



St. Croix Preparatory Academy  
Board Meeting Agenda  
May 20, 2025

1. Call to Order	
2. Open Forum	
3. Board Calendar	2
4. Consent Agenda (Board Minutes, Executive Director Report)	
A. Board Minutes	5
B. Executive Director Report	8
C. Executive Director of Finance and Operations Report	11
D. Board Meetings Calendar 2025 - 2026	12
E. Governance -- Policy Approval	
1. Annual Wellness Policy - Approval	13
5. Agenda	
A. Governance Committee Report	
1. School Board Election Results	
2. Annual Board Calendar 2025 - 2026	34
B. Executive Committee	
1. Board Bylaws Amendment/Approval - Board Training (New Board Members)	38
C. Succession Planning Committee Report	
1. RFP for Strategic Planning Vendor	42
D. Compensation Plan Approval	52
E. FY26 Annual Budget Approval	72
F. Q Comp Report Presentation/Approval	117
6. Adjourn Meeting	



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## ANNUAL BOARD CALENDAR 2024-2025

July	Responsible	Notes/Status
Public Hearing on Student Fees	K. Gutierrez	Completed
Family Handbook Approval	J. Gutierrez	Completed
Employee Handbook Approval	K. Gutierrez	Completed

August	Responsible	Notes/Status
Seat New Board Members	B. Hajlo	Completed
Change Cycle Management	Rebar Leadership	Completed
MDE Assurance of Compliance	J. Gutierrez	Completed

September	Responsible	Notes/Status
Status of School Opening	Principals	Completed
Review of MCA Test Scores	J. Gutierrez	Completed
MN State Statute Training	J. Gutierrez	Completed
Emergency Operations Plan Approval	Incident Command	November

October	Responsible	Notes/Status
Board Retreat	N. Donnay	

November	Responsible	Notes/Status
Audit Acceptance	K. Gutierrez	Completed
Development Update	K. Gutierrez	Completed
Emergency Operations Plan	Safety Team	Completed
Annual Report Approval – 2022-2023	J. Gutierrez	Completed
World's Best Workforce Approval	J. Gutierrez	Completed
Activities – Fall Overview, Winter Plan	K. Seim	Completed

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<b>December</b>	<b>Responsible</b>	<b>Notes/Status</b>
Affiliated Building Company Training	K. Gutierrez	Completed
FSCPA and Building Overview	B. Blotske	Completed

<b>January</b>	<b>Responsible</b>	<b>Notes/Status</b>
Board Election Timeframe Discussion	A. Galati	
By-laws Training	J. Gutierrez	

<b>February</b>	<b>Responsible</b>	<b>Notes/Status</b>
Financial Statement Review	K. Gutierrez	
Board Election Timeframe Discussion	A. Galati	
Approve School Calendar	J. Gutierrez	

<b>March</b>	<b>Responsible</b>	<b>Notes/Status</b>
Approve Open Enrollment Period for Next Year		Completed
Approve Board Calendar for Next Year <ul style="list-style-type: none"> <li>Meetings</li> <li>Election</li> <li>Retreat</li> </ul>	Board	
Board Election Status & Timeframe	Governance	

<b>April</b>	<b>Responsible</b>	<b>Notes/Status</b>
Annual Budget Introduction		
Compensation Plan Introduction		
Approve Board Calendar for Next Year <ul style="list-style-type: none"> <li>Meetings</li> <li>Election</li> <li>Retreat</li> </ul>		
K. Gutierrez Employment Agreement		
Board Election Status & Timeframe		

May	Responsible	Notes/Status
Q Comp Report Presentation/Approval	D. Thompson	
Financial Statement Review	K. Gutierrez	
Compensation Plan Approval	T. Smith	
Board Election Update	Governance	
Approve Annual Budget	K. Gutierrez	
Conflict of Interest Form Disclosure	K. Gutierrez	

June	Responsible	Notes/Status
Public Hearing on Fees – 2024	K. Gutierrez	
New Board Member Training	N. Donnay	
Read Well by Third Grade Approval	J. Karetov	
Introduction of Family Handbook	J. Gutierrez	
Introduction of Employee Handbook	T. Smith	
Annual Finance Designations for Next Year <ul style="list-style-type: none"> <li>Identified Official with Authority</li> <li>Official Newspaper</li> <li>Designation of Depository</li> <li>Account Signatories</li> <li>Collateralize Funds in Excess of FDIC Insurance</li> <li>Delegation of Authority to Make Electronic Funds Transfers</li> </ul>		

Members Present: R. Hajlo, D. Keyes, T. Gulbransen, R. Thorson, J. Johnson, A. Galati, D. Smith

Members Absent: None

Remote Board Member:

Ex-officio Members Present:

Guests: K. Gutierrez

## 1. Call to order

- a. R. Hajlo called the meeting to order at 6:04 PM.

## 2. Open Forum - None

## 3. No update from March, 2025

## 4. Consent Agenda

- a. Board Minutes
  - i. [March 18, 2025 SCPA Board Minutes](#)
- b. Executive Directors
  - i. [Executive Director's Report April 2025](#)
  - ii. [EDFO Board Report April 2025](#)
- c. Governance Policies - Policy Approval
  - i. Policy Second Reading: [Personal Electronic Communication Devices](#)

Motion to Approve: J. Johnson

Second: D. Smith

Approved: All

## 5. Agenda

- a. Succession Planning Committee - T. Gulbransen
  - i. [ED On-Boarding Planning Document \(DRAFT\)](#)
- b. [2025 - 2026 Board Meeting Schedule](#) - Will be updated for the May Board meeting.

c. [Amendment to SCPA Bylaws Section 9.2](#)

- i. Motion to Approve: R. Thorson
- ii. Second: J. Johnson
- iii. Approved: All

d. Board Elections Update - J. Johnson

a. Board Elections: J. Johnson explained the next steps.

- i. Voter Guide: Will be posted Friday, April 25, 2025
- ii. Election dates: May 12 and May 13, 2025

e. [Board Summary for 2025-26 Benefits Renewal](#)

\*\*Motion will Include \$100 Spousal Surcharge per month if spouse has access to health insurance through their employer.

- i. Motion to Approve: A. Galati
- ii. Second: D. Keyes
- iii. Approved: All

f. [EDFO: Kelly Gutierrez Employment Agreement](#)

- i. Motion to Approve: R. Thorson
- ii. Second: J. Johnson
- iii. Approved: All

g. 2025-2026 Budget Introduction

- i. [FY26 Prelim Budget Schedules](#)
- ii. [SCPA - FY25-26 Working Budget - Long Range](#)
- iii. [SCPA - FY25-26 Working Budget - Prelim- packet](#)
- iv. Motion to Approve Compensation Model for Preliminary FY26 Budget: J. Johnson

v. Second: T. Gulbransen

vi. Approved: All

**Adjournment: : 8:07PM**

- Motion to adjourn: A. Galati
- Second: J. Johnson
- Approved: All

Respectfully Submitted by A. Galati, St. Croix Preparatory Academy Board Secretary



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**J. Gutierrez**  
**Professional Development Plan**  
**2024-2025**

Month	Category	Title	Description/Comments
July 2024	Videos – 6 hours	The Power of Myth, by Joseph Campbell	
	Book	The Anxious Generation: How the Great Rewiring of Childhood is Causing an Epidemic of Mental Illness, by Jonathan Haidt	Technology, smart phones, social media, gaming – created kids who have difficulty with friendships, miss rites of passage, are fearful/insecure, seeking approval in a virtual world, and being overprotected in a physical world
	Short Story	Harrison Bergeron, by Kurt Vonnegut	Story about government making everyone equal, the same, by giving “handicaps” to those more gifted and talented. – themes of democracy, government over reach, meritocracy, socialism, etc.
	Lectures (3 hours)	Lectures, analysis and panel discussions on Harrison Bergeron	
	Lectures/Videos (2 hours)	Lectures, videos and analysis on Sir Gawain and the Green Knight	Arthurian fantasy, about chivalry, loyalty, honesty, and sacrifice – Middle Ages
	Book	Bad Therapy: Why the Kids Aren't Growing Up, by Abigail Shrier	Explains aspects of the mental health crisis and how therapy can undermine the recovery/growth of kids
	Book	Sir Gawain and the Green Knight, translated by J.R.R. Tolkien	
	Movie	The Green Knight – based on Sir Gawain and the Green Knight	
September	Book	A Wrinkle in Time, by Madeleine L'Engle	Curriculum book, but reading it for its adaptation to our school play
	Conference	Law Conference – 6 hours – case law, Title IX, Free speech vs. Establishment clause, Politics in School, data retention in the electronic age, AI and implications in the school, student discipline.	
	Webinar – 1 hour	AI and Education, Jon Fila	
October	Book	Lord of the Flies, by William Goulding	
	Lecture – 1 hour	Lord of the Flies summary and analysis	
November	Book	Animal Farm, by George Orwell	
	Lecture – 1 hour	Animal Farm - -Analyzing a Revolution, by the Canvas	
	Book	The Stand, Stephen King – Book 1, 400 pages	Has themes similar to Lord of the Flies and Animal Farm – societal collapse, good vs evil, leadership, group dynamics;
January	Book	Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones, by James Clear	
	Book	Carrie, by Stephen King	

	Book	Shawshank Redemption, by Stephen King	
	Videos – 6 hours	Various videos and podcasts on Mental Models	
	Videos/Podcasts – 3 hours	Various videos/podcasts on the City-State proposed by Plato in the Republic	
February	Book	Clytemnestra: A Novel, by Costanza Casati	Clytemnestra was the wife of Agamemnon, leader of Greek king who spearheaded war on Troy (Trojan War). Depicts background and events of Agamemnon, by Aeschylus
	Videos/Podcasts 4 hours	Various videos and podcasts on Luxury Beliefs, a concept proposed by Rob Henderson	
	Videos/Podcasts 3 hours	Various videos on “cultural capital”, the social justice aspect to providing a rigorous and quality education to all	
	Podcast 1 hour	Glenn Loury/John McWhorter – DEI initiatives and recent executive order by current President	
March-April	Meetings 15 hours	Multiple meetings, webinars, and trainings on the federal and state legislative initiatives impacting charter schools	



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## **Executive Director's Report to the Board**

**Date of Report:** May 2025

**Report Prepared By:** Jon Gutierrez

### **Operational Items:**

- Friends of Education. Conversations with them on charter renewal, charter school media coverage, upcoming legislation, etc. We (Kelly and I) are working on a presentation to the Friends' Board on affiliated building companies, bond covenants, and MDE's position on lease aid when bonds are fully paid. This meeting is on May 22.
- Succession Planning (J. Fuchs)– have been in communication with J. Fuchs on items related to transition (e.g. sent her updated Board Training policy so she can be up to speed when new board members are seated; this include materials – books, homework philosophy, classical education articles, etc.) – also answering questions as they arise.
- Foundation and Development Director. Significant amount of time related to appeals, scholarship advancement, meeting with potential donors, etc.
- Student/Parent Escalation Issues. Have spent a number of hours on a couple of incidents which escalated (one involving another school) – these items have been resolved.
- Board Activities. Providing support in election activities – specifically communication and meetings with board candidates, redrafted a board member training policy at the request of the Executive Committee.
- Year-end Activities. Monitoring MCA testing, preparation for year-end events (e.g. commencement, awards ceremony, year-end reviews, etc.)
- Hosted Great Oaks Academy visit to St. Croix Prep.

Professional Development: *See Attachment*



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## Executive Director of Finance & Operations Report to the Board

Date of Report: May 20, 2025

Report Prepared By: Kelly Gutierrez

### Operational Highlights:

- Development/Foundation work -
  - Development of SCPAF strategic plan underway
  - SCPAF case statement completed.
  - Spring Appeal Launched
  - IRS 990 complete
  - Board proposal to move major events to Foundation from School developed.
  - Establishment of Foundation Finance Committee
- Succession Planning Committee -
  - Meet weekly.
  - Assist in developing a plan for FY26 strategic plan.
  - Jon Gutierrez retirement celebration
- HR
  - FY25 Performance appraisal preparation work
    - Create a time-study plan for all direct reports.
  - FY26 Employee workload assessment
- Support with direct reports: HR Director, Communications Manager, Facilities Director, Sr. Accountant, Food Service Director
- Marketing/Communications. Review of Prep weekly
- Financial Management
  - FY26 Budget draft presented to Finance Committee and Board
  - IRS 990 completed.
  - FY25 YTD financial statement review and budget reforecast
- Work in the Greater Charter School Network
  - Office of State Auditor Task Force- monthly meeting and meeting prep.
  - Consulted with State Auditor re: Financial Audit/Report Survey for Schools
  - Present to Friends of Education Board of Directors re: Affiliated Building Companies
  - Review draft of legislation for MACS
- Administrator Consulting: 0 hours/week (Charter Source); 0 hour/week Seven Hills
- Professional Development: Aspen Institute Leadership development seminar



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## 2025-2026 Calendar

Board Approved: 02/06/24

July 1-4	Holiday
Aug 4-7	New Teachers Workshop
Aug 11-15	PD Day
Aug 18	<b>First Day of School (Grades 5-12)</b>
Aug 18-22	Prep for Success Conferences K-4
Aug 25	<b>First Day of School (Grades K-4)</b>
Aug 29	Teacher Non-Duty Day
Sept 1	Holiday
Sept 22	PD Day
Oct 15	End of Quarter 1
Oct 16	MN Classical Education Conference
Oct 16	PD Day
Oct 17	Teacher Non-Duty Day
Oct 20	Teacher Non-Duty Day
Oct 21	Grading Day
Nov 6	LS/MS/US PM Conferences
Nov 7	LS Conferences
Nov 26	PD Day
Nov 27-28	Holiday
Dec 19	End of Quarter 2/Semester 1
Dec 22-Jan 1	Holiday
Jan 2	Grading Day
Jan 5	PD Day
Jan 19	PD Day
Jan 23	LS Conferences
Feb 16	PD Day
Mar 12	End of Quarter 3
Mar 13	Grading Day
Mar 16-20	Spring Break - Teacher Non-Duty
April 3	Teacher Non-Duty Day
May 22	Last Day of School/ End of Semester 2
May 25	Holiday
May 26	PD/Grading Day
May 31	Graduation
June 19	Holiday
June 29-30	Holiday

July 2025				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

T0/S0

August 2025				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

T14/S9

September 2025				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

T21/S20

October 2025				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15*	16	17
20	21	22	23	24
27	28	29	30	31

T21/S19

November 2025				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

T18/S17

December 2025				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19*
22	23	24	25	26
29	30	31		

T15/S15

January 2026				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

T20/S18

February 2026				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

T20/S19

March 2026				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12*	13
16	17	18	19	20
23	24	25	26	27
30	31			

T17/S16

April 2026				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	



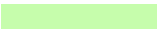
T21/S21

May 2026				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22*
25	26	27	28	29

T17/S16

June 2026				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

T0/S0

 School Day	 No School Day for LS Only
 No School Day/ No Students Day/ OFFICES CLOSED	

Quarter 1 = 40	Quarter 2 = 40	Semester 1 = 80	Quarter 3 = 46	Quarter 4 = 44	Semester 2 = 90
189 New Staff Days	185 Returning Staff Days	170 MS/US Student Days	163 LS Student Days		



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## 2025 Wellness Policy Updates

### What's New in the Wellness Policy

- Revised **leadership roles and wellness team members**
- Updated **Triennial Assessment** data and compliance
- Added focus on **local foods** and **Farm to School** activities
- Included **hydration station** installation and access info
- Adjusted **before and after school programs** (Fit Club removed)
- Expanded student **wellness activities**: Discovery Trail, snowshoeing, garden club, and outdoor programs
- **Power Up** partnership updated to occur **every other year**
- New section on **student mental health**
  - Two student support specialists added
  - Partnership with **Youth Service Bureau (YSB)**
- New section on **staff wellness and mental health**
  - Recognized Eat! Play! Live! employee wellness initiative
- Updated **school day times** to 9:45 AM – 4:15 PM



## **St. Croix Preparatory Academy Wellness Policy**

St. Croix Preparatory Academy (hereto referred to as SCPA) is committed to the optimal development of every student. SCPA believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, less than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – perform better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This policy outlines SCPA's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day, while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that.

- Students at SCPA have access to healthy foods throughout the school day – both through the reimbursable school meals and other foods available throughout the school campus – in accordance with the Federal and state nutrition standards.
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors and habits.
- Students have opportunities to be physically active before, during and after school.
- Divisions engage in nutrition and physical activity promotion and other activities that promote student wellness.
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of SCPA in creating community between school and other settings for students and staff to practice lifelong healthy habits.
- SCPA establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and divisions at SCPA. Specific measurable goals and outcomes are identified within each section below.

### **I. School Wellness Committee**

#### ***Committee Role and Membership***



SCPA will convene a representative wellness committee (hereto referred to as WC) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this wellness policy.

The WC membership will represent all school divisions and include (to the extent possible), but not limited to: parents and caregivers; students; representatives of the school nutrition program; physical education teachers; health education teachers; school health professionals; mental health and social services staff; school administrators; school board members; community health professionals; and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators. To the extent possible, the WC will include representatives from each school division and reflect the diversity of the community.

### ***Leadership***

The Chief Operating Officer or designee(s) will convene the WC and facilitate development of and updates to the wellness policy and will ensure each division's compliance with the policy.

The designated officials for oversight are:

Jessica Skilling, Licensed School Nurse

Marianne Thole, Food Service Director

Terri Smith, Human Resources

The name(s), title(s) and contact information of these individuals are:

<b>Name</b>	<b>Title or Role Relationship to the School</b>	<b>Email Address</b>
<b>Kelly Gutierrez</b>	<b>Executive Director of Finance and Operations</b>	<a href="mailto:kellygutierrez@stcroixprep.org">kellygutierrez@stcroixprep.org</a>
<b>Elizabeth Werner</b>	<b>Community Member Parent Lower School EA</b>	<a href="mailto:elizabethwerner@stcroixprep.org">elizabethwerner@stcroixprep.org</a>
<b>Jessica Skilling</b>	<b>Licensed School Nurse</b>	<a href="mailto:jessicaskilling@stcroixprep.org">jessicaskilling@stcroixprep.org</a>



<b>Marianne Thole</b>	<b>Food Service Director</b>	<a href="mailto:mthole@stcroixprep.org">mthole@stcroixprep.org</a>
<b>Nicole Dockham</b>	<b>School Counselor</b>	<a href="mailto:nicoledockham@stcroixprep.org">nicoledockham@stcroixprep.org</a>
<b>Joann Karetov</b>	<b>Lower School Principal</b>	<a href="mailto:joannkaretov@stcroixprep.org">joannkaretov@stcroixprep.org</a>
<b>Christine Mehlhorn</b>	<b>Parent Lower School Office Manager</b>	<a href="mailto:christinemehlhorn@stcroixprep.org">christinemehlhorn@stcroixprep.org</a>
<b>Alec Brandt</b>	<b>Lower School PE Teacher</b>	<a href="mailto:alecbrandt@stcroixprep.org">alecbrandt@stcroixprep.org</a>
<b>Anna Tiffany</b>	<b>Upper School PE/Health Teacher</b>	<a href="mailto:atiffany@stcroixprep.org">atiffany@stcroixprep.org</a>
<b>Robin Moore</b>	<b>Middle School PE Teacher</b>	<a href="mailto:robinmoore@stcroixprep.org">robinmoore@stcroixprep.org</a>
<b>Terri Smith</b>	<b>Human Resources</b>	<a href="mailto:terrismith@stcroixprep.org">terrismith@stcroixprep.org</a>
<b>Lauren Moore</b>	<b>Developmental Adaptive Physical Education (DAPE) Teacher</b>	<a href="mailto:laurenmoore@stcroixprep.org">laurenmoore@stcroixprep.org</a>
<b>Rita Thorson</b>	<b>Dean of Students English/Leadership Teacher</b>	<a href="mailto:ritathroson@stcroixprep.org">ritathroson@stcroixprep.org</a>



<b>Susan Schultz</b>	<b>Parent</b>	<u><a href="mailto:sschultz@msn.com">sschultz@msn.com</a></u>
<b>Claire North</b>	<b>Upper School Student</b>	<u><a href="mailto:clairenorth@stcroixprep.org">clairenorth@stcroixprep.org</a></u>
<b>Willa Lovett</b>	<b>Upper School Student</b>	<u><a href="mailto:willalovett@stcroixprep.org">willalovett@stcroixprep.org</a></u>

## **II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement**

### ***Implementation Plan***

SCPA will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each division; and includes information about who will be responsible to make what change, by how much, where and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

This wellness policy and the progress reports can be found at: <http://stcroixprep.org/health-services-general-information/>

### ***Recordkeeping***

SCPA will retain records to document compliance with the requirements of the wellness policy on SCPA's central computer network. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy.
- Documentation demonstrating that the policy has been made available to the public.
- Documentation of efforts to review and update the Local Schools Wellness Policy, including an indication of who is involved in the update and methods SCPA uses to make stakeholders aware of their ability to participate in the WC.
- Documentation to demonstrate compliance with the annual public notification of requirements.



