funding in 2021 increased 8.9% to \$11,747 per student. This per-pupil revenue growth reflects federal grant assistance for operations during the pandemic, as well as a 2.0% increase in per-pupil funding from the state and the continued relatively higher growth in enrollment in the School of Rhetoric. As Federal funding for pandemic related expenses recede the School expects per-pupil revenue to come down.

The demographic and economic makeup of the student population of any school also has an impact on per-student funding. In fiscal year 2021, the School served a Free and Reduce population just over 27% of students with approximately 5% Special Education students and 7% English Language Learners (ELL). The School's enrollment reflects its commitment to serve all students in its demographic area.

Analysis of Expenditures

In the fiscal year, ending June 30th, 2021, total expenditures were \$14.46 million, up 13% from 2020. The School's overall per-student expenditures in 2021 were \$11,242, up 6.7% from 2020. Focusing on the General Fund, which includes the bulk of the School's revenue, per-student expenditure was \$11,106 and

represents a 8.5% increase over 2020. This growth in General Fund spending per pupil represents the School's commitment to classical education as well as use of federal grant assistance for distance learning and pandemic related expenditures.

As noted above, Parnassus Preparatory School's strong financial position allows the school to focus on its mission of delivering a classical education. A key part of that is providing for a competitive compensation package to attract and retain a great staff. The School continues to focus on areas of the budget that allow it to stay competitive in an era of 1-2% per pupil revenue increases. Some examples include turning the food service program from a loss to approximately break-even, exceeding fundraising targets, and continuing improvement in a cash management program increased the School's days cash on hand at the end of the fiscal year.

Budgetary Comparison

An annual budget for 2020 – 2021 was established prior to June 30, 2021. One budget revision was approved during the fiscal year to better reflect the estimated forecast of the School.

Parnassus board and management use the budget as an important tool to make prudent decisions in the ongoing management of the school. The Board reviews the school's financial progress monthly and values its ability to maintain financial flexibility as circumstances change. The primary metrics that are reviewed are the annual surplus, the resulting fund balance, and financial covenants.

Regarding the financial covenants, the School's emphasis on cash management resulted in an increase of days cash on hand from 86 days in 2020 to 97 days in 2021. This is based on using the fund financial statements, excluding the Building Company Fund.

As detailed in Note 1:F of the annual audit report, Parnassus was relatively close to budget in 2021. General fund revenues were 0.9% above budget while prudent expense controls led to a favorable 1.3% budget deviation. The net result was an annual surplus of approximately \$648,397.

Fund Balance Analysis

Parnassus Preparatory School's fund balance (reserves) grew to almost \$4,030,523 in 2021. The school remains at its stated goal of maintaining a fund balance of at least 25% of annual expenditures. Parnassus' budgeting philosophy is unchanged; it manages its finances to deliver a fund balance that meets this goal. The Board and Executive Director will continue to look for ways to manage financials in order to maintain a great teaching staff and invest in the school's program to provide students with a classical education that is grounded in the classical Trivium and that demands students' best in intellectual achievement and character development.

VII. World's Best Workforce Information

Public Meeting to Discuss 2019-2020 Outcomes

The school conducted public meetings to discuss the goals, outcomes, and strategies related to the World's Best Workforce on November 10th, 2020. The information for 2020-2021 was presented on November 9, 2021.

District Advisory Committee

In the 2020-2021 school year, the District Advisory committee included the following members:

Ms. Katherine Good, Support Staff
Mr. Kenneth Zigrino, Community Member
Mr. Calvin King, Parent
Ms. Stella Sick, Parent

Ms. Monica Otero-Ortiz, Parent
Mr. Zachary Thompson, Teacher
Ms. Trisha Sebastin, Student

Dissemination & Marketing Information

Minn. Stat. 124E.17 requires charter schools to “disseminate information about how to use the offerings of a charter school. Targeted groups include low-income families and communities, students of color, and students who are at risk of academic failure.”

Parnassus conducts annual and ongoing marketing strategies to attract and keep students from diverse backgrounds and social economic status. The school’s demographics included in this annual report are a testament of the success of its efforts and of the school’s classical program. Below are several strategies used at Parnassus to achieve this goal during the 2020-2021 school year.

a) Manner and information disseminated during the school year:

- Parnassus uses its website to promote the school’s offerings to all.
- Parnassus conducts informational meetings for groups and private meetings to families throughout the year to promote the offerings of the school to all.
- Parnassus includes ongoing advertisements in local city magazines and directories in the school’s targeted areas. Many of these magazines and directories are free to the public and distributed in various locations throughout the community.
- Parnassus promotes school events and the school at large on Instagram
- Parnassus places ads in local newspapers in its targeted markets, including translated versions in Russian and Hmong.
- Parnassus conducts a targeted online advertising campaign aimed at low-income zip codes.
- Parnassus empowers parents to promote the school with new prospective families and to engage with existing families.

b) Manner and information disseminated during the school year specifically to low-income students, students of color, and at-risk students:

- Parnassus sends an electronic and a paper copy of its newsletters to all families bi-monthly including information about the school’s offerings, enrollment, parent-teacher conferences, and any other updates.
- Parnassus utilizes interpreters for meetings with parents where the English language may be a barrier to communication.
- Parnassus offers critical enrollment paperwork and other materials in translation to families who speak Hmong, Spanish, and Russian.
- Parnassus uses the school phone alert system (including email and text messages) or the school academic system to continuously communicate with families regarding key academic areas such as parent-teacher conference, student missing assignments, expected homework, and test and project due dates.
- Parnassus sends written letters to targeted families as a non-electronic means of communication.
- Parnassus teachers call parents of targeted student groups when grades are below expectations.
- Teachers reach out to students during lunch, recess, resource period and after school providing at-risk students with support.
- The school generates missing assignment reports and implements specific strategies to reach at-risk students and their families.

c) Activities Parnassus engages in to ensure participation of all students:

- Socioeconomic
 - i. Uniforms – Parnassus offers uniform vouchers to low income families to pay for the school uniform logos.
 - ii. Field Trips – The school offers free access to low income students to participate in any school sponsored events.

- iii. School Events – Parnassus assists low income families by offering free access to school events.
 - iv. School Social Events – Low income students are offered free access to the school’s student socials and fun nights/activities.
 - v. Summer Institute – Parnassus assists low income families by offering free academic classes for the school’s provided Summer Institute classes.
- Demographic, Ethnic, Racial:
 - i. All school-sponsored events and activities are promoted to all students and all have access.
 - ii. The school promotes the participation of a diverse group of students and leaders in key areas of the school including Student Senate and advisory groups.
 - iii. Parnassus adjusts where appropriate to ensure inclusion for all –e.g. making adjustments to the uniform policy to accommodate and respect personal beliefs and various cultural norms.
 - iv. World languages are celebrated at Parnassus. Students in all grades study Spanish and Latin. Greek instruction is added in the School of Rhetoric.
- d) The results of all these activities are reflected in the student demographic information listed in our annual reports. Parnassus’ commitment to a serving a diverse community of students is reflected in the racial, ethnic, and socioeconomic makeup