- The most recent assessment on the implementation of the local school wellness policy.
- Documentation demonstrating the most recent assessment on the

implementation of the local school wellness policy has been made available to the public.

### ***Annual Notification of Policy***

SCPA will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. SCPA will make this information available via the school website and/or school-wide communications. SCPA will provide as much information as possible about the school nutrition environment. This will include a summary of SCPA's events or activities related to the wellness policy implementation. Annually, SCPA will also publicize the name and contact information of the school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

### ***Triennial Progress Assessments***

At least once every three years, SCPA will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which divisions under the jurisdiction of SCPA are following the wellness policy.
- The extent to which SCPA's wellness policy compares to the Alliance for a Healthier Generations model wellness policy; and
- A description of the progress made in attaining the goals of SCPA's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Marianne Thole, Food Service Director, [mthole@stcroixprep.org](mailto:mthole@stcroixprep.org).

The WC, in collaboration with individual divisions, will monitor divisions' compliance with this wellness policy. SCPA will actively notify households/families of the availability of the triennial progress report.

### ***Revisions and Updating the Policy***

The WC will update or modify the wellness policy based on the results of annual review and triennial assessments and/or as SCPA priorities change, community needs change, wellness goals are met, new health science information and technology emerges, and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.



### ***Community Involvement, Outreach, and Communications***

SCPA is committed to being responsive to community input, which begins with awareness of the wellness policy. SCPA will actively communicate ways in which representatives of WC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for the school.

SCPA will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. SCPA will use electronic mechanisms, such as email or displaying notices on the website, division newsletters, and Parent Weekly communications to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. SCPA will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that SCPA and divisions are communicating important school information with parents.

SCPA will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. SCPA will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

### **III. Nutrition**

#### ***School Meals***

SCPA is committed to serving healthy meals to children, with plenty of fruits and vegetables, whole grains, and fat-free and low-fat milk, that are low in sodium, low in saturated fat, and have zero grams trans-fat per serving (nutrition label or manufacturer's specification) and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All divisions within SCPA participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and School Breakfast Program (SBP). SCPA also operates additional nutrition-related programs and activities including A la carte.

SCPA is committed to offering school meals through the NSLP/SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students.
- Are appealing and attractive to children.



- Are served in clean and pleasant settings.
- Meet or exceed current nutrition requirements established by local, state and Federal statutes and regulations (SCPA offers reimbursable school meals that meet USDA nutrition standards).

SCPA will purchase local foods when possible. Including but not limited to: produce, proteins, maple syrup and honey.

SCPA will implement the following farm-to-school activities:

- incorporate local or regional foods into school meal programs.
- hosting promotions or special events, such as tastings, that highlight the local/ regional foods.
- reinforcing messages about agriculture and nutrition throughout the learning environment
- supporting schools in hosting school gardens and field trips to local farms

Promote healthy food and beverage choices using at least ten of the following SMARTER Lunchroom techniques:

- Whole fruit options displayed in attractive bowls or baskets (instead of chafing dishes or hotel pans).
  - Sliced or cut fruit is available daily.
  - Daily fruit options are displayed in a location in the line of sight and reach of students.
  - All available vegetable options have been given descriptive names.
  - Daily vegetable options are bundled into all grab-and-go meals available to students.
  - All staff members, especially those serving, have been trained to politely prompt students.
  - Students select and consume the daily vegetable options with their meal.
  - White milk is placed in front of other beverages in all coolers.
  - Alternative entrée options are highlighted on posters or signs within all service and dining areas.
  - A reimbursable meal can be created in any service area available to students.
- 
- Student artwork is displayed in the service and/or dining areas.
  - Student surveys and taste testing opportunities are used to inform menu development, dining space décor and promotional ideas
  - Daily announcements are used to promote and market menu options.
  - Menus will be posted on the SCPA website and will include nutrient content and ingredients.
  - The SCPA child nutrition program will accommodate students with special dietary



needs.

- Students will be allowed at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated.
- Students are served lunch at a reasonable and appropriate time of day.

### ***Staff Qualifications and Professional Development***

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their specific learning needs.

### ***Water***

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day. SCPA will make drinking water available where school meals are served during mealtimes. Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day. Hydration stations are located and available for use around the school building.

### ***Competitive Foods and Beverages***

SCPA is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g. "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthy foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of

Smart Snacks available at [www.foodplanner.healthiergeneration.org](http://www.foodplanner.healthiergeneration.org).

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where food and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores and snack or food carts.

### ***Celebrations and Rewards***

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards, including through:



1. Celebrations and parties: SCPA will provide a list of healthy party ideas for parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the Alliance for a Healthy Generation and from the USDA.
2. Rewards and incentives: SCPA will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward or withheld as punishment for any reason, such as for performance or behavior.

### ***Fundraising***

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. SCPA will make available to parents and teachers a list of healthy fundraising ideas (examples available from the Alliance for a Healthier Generation and from the USDA). SCPA will encourage non-food fundraisers and those promoting physical activity (such as the yearly marathon). Fundraising after the school day does not need to comply with the smart snack guidelines.

### ***Nutrition Promotion***

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a

comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

SCPA will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards.
- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques.

### ***Nutrition Education***

SCPA will teach, model, encourage and support healthy eating by all students. Divisions will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and



protect their health.

- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects.
- Includes enjoyable, developmentally appropriate, culturally relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens.
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods.
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise).
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services.
- Teaches media literacy with an emphasis on food and beverage marketing.
- Includes nutrition education training for teachers and other staff.

### ***Essential Healthy Eating Topics in Health Education***

SCPA will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Nutrition Education
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake with physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans-fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy eating habits
- Accepting body size differences
- Understanding the effects of caffeinated beverages
- Eating Disorders
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- The Dietary Guidelines for Americans
- Reducing sodium intake



- Social influences on healthy eating, including media, family, peers and culture.
- How to find valid information or services related to nutrition and dietary behavior.
- How to develop a plan and track progress toward achieving a personal goal to eat healthier.
- Resisting peer pressure related to unhealthy dietary behavior.
- Influencing, supporting or advocating for others' healthy dietary behavior
- Chemical health awareness and education

### ***Food and Beverage Marketing in Schools***

SCPA is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. SCPA strives to teach students how to make informed choices about nutrition, health and physical activity.

These efforts will be weakened if students are subjected to advertising on SCPA

property that contains messages inconsistent with the health information SCPA is imparting through nutrition education and health promotion efforts. It is the intent of SCPA to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with SCPA's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards, such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required, however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that it is financially possible over time so that items are in compliance with the marketing policy).
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu



boards, coolers, trash cans and other food service equipment, as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by SCPA.

- Advertisements in school publications or school mailings
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

As SCPA/School Nutrition/Athletics Department/Parent Group reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the SCPA's wellness policy.

#### **IV. Physical Activity**

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all the components: quality physical education as the foundation, physical activity before, during and after school, staff involvement and family and community engagement and SCPA is committed to providing these opportunities. School divisions will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All divisions at SCPA will be encouraged to participate in *Let's Move!* Active Schools ([www.letsmoveschools.org](http://www.letsmoveschools.org)) to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason. This does not include participation on sports teams that have specific academic requirements. SCPA will provide teachers and other school staff with a list of ideas for alternative ways to discipline and/or hold students accountable.

To the extent practicable, SCPA will ensure that its grounds and facilities are safe, and that equipment is available to students to be physically active. SCPA will conduct necessary inspections and repairs.

#### ***Physical Education***

SCPA will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection). The curriculum will support the essential



components of physical education.

All students will be provided equal opportunity to participate in physical education classes. SCPA will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All SCPA Lower School students in each grade will receive physical education for at least 50 minutes every 3 days throughout the school year. All SCPA Middle School students in each grade will receive at least 45 minutes every other day. All SCPA Upper School students are required to take the equivalent of one academic year of physical education.

The SCPA physical education program will promote physical fitness through individualized fitness and activity assessments while using an appropriate assessment tool related to criterion-based reporting for each student. The wellness committee, in conjunction with the physical education department, will utilize any available grant opportunities to encourage outdoor activities.

Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions. All physical education teachers will be required to participate in at least a once-a-year professional development in physical education. All physical education classes are taught by licensed teachers who are certified or endorsed to teach physical education.

### ***Essential Physical Activity Topics in Health Education***

Health Education will be required in all grades (lower school - Core Knowledge Sequence standards). All middle and high school students will be required to take and pass at least one health education course. Middle school students will receive health education for all grades 5th - 8th. SCPA will include in the health education curriculum a minimum of 12 of the following essential topics on physical activity:

- The physical, mental, emotional, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy lifestyle
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle can contribute to chronic diseases or injuries
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition
- Differences between physical activity/education, exercise and fitness
- Phases of an exercise session (warm up, workout and cool down/stretch)
- Overcoming barriers related to physical activity
- Decreasing sedentary activities (For example: screen time)



- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety (For example, avoiding heat stroke, hypothermia and sunburn while being physically active indoors/outdoors)
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity (FITT Principle)
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized plan
- Dangers of using performance-enhancing drugs
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity
- Balancing stress and understanding stress reducing techniques
- Understanding all dimensions of wellness in terms of physical, mental, social, emotional and environmental health
- Importance of goal setting and action plans (SMART Goals)
- Importance of sleep and how it relates to physical activity and health

### ***Recess (Elementary)***

All elementary (Lower School) schools will offer at least 20 minutes of recess on all days during the school year. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating. Students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built into the recess transition period/time frame before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play. Students will be allowed outside for recess except when outdoor temperature is below -10 windchill, during rain and/or storms with lightning or thunder, or at the discretion of the building administrator based on his/her best judgment of safety conditions.

If the school must conduct indoor recess, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active and will serve as role models by being physically active alongside the students whenever feasible.

### ***Classroom Physical Activity Breaks***

SCPA recognizes that students are more attentive and ready to learn if provided with periodic



breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. SCPA recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classes at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods. SCPA will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through USDA and the Alliance for a Healthier Generation.

### ***Active Academics***

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day. Teachers will serve as role models by being physically active alongside the students whenever feasible.

### ***Before and After School Activities***

SCPA offers opportunities for students to participate in physical activity either before and/or after school day (or both) through team sports and activities. At least 15 minutes of daily physical activity is offered during before or after school care.

## **V. Other Activities that Promote Student Wellness**

SCPA will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. SCPA will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complimentary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes. Other opportunities that promote physical activity and wellness include, the student garden club and utilization of the discovery trail: nature walk, bird watching, snow shoeing, cross country skiing, our school marathon, etc.

School-sponsored events held during the school day will adhere to the wellness policy guidelines.

### ***Community Partnerships***

SCPA will promote to parents/caregivers, families and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the “Community Involvement, Outreach, and Communications” subsection, SCPA will use electronic mechanisms as well as non-electronic mechanisms to ensure that all



families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

SCPA will partner with *Power Up!*, a local health initiative that promotes healthy eating and physical activity. SCPA will participate with *Power Up!* school challenges every other school year and promote local *Power Up!* events.

## **VI. Mental Health**

### ***Student Mental Health***

SCPA has two student support specialists on site to support students with specific needs related to social, emotional and academic challenges. SCPA also partners with the Youth Service Bureau (YSB) to support our students and staff as needed. <https://www.stcroixprep.org/health-service/mental-health/>

### ***Staff Wellness and Health Promotion***

The WC will have an employee wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leader's name is Carrie Hamm.

SCPA will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies SCPA will use include monthly activities around our motto of 'Eat! Play! Live!' activities will include healthy eating, physical activity and other wellness activities. SCPA promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Schools are worksites as well as places of learning. Ensuring that school employees' physical, social-emotional and mental health needs are met is pivotal to their well-being and to students before academic success. Schools should create work environments that support healthy eating, physical activity and healthy behaviors that address the social-emotional well-being of staff through explicit focus on stress management, maintaining positive relationships, teacher self-efficacy and support for purpose-driven work. Employee wellness programs and healthy work environments can decrease employee health insurance premiums and reduce employee absenteeism and turnover. The district is committed to supporting the physical and mental health and well-being of all district employees.

The district will support employee health and well-being by:

- engaging educators as stakeholders in all school improvement and planning processes
- designating employee wellness (both physical and mental) as a priority in the district



#### organizational structure

- disseminating physical and mental health information resources to school and school-based OST staff (e.g., pamphlets, flyers and posters)
- conducting free or low-cost physical and mental health risk screenings at least once per year
- conducting employee wellness/health (physical and mental) promotion activities at least once per year
- providing access (for free or at low-cost) to and encouraging participation in and use of physical and mental health programs/resources for:
  - ❖ healthy eating and weight management
  - ❖ physical activity
  - ❖ stress management
  - ❖ tobacco avoidance and cessation
  - ❖ social-emotional health
- considering the disabilities of staff and ensuring access by all staff to health and wellness programs and resources that are offered
- promoting a positive workplace climate with a focus on diversity and inclusion practices
- designating a consistent and systemic approach for employee conflict resolution
- addressing space and break time for lactation/breastfeeding
- including employees in regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

#### ***Professional Learning***

When feasible, SCPA will offer professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school. Professional learning will help SCPA staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing SCPA reform or academic improvement plans/efforts.



Updated 4/16/25

### *Glossary*

Extended School Day – the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus – areas that are owned or leased by the school and used at any time for school related activities, including on the outside of the school building, athletic fields and stadiums (e.g., on scoreboards, coolers, cups and water bottles) or parking lots.

School Day – the time between midnight the night before to 4:45 PM

Triennial – recurring every three years.



## *References*

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- <sup>2</sup> Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989; 143[10]:1234-1239. <sup>3</sup> Murphy JM. Breakfast and learning; an updated review. *Current Nutrition & Food Science*. 2007; 3:3- 36.
- <sup>4</sup> Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998; 152[9]:899-907. <sup>5</sup> Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67[4], 804S-831S.
- <sup>6</sup> Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz JD. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005; 105[5]:743-760, quiz 761-762.
- <sup>7</sup> Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005; 75[6]:199-213. <sup>8</sup> MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008; 69[3]:141-144.
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inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1196: 25[5]:497-505.

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<sup>13</sup> Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Vaisto J, Leppanen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow up study among primary school children*. *PLoS ONE*, 2014; 9[9]:e107031.

<sup>14</sup> Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. *Pediatrics* 2014; 134[4]:e1063-1071.

<sup>15</sup> Change Lab Solutions (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>



# st.croixprep

## ANNUAL BOARD CALENDAR 2025-2026

July	Responsible	Notes/Status
Public Hearing on Student Fees	K. Gutierrez	
Family Handbook Approval	J. Fuchs	
Seat New Board Members	Board Chair	
Foundation Update	M. Davis	
Conflict of Interest Form Disclosure	K. Gutierrez	
Annual Finance Designations for Next Year <ul style="list-style-type: none"> <li>• Identified Official with Authority</li> <li>• Official Newspaper</li> <li>• Designation of Depository</li> <li>• Account Signatories</li> <li>• Collateralize Funds in Excess of FDIC Insurance</li> <li>• Delegation of Authority to Make Electronic Funds Transfers</li> </ul>		

August	Responsible	Notes/Status
Forward Together Retreat (08/07 and 08/08)	Succession Committee	
ByLaws Training	Governance	
MDE Assurance of Compliance	J. Fuchs	

September	Responsible	Notes/Status
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Status of School Opening	Principals	
Review of MCA Test Scores	J. Fuchs	
MN State Statute Training	Governance	
Emergency Operations Plan Approval	Incident Command/Safety Team	

October	Responsible	Notes/Status
Financial Statement Review	K. Gutierrez/Finance	
Foundation Update	M. Davis	
Activities - Fall Overview/Winter Plan	K. Seim	
Annual Report Approval (if ready)	J. Fuchs	
World's Best Workforce Approval (if ready)	J. Fuchs	

November	Responsible	Notes/Status
Board Retreat	T. Gulbransen	

December	Responsible	Notes/Status
Affiliated Building Company Training	K. Gutierrez/Finance	
Audit Acceptance	K. Gutierrez/Finance	
FSCPA and Building Overview	B. Blotske	
Winter Check-In	Principals	

January	Responsible	Notes/Status
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Board Election Timeframe Discussion	Governance	
Food Services Report	M. Thole	
Technology Report	C. Olson	

<b>February</b>	<b>Responsible</b>	<b>Notes/Status</b>
Financial Statement Review	K. Gutierrez/Finance	
Board Election Timeframe Discussion	Governance	
Approve School Calendar	J. Fuchs	

<b>March</b>	<b>Responsible</b>	<b>Notes/Status</b>
Approve Open Enrollment Period for Next Year	J. Fuchs	
Approve Board Calendar for Next Year <ul style="list-style-type: none"> <li>• Meetings</li> <li>• Election</li> <li>• Retreat</li> </ul>	Board	
Board Election Status & Time Frame	Governance	
Spring Check-In	Principals	
Compensation Plan Introduction	T. Smith	
Benefits Package Introduction	T. Smith	

<b>April</b>	<b>Responsible</b>	<b>Notes/Status</b>
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Annual Budget Introduction	Finance	
Compensation Plan Approval	T. Smith	
Benefits Plan Approval	T. Smith	
Board Election Status & Time Frame	Governance	

May	Responsible	Notes/Status
Q Comp Report Presentation/Approval	D. Thompson	
Financial Statement Review	K. Gutierrez/Finance	
Board Election Update	Governance	
Approve Annual Budget	K. Gutierrez/Finance	

June	Responsible	Notes/Status
Public Hearing on Fees – 2026	K. Gutierrez	
New Board Member Training	Governance	
Read Well by Third Grade Approval	J. Karetov	
Introduction of Family Handbook	J. Fuchs	
Introduction of Employee Handbook	T. Smith	
Annual Finance Designations for Next Year <ul style="list-style-type: none"> <li>● Identified Official with Authority</li> <li>● Official Newspaper</li> <li>● Designation of Depository</li> <li>● Account Signatories</li> <li>● Collateralize Funds in Excess of FDIC Insurance</li> <li>● Delegation of Authority to Make Electronic Funds Transfers</li> </ul>		

**St. Croix Preparatory Academy**  
**Board Member Training Policy**  
*(adopted in May 2025)*

Training Policy

A St. Croix Preparatory Academy Board Member, as a member of the governing body of the Academy, is primarily responsible for governance, fiscal accountability, student achievement, strategic direction, and fulfilling the mission of the Academy in accordance with its bylaws and founding documents. The training described below is required and is designed to assist Board Members to effectively carry out these responsibilities.

- A. Prerequisites to Assuming the Duties of the Office of a Director. A person elected or appointed to hold office as a director does not automatically assume the duties of that office. A person cannot assume the duties of the office of a director until he or she has qualified for the office. Qualification for an incoming director requires that the person complete the training requirements described in this paragraph.
1. Reading List Requirements as noted at the end of this document.
  2. Meeting with the Board Chair, Vice Chair, and Executive Director about the role and responsibilities of a St. Croix Prep board member.
  3. Meeting with the Executive Director to discuss an overview of the School, the organizational structure, its operations and the required reading and its impact on decision making.
  4. Meeting with the Executive Director of Finance & Operations to discuss school financing, budgeting, lease aid, funding challenges, and bondholder requirements/communication.
  5. Meeting with the Principals to discuss classical education, communication protocol, homework philosophy, and division initiatives/challenges.
- B. Initial Training (First Year on the Board). Minnesota Statutes section 124E.07, subd. 7(c), as amended, requires initial training of directors. After assuming the duties of the office of a director, a new director must complete training on employment practices and policies, public school funding and financial management, and the board's roles and responsibilities regarding student success, achievement, and performance. A director who does not complete this training within 12 months of being seated on the board is automatically ineligible to continue to serve as a director. Note: Minnesota School Board Association (MSBA) holds a Charter School Board Member Workshop which satisfies these requirements. St. Croix Prep will pay the related fees for this workshop.
- C. Annual Training. Minnesota Statutes section 124E.07, subd. 7(d), as amended, requires annual training of directors based on the annual assessment of the training needs of individual members and the full board. Ongoing training includes but is not limited to budgeting, financial management, recruiting and hiring a charter school director or chief administrator, evaluating a charter school director or chief administrator, governance-management relationships, student

support services, student discipline, state standards, succession planning, strategic planning, program oversight and evaluation, compensation systems, human resources policies, effective parent and community relationships, authorizer contract and relationships, charter school law, legal liability, board recruitment and elections, board meetings and operations, policy development and review, and school health and safety.

## Reading List Requirements Prior to Assuming the Duties of an Officer or Director

*Classical Education Training.* The following items are included in this training:

- Dorothy Sayers, The Lost Tools of Learning (classical education) – article or audio at <https://www.youtube.com/watch?v=Ir5-8M0Us-I>
- New Teacher Readings on classical education
  - <https://www.commonenseclassical.com/blog/what-is-classical>
  - Creating a Curriculum for the American People: Our Democracy Depends on Shared Knowledge, by E. D. Hirsch, Jr.
  - [https://www.grinnell.edu/sites/default/files/documents/Cronon\\_Only\\_Connect.pdf](https://www.grinnell.edu/sites/default/files/documents/Cronon_Only_Connect.pdf)
  - Optional Reading. An Introduction to Classical Education: A Guide for Parents, by Christopher Perrin
- Informational webinar viewing <https://www.stcroixprep.org/informational-webinar/>, specifically the first 9 minutes and 17:00 through 40:00 for classical discussion.
- Read St. Croix Prep Homework Philosophy White Paper (2015)
- Brief review of curriculum maps
  - LS <https://www.stcroixprep.org/wp-content/uploads/2023/10/Lower-School-Curriculum-Overview-Fall-2023.pdf>
  - MS <https://www.stcroixprep.org/wp-content/uploads/2024/09/2024-25-SCPA-Middle-School-Curriculum-Overview-.docx.pdf>
  - US <https://www.stcroixprep.org/wp-content/uploads/2025/02/2526-Course-Registration-Guide-FINAL.pdf>

*Drive*, by Daniel Pink. Approximately 60 pages of total reading. The purpose of the reading is to discuss motivation in terms of human capital management, compensation structure, and the organizations migration through the adoption curve.

- Table of Contents – pages 1-10. Introduces intrinsic motivation and rewards.
- Drive, the Recap – pages 218-223. Summary of the book which encapsulates key terms of intrinsic motivation, Motivation 1.0, 2.0, 3.0, and the importance of Autonomy, Mastery, and Purpose.
- Chapter 1 – pages 13-19, 27-31. Introduce Motivation 1.0, 2.0, 3.0 and self/intrinsic motivation.
- Chapter 2 – pages 32-35, 57. Trade-offs of Motivation 2.0
- Chapter 3 – pages 75-79. Introduce Type I and Type X; and nutrients for Type I employee

- Chapter 4 – pages 83-92, 105-106. Discuss Autonomy (Task, Time, Technique, and Team), accountability
- Chapter 5 – pages 108-110, 118-125. Discussion of engagement, master; Mindset/attitude impact
- Chapter 6 – pages 131-133, 141-145. Purpose maximization and summary.

Mindset, by Carol Dweck. Approximately 80 pages of total reading. The purpose of this reading is to discuss attitude and mindset and its impact on goal achievement, esteem, work ethic, homework, AP classes, college acceptance, etc. This has implications throughout St. Croix Prep.

- Table of Contents
- Introduction
- Chapter 1 – pages 3-14. Introduction to the mindsets.
- Chapter 2 – pages 15-18a, 22c-25, 39b-41b, 45-54. Discussion of fixed mindset versus growth mindset. Implications of can't versus won't.
- Chapter 3 – pages 57-59, pages 66-67. Middle School transition and teacher/class implications.
- Chapter 4 – page 104. Summary.
- Chapter 5 – pages 142-143. Summary.
- Chapter 6 – pages 173-212. Discussion of mindsets in schools and education.
- Chapter 7 – pages 224-229. Discussion of changing mindsets.

#### Governance Reading

- Minnesota Open Meeting Law - <https://www.house.mn.gov/hrd/pubs/openmtg.pdf>
- St. Croix Prep Bylaws -- <https://www.stcroixprep.org/wp-content/uploads/2025/04/SCPA-Bylaws-April-2025.pdf>
- St. Croix Prep Board Governance Manual -- <https://www.stcroixprep.org/wp-content/uploads/2024/07/SCPA-Board-Governance-Manual-2024.pdf>
- St. Croix Prep Policies -- <https://www.stcroixprep.org/policies/> -- to be read during the first year of board service
- Charter Contract -- <https://www.stcroixprep.org/wp-content/uploads/2020/11/FINAL-Friends-of-Education-Contract-High-Quality.pdf>

#### OPTIONAL READING

Crossing the Chasm, by Geoffrey Moore. Approximately 70 pages of total reading. The purpose of the reading is to introduce the theory and lens through which the organization is discussed. **Note: This reading is optional but recommended since it is common institutional language.**

- Introduction – pages 3-9.
- Chapter 1 – pages 11-19b, 21-26. Introduction of adoption curve construct.

- Chapter 2 – pages 33-72. Description and analysis of adoption curve categories.
- Chapter 3 – pages 75-85. Crossing the Chasm introduction.
- Chapter 5 – pages 130-138b. Whole product definition and introduction.
- Conclusion – pages 213-241. Operational implications of an organization's growth through the adoption curve.

DRAFT

# Strategic Planning: Purpose, Justification, and Next Steps

Presented to the SCPA Board of Directors  
May 2025

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## Purpose of Strategic Planning

St. Croix Preparatory Academy (SCPA) is at a pivotal moment in its history. With the upcoming transition of its founding Executive Director and continued organizational growth, now is the time to develop a formal **3–5 year strategic plan** that will guide the school's future direction.

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## Why Strategic Planning Is a Critical Investment

SCPA has never developed a formal, institution-wide strategic plan. This foundational work will provide:

- **A Clear, Unified Vision** for the future of the school.
  - **A Level-Setting Moment** amid a major leadership transition.
  - **An Opportunity to Identify Key Strengths, Weaknesses, Opportunities, and Threats (SWOT)** that impact long-term success.
  - **A Tool to Capture and Align Current Initiatives** while surfacing new or evolving priorities.
  - **Defined Criteria and Metrics** to measure success and track implementation over time.
  - **Broad Stakeholder Engagement** to ensure buy-in, transparency, and alignment.
  - **Sustainability and Stability** as SCPA matures into a long-term, future-focused organization.
-

## Strategic Benefits Across the Institution

- **Leadership** will gain a road map for managing transition and long-term priorities.
  - **Faculty and Staff** will have clarity on instructional and operational goals.
  - **Parents and Students** will see how their needs and feedback are reflected in the school's vision.
  - **Board Members** will be equipped with a framework to ensure effective oversight and governance.
  - **Donors and Funders** will be better engaged through transparent goals and documented needs.
- 

## Investment & Budget

- **Strategic Planning Budget Allocation:** \$50,000
  - **Justification:**
    - Informed, participatory planning across stakeholders
    - Foundation for sustainable fiscal planning
    - Long-term ROI through improved operational efficiency, fundraising, and community engagement
- 

## Next Steps

- **Release of RFP** for Strategic Planning Consultant
- **Formation of Strategic Planning Committee** (see proposed composition below)
- **Timeline:**

- RFP Finalized and Distributed: May 2025
  - Consultant Selected: June 2025
  - Strategic Planning Process Begins: July 2025
  - Final Plan Delivered: TBD (based on proposals)
- 

## Proposed Strategic Planning Committee Composition

### 1. School Leadership

- **Executive Director** – Vision alignment, overall leadership
- **Educational Leadership Team Representative** – Instructional and curricular insight from each division

### 2. Governing Board Members

- **1–2 Board Representatives**
  - One with finance/facilities expertise
  - One with education or community engagement background
  - Ensures alignment with governance and policy direction

### 3. Faculty Representatives

- **1–3 Teachers** (spanning divisions and subject areas)
  - Classroom-level perspective
  - Insight into instructional capacity and student needs

### 4. Operational and Financial Staff

- **Executive Director of Finance and Operations** – Budget, feasibility, resource allocation
- **Operational Leadership Team Representative**

### 5. Parent Representatives

- **2 Parents** (diverse grade levels and backgrounds)

- Reflects family perspectives
- Builds community trust and ownership

## **6. Student Representatives**

- **1–2 Students** (typically from upper school)
  - Provides authentic student voice
  - Encourages student engagement and leadership

## **7. Community/Partner Representative**

- **1 Local Leader or Organizational Partner**
  - Offers external perspective
  - Identifies partnership and outreach opportunities

## **8. Strategic Planning Consultant (External Facilitator)**

- Helps guide a focused, neutral, and productive process
- Ensures objective facilitation, documentation, and deliverables

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## **Conclusion**

A comprehensive strategic plan is not just an administrative exercise—it is an investment in the future of SCPA. With strong leadership, engaged stakeholders, and expert facilitation, this process will provide a blueprint for the next chapter of excellence at St. Croix Preparatory Academy.



**REQUEST FOR PROPOSAL (RFP)  
CONSULTING SERVICES**

**ISSUE DATE: MAY 2025**

**ST. CROIX PREPARATORY ACADEMY**

**REQUEST PROPOSALS FOR:  
STRATEGIC PLANNING CONSULTING SERVICES**

**DUE DATE/TIME:**

**JUNE 10th, 2025**

**5:00 pm**

## **I. ABOUT ST. CROIX PREPARATORY ACADEMY**

St. Croix Preparatory Academy (SCPA) is a K–12 public charter school located in the Stillwater area, established in 2004 with an initial enrollment of 200 students in grades K–7—exceeding its projected enrollment of 120. Since then, SCPA has experienced significant growth and is projected to serve over 1,200 students across grades K–12 during the 2025–2026 academic year.

Situated on a 59-acre campus, SCPA is founded on the classical education model, emphasizing the stages of grammar, logic, and rhetoric—a time-tested approach known for fostering academic excellence.

In July 2025, SCPA will welcome a new Executive Director, marking the first leadership transition since the school's inception. With this change in leadership, the Board of Directors views this as a timely and strategic opportunity to develop a comprehensive, forward-looking strategic plan to guide the school's continued success.

## **II. STATEMENT OF PURPOSE**

SCPA seeks proposals from experienced consultants or organizations to design and implement a comprehensive strategic planning and leadership transition process. This initiative is intended to strengthen SCPA's long-term vision, support an Executive Director transition, and align the organization's resources and community engagement efforts.

The process will be managed in coordination with the School Board and SCPA's leadership team, with broad input from staff, families, and other stakeholders.

## **III. SCOPE OF WORK**

The selected consultant will play a key role in guiding St. Croix Preparatory Academy through a comprehensive strategic planning process. Responsibilities include:

- Conducting a thorough assessment of the school's leadership structure, operational effectiveness, and stakeholder needs.
- Facilitating strategic planning sessions with core stakeholders, including board members, school leadership, staff, students, and parents.

### **Primary Engagement Group: Strategic Planning Committee and Key Leadership**

- 1–2 Board Members
- Executive Director (ED) and Executive Director of Finance and Operations (EDFO)
- Educational Leader
- Operational Leader
- 1–2 Parents
- 1–3 Staff Members
- 1–2 Student Leaders

## Secondary Stakeholder Group:

- Administrative Leadership Team
- St. Croix Preparatory Foundation

## Tertiary Stakeholder Group:

- Broader school staff
- Parents
- Board committee members

## Additional responsibilities include:

- Supporting the transition planning process for incoming executive leadership with metrics of success.
- Defining key success metrics aligned with the school's long-term goals.
- Delivering a clear, actionable, and measurable 3–5-year strategic plan.
- Engaging community members to identify shared priorities and opportunities for growth.

## **IV. GUIDING QUESTIONS FOR CONSULTANT PROPOSALS**

To ensure alignment with St. Croix Preparatory Academy's goals and needs, consultants are asked to address the following guiding questions within their proposal. These questions represent key areas of focus that will inform the strategic planning process.

### **1. Strategic Planning**

- What should be the school's top strategic priorities over the next 3–5 years?
- How can SCPA navigate the upcoming leadership transition in a way that honors and preserves its founding mission and values?
- What are the school's current strengths, weaknesses, opportunities, and threats (SWOT), and how do they impact long-term success?
- Given existing space limitations, staffing constraints, and funding structures, how can SCPA achieve and maintain full and stable enrollment?

### **2. Professional and Staff Development**

- What systems of internal leadership development and coaching should be implemented or expanded to align with SCPA's mission, vision, and brand?
- What criteria and measurable outcomes should be established to evaluate, develop, and sustain effective leadership across the organization?

### 3. Budget and Operations

- How can operational efficiency be assessed, and where are there opportunities for improvement?
- How should resources be strategically allocated to support identified priorities?
- What financial models or structures should be adopted to strengthen fiscal sustainability and long-term planning?

### 4. Stakeholder Engagement

- How can SCPA strengthen engagement with key stakeholder groups, including families, students, faculty, and external partners?
- What communication strategies and feedback mechanisms will promote transparency, alignment, and procedural efficiency?  
As a charter school reliant on supplemental funding, how can SCPA and the St. Croix Prep Foundation better communicate the funding gap between public support and operational needs? How can education and engagement efforts around this gap be leveraged to increase donor participation and long-term philanthropic support?

## V. GOVERNANCE STRUCTURE AND STAKEHOLDER ROLES

Consultants must identify how they will collaborate with the following groups their planning process:

- Strategic Planning Committee: Primary liaison for the consultant, guiding the planning process and evaluating progress.
- Board of Directors: Final approver of strategic direction and executive leadership plans.
- Executive Director, Executive Director of Finance and Operations & Leadership Team: Primary contacts for implementation and alignment with day-to-day operations.
- Secondary Stakeholders: Teachers, staff, students, families, alumni, and community partners—engaged through surveys, forums, or listening sessions.
- Proposals should define how the consultant will ensure all roles are clear, participation is structured, and decisions are documented throughout the process.

## VI. DELIVERABLES

Expected deliverables include, but are not limited to:

- A strategic planning roadmap with defined phases and outcomes.
- A formal strategic plan (2025–2030) with measurable goals.
- A plan to define success metrics for the leadership team.
- Reports on stakeholder engagement findings and recommendations.
- A final presentation to the Board of Directors, Foundation Board, and administrative leadership team.

## **VII. CONTRACTOR FEES**

Consultants must:

- Outline the total anticipated fees associated with the project.
- Clearly define the billing structure (e.g., flat fee, milestone-based, hourly).
- Include any assumptions that influence cost (e.g., number of meetings, travel).
- Consultant may submit a budget range (low and high biased on assumptions per recommended approaches).

## **VIII. TERM OF CONTRACT**

This RFP and any response do not constitute a contract. SCPA intends to enter into a contractual agreement with the selected consultant or firm solely for the duration of this project.

## **IX. CONTRACTUAL TERMS AND CONDITIONS**

The selected consultant will be required to:

- Provide 2–3 references from similar institutions (charter schools, K–12 education, nonprofits, or organizations of similar size and structure).
- Comply with all applicable legal and organizational requirements related to working with educational institutions.

## **X. EVALUATION AND AWARD PROCESS**

Proposals will be reviewed by the RFP Committee and ultimately approved by the Board of Directors by June 25, 2025.

Evaluation criteria will include:

- Relevance and clarity of proposed methodology.
- Experience and references.
- Cost and value.
- Alignment with SCPA's mission and priorities.

Deadline for proposal submission: June 10, 2025

Proposals should not exceed five (5) pages.

Submit via email to: Terri Gulbransen, [tgulbransen@stcroixprep.org](mailto:tgulbransen@stcroixprep.org)

## **XI. QUESTIONS**

All inquiries must be submitted via email to:  
[tgulbransen@stcroixprep.org](mailto:tgulbransen@stcroixprep.org)

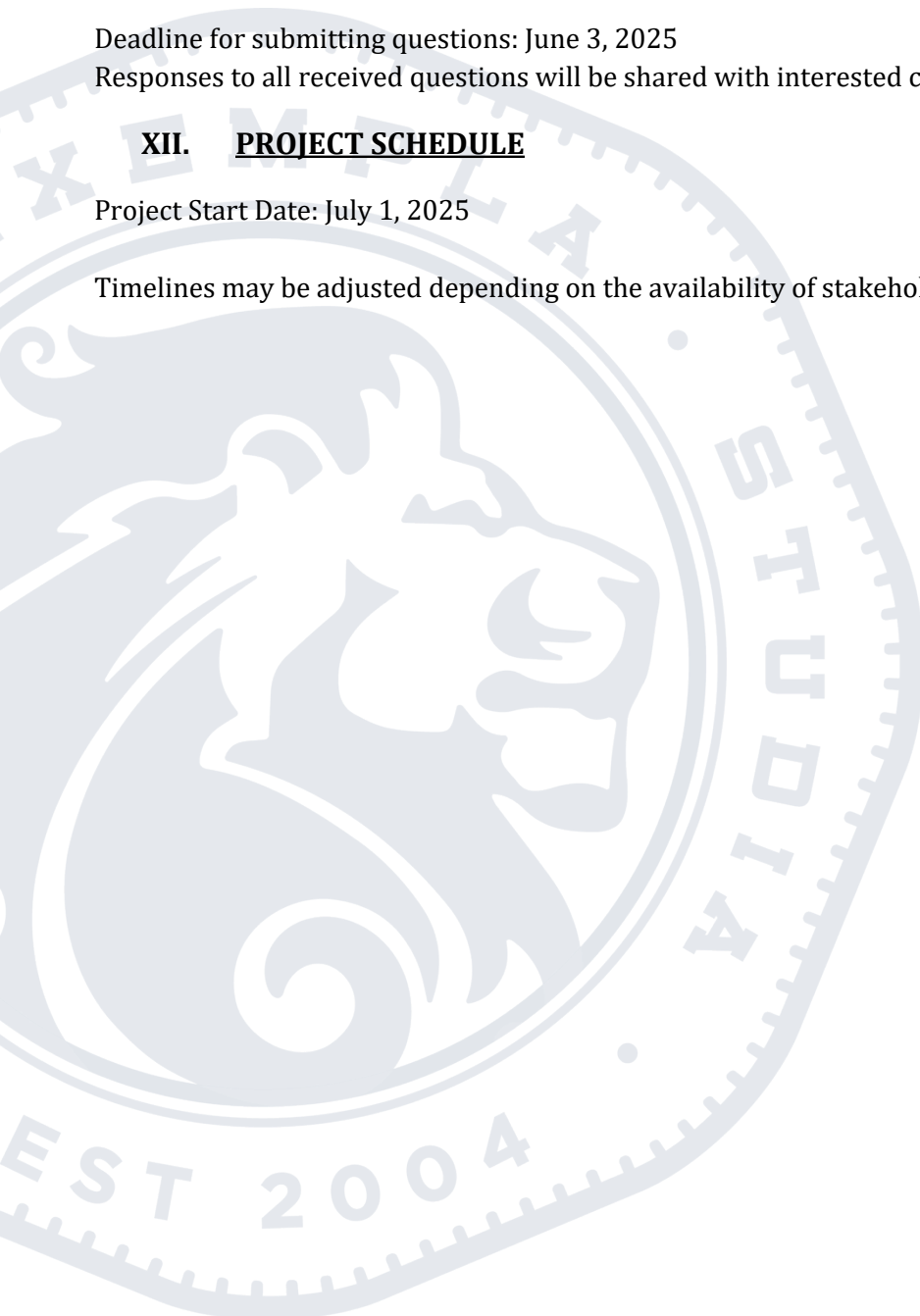
Deadline for submitting questions: June 3, 2025

Responses to all received questions will be shared with interested consultants by June 6, 2025.

## **XII. PROJECT SCHEDULE**

Project Start Date: July 1, 2025

Timelines may be adjusted depending on the availability of stakeholders and emerging needs.





**st. croix** preparatory academy

## **COMPENSATION PLAN**

2025-2026

## CONTENTS

INTRODUCTION .....	2
I. LICENSED INSTRUCTIONAL STAFF COMPENSATION.....	3
A. Placement Level .....	3
B. Advancement of Placement Level .....	3
C. Salary Schedule .....	3
D. Normal Teaching Load .....	3
E. Teaching Overload .....	4
F. Part-time Teaching Load .....	4
G. Additional Duties .....	4
H. Prep Time Substitute Pay .....	5
I. Coaching and Advisory Assignments.....	5
J. Q-Comp Leadership Positions.....	5
K. Q-Comp Performance Incentives .....	5
II. NON-LICENSED INSTRUCTIONAL STAFF COMPENSATION .....	6
A. Job Levels.....	6
B. Placement Level .....	6
C. Advancement of Placement Level .....	6
D. Salary Schedule .....	6
III. NON-INSTRUCTIONAL STAFF COMPENSATION.....	7
A. Job Levels.....	7
B. Pay Level Bands .....	8
C. Starting Salary.....	8
D. Tiers for Raises.....	8
E. Performance Evaluation Components.....	8
IV. SUBSTITUTE AND SEASONAL EMPLOYEE COMPENSATION.....	9
V. OTHER ORGANIZATIONAL BENEFITS .....	10
APPENDIX A: Licensed Instructional Staff Salary Schedule.....	11
APPENDIX B: QComp Performance Incentive Schedule .....	12
APPENDIX C: Additional Duties.....	14
APPENDIX D: Staff Stipend Schedule and Hourly Rates .....	15
APPENDIX E: Non-Licensed Instructional Staff Salary Schedule .....	16
APPENDIX F: Non-Instructional Food Service Staff Salary Schedule.....	17
APPENDIX G: Substitute and Seasonal Employee Compensation Rates .....	18

## **INTRODUCTION**

### **Goals of this Compensation Plan**

- Provide a comprehensive and accessible compensation structure for all St. Croix Prep staff
- Ensure that our system of compensation is optimally aligned with our organization's values of collaboration, continuous improvement and development, and a belief that results matter
- Maintain a consistent and fair practice for establishing salaries across the school
- Stay competitive in the local market
- Ensure a compensation model for sustainable budgeting
- Guarantee compliance to FLSA requirements for exemption status

### **Components of this Compensation Plan**

SCPA employees fall into one of the three employment categories. The unique compensation structure of each category is detailed in one of the following sections of this document:

- Licensed Instructional Staff Compensation (Teachers)
- Non-Licensed Instructional Staff Compensation (All Educational Assistants)
- Non-Instructional Staff (All other staff)

The fifth section of this document, Other Organizational Benefits, applies to all SCPA employees.

Finally, the Compensation Plan includes appendices which are appropriately referenced in the body of the Plan.

## I. LICENSED INSTRUCTIONAL STAFF COMPENSATION

Components of Licensed Instructional Staff Compensation are as follows:

- A. **Placement Level:** Licensed instructional staff base salary is set forth in Appendix A (Licensed Instructional Staff Salary Schedule). Initial placement level is based on the candidate's years of experience in accredited or similar standing schools in which he/she taught full time for the full academic year in any grade, K-12, or other relevant experience. Also considered in establishing a candidate's placement level is external market conditions in which it is challenging to recruit and retain qualified teachers in a particular discipline. Placement level is determined after reviewing a candidate's file prior to a hire date. Placement level may be negotiated with SCPA Administration approval.
- B. **Advancement of Placement Level:** For evaluation purposes, teachers are split into two categories: Level 1 and Level 2. Level 1 teachers are on year 1-3 teaching at SCPA; Level 2 teachers are on year 4 and beyond. Advancement of a placement level on the Licensed Instructional Staff Salary Schedule is detailed below for each level.
  1. Level 1 Teacher, advancement of a placement level on the Licensed Instructional Staff Salary Schedule is contingent upon the following:
    - a) Year End Performance Appraisal with Division Principal or Director: Must earn a minimum score of 76/114 on the annual year-end performance appraisal.
    - b) Completion of Annual QComp Requirements: Current requirements are outlined in Appendix B.
    - c) SCPA Administration Recommendation: Administration recommendation for the teacher to move placement levels.
  2. Level 2 Teacher, advancement of a placement level on the Licensed Instructional Staff Salary Schedule is contingent upon the following:
    - a) Year End Performance Appraisal with Division Principal or Director on a 3 year rotation.
    - b) Participations in PLCs and Completion of Annual QComp Requirements according to observation cycle: Current requirements are outlined in Appendix B.
    - c) SCPA Administration Recommendation: Administration recommendation for the teacher to move placement levels.
- C. **Salary Schedule:** Current year salaries are reflected in Appendix A.
- D. **Normal Teaching Load:** The normal teaching load of a full-time teacher varies by division and discipline. Teaching load is based on a 7 period day in middle school and upper school. 1.0 Full -Time Equivalent (FTE) teaching loads are defined as follows:

Grade	Description	Teaching Load per day
K-4	Gen. Ed Teacher	Approximately 5 hours of student contact time in a grade level classroom
K-4	Specialists - Art	5 Classes
K-4	Specialists - Music	5 Classes

K-4	Specialists – Physical Education	5 Classes plus 1 additional duty (20 min/day)
5-12	Gen. Ed Teacher	5 Classes
7-12	Gen. Ed. Teacher – Science	4 Science Lab Classes
5-12	Specialists – Art	5 Classes
5-12	Specialists – Music	6 Classes or Lesson Equivalent
5-12	Specialists – Physical Education	6 Classes
K-12	Special Education Teacher	Full Caseload as determined by SPED Director

The remaining unscheduled time in a teacher's work day is for additional preparation, meetings, parental conferences, staff coverage if needed or other activities.

- E. **Teaching Overload:** Teaching duties in excess of load identified in paragraph D above shall be paid an overload stipend per the table below. The overloads are awarded at the discretion of the Division Principal and require prior approval by the Executive Director of Finance and Operations.

FTE weighting for Grades K-4 are as follows:

FTE weight	Non-Instructional Minutes	Stipend Amount
.10	70 minutes or less during the regular school day (9:30am-4:00pm)	\$ 3,589.00

FTE weighting for Grades 5-12 are as follows:

FTE weight	Credit Weight	Stipend Amount
.10	½ Credit Class	\$ 3,589.00
.20	1 Credit Class	\$ 7,177.00
.125	½ Credit Science Lab Class	\$ 4,486.00
.25	1 Credit Science Lab Class	\$ 8,971.00

- F. **Part-time Teaching Load:** If a teacher is part-time or temporary, the salary will be calculated according to their defined fractional FTE.
- G. **Additional Duties:** Assignments of teachers to Additional Duties such as, but not limited to, bus supervision, hall supervision, and event attendance, shall be distributed among all teachers in the building. No additional compensation is awarded for these duties. See Appendix C for a more complete list of Additional Duties.

- H. **Prep Time Substitute Pay:** Teachers who are requested by their building principal and agree to use planning or preparation time to substitute for a teacher who is absent shall be compensated for such duty at their hourly rate.
- I. **Coaching and Advisory Assignments:** All assignments to additional activities, including, but not limited to, athletic and extra-curricular activities and clubs, shall be compensated according to the schedule in Appendix D. The Activities Director and the appropriate coaching or advisor staff shall participate in the hiring process for these positions.
- J. **Q-Comp Leadership Positions:** Teacher leadership positions including Teacher Learning Coordinator (TLC) and Professional Learning Community (PLC) Leader as well as short term project opportunities are available and shall be compensated according to the schedule in Appendix D.
  - 1. The TLC and PLC positions are three-year terms and shall be posted in the spring preceding the term or upon vacancy if needed. TLC Leader salaries follow the Teacher Salary Schedule.
  - 2. The Q-Comp Committee participates in the hiring process for these positions.
- K. **Q-Comp Performance Incentives:** All teachers are eligible and are awarded additional pay, beyond the base salary, for participation in and qualification for Q-Comp Performance Incentives. Stipends for these duties are set forth in Appendix B (Q-Comp Performance Incentive Schedule).

## II. NON-LICENSED INSTRUCTIONAL STAFF COMPENSATION

Components of Non-Licensed Instructional Staff Compensation are as follows:

**A. Job Levels:** SCPA has three job levels for non-licensed instructional staff:

- General Education, Education Assistants (Classroom EAs)
- Special Education, Paraprofessionals
- Special Education, Paraprofessionals – Special Duty

Education Assistants that work in the classroom supporting one grade level are General Education EAs. Education Assistants that work with special needs students either in the classroom or a resource room and may support multiple grade levels are Special Education Paraprofessionals.

**B. Placement Level:** Administration and the SCPA Board of Directors will determine all non-licensed instructional staff placement level based on job description, experience, and available external market data.

**C. Advancement of Placement Level:** Advancement of a placement level on the Non-Licensed Instructional Staff Salary Schedule is contingent upon achieving or exceeding the minimum score defined below on the year-end appraisal and SCPA Administration recommendation. The year-end appraisal will be performed by the employee's Division Principal or Director in collaboration with any supervising teacher.

1. **Year End Performance Appraisal:** An average score of 2.0 or above on a 3 point scale on the annual year-end performance appraisal. The appraisal is performed by the teacher's Division Principal or Director in collaboration with any supervising teacher.
2. **SCPA Administration Recommendation:** Administration recommendation for the staff member to move placement levels.

**D. Salary Schedule:** Current year salaries are reflected in Appendix E.

### III. NON-INSTRUCTIONAL STAFF COMPENSATION

Components of Non-Instructional Staff Compensation are as follows:

- A. **Job Levels:** Five (5) Job Levels have been created for Non-Instructional Staff to ensure consistency in job functions across St. Croix Prep. A promotion is needed to move up one or more job levels.

**Level 1: Entry Level Support (Food Service Servers)**

- Job duties lean towards being more tactical in nature
- Directly supervised
- Limited autonomy to manage critical decisions
- Limited or no previous work experience required

**Level 2: Advanced Level School Support (Food Service Leads, Health Room Assistant, Administrative Assistants, Study Hall Monitor, Building Attendant, Building Substitute)**

- Responsible for leading, tracking and ensuring the achievement of the students with whom they work
- May lead some whole group and a significant amount of small group instruction
- Certifications may be required
- To enter this level, employee must possess a basic level of knowledge and mastery in his/her profession, but would benefit from additional years or work-related experience

**Level 3: Office Managers, Accountant, District Executive Assistant, District Administrative Assistant, Kitchen Manager, District Office Assistant**

- Job duties have strategic requirements which require ample professional judgement and decision making over matters of significance
- Proven experience directly related to this profession is required to enter this level and professional certification may be required

**Level 4: Managers, Associate Director, Coordinators, College Counselor, Technology Assistant, Facilities, Assistant, Senior Accountant**

- Job duties include responsibility for the strategic direction and success of a functional area of the organization
- Individual operates autonomously and makes critical decisions
- Individual may manage or coach others
- Proven experience and a track record of success is required to enter this level

**Level 5: Directors, Principals, Executive Directors**

- Establishes strategic direction for the organization in collaboration with Executive Leadership
- Individual has accountability for whole teams of people or entire functional areas of organization
- Proven experience operating at management levels of an organization are required to enter this level
- Two or more direct reports

- B. Pay Level Bands:** Pay Level Bands correlate with Job Levels (see section A). Within each Band is a minimum and maximum pay level. Compensation for an individual is based on numerous factors such as market range for a position, job knowledge, skills, experience and demand. All salaries referenced are based on work by a full-time equivalent (FTE) employee. If a staff member is part-time or temporary, the salary will be calculated according to their defined fractional FTE.

Pay Level Band	Minimum	Maximum	Position
L1 (follows schedule on Appendix F after initial placement)	\$17.60	\$26.50	Food Service Servers
L2	\$18.85	\$30.00	Food Service Leads, Health Room Assistant, Administrative Assistants, Study Hall Monitor, Building Attendant, Building Substitute
L3	\$20.00	\$40.00	Office Managers, Accountant, District Executive Assistant, District Administrative Assistant, Kitchen Manager, District Office Assistant
L4	\$55,000	\$95,000	Managers, Associate Director, Coordinators, College Counselor, Technology Assistant, Senior Accountant, Facilities Assistant
L5	\$75,000	\$199,000	Directors, Principals, Executive Directors* (*contracted rates may differ)

- C. Starting Salary:** Administration and the SCPA Board of Directors will determine all non-instructional staff starting salary based on expectations/job description, experience, value to the school and available external market data. The Pay Level Bands (see paragraph B) will be reflective of this determination.
- D. Tiers for Raises:** Performance-based raises will be offered according to the following set of criteria, with manager discretion within the provided ranges.

Performance-Based Raise Tiers	Professional Evaluation (on 5 point scale)	Potential Raise Range*
Tier 1	At least 3.0	.5 - 1.0%
Tier 2	3.25 to 3.75	1.5 - 2%
Tier 3	More than 3.75	2 - 3%

\*Salary increases outside of this range may be granted with SCPA Administration approval.

- E. Performance Evaluation Components:** The performance evaluation score is determined by the direct manager and may be influenced by the following inputs:

1. 360 Evaluation
2. Progress on Individual Performance Goals
  - Individual Performance Goals (IPG) are job-specific performance goals that may be set annually between you and your manager. IPGs should to be Specific, Measurable, Attainable, Relevant, and Time bound, and should be aligned with other organizational goals.

#### **IV. SUBSTITUTE AND SEASONAL EMPLOYEE COMPENSATION**

Components of Substitute and Seasonal Employee Compensation are reflected in Appendix G.

## **V. OTHER ORGANIZATIONAL BENEFITS**

Other employment benefits for all eligible employees (employees regularly scheduled to work 30 or more hours per week), the total compensation package includes significantly more than base salary (or hourly wages).

Notably, St. Croix Prep offers and contributes substantial monetary amounts toward benefit programs intended to help protect your personal and financial well-being. Those contributions usually equate to a value of approximately 23% of your annual salary.

See our benefits summary documents for more information. Our benefit offerings currently include: health, dental, long-term disability, life insurance, 403(b), flexible spending account, paid time-off, and matching contributions for PERA and TRA retirement accounts as applicable.

Other Organizational Benefits that contribute to SCPA's positive, supportive culture:

- Flexible work environment:
  - Flexible hours/work remotely (need to be present on student contact days 9:45am-4:15pm)
  - Coverage for staff in emergencies
  - Jeans and spirit-wear on Thursdays and college-wear on Fridays
- Support with Professional Development:
  - Earn CEUs through on-site professional development
  - CEU hours entered on MDE portal on behalf of licensed faculty
- Support of enrollment of staff child(ren) at SCPA:
  - Preferential student enrollment for SCPA employees
  - Free on-site childcare before and after school through YMCA for licensed staff's child(ren)
- Support during work day:
  - On-site food service: Lunch, including Salad Bar & Breakfast items
  - Free coffee (locally roasted)/tea and condiments
  - Notary public on-site (Senior Accountant)
- Discounts extended to staff:
  - SCRIP discounts (staff may elect full rebate amount for discount)
  - Staff free entry with staff ID at SCPA hosted events
- Support of staff and family health and wellness:
  - Free use of fitness room and athletic facilities
  - Health club fee reimbursement through SCPA's health insurance carrier
  - Wellness program - \$120 per year upon completion of earning required participation points
- St. Croix Prep strives to be a good local and global citizen:
  - Recycle/compost options for paper, glass, aluminum and food
  - SCPA is a prairie restoration site
  - Stillwater Chamber of Commerce member
  - SCPA's National Honor Society has adopted a section of Stagecoach Trail

**APPENDIX A:**

**Licensed Instructional Staff Salary Schedule**

2025-2026 School Year

Placement Level*	FY26 Pay Scale 1.0 FTE
1	\$44,428
2	\$45,020
3	\$45,920
4	\$46,838
5	\$48,478
6	\$49,448
7	\$50,436
8	\$51,444
9	\$54,018
10	\$55,099
11	\$56,200
12	\$57,325
13	\$58,470
14	\$59,641
15	\$60,832
16	\$62,049
17	\$63,291
18	\$64,556
19+	\$65,847

\*Advancement on the placement schedule is contingent upon completing QComp requirements, achieving or exceeding the required minimum score on the year-end appraisal, and SCPA Administration recommendation.

An annual increase for staff above placement level 19+ is 2% for FY26 and is contingent upon completing QComp requirements, achieving or exceeding the required minimum score on the year-end appraisal, and SCPA Administration recommendation.

## APPENDIX B:

### QComp Performance Incentive Schedule

2024-2025 School Year

Licensed staff (teachers and school nurse) are awarded additional pay, beyond base salary, for participation in and qualification for Q- Comp Performance Incentives. The goal of the incentive is to improve teacher instruction and increase student performance. The amount for each category is based on the dollars available each year as determined by the submitted and approved Q-Comp Plan by the Minnesota Department of Education. For the 2024-2025 school year, in order to receive performance based pay all licensed staff will need to complete the following:

**Category 1.** Ten Percent – (\$180) – Satisfactorily meeting School Wide Student Achievement Goals:

- Lower School Division Goal- The percentage of all students in grades 3-4 at St. Croix Preparatory Academy who earns achievement levels of meets or exceeds the standards on the Reading MCA-III will decrease from 79.2% in 2023-24 to 79.7% in 2024-25.
- Middle School Division Goal-The percentage of all students in grades 5-8 at St. Croix Preparatory Academy who earns achievement levels of meets the Standards or Exceeds the Standards on the Reading MCA-III will increase from 82% in 2023-24 to 82.5% in 2024-25.
- Upper School Division Goal-The percentage of all students in grade 10 at St. Croix Preparatory Academy who earns achievement levels of meets the Standards or Exceeds the Standards on the Reading MCA-III will decrease from 80.2% in 2023-24 to 80.7% in 2024-25.

**Category 2.** Forty Percent – (\$720) Measures of Student Achievement:

- Teachers must meet PLC attendance requirements and work with PLC and TLC leaders to create and a track student-focused SMART goal.

**Category 3.** Fifty Percent – (\$900) Participation in the Licensed Staff Seminar Observation Process:

- **Level 1 Teachers:**
  - The Principal and the Teaching and Learning Coordinator will observe and coach Level 1 teachers throughout the year; additionally, two Seminar Observations will be conducted with support from the TLC. Each teacher will create an annual Individual Growth and Development Plan in collaboration with their TLC, and observations will focus on support and mentorship within St. Croix Prep's unique culture.

Level 1 (New to SCPA) Teacher Observation Cycle			
Year	1	2	3
Principal/TLC Observations (Formal; Summative) 2 per year	X	X	X
Principal Observations (Informal)	X	X	X
TLC Observations (Informal; Coaching, Seminar)			

	X	X	X
<b>SPED (due process record reviews)</b>	X	X	X

- **Level 2 Teachers:**
  - Upon reaching Level 2 with 4+ years of experience at St. Croix Prep, teachers will be formally observed on a 3-year rotation. During non-observation years, teachers will work informally with TLCs and Principals on their Individual Growth and Development Plans.

● Level 2 (4+ years at SCPA) Teacher Observation Cycle											
	Group 1				Group 2			Group 3			
Year	1	2	3		1	2	3	1	2	3	
Principal Observations (Formal) 2 per year	X					X					X
Principal Observations (Informal)	X	X	X		X	X	X	X	X	X	X
TLC Observations (Informal; Coaching) 2 per year		X	X		X		X		X	X	
SPED (due process record review)	X	X	X		X	X	X	X	X	X	X

In summary,

- the annual Q-Comp stipend for Categories 2 and 3 will be awarded to licensed staff that:
  - complete all observation requirements required for their category level
  - successfully participate in PLCs and collaborate with TLCs and Division Principals or Directors based on their category level.
- the annual Q-Comp stipend for Category 1 will be awarded to licensed staff if their division scores meet or exceed the minimum scores listed in Category 1.

## APPENDIX C:

### Additional Duties

2025-2026 School Year

Additional Duty	Licensed School Nurse	Time	Frequency	Requirements	Lower School	Time	Frequency	Requirements	Middle School	Time	Frequency	Requirements	Upper School	Time	Frequency	Requirements
<b>Supervisory:</b>																
Parent drop off					15-20 minutes	Daily	Some f LS staff		20 minutes	Daily	As Assigned		20 minutes	Daily	As Assigned	
Parent pickup/bus					15-20 minutes	Daily	All of LS staff		20 minutes	Daily	As Assigned		20 minutes	Daily	As Assigned	
Direct Traffic					25 minutes	Daily	As Assigned						25 minutes	Daily	As Assigned	
Lunch Duty					25 minutes	As Needed	As Needed (no EA)		20 minutes	Daily	As Assigned		25 minutes	2x/week	As Assigned	
Recess					20 minutes	As Needed	As Needed (no EA)		20 minutes	Daily	As Assigned					
Hall/Atrium/Stairwell Duty					20 minutes	Daily	All LS Staff		20 minutes	Daily	As Assigned		25 minutes	Daily	All US Staff	
Class passing time									20 minutes	Daily	MS Staff Volunteers		20 minutes	Daily	All US Staff	
Latin Lab OR Writing Lab OR Study Hall (before school)									25 minutes	Daily	As Assigned					
Math Lab OR Study Hall (during recess)									20 minutes	Daily	As Assigned					
Detention													75 minutes	1x/week	As Assigned	
Advisory (Service Hrs/EOY Presentations)													25 minutes	Daily	As Assigned	
TA Coordinator													45 minutes	Daily	As Assigned	
Upper School Faculty Committees													20 minutes	1x/biweekly	As Assigned	
Middle School Faculty Committees									1-2 hours	As Needed	As Assigned					
Lower School Faculty Committees					3-4 hours	monthly	As Assigned									
<b>Communication:</b>																
Conferences					30 hours	2x/year	All LS staff		8-10 hours	1x/year	All MS Staff		8 hours	1x/year	All US Staff	
Additional parent conferences					As Needed	As Needed	All LS staff		As Needed	As Needed	All MS Staff		As Needed	As Needed	All US Staff	
Newsletter					1 hour	Weekly	All LS staff		1 hour	As Needed	As Submitted		1 hour	As Needed	As Submitted	
Student Office Hours					1 hour	1x/month	As Needed		Before/After school + lunch	Daily	As Needed		Before/After school + lunch	As Needed	All US Staff	
Child Study/ SPED Meetings					Before/After School or Prep Hours	As Needed	As Assigned		Before/After School or Prep Hours	As Needed	As Assigned		Before/After School	As Needed	As Assigned	
<b>Events/Activities:</b>																
Concerts					3 hours	1x/year	All LS staff		2 hours	3x/year	All Music Staff		2 hours	3x/year	All Music Staff	
Art Shows					20 hours	1x/year	Art Staff		20 hours	2x/year	Art Staff		10 hours	2x/year	Art & Music Staff	
Back to school night	3 hours	1-2x/year	all schools		3 hours	1x/year	All LS staff		3 hours	1x/year	All MS Staff		3 hours	2x/year	All US Staff	
Parent Information Night					3-4 hours	1x/year	All LS Staff									
Kindergarten Open House	3-4 hours	1x/year			3-4 hours	1x/year	All LS staff									
Fifth Grade Orientation									5 hours	1x/year	5th Grade Staff					
Ninth Grade Orientation													3-4 hours	3x/year	9th Grade Staff	
Registration Night													4 hours	1x/year	All US Staff	
Student of the Month					1 hour	1X month	Grade Level Teams		3-4 hours	1x month	As Assigned		See Faculty Committees			
Chaperoning (Dances/PROM/Other)													4 hours	3x/year	US Staff Volunteers	
Graduation & Senior Dinner													6-8 hours	2 nights/year	All US Staff	
Senior Retreat Overnight Chaperones													3 days	2x/year	6 US Staff	
EOY Awards Ceremony					1-1/2 hours	1x/year	All LS staff						6 hours	1x/year	All US Staff	
Activity Advisors					2-4 hours	As Needed	LS staff volunteers		2-4 hours	As Needed	MS Staff Volunteers		2-3 hours	2x/month	Half of US Staff	
Field Trip Chaperones- Extended Day									4-5 hours	1x year	As Assigned					
Educ. Travel Chaperone-DC/Wolf Ridge/Lang. Camp									3-4 days	1x year	MS Staff Volunteers					
Independent Study Advisors													15-30 min/day	Daily	Requested Staff	
<b>Other Information:</b>																
Prep minutes					96 minutes	Daily	All LS staff		96 minutes	Daily	All MS Staff		96 minutes	Daily	All US Staff	
Student/Staff Ratios					1 Teacher + 1 EA:30-32 Specialists: 1:30-32	Year Round	All LS staff		1:30-36 average Music 1:40+	Year Round	All MS Staff		Math/Eng 1:36 PE/Soc St 1:36 Sci 1:30 Art 1:25 Music 1:40+	Year Round	All US Staff	
EA/Specialist Support					Varries Depending on Grade	Daily	Each classroom / SPED Eas		Daily		SPED EAs - No Classroom EAs			Daily	SPED EAs - No Classroom EAs	

## APPENDIX D:

### Staff Stipend Schedule and Hourly Rates

2025-26 School Year

ACTIVITIES			ATHLETICS			ATHLETICS (CON'T)		
	By Advisor	By Activity		By Coach	By Sport		By Coach	By Sport
<b>Upper School Student Council</b>		<b>2,585</b>	<b>Girls Tennis</b>		<b>3,685</b>	<b>Track</b>		<b>14,685</b>
Advisor Stipend	2,585		Head Varsity Coach	3,685		Head Varsity Coach	3,685	
<b>Middle School Student Council</b>		<b>2,585</b>	Asst. Varsity Coach		<b>10,945</b>	Asst. Varsity Coach	2,200	
Advisor Stipend	2,585		<b>Volleyball</b>			Asst. Varsity Coach	2,200	
<b>Pop Band</b>		<b>330</b>	Head Varsity Coach	3,685		Asst. Varsity Coach	2,200	
Advisor Stipend/ \$55 per game	330		Asst. Varsity Coach/JV	2,750		Asst. Varsity Coach	2,200	
<b>Jazz Band II</b>		<b>1,100</b>	C-Team Coach	2,750		Asst. Varsity Coach	2,200	
Advisor Stipend	1,100		Middle School Coach	1,760		<b>TOTAL ATHLETICS</b>		<b>125,070</b>
<b>National Honor Society</b>		<b>2,585</b>	<b>Cross Country</b>		<b>5,995</b>	<b>CURRICULAR</b>		
Advisor Stipend	2,585		Head Varsity Coach	3,410		<b>By Advisor</b>		
<b>Service Club</b>		<b>2,585</b>	Asst. Varsity Coach/JV	2,585		Peer Tutoring		2,200
Advisor Stipend	2,585		<b>Girls Soccer</b>		<b>8,580</b>	Upper School Advisory Lead		1,650
<b>Upper School Theater</b>		<b>7,975</b>	Head Varsity Coach	3,410		Senior Advisor		275
Director	3,300		Asst. Varsity Coach/JV	2,585		College Recommendation Letters (10)		275
Vocal Director	1,100		C Team Coach	2,585		Pre-AP Chemistry Online		2,200
Technical Director	550		<b>Boys Soccer</b>		<b>8,580</b>	Precalculus (summer)		2,200
Pit Director	825		Head Varsity Coach	3,410		Curriculum Development/ per day		175
Choreographer	1,100		Asst. Varsity Coach	2,585		Daily Stipend for approved additional		
Piano	1,100		C Team Coach	2,585		projects/duties/ full day (6-8 hours)		175
<b>Middle School Theater</b>		<b>4,750</b>	<b>Boys Basketball</b>		<b>12,760</b>	Daily Stipend for approved additional		
Director	3,100		Head Varsity Coach	5,060		projects/duties/ half day (3-5 hours)		87.50
Asst. Director	1,100		Asst. Varsity Coach/JV	3,850		Board Member		850
Asst. Director/Tech	550		C-Squad Head Coach	3,850		Board Clerk (per meeting)		120
<b>Lower School Theatre</b>		<b>6,800</b>	<b>Girls Basketball</b>		<b>12,760</b>	PLC & TLC		4,100
Co-Director/Producer	3,500		Head Varsity Coach	5,060		TLC Summer/ Release Day Work		5,253
Assistant/Helper	1,100		Asst. Varsity Coach/JV	3,850		Curriculum Coordinator Summer/Release Day Work		5,253
Choreographer	1,100		C-Squad Head Coach	3,850		Dean of Students Summer/Release Day Work		5,253
Tech. Director	550		<b>Alpine Ski</b>		<b>5,060</b>	Test Proctoring		18.00/hr
Stage Manager	550		Head Varsity Coach	3,685		Summer School		60.00/hr
<b>Debate</b>		<b>3,300</b>	Asst. Varsity Coach	1,375		ESY		60.00/hr
Advisor Stipend	3,300		<b>Dance Team</b>		<b>3,300</b>	Homework Club		35.00/hr
<b>Speech</b>		<b>3,300</b>	Head Varsity Coach	3,300		Homebound teaching		35.00/hr
Advisor Stipend	3,300		Asst. Varsity Coach			Subbing for another teacher (internal coverage)		hourly rate
<b>Mock Trial</b>		<b>1,800</b>	<b>Archery</b>		<b>11,990</b>	<b>TOTAL CURRICULAR STIPENDS</b>		
Advisor Stipend	1,800		Head Varsity Coach	4,070		<b>NON- CURRICULAR</b>		
<b>LS Choir</b>		<b>1,100</b>	Asst. Varsity Coach	1,980		<b>By Advisor</b>		
Advisor Stipend	1,100		Asst. Varsity Coach	1,980		ALICE Coordinator (Licensed Staff)		7,177
<b>Battle of the Books</b>		<b>880</b>	Asst. Varsity Coach	1,980		Traffic Duty		20/shift
Advisor Stipend	880		Asst. Varsity Coach	1,980		Concessions		1,000
<b>Continental Math League</b>		<b>1,265</b>	Asst. Varsity Coach	1,980		MN Classical Conference coordinator		
Advisor Stipend	633		<b>Baseball</b>		<b>5,885</b>	Before/after school atrium duty		18.35/hr
Advisor Stipend	633		Head Varsity Coach	3,685		<b>TOTAL NON-CURRICULAR STIPENDS</b>		
<b>Math League - US</b>		<b>1,760</b>	Asst. Varsity Coach	2,200				
Advisor Stipend	1,760		<b>Softball</b>		<b>5,885</b>			
<b>Ski Club</b>		<b>1,100</b>	Head Varsity Coach	3,685				
Advisor Stipend	1,100		Asst. Varsity Coach	2,200				
<b>Quiz Bowl</b>		<b>550</b>	<b>Girls Lacrosse</b>		<b>5,390</b>			
Advisor Stipend	550		Head Varsity Coach	3,190				
<b>Yearbook</b>		<b>4,400</b>	Asst. Varsity Coach	2,200				
LS Advisor Stipend	2,200		<b>Golf</b>		<b>9,570</b>			
MS Advisor Stipend	2,200		Boys Head Varsity Coach	3,685				
<b>TOTAL</b>		<b>50,750</b>	Girls Head Varsity Coach	3,685				
			Asst. Varsity Coach	2,200				

**APPENDIX E:**  
**Non-Licensed Instructional Staff Salary Schedule**  
 2025-2026 School Year

General Education - Educational Assistant	
Placement Level*	Hourly Rate
1	\$17.60
2	\$17.85
3	\$18.10
4	\$18.35
5	\$18.60
6	\$18.85
7	\$19.10
8	\$19.35
9	\$19.60
10	\$19.85

Special Education -Paraprofessional	
Placement Level*	Hourly Rate
1	\$18.85
2	\$19.10
3	\$19.35
4	\$19.60
5	\$19.85
6	\$20.10
7	\$20.35
8	\$20.60
9	\$20.85
10	\$21.10

Special Education - Paraprofessional - Special Duty	
Placement Level*	Hourly Rate
1	\$21.35
2	\$21.60
3	\$21.85
4	\$22.10
5	\$22.35
6	\$22.60
7	\$22.85
8	\$23.10
9	\$23.35
10	\$23.60

Advancement on the placement schedule is contingent upon achieving or exceeding the required minimum score on the year-end appraisal and SCPA Administration recommendation.

An annual increase for staff above placement level 10 is 2% for FY26 and is contingent upon achieving or exceeding the required minimum score on the year-end appraisal and SCPA Administration recommendation.

**APPENDIX F:**  
**Non-Instructional Food Service Staff Salary Schedule**  
 2025-2026 School Year

Food Service		
Placement Level*	Hourly Rate *4 hours or less/day	Hourly Rate *6 hours or more/day
1	\$17.60	\$18.85
2	\$17.85	\$19.10
3	\$18.10	\$19.35
4	\$18.35	\$19.60
5	\$18.60	\$19.85
6	\$18.85	\$20.10
7	\$19.10	\$20.35
8	\$19.35	\$20.60
9	\$19.60	\$20.85
10	\$19.85	\$21.10

Advancement on the placement schedule is contingent upon achieving or exceeding the required minimum score on the year-end appraisal and SCPA Administration recommendation.

An annual increase for staff above placement level 10 is 2% for FY26 and is contingent upon achieving or exceeding the required minimum score on the year-end appraisal and SCPA Administration recommendation.

**APPENDIX G:**

**Substitute and Seasonal Employee Compensation Rates**

2025-2026 School Year

Teacher Subs	\$175/day or \$87.50/half day
Long-Term Teacher Subs	\$225/day
Building Substitute	\$28.50-\$29.00/hour
EA General Education Subs	\$17.60/hour
EA Special Education Subs	\$17.60/hour
Nurse Subs	\$46.00/hour
Health Office Assistant Subs	\$17.70/hour
Office Manager Subs	\$17.70/hour
Food Service Subs	\$17.60/hour
Seasonal Test Proctor	\$18.00/hour
Seasonal Student Workers	\$15.00 - \$18.25/hour
Seasonal Administrative Workers	\$15.00 - \$18.25/hour



St. Croix Preparatory Academy  
Compensation Plan  
May 20, 2025

The following updates have been made to the Compensation Plan 2025-2026:

- The Compensation Plan for FY25 has been updated to include a 2% increase for all staff members, reflected in the proposed Compensation Plan as follows:
  - Section I: Licensed Instructional Staff: The licensed teacher salary schedule remains the same as FY24. On the current schedule, placement levels 1-18, and first year at 19+ have a 2-5% salary increase between placement levels, the effective salary increase for employees on placement level 1-18, and first year at 19+ will be minimally 2%. Teachers that are off the salary schedule (19+ placement level after first year at that level) will receive a 2% increase.
  - Section II: Non-licensed Instructional Staff: The salary schedule for EAs, paras, and food service staff was increased \$0.20 per level for an effective rate increase of 2-3% when changing levels; minimally a 2% increase. Non-licensed instructional staff that are off the salary schedules will receive a 2% increase.
  - Section III: Non-Instructional Staff: 'Minimum Rates' on each level's pay bands schedules have been adjusted to accommodate the 2% salary increase.
  - Section V: Other Organizational Benefits: Updated that the school is no longer a US Again Drop-Off site.
- Appendix B: QComp Performance Incentive Schedule will be updated when the MCA test results are received this fall.

**Action Requested:** Approve Compensation Plan for FY25.



**st.croix** preparatory academy

# FY26 Budget Schedules

St. Croix Preparatory Academy  
Budget Schedules - Index  
FY26 Budget

SCHEDULES		
#	Title	Sub-Title
1	Enrollment	
2	Fees from Patrons	
3	Extracurricular	Summary
4	Fundraising	Development
5	Fundraising	Other Fundraising II
6	Fundraising	Booster
7	Fundraising	Other
8	Payroll	Division Summary
9	Contracted Services	
10	Various Expenses	
		Communications
		Operating Leases
		Non-Instructional Software & Licenses
		Technology Equipment
		Capital Leases
		Dues & Memberships
11	Facilities	
		Utilities
		Repairs & Maintenance
		Maintenance Supplies
		Building Improvements
12	Teacher Budgets	
		Travel & Conferences
		Instructional Supplies
		Textbooks & Workbooks
		Equipment & Furniture
13	Fund 2	Food Service
14	Fund 4	Community Education

St. Croix Preparatory Academy  
Enrollment Projection  
Schedule 1  
FY26 Budget

Full-Time				PSEO			Shared Time			Total Enrollment			FY26 Waitlist		
Grade Level	FY25 Revised Budget	FY26 Budget	Variance	FY25 Revised Budget	FY26 Budget		FY25 Revised Budget	FY26 Budget	Variance	FY25 Revised Budget	FY26 Budget	Variance	Spring 2024	Spring 2025	Variance
Kindergarten	90	90	0							90	90	0		179	74
Grade 1	90	90	0							90	90	0		77	
Grade2	90	90	0							90	90	0		68	
Grade 3	90	90	0							90	90	0		78	
Grade 4	90	90	0							90	90	0		59	
Grade 5	93	93	0				0.2	0.2	0	93	93	0		60	
Grade 6	93	93	0				0.1	0.1	0	93	93	0		97	
Grade 7	93	93	0				0.1	0.1	0	93	93	0		57	
Grade 8	93	93	0				0.5	0.5	0	93	94	1		66	
Grade 9	100	102	2				0.3	0.3	0	100	102	2		83	
Grade 10	101	102	1	0	0.0	0	0.4	0.4	0	101	102	1		18	
Grade 11	85	87	2	4.7	6.5	2	0.4	0.4	0	90	94	4		10	
Grade 12	74	76	2	3.3	4.4	1			0	77	80	3		4	
Total	1182	1189	7	8	11	3	2	2	0	1190	1202	12	826	856	30
% change			1%			27%			0%			1%			4%

St. Croix Preparatory Academy  
Fees from Patrons  
Schedule 2  
FY26 Budget

Description		FY26 Budget	FY25 Budget REVISED	Variance fr PY (\$)	Variance fr PY (%)
1	Technology Fee & Background Fee	30,000	29,800	200	
2	AP Testing Fees	30,700	29,500	1,200	
3	Parking Permit Fees	30,000	30,000	-	
4	Graduation Gift & Dinner	16,000	16,000	-	
5	Band Fees & Rental	2,600	2,590	10	
6	Choir Fees	750	350	400	
7	Orchestra Fees & Rental	1,000	1,200	(200)	
8	Concert Attire	5,000	5,086	(86)	
9	Lost/Damaged Book Fees	1,000	1,000	-	
10	ACT/PSAT Fees	4,600	4,100	500	
11	Aleks/Online textbook	288	288	-	
	Rounding	62	86	(24)	
Total		122,000	120,000	2,000	2%

St. Croix Preparatory Academy  
Extra -Curricular Summary  
Schedule 3A  
FY26 Budget

Note: Additional Detail in 'Extra-Curricular Supporting Schedules' Packet

	FY25	FY26					
Revenue	Total Extra Curriculars	General Activities Dept.	Athletic Summary (see sched #3B)	Activity Summary (see sched #3C)	Total Extra Curriculars	Variance fr PY (\$)	Variance fr PY (%)
Fees	308,735		252,845	61,955	314,800	6,065	
Gate	49,240		36,565	14,000	50,565	1,325	
rounding	25	635	7,000		7,635	7,610	76
Total Revenue	358,000	635	296,410	75,955	373,000	15,000	4%
Expenses							
Coach/Advisor Salaries	172,955		125,070	50,930	176,000	3,045	
FICA/Payroll Tax-Coaches	25,943		18,761	7,640	26,400	457	
Referees/Judges	28,572		28,947	1,000	29,947	1,375	
Game Workers	16,240		16,056		16,056	(184)	
Supplies	43,869	4,500	27,425	11,750	43,675	(194)	
Uniforms	6,000	-	38,000		38,000	32,000	
Transportation	68,275	-	60,000	3,750	63,750	(4,525)	
Coaches Education	1,500	1,500	-		1,500	-	
Fees	66,280	9,600	38,805	19,725	68,130	1,850	
Misc	2,900	1,550	-	2,400	3,950	1,050	
Prep Gala/Open Use	-	(23,000)	-		(23,000)	(23,000)	
Assigned from Boosters	(15,000)	(15,000)	-		(15,000)	-	
rounding	1,466	592	(11,000)		(10,408)	(11,874)	
Total Expenses	419,000	(20,258)	342,064	97,195	419,000	(0)	0%
Net Contribution (Draw) from	(61,000)	20,893	(45,654)	(21,240)	(46,000)	(15,000)	25%
Budgeted # of Participants	968		674	368	1,042	74	
Contribution (Draw) per Participant	(63)	(15)	(68)	(58)	(44)	n/a	
FY25 Actual # of Participants			679	354	1,033	n/a	

**St. Croix Preparatory Academy**  
**Development**  
**Schedule 4**  
FY26 Budget

**SOURCE OF FUNDS**

Description	FY26 Budget	FY25 Revised Budget	Variance fr. Budget	
			( \$ )	( % )
Marathon Funds		160,831	( 160,831 )	- 100%
Allocation from Foundation	400,000	210,221	189,779	100%
Other		10,948	( 10,948 )	- 100%
<b>Total Revenue</b>	<b>\$400,000</b>	<b>382,000</b>	<b>\$18,000</b>	<b>5%</b>

**USE OF FUNDS**

Description	Total		Budget	
	FY26 Budget	FY25 Revised Budget	( \$ )	( % )
Golf Tournament	-	-	-	
Marathon				
Overhead		38,482	( 38,482 )	
Teacher Pay (Marathon)		122,349	( 122,349 )	
Technology Leases (Marathon)		-	-	
<b>Total Marathon</b>	<b>-</b>	<b>160,831</b>	<b>( 160,831 )</b>	<b>- 100%</b>
Other Use of Funds				
Teacher Pay (Foundation)	375,000	217,651	157,349	
gifts)	-	10,000	( 10,000 )	
Technology Leases	5,584	17,570	( 11,986 )	
Other	19,416	-	19,416	
General Overhead		25,948	( 25,948 )	
<b>Total Other</b>	<b>400,000</b>	<b>271,169</b>	<b>128,831</b>	<b>48%</b>
<b>Total Expense</b>	<b>400,000</b>	<b>432,000</b>	<b>( 32,000 )</b>	<b>- 7%</b>

St. Croix Preparatory Academy  
Other Fundraising II  
Schedule 5  
FY26 Budget

Activity		Description	FY26 Budget			FY25 Budget REVI SED			Variance
			Revenue	Expense	Net Revenue/ Expense	Revenue	Expense	Net Revenue/ Expense	fr. PY (\$)
SOURCES OF FUNDS:									
Scrip	School purchases retail gift cards at a discount and sells to families at face value. 50% of rebates go to parent group		3, 200	2, 560	640	4, 485	3, 588	897	257
Consumables Donation	Parent Group's donation drive to cover the cost of consumable workbooks, art supplies, student planners		15, 000		15, 000	15, 386		15, 386	386
Community Supplies Donation	Donations by MS and US families in lieu of providing items on school supply list identified as community supplies.		8, 400		8, 400	8, 400		8, 400	-
Uniform Rebate	Vendor rebates 6% of all SCPA uniform sales to SCPA		8, 600		8, 600	8, 600		8, 600	-
Retail Rewards	Boxtops, Coca Cola Rewards, Kowalskis, Amazon Smile		100		100	-		-	(100)
Bookfair	budgeted in Other Fundraising		7, 800	5, 300	2, 500	3, 850	2, 388	1, 462	(1, 038)
Tool box School Supplies	Packaged School supplies by grade level k-6, not offering after FY25		-		-	979	628	351	351
Parent Group Subtotal :			43, 100	7, 860	35, 240	41, 700	6, 604	35, 096	(144)
USE OF FUNDS:									
Workbooks	Consumable workbooks for K-12 instruction (grades K-12) and student planners (grades K-12)			26, 000	(26, 000)	-	15, 250	(15, 250)	10, 750
Art Supplies	Consumable art supplies for art instruction (grades K-8)			8, 000	(8, 000)	-	7, 500	(7, 500)	500
Community Supplies	Community office supplies for MS and US			5, 000	(5, 000)		5, 000	(5, 000)	-
Educational Travel - Student Accounts				3, 500	(3, 500)		3, 500	(3, 500)	-
Visa gift cards to Teachers	200 Visa gift card provided to each K-4 classroom teachers to purchase enrichment materials for classroom			3, 074	(3, 074)	-	3, 074	(3, 074)	-
Senior Events	senior breakfast, lunch, party, reception, senior lawn signs		1, 350	700	650			-	(650)
Operating Expenses	Office/storage supplies, HelpCounter annual Registration (\$150), etc				-	-	148	(148)	(148)
Parent Directory	Online parent directory				-	-	550	(550)	(550)
Misc				-	-			-	-
Unallocated	Will be allocated later if initiatives generate funds at or above budgeted levels.		550	866	(316)		74	(74)	242
Parent Group Use Subtotal :			1, 900	47, 140	(45, 240)	-	35, 096	(35, 096)	10, 144
			45, 000	55, 000	(10, 000)	41, 700	41, 700	-	10, 000

St. Croix Preparatory Academy  
Booster Club  
Schedule 6  
FY26 Budget

Activity		FY26 Budget			FY25 Budget REVISED			Variance	Variance
Description		Revenue	Expense	Net Revenue/ Expense	Revenue	Expense	Net Revenue/ Expense	fr PY (\$)	fr PY (%)
SOURCES OF FUNDS:									
Spiritwear	Spiritwear items sold at the main office/BTS	500	500	-	1,000	1,000	-	-	79
Concessions-All Other	Revenue from Concession stand	14,500	1,050	13,450	14,500	1,050	13,450	-	
Other				-			-	-	
Fundraising Booster Subtotal:		15,000	1,550	13,450	15,500	2,050	13,450	-	0%
USE OF FUNDS:									
Activities Scholarship Program	Free and Reduced students use of funds to subsidize athletic and activity fees		6,000	(6,000)		6,000	(6,000)	-	
Extracurriculars			7,450	(7,450)		7,450	(7,450)	-	
Booster Use Subtotal:		-	13,450	(13,450)	-	13,450	(13,450)	-	0%
		15,000	15,000	-	15,500	15,500	-	-	

St. Croix Preparatory Academy  
Other Fundraising  
Schedule 7  
FY26 Budget

Activity	FY26 Budget			FY25 Revised Budget			Variance fr. PY (\$)	Variance fr PY (%)
	Revenue	Expense	Net Revenue/ Expense	Revenue	Expense	Net Revenue/ Expense		
SOURCES OF FUNDS:								
Teacher Wish List	500	-	500	550	-	550	(50)	80%
Prom	10,000	10,000	-	10,000	10,000	-	-	
Other Music fundraising	300	-	300	300	-	300	-	
Vending	8,000	450	7,550	8,000	450	7,550	-	
			-			-	-	
			-			-	-	
rounding	200		200	150		150	50	0%
	19,000	10,450	8,550	19,000	10,450	8,550	-	
USE OF FUNDS:								
Teacher Wish List		500	(500)		550	(550)	50	
Prom			-			-	-	
Other Music fundraising		300	(300)		300	(300)	-	
Nutrition & Wellness Activities		7,550	(7,550)		7,550	(7,550)	-	
			-			-	-	
			-			-	-	
Unallocated		200	(200)		150	(150)	(50)	-6%
	-	8,550	(800)	-	8,550	(850)	50	
	19,000	19,000	-	19,000	19,000	-	-	

**St. Croix Preparatory Academy**  
**Payroll Analysis - Gen Ed**  
**Schedule 8**  
FY26 Budget

Di vi si on	Pro j ec t ed  FY26						
	Enr ol l ment	Wèi gh t ed Enr ol l ment	FTEs*	Payr ol l **	Wèi gh t ed St u d e n t s  per  FTE ( st u d e n t / t e a c h e r r a t i o)	Sal a r y  per Wèi gh t ed St u d e n t ( sal a r y cost / st u d e n t )	
Lower School		450	450	33. 5	\$1, 158, 612	13. 4	\$2, 575
M d d l e  School		372	396	19. 7	\$1, 052, 671	20. 1	\$2, 658
Upper School		385	462	27. 6	\$1, 649, 765	16. 7	\$3, 571
Sped ( Al l  Di vi si on)		195	195	37. 4	\$1, 960, 369	5. 2	\$10, 053
Adm n- Di rect  St u d e n t  Support		1, 207	1, 308	20. 3	\$1, 508, 026	64. 4	\$1, 153
Adm n- Back  Of f i c e/ Fa c i l i t i e s		1, 207	1, 207	11. 5	\$1, 048, 239	105. 0	\$868
Subst i t u t e/ PDO buyout / Cont i n g e n c y		1, 207	1, 207		\$235, 778		
Less  Fundrai si ng  Al l o c a t i o n		1, 207	1, 207		( \$375, 000)		( \$311)
TOTAL SCHOOL		1, 207	1, 308	150. 0	\$8, 238, 460		

St. Croix Preparatory Academy  
Contracted Services  
Schedule 9  
FY26 Budget

Description	FY26 Budget	FY25 Revised Budget	Variance fr PY (\$)	Variance fr PY (%)
Benefits Administration Fees	7,000	5,700	1,300	23%
Capital Development/ Public Relations				
Background Checks	3,200			
Misc	3,000			
Total Capital Development/ Public Relations	6,200	9,000	(2,800)	-31%
Financial and Accountability Services				
ACH/Bank Fees/Line Renewal/CC Fees	500			
Audit	36,050			
Financial Manager	139,829			
Legal	17,500			
Fees for Activity Deposits/Visa Merchant Fees	24,500			
HR consulting hotline	2,750			
Miscellaneous	1,371			
Total Financial and Accountability Services	222,500	219,310	3,190	1%
Instructional Support Services				
Technology Development	2,000			
Network Maintenance	6,400			
Misc	2,600			
Total Technology Services	11,000	21,000	(10,000)	-48%
Contracted Teaching Services				
Orchestra/Band Lessons	73,240			
Voice Lessons	28,974			
Orch Lesson 1 hr/day to salaries	(11,180)			
misc	467			
Total Contracted Teaching Services	91,500	113,866	(22,366)	-20%
Miscellaneous				
From Teacher Budget (accompanist & piano tuning)	7,310			
Consulting: Succession Planning				
Other	490			
Total Miscellaneous	7,800	9,640	(1,840)	-19%
Janitorial Services				
Facility Cleaning	285,276			
Extra hours for Blue Ribbon (outdoor work)	21,120			
Misc	1,944			
Less: Janitorial portion moved to Fund 02	(16,340)			
Total Janitorial Services	292,000	287,484	4,516	2%
Total Contracted Services	638,000	666,000	(28,000)	-4%

**St. Croix Preparatory Academy**  
**Various Expenses: Communications, Operating &**  
**Capital Leases, Software, Tech Equipment,**  
**Schedule 10**  
**FY26 Budget**

Description		FY26 Budget	FY25 Revised Budget	Variance fr PY (\$)	Variance fr PY (%)
<b>Communications</b>					
1	Comcast - backup for school	1,752			
2	Comcast - Nature Center	1,250			
3	Arvig (year 4 of 5)	6,528			
4	Avaya Cloud	16,892			
5	Zoom phone	4,890			
6	Zoom Meeting	3,600			
7	Elevator phone line (allstream)	2,352			
8	Phone Allowances - ED, ED of F, TD, FD	4,000			
9	Cell Phone- Building Attendant (AT&T)	1,272			
10	Miscellaneous	8,464			
<b>Total Communications</b>		<b>51,000</b>	<b>69,600</b>	<b>(18,600)</b>	<b>-27%</b>
<b>Software &amp; Licenses (405/406)</b>					
11	Synergy (Student Information System)	15,200			
12	Skyward/IsCorp (Financial and HR management software)	28,500			
13	School Pay	500			
14	Destiny Resource Manager (textbooks & literature management database)	1,000			
15	Frontline (Teacher absence management tool - incl. substitute teacher assignments)	37,600			
16	Quicklunch	4,150			
17	Menu Planning (Health e-Pro)	3,200			
18	online)	1,600			
19	Microsoft Office	5,000			
20	Bloomerang (donor database tool)	3,200			
21	OneCause (fundraising event software)	2,500			
22	Classy (fundraising software)	5,100			
23	Gilbert (Building Equip Mgmt. Tool)	1,500			
24	Grove Security (license to monitor bathroom sensors)	-			
25	Airtable (technology and facility inventory)	1,300			
26	system	2,600			
27	MSBA Board Book/Policy	4,800			
28	Rschool Today (Facility Calendaring Tool)	2,600			
29	Hudl (Athletics)	2,000			
30	Constant Contact (e-newsletter tool)	2,280			
31	Loffler: Webroot & HP Care Pack	1,500			
32	software)	850			
33	Membership Toolkit (on-line school directory)	500			
34	Liden Technologies (Help Counter)	200			
35	VPP credit	1,000			
36	SpEd Forms	4,800			
37	Formstack	1,900			
38	1Password for Teams	240			
39	Naviance (college counseling on-line tool)	2,450			
40	Instructional Software (teacher budgets)	22,468			
41	Movie Rights	700			
42	Mobile Device Management (for laptop/ipad mgmt)	2,500			
43	Adobe (DC & Creative)	3,600			
44	Simply Voting (school board voting)	700			
45	Synology	250			
46	Less: SPED allocation (portion of SpEd Forms)	(3,800)			
47	Classy)	(10,800)			
48	Less: Extracurricular (rschedule & Hudl)	(4,600)			
49	Less: Food Service (Quicklunch, meal planner)	(7,350)			
50					
51	Misc.	7,262			
<b>Total Software &amp; Licenses</b>		<b>149,000</b>	<b>154,000</b>	<b>(5,000)</b>	<b>-3%</b>

Description		FY26 Budget	FY25 Revised Budget	Variance fr PY (\$)	Variance fr PY (%)
<b>Technology Equipment (555/556)</b>					
52	Sonic Wall (year 1 of 3)	10,800			
53	Network Switches	-			
54	Less: Network switches erate discount	-			
55		-			
56	Misc	1,200			
<b>Total Technology Equipment</b>		<b>12,000</b>	<b>9,000</b>	<b>3,000</b>	<b>33%</b>
<b>Technology Supplies (455/465) part of General Supply line item</b>					
57	Tech Supplies	8,893			
58	Paging Maintenance				
59	PAC				
60	TV/Monitors				
61	Cables, keyboards, mice, etc				
62	HDMI DVD player				
63	Misc	1,107			
<b>Total Technology Supplies</b>		<b>10,000</b>	<b>13,000</b>	<b>(3,000)</b>	<b>-23%</b>
<b>Main Leases</b>					
64	Copiers - Yr 5 of 5 (will be year 1 of 5)	68,220			
65	Apple iMac (year 1 of 5)				
66	Faculty Apple Lease - Yr 3 of 5 (Less US Labs)	36,900			
67	Student chromebook labs (year 1 of 5)				
68	4 MS Chromebook Labs - Yr 3 of 4	13,552			
69	Table rental for testing	4,700			
70	Zoom handsets (year 1 of 5)	3,300			
71	Less: Fundraising Allocation	(10,672)			
72	expense allocation fr. Communications	(6,000)			
73	Miscellaneous				
<b>Total Capital Leases</b>		<b>110,000</b>	<b>88,500</b>	<b>21,500</b>	<b>24%</b>
<b>Dues &amp; Memberships</b>					
74	Friends of Education Authorizer	28,552			
75	Memberships	4,000			
76	LS, MS & US Misc. Requests	2,554			
77	Miscellaneous	2,894			
<b>Total Dues and Memberships</b>		<b>38,000</b>	<b>38,000</b>	<b>0</b>	<b>0%</b>

	Description	FY26 Budget	FY25 Revised Budget	Variance fr PY (\$)	Variance fr PY (%)
46	Less: SPED allocation (portion of SpEd Forms)	(3,800)			
47	Classy)	(10,800)			
48	Less: Extracurricular (rschedule & Hudl)	(4,600)			
49	Less: Food Service (Quiklunch, meal planner)	(7,350)			
50					
51	Misc.	7,262			
Total Software & Licenses		149,000	154,000	(5,000)	-3%
Technology Equipment (555/556)					
52	Sonic Wall (year 1 of 3)	10,800			
53	Network Switches	-			
54	Less: Network switches erate discount	-			
55		-			
56	Misc	1,200			
Total Technology Equipment		12,000	9,000	3,000	33%
Technology Supplies (455/465) part of General Supply line item					
57	Tech Supplies	8,893			
58	Paging Maintenance				
59	PAC				
60	TV/Monitors				
61	Cables, keyboards, mice, etc				
62	HDMI DVD player				
63	Misc	1,107			
Total Technology Supplies		10,000	13,000	(3,000)	-23%
Main Leases					
64	Copiers - Yr 5 of 5 (will be year 1 of 5)	68,220			
65	Apple iMac (year 1 of 5)				
66	Faculty Apple Lease -Yr 3 of 5 (Less US labs)	36,900			
67	Student chromebook labs (year 1 of 5)				
68	4 MS Chromebook Labs - Yr 3 of 4	13,552			
69	Table rental for testing	4,700			
70	Zoom handsets (year 1 of 5)	3,300			
71	Less: Fundraising Allocation	(10,672)			
72	expense allocation from Communications	(6,000)			
73	Miscellaneous				
Total Capital Leases		110,000	88,500	21,500	24%
Dues & Memberships					
74	Friends of Education Authorizer	28,552			
75	Division Principal Professional Association Memberships	4,000			
76	LS, MS & US Misc. Requests	2,554			
77	Miscellaneous	2,894			
Total Dues and Memberships		38,000	38,000	0	0%

**St. Croix Preparatory Academy**  
**Utilities, Repairs & Maintenance, Maintenance Supplies,**  
**Building Improvements**  
**Schedule 11**  
FY26 Budget

Item	Description	FY26 Budget	FY25 REVISED Budget
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**UTILITIES**

1	Electricity & Gas	195,000	
2	Water	31,500	
3	Waste Management-trash/recycling	40,000	
4	Waste Management-dumpster	4,300	
5	Barthold	2,300	
6	misc	400	
<b>Utilities Total:</b>		<b>273,500</b>	<b>290,000</b>

**REPAIRS & MAINTENANCE**

7	Mechanical Contracted Maintenance	39,535	
8	Mechanical General Maintenance	40,000	
9	Electrical General Maintenance	30,000	
10	Elevator (Inspection, Repairs, Maint)	12,800	
11	Fire Alarm Maintenance	6,200	
12	Fire Extinguisher	705	
13	Fire Sprinkler	3,395	
14	Painting	53,000	
15	Painting (above exterior doors, trellis)	-	
16	Misc Carpentry (Tony)-Stern Drywall	6,000	
17	Metal wall panel maintenance	1,050	
18	Card Access	4,850	
19	Miscellaneous Interior Caulking	3,000	
20	Water Softener Maintenance	-	
21	Miscellaneous Gym Repairs	7,875	
22	Bleacher/Chair Inspection & Maintenance	3,500	
23	Miscellaneous Tile Floor Repairs	1,500	
24	Door sweeps	1,550	
25	Garage Doors	1,550	
26	Weather Stripping	1,000	
27	Door hardware	3,150	
28	Hood Maintenance	1,575	
29	Freezer Maintenance	1,575	
30	Oven Maintenance	788	
31	Dishwasher Maintenance	788	
32	Hood Inspection	420	
33	Metal Lockers Maintenance	500	
34	Fireplace Service	500	
35	Mowing	2,500	-

**St. Croix Preparatory Academy**  
**Summary of Teacher Related Budgets**  
**Schedule 12**  
FY26 Budget

Description	FY26 Budget	FY25 Revised Budget	Variance fr PY (\$)	Variance fr PY (%)
<b>Travel, Conferences &amp; Staff Training</b>				
Lower School	350			
Middle School	1,190			
Upper School	6,350			
College Counseling	4,900			
Health Office	-			
School Safety (ALICE)	200			
Student Support Services/ ELL	1,250			
Admin	1,350			
Unallocated (incl. mileage)	8,410			
Less: Title II	-			
Less: FOE allocation	(9,000)			
<b>Total Travel, Conferences &amp; Staff Training</b>	<b>15,000</b>	<b>20,000</b>	<b>(5,000)</b>	<b>- 25%</b>
<b>Instructional Supplies</b>				
Lower School	11,358			
Middle School	23,319			
Upper School	44,218			
Tech Instructional Supplies (456/466)	-			
Less Parent Group 'Art Supplies Donation'	(8,000)			
Unallocated	1,104			
<b>Total Instructional Supplies</b>	<b>72,000</b>	<b>72,420</b>	<b>(420)</b>	<b>- 1%</b>
<b>Text books and Workbooks</b>				
Lower School	15,890			
Middle School	15,533			
Upper School	20,813			
Less: Parent Group Allocation 'Workbooks'	(26,000)			
Unallocated	1,764			
<b>Total Text books and Workbooks</b>	<b>28,000</b>	<b>13,000</b>	<b>15,000</b>	<b>115%</b>
<b>Equipment and Furniture</b>				
Lower School	250			
Middle School	-			
Upper School	2,000			
Health Office				
School Safety (ALICE)	-			
Student Support Services				
Facility	3,000			
Unallocated	750			
<b>Total Equipment and Furniture</b>	<b>6,000</b>	<b>44,000</b>	<b>(38,000)</b>	<b>- 86%</b>
<b>Total</b>	<b>121,000</b>	<b>149,420</b>	<b>(28,420)</b>	<b>- 19%</b>

St. Croix Preparatory Academy  
Fund 2- Food Service  
Schedule 13  
FY26 Budget

Description	FY26 Budget	FY25 Budget	Variance fr PY (\$)	Variance fr PY (%)
<b>Revenue</b>				
School Lunch State	434,519			
State MKMP	-			
State Breakfast	74,753			
Regular Lunch	63,598			
Free & Reduced	65,484			
Commodity - Rebate	-			
Commodity - Food	59,182			
Federal Breakfast	32,540			
Hot Lunch	-			
A la Carte Sales (inc. Milk)	76,999			
Team Meals	-			
Sales to Adults	11,668			
Sale of Equipment	-			
Full Tray Grant	15,000			
SCA Funds				
Transfer from General Fund	-			
rounding	756			
<b>Total Projected Revenue</b>	<b>834,500</b>	<b>791,000</b>	<b>43,500</b>	<b>5%</b>
<b>Expenses</b>				
Salaries	311,436			
Benefits	82,886			
Team Meals	-			
Allocation of Custodial	(16,340)			
Credit card processing fee	-			
Allocation of Utilities				
Other Purchased Service	10,300			
Food Supplies	16,095			
Food - Non Instruct Software	7,500			
Food - Hot Lunch	162,618			
Food - Breakfast	32,710			
Food - A La Carte	49,740			
Food - Full Tray Grant	30,000			
Food - SCA Funds	-			
Commodity - Food	59,182			
Milk	30,498			
Building	-			
Equipment	15,000			
Permits	1,600			
misc/rounding	16,775			
<b>Total Projected Expenditures</b>	<b>810,000</b>	<b>790,000</b>	<b>20,000</b>	<b>3%</b>
<b>Net Income</b>	<b>24,500</b>	<b>88 1,000</b>	<b>23,500</b>	

St. Croix Preparatory Academy  
Fund 4 -Community Education  
Schedule 14  
FY26 Budget

Summer Enrichment (Course 148)	FY26 Budget	FY25 Revised Budget	Variance fr PY (\$)	Variance fr PY (%)
Total Projected Revenue	2,500	2,433	67	
<b>Expenditures</b>				
Salaries	1,300	1,305	(5)	
Benefits	200	189	11	
Contracted Services	200	1,184	(984)	
Supplies	800	870	(70)	
Equipment			-	
Other Expenditures			-	
Total Projected Expenditures	2,500	3,549	(1,049)	
Surplus/(Deficit) Summer Enrichment (148)	-	(1,116)	1,116	-100%

KDG Camp (149)	FY26 Budget	FY25 Revised Budget	Variance fr. PY	
Total Projected Revenue	7,900	7,900	-	
<b>Expenditures</b>				
Salaries	5,300	5,249	52	
Benefits	800	830	(30)	
Contracted Services			-	
Supplies	905	927	(22)	
Equipment			-	
Other Expenditures			-	
Total Projected Expenditures	7,005	7,005	0	
Surplus/(Deficit) KDG Camp (149)	895	895	(0)	0%

Band Camp (258)	FY26 Budget	FY25 Revised Budget	Variance fr. PY	
Total Projected Revenue	3,300	3,290	10	
<b>Expenditures</b>				
Salaries	1,400	1,380	20	
Benefits	200	213	(13)	
Contracted Services	800	600	200	
Supplies	900	1,097	(197)	
Equipment			-	
Other Expenditures			-	
Total Projected Expenditures	3,300	3,290	10	
Surplus/(Deficit) Band Camp	-	0	(0)	-100%

Item	Description	FY26 Budget	FY25 REVISED Budget
<b>FURNITURE &amp; MAINTENANCE SUPPLIES: OBJ 401</b>			
64	White Board Erasers	2,000	
65	Paper Supplies - Johnson Janitorial	56,500	
66	Water Filters for bottle filling stations	1,000	
67	Keying - David Hardware	1,000	
68	Home Depot / Lowes / Menards	5,000	
69	Tools/Supplies	2,500	
70	Lights	3,000	
71	Plumbing Supplies	1,000	
72	Ceiling Tile	1,575	
73	Analog clocks	1,500	
74	CINTAS first aid cabinets/bags	2,000	
75	Shelving/Storage Items for Auxiliary storage	5,000	
76	water softener salt	350	
77	replacement teacher chairs/desks	2,500	
78	office signage	1,500	
79	whiteboards	575	
80	replacement art stools (LS & MS)	2,000	
81	add'l student desks & chairs	5,500	
82	student chair repairs & maintenance	1,500	
83	paint & supplies (include field paint)	5,000	
84	supplies to maintain gator/lawnmower	500	
85	replacement blinds	5,500	
86			
87	Unidentified Cost Savings	(10,000)	
88			
89	Miscellaneous	3,000	
<b>Furniture &amp; Maintenance Supplies Total:</b>		<b>100,000</b>	<b>98,860</b>
<b>FACILITY EQUIPMENT: OBJ 530</b>			
90	add'l OSD furniture (overhead cabinets, etc)	2,500	
91		-	
92	Miscellaneous	500	
93			
<b>Facility Equipment Total:</b>		<b>3,000</b>	<b>44,000</b>
<b>BUILDING IMPROVEMENT OBJ 520</b>			
94	PAC Lighting		
95	New carpet in designated areas	-	
96	Cosney Cabinetry:	-	
97	irrigation	84,000	
98		-	
99		-	
100	misc		
	Move to 'Due From FSCPA	(84,000)	
<b>Building Improvement Total:</b>		<b>-</b>	<b>-</b>

St. Croix Preparatory Academy  
Fund 4 -Community Education  
Schedule 14  
FY26 Budget

MN Classical Conference (352)	FY26 Budget	FY25 Revised Budget	Variance fr. PY	
Total Projected Revenue	25,000	25,075	(75)	
<b>Expenditures</b>				
Salaries	1,600	1,688	(88)	
Benefits	400	378	22	
Contracted Services	6,500	6,525	(25)	
Supplies	2,000	2,010	(10)	
Equipment			-	
Other Expenditures	11,700	11,666	34	
Total Projected Expenditures	22,200	22,266	(66)	
Surplus/(Deficit) MN Classical Conference	2,800	2,809	(9)	0%
Summer Athletic Camps	FY26 Budget	FY25 Revised Budget	Variance fr. PY	
Total Projected Revenue	68,000	65,000	3,000	
<b>Expenditures</b>				
Salaries	25,000	21,000	4,000	
Benefits	3,750	2,500	1,250	
Contracted Services	14,000	14,500	(500)	
Supplies	15,000	14,000	1,000	
Equipment			-	
Other Expenditures	14,000	20,000	(6,000)	
Total Projected Expenditures	71,750	72,000	(250)	
Surplus/(Deficit) Summer Athletic Camps	(3,750)	(7,000)	3,250	-46%
Team Banquets (337)	FY26 Budget	FY25 Revised Budget	Variance fr. PY	
Total Projected Revenue	24,000	24,000	-	
<b>Expenditures</b>				
Salaries			-	
Benefits			-	
Contracted Services			-	
Supplies	24,000	25,500	(1,500)	
Equipment			-	
Other Expenditures			-	
Total Projected Expenditures	24,000	25,500	(1,500)	
Surplus/(Deficit) Team Meals	-	(1,500)	1,500	-100%

St. Croix Preparatory Academy  
Fund 4 -Community Education  
Schedule 14  
FY26 Budget

Facility Rental	FY26 Budget	FY25 Revised Budget	Variance fr. PY	
Total Projected Revenue		3,000	(3,000)	
<b>Expenditures</b>				
Salaries			-	
Benefits			-	
Contracted Services			-	
Supplies			-	
Equipment			-	
Other Expenditures			-	
Total Projected Expenditures	-	-	-	
Surplus/(Deficit) Facility Rental	-	3,000	(3,000)	-100%

Educational Travel	FY26 Budget	FY25 Revised Budget	Variance fr. PY	
Total Projected Revenue	30,000	30,000	-	
<b>Expenditures</b>				
Salaries			-	
Benefits			-	
Contracted Services	1,650	1,650	-	
Supplies	10,000	10,000	-	
Equipment			-	
Other Expenditures	18,350	18,350	-	
Total Projected Expenditures	30,000	30,000	-	
Surplus/(Deficit) Educational Travel	-	-	-	0%

Music Fruit Fundraising	FY26 Budget	FY25 Revised Budget	Variance fr. PY	
Total Projected Revenue	2,000	2,000	-	
<b>Expenditures</b>				
Salaries			-	
Benefits			-	
Contracted Services	200	200	-	
Supplies		800	(800)	
Equipment	1,800	1,000	800	
Other Expenditures			-	
Total Projected Expenditures	2,000	2,000	-	
Surplus/(Deficit) Educational Travel	-	-	-	0%

Item	Description	FY26 Budget	FY25 REVISED Budget
<b>Repairs &amp; Maint (cont.)</b>			
36	Gator & lawnmower repair/maintenance	5,000	
37	Mulch Landscaping	5,000	
38	Landscaping - MSC	60,758	
39	Top Dressing artificial turf-MSC	-	
40	Maintenance on turf mounds	4,600	
41	Irrigation (maintenance)	8,000	
42	Snow Removal (all)	52,000	
43	Prairie Restoration	9,083	
44	Bartlett Tree Care - Tree maintenance (whole si	10,000	
45	Crack/Pot hole repair in parking lot	-	
46	Restripe Parking Lot	5,000	
47	Kindergarten Patio Maintenance	-	
48	Pest Control	2,500	
49	Maintenance on Eyewash Station by CINTAS	1,248	
50	Maintenance on AEDs/first aid by CINTAS	9,288	
51	Music/Art Science Repair (Instruments & Equipme	9,300	
52	Bathroom partition repairs	5,000	
53	gym floor maintenance (redraw lines)	10,000	
54	track refinishing (every 7 years)	-	
55	Trail maintenance	2,000	
56	Less: Items Funded thru Fund 2 (Food Service)	(5,145)	
57	Less: items funded from building company	(164,758)	
58	Less: allocation from Fund 04	(12,000)	
59	New trail signage		
60			
61		-	
62		-	
63	misc	1,821	
<b>Repairs and Maintenance Total:</b>		<b>248,000</b>	<b>257,000</b>

St. Croix Preparatory Academy  
Fund 4 -Community Education  
Schedule 14  
FY26 Budget

Allocation to Facilities	FY26 Budget	FY25 Revised Budget	Variance fr. PY	
Total Projected Revenue	-	-	-	
<b>Expenditures</b>				
Salaries			-	
Benefits			-	
Contracted Services			-	
Supplies			-	
Equipment			-	
Other Expenditures	12,000	12,000	-	
Total Projected Expenditures	12,000	12,000	-	
Surplus/(Deficit) Educational Travel	(12,000)	(12,000)	-	0%
<b>FUND 04 Summary</b>	<b>FY26 Budget</b>	<b>FY25 Revised Budget</b>	<b>Variance fr. PY</b>	
Revenues	162,700	162,698	2	
rounding	300	302	(2)	
Total Revenues	163,000	163,000	-	
<b>Expenditures</b>				
Salaries and Wages	34,600	30,621	3,979	
Employee Benefits	5,350	4,110	1,240	
Contracted Services	23,350	24,659	(1,309)	
Supplies	53,605	55,203	(1,598)	
Equipment	1,800	1,000	800	
Other Expenditures	56,050	62,016	(5,966)	
rounding	245	90	155	
Total Fund 04 Expenditures	175,000	177,700	(2,700)	-2%
Net Income	(12,000)	(14,700)	2,700	0%



**st. croix** preparatory academy

95

# FY26 Long Range Budget Model

St. Croix Preparatory Academy #4120-07  
FY26 + Long-Range Budget Projection Model  
Budget Model 04/14/25

	Original Budget	Working Budget	Proposed Budget	FY26 to FY25 Variance				
	FY25	FY25	FY26	\$	%	2026-2027	2027-2028	2028-2029
<b><u>Enrollment Projections</u></b>								
Number Students Grade HK	0	0	0	0		0	0	0
Number Students Grade K	90	90	90	0		90	90	90
Number Students Grade 1	90	90	90	0		90	90	90
Number Students Grade 2	90	90	90	0		90	90	90
Number Students Grade 3	90	90	90	0		90	90	90
Number Students Grade 4	90	90	90	0		90	90	90
Number Students Grade 5	93	93	93	0		93	93	93
Number Students Grade 6	93	93	93	0		93	93	93
Number Students Grade 7	93	93	93	0		93	93	93
Number Students Grade 8	94	93	94	1		93	93	93
Number Students Grade 9	103	100	103	3		100	100	100
Number Students Grade 10	102	101	102	1		100	100	100
Number Students Grade 11	94	90	94	4		95	95	95
Number Students Grade 12	80	77	80	3		95	95	95
<b><u>Enrollment totals by state pupil unit weighting category</u></b>								
Total Number of Students Grade K	90	90	90	0		90	90	90
Total Number of Students Grade 1-3	270	270	270	0		270	270	270
Total Number of Students Grade 4-6	276	276	276	0		276	276	276
Total Number of Students Grade 7-12	566	554	566	12		576	576	576
								96
<b>Total Number of Students</b>	<b>1,202</b>	<b>1,190</b>	<b>1,202</b>	<b>12</b>	<b>1%</b>	<b>1,212</b>	<b>1,212</b>	<b>1,212</b>
<b>Total Number of Current Year Pupil Units</b>	<b>1,315.20</b>	<b>1,300.80</b>	<b>1,315.20</b>	<b>14.40</b>	<b>1%</b>	<b>1,327.20</b>	<b>1,327.20</b>	<b>1,327.20</b>

St. Croix Preparatory Academy #4120-07  
FY26 + Long-Range Budget Projection Model  
Budget Model 04/14/25

	Original Budget FY25	Working Budget FY25	Proposed Budget FY26	FY26 to FY25 Variance \$ %	2026-2027	2027-2028	2028-2029
<b>State Revenue Assumptions and Calculations</b>							
<b>General Education Revenue</b>							
State Averages Per Pupil Unit	\$7,281	\$7,281	\$7,480	\$199	\$7,667	\$7,859	\$8,055
Inflation Rate Assumption-Basic only	2.0%	2.0%	2.7%	0.7%	2.5%	2.5%	2.5%
Basic Excluding Transportation	\$6,941.71	\$6,941.71	\$7,131.43	\$189.73	\$7,309.72	\$7,492.46	\$7,679.77
Sparsity	33.47	34.35	34.35	0.00	34.35	34.35	34.35
Operating Capital	226.58	227.10	227.10	0.00	227.10	227.10	227.10
Gifted and Talented	13.00	13.00	13.00	0.00	13.00	13.00	13.00
Transportation Sparsity (SCPA does not receive)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Equity	115.24	113.63	113.63	0.00	113.63	113.63	113.63
Referendum	19.74	10.06	10.06	0.00	10.06	10.06	10.06
Menstrual Prod/Antagonist	2.00	2.00	2.00	0.00	2.00	2.00	2.00
Transportation (SCPA doesn't receive-resident district provides)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Per Pupil Unit State Revenue	7,351.74	7,341.85	7,531.57	189.73 3%	7,709.86	7,892.60	8,079.91
Less Pension Adjustment	0.00	0.00	0.00	\$0.00	0.00	0.00	0.00
<b>Total Per Pupil Unit State Revenue</b>	<b>\$7,351.74</b>	<b>\$7,341.85</b>	<b>\$7,531.57</b>	190	<b>\$7,709.86</b>	<b>\$7,892.60</b>	<b>\$8,079.91</b>
<b>Total General Education State Revenue</b>	<b>9,669,002</b>	<b>9,550,272</b>	<b>9,905,523</b>	<b>355,251 4%</b>	<b>10,232,523</b>	<b>10,475,060</b>	<b>10,723,660</b>

St. Croix Preparatory Academy #4120-07  
FY26 + Long-Range Budget Projection Model  
Budget Model 04/14/25

	Original Budget	Working Budget	Proposed Budget	FY26 to FY25 Variance				
	FY25	FY25	FY26	\$	%	2026-2027	2027-2028	2028-2029
Free	9%	9%	7%		-2%	7%	7%	7%
Reduced	3%	3%	2%		-1%	2%	2%	2%
<b>Compensatory Revenue</b>	<u>estimate</u>	<u>Actual</u>	<u>Actual</u>			<u>estimate</u>	<u>estimate</u>	<u>estimate</u>
A: Number of Students prior yr. (current year for 1st year)	1202	1202	1212	10.00		1212	1212	1212
B: Number of Free Lunch Students prior yr. (or current year for 1s	109	109	80	(29.00)		80	80	80
C: Number of Reduced Lunch Students prior yr. (current yr. for 1s	34	34	27	(7.00)		27	27	27
<b>D: Adjusted Counts = 100% Free, 50% Reduced - (A)</b>	126.00	126.00	93.50	(32.50)		93.50	93.50	93.50
E: Concentration Portion	0.10	0.10	0.0771	(0.03)		0.0771	0.0771	0.0771
F: Compensatory Building Allowance	0.13	0.13	522.66	522.53		522.66	522.66	522.66
G: Revenues	69,451	69,451	48,869	(20,582.41)		48,869	48,869	48,869
Miscellaneous Adjustment (Rounding)	0	(6)	753	759.00		753	753	753
<b>Calculated Compensatory State Revenue ((A) x (B))</b>	<b>69,451</b>	<b>69,445</b>	<b>49,622</b>	<b>(19,823.21)</b>	<b>-29%</b>	<b>51,088</b>	<b>52,554</b>	<b>54,020</b>
<b>EL (English Learner) State Aid</b>	<u>estimate</u>	<u>estimate</u>	<u>estimate</u>			<u>estimate</u>	<u>estimate</u>	<u>estimate</u>
Prior Year EL Eligible ADM	30	30	30	0.00		19	19	19
Current Year EL Eligible ADM	30	19	19	0.00		19	19	19
ADM Served	1202	1190	1202	12.00		1212	1212	1212
Adjusted EL ADM	30	22	22	0.00		19	19	19
EL Marginal Cost Pupils	30	22	22	0.00		20	20	20
<b>EL Revenue</b>	<b>36,871</b>	<b>26,446</b>	<b>26,446</b>	0.00		<b>24,560</b>	<b>24,560</b>	<b>24,560</b>
Concentration Portion	0.0250	0.0160	0.0158	(0.00)		0.0158	0.0158	0.0158
Concentration Factor	0	0	0	(0.00)		0	0	0
EL Pupil Units	7	3	3	(0.03)		3	3	3
<b>EL Concentration Revenue</b>	<b>2843</b>	<b>1150</b>	<b>1139</b>	<b>(11.48)</b>		<b>1148</b>	<b>1148</b>	<b>1148</b>
Rounding Adjustment	0	0	0	0.00		0	0	0
<b>Total EL Aid</b>	<b>39,714</b>	<b>27,596</b>	<b>27,585</b>	<b>0</b>	<b>0%</b>	<b>25,708</b>	<b>25,708</b>	<b>25,708</b>
<b>Pension Adjustment - new in FY19</b>								
Member Salaries	6,123,032	6,553,176	6,245,492	(307,683)		6,370,402	6,497,810	6,627,766
		6,237,110		(6,237,110)				
Pension Adjustment Rate	1.25%	1.25%	1.25%	0		1.05%	1.05%	1.05%
<b>Total Pension Adjustment Revenue</b>	<b>76,538</b>	<b>77,964</b>	<b>78,069</b>	<b>105</b>	<b>0%</b>	<b>66,889</b>	<b>68,227</b>	<b>69,592</b>

**St. Croix Preparatory Academy #4120-07**  
**FY26 + Long-Range Budget Projection Model**  
**Budget Model 04/14/25**

	Original Budget FY25	Working Budget FY25	Proposed Budget FY26	FY26 to FY25 Variance		2026-2027	2027-2028	2028-2029
				\$	%			
<b>Building Lease Aid:</b> Lesser of line a or b below:								
Building Lease Exp.	<u>1,963,992</u>	<u>1,963,992</u>	<u>1,956,692</u>	<u>(7,300)</u>		<u>1,974,212</u>	<u>1,974,212</u>	<u>1,974,212</u>
Add'l PUN for PSEO (begin in FY18)	<u>30.00</u>	<u>25.00</u>	<u>25.00</u>	<u>0</u>		25	25	25
a) Aid at \$1,314 per pupil unit (PSEO begin in FY18)	<u>1,767,593</u>	<u>1,742,101</u>	<u>1,761,023</u>	<u>18,922</u>		<u>1,776,791</u>	<u>1,776,791</u>	<u>1,776,791</u>
b) Aid at 90% of Lease	<u>1,767,593</u>	<u>1,767,593</u>	<u>1,761,023</u>	<u>(6,570)</u>		<u>1,776,791</u>	<u>1,776,791</u>	<u>1,776,791</u>
Lesser of \$1,314/p.u. or 90% of lease payment	<u>1,767,593</u>	<u>1,742,101</u>	<u>1,761,023</u>	<u>18,922</u>		<u>1,776,791</u>	<u>1,776,791</u>	<u>1,776,791</u>
<b>Estimated Proration of Lease Aid Revenue</b>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>0</u>		<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>
<b>Total Prorated Building Lease Aid Revenue</b>	<b><u>1,767,593</u></b>	<b><u>1,742,101</u></b>	<b><u>1,761,023</u></b>	<b><u>18,922</u></b>	<b>1%</b>	<b><u>1,776,791</u></b>	<b><u>1,776,791</u></b>	<b><u>1,776,791</u></b>
Lease Aid Revenue per pupil unit (before proration)	<u>1314</u>	<u>1314</u>	<u>1314</u>	<u>0</u>		<u>1314</u>	<u>1314</u>	<u>1314</u>
<b>Building Lease Aid Analytical</b>								
Lease Aid Revenue that would need to be generated to cover exp at 90%. Max per Statute is \$1,314	1,314	1,333	1,314			1,314	1,314	1,314
How many more PUN would we need to maximize lease aid?	0	19	0			0	0	0
<b>Long-Term Facilities Maintenance Revenue</b>								
Revenue per Adjusted Pupil Unit	\$132	\$132	\$132	<u>0</u>		\$ 132.00	\$ 132.00	\$ 132.00
Proration	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>0</u>				
<b>Total Long-Term Facilities Maintenance Revenue</b>	<b><u>173,606</u></b>	<b><u>171,706</u></b>	<b><u>173,606</u></b>	<b><u>1,900</u></b>		<b><u>175,190</u></b>	<b><u>175,190</u></b>	<b><u>175,190</u></b>
<b>Special Education Revenue</b>								
Non-ADSIS Rate	<u>estimate - 92.0%</u>	<u>estimate - 92.0%</u>	<u>estimate - 92.0%</u>			<u>estimate - 92.0%</u>	<u>estimate - 92.0%</u>	<u>estimate - 92.0%</u>
State Special Education Aid & Tuition Billing	<u>2,336,432</u>	<u>2,272,668</u>	<u>2,460,105</u>	<u>187,437</u>		<u>2,509,300</u>	<u>2,559,532</u>	<u>2,610,684</u>
ADSIS Rate	<u>55% of PY</u>	<u>55% of PY</u>	<u>55% of PY</u>			<u>55% of PY</u>	<u>55% of PY</u>	<u>55% of PY</u>
ADSIS Aid & Tuition Billing	<u>230,455</u>	<u>197,717</u>	<u>232,883</u>	<u>35,166</u>		<u>272,773</u>	<u>278,245</u>	<u>283,800</u>
<b>Total Special Education Revenue</b>	<b><u>2,566,887</u></b>	<b><u>2,470,385</u></b>	<b><u>2,692,988</u></b>	<b><u>222,603</u></b>	<b>9%</b>	<b><u>2,782,073</u></b>	<b><u>2,837,777</u></b>	<b><u>2,894,484</u></b>

St. Croix Preparatory Academy #4120-07  
FY26 + Long-Range Budget Projection Model  
Budget Model 04/14/25

	Original Budget FY25	Working Budget FY25	Proposed Budget FY26	FY26 to FY25 Variance		2026-2027	2027-2028	2028-2029
				\$	%			
<b>General Fund - Revenues</b>								
<b>State Aids</b>								
General Education Revenue	9,669,002	9,550,272	9,905,523	355,251	3.7%	10,232,523	10,475,060	10,723,660
Pension Adjustment Revenue	76,538	77,964	78,069	105	0.1%			
EL Aid	39,714	27,596	27,585	(11)	0.0%	25,708	25,708	25,708
Compensatory Revenue	69,451	69,445	49,622	(19,823)	-28.5%	51,088	52,554	54,020
<b>Subtotal</b>	<b>9,854,705</b>	<b>9,725,277</b>	<b>10,060,799</b>	<b>335,522</b>	<b>3.4%</b>	<b>10,309,319</b>	<b>10,553,322</b>	<b>10,803,388</b>
Alternative Compensation (Q Comp)	300,900	310,104	303,400	(6,704)	-2.2%	305,300	307,800	307,800
EL Cross-Subsidy Aid (FY22-25)	667	475	0	(475)	-100.0%			
Shared Time	0	17,131	0	(17,131)	-100.0%	0	0	0
Building Lease Aid	1,767,593	1,742,101	1,761,023	18,922	1.1%	1,776,791	1,776,791	1,776,791
Long-Term Facilities Maintenance	173,606	174,266	173,606	(660)	-0.4%	175,190	175,190	175,190
Library Resource Aid	20,866	21,268	21,268	0	0.0%	20,866	20,866	20,866
Student Support Aid	20,000	22,549	22,549	0	0.0%	20,000	20,000	20,000
Endowment Aid	49,671	80,825	80,979	154	0.2%	81,204	81,204	81,204
Literacy Aid	80,051	77,228	77,228	0	0.0%	77,228	77,228	77,228
READ Act Literacy Aid	0	48,008	0	(48,008)	-100.0%			
TCHR Comp READ Act Trng	0	43,344	0	(43,344)	-100.0%			
Misc State Revenue S370	0	25,000	0	(25,000)	-100.0%			
Special Education Aid	2,566,887	2,470,385	2,692,988	222,603	9.0%	2,782,073	2,837,777	2,894,484
<b>Total State Aids</b>	<b>14,834,945</b>	<b>14,757,962</b>	<b>15,193,840</b>	<b>435,878</b>	<b>3.0%</b>	<b>15,547,971</b>	<b>15,850,178</b>	<b>16,156,951</b>
<b>Federal Revenue</b>								
Title Funds	43,500	57,774	46,738	(11,036)		47,700	48,700	49,700
Federal Special Ed	206,100	236,342	219,662	(16,680)		221,500	221,500	221,500
<b>Total Federal Revenue</b>	<b>249,600</b>	<b>294,116</b>	<b>266,400</b>	<b>(27,716)</b>	<b>-9.4%</b>	<b>269,200</b>	<b>270,200</b>	<b>271,200</b>

100

**St. Croix Preparatory Academy #4120-07**  
**FY26 + Long-Range Budget Projection Model**  
**Budget Model 04/14/25**

	Original Budget FY25	Working Budget FY25	Proposed Budget FY26	FY26 to FY25 Variance				
				\$	%	2026-2027	2027-2028	2028-2029
<b>Other Revenue</b>								
Fees from Patrons (5)	105,000	120,000	122,000	2,000	1.7%	125,500	128,000	130,600
Extracurricular Fees (6)	358,000	373,000	373,000	0	0.0%	383,600	391,300	399,100
Field Trips (12)	40,000	40,000	40,000	0	0.0%	41,100	41,900	42,700
Fundraising - Development (1)	400,000	382,000	400,000	18,000	4.7%	662,000	699,240	736,725
Fundraising - Parent Group (2)	42,050	41,700	45,000	3,300	7.9%	46,300	47,200	48,100
Fundraising - Booster Club (3)	23,500	15,500	15,000	(500)	-3.2%	15,400	15,700	16,000
Fundraising - Other (4)	11,000	19,000	19,000	0	0.0%	19,500	19,900	20,300
Third Party Billing	2,000	3,500	4,500	1,000	28.6%	4,600	4,700	4,800
Interest Earnings	230,000	207,000	207,000	0	0.0%	212,900	217,200	221,500
Other Donations and Gifts	0	9,531	0	(9,531)	-100.0%	0	0	0
Miscellaneous Revenues (14)	0	10,628	29,000	18,372	172.9%	29,800	30,400	31,000
Resale of Goods	0	460	0	(460)	-100.0%	0	0	0
<b>Total Other Revenue</b>	<b>1,211,550</b>	<b>1,222,319</b>	<b>1,254,500</b>	<b>32,181</b>	<b>2.6%</b>	<b>1,540,700</b>	<b>1,595,540</b>	<b>1,650,825</b>
<b>Total General Fund Revenue</b>	<b>16,296,095</b>	<b>16,274,397</b>	<b>16,714,741</b>	<b>440,344</b>	<b>2.7%</b>	<b>17,357,871</b>	<b>17,715,918</b>	<b>18,078,975</b>
Check Figure	16,296,095	16,274,397	16,714,741			643,130	358,047	363,058

St. Croix Preparatory Academy #4120-07  
FY26 + Long-Range Budget Projection Model  
Budget Model 04/14/25

	Original Budget FY25	Working Budget FY25	Proposed Budget FY26	FY26 to FY25 Variance		2026-2027	2027-2028	2028-2029
				\$	%			
General Fund - Expenditures								
<b>Inflation Assumptions</b>								
Salaries	2.0%	2.0%	2.0%			2.0%	2.0%	2.0%
Other costs	2.0%	2.0%	2.0%			2.0%	2.0%	2.0%
<b>Expenditures</b>	<b>26.5%</b>	<b>27.1%</b>	<b>28.6%</b>			<b>30.1%</b>	<b>31.6%</b>	<b>33.1%</b>
100s Salaries	6,111,313	6,081,379	6,285,252	203,874	3.4%	6,118,217	6,202,597	6,237,414
200s Benefits	1,617,557	1,650,703	1,799,594	148,892	9.0%	1,843,542	1,962,006	2,066,581
305 Contracted Services	651,866	666,000	646,000	(20,000)	-3.0%	664,400	677,700	691,300
320 Communications Services	68,000	69,600	51,000	(18,600)	-26.7%	52,500	53,600	54,700
329 Postage	2,000	2,000	2,100	100	5.0%	2,200	2,200	2,200
330 Utilities	290,000	290,000	273,500	(16,500)	-5.7%	283,200	293,200	303,500
340 Property & Casualty Insurance	58,750	62,608	60,500	(2,108)	-3.4%	62,300	64,200	66,100
350 Repairs and Maintenance	257,000	257,000	248,000	(9,000)	-3.5%	255,400	263,100	271,000
360 Transportation (Field Trips)	27,000	27,000	27,000	0	0.0%	27,540	0	28,091
366 Travel and Conferences	20,000	20,000	15,000	(5,000)	-25.0%	15,400	15,700	16,000
369 Field Trips (Admissions)	14,750	14,750	14,750	0	0.0%	13,560	41,900	14,609
<b>348-570 Lease Expense</b>								
Lease Payment per 9-30-16 Bond Run	1,700,356	1,700,356	1,700,229	(127)		1,699,227	1,697,350	1,700,121
Capital Improvement Fund	126,000	12,500	0	(12,500)		0	0	0
Other Costs (Audit, Accounting, Legal, Trustee Fee, S&P)	31,625	31,625	31,625	0		32,258	32,903	33,561
To maximize lease aid (roll into Capital Improvements)	106,011	219,511	224,838	5,327		242,727	243,959	240,530
<b>F348 570 Lease Expense</b>	<b>1,963,992</b>	<b>1,963,992</b>	<b>1,956,692</b>	<b>(7,300)</b>	<b>-0.37%</b>	<b>1,974,212</b>	<b>1,974,212</b>	<b>1,974,212</b>

**St. Croix Preparatory Academy #4120-07**  
**FY26 + Long-Range Budget Projection Model**  
**Budget Model 04/14/25**

	Original Budget	Working Budget	Proposed Budget	FY26 to FY25 Variance				
	FY25	FY25	FY26	\$	%	2026-2027	2027-2028	2028-2029
370 Other Rentals and Operating Leases	0	0	0			0	0	0
000-570 Nature Center Lease		15,450	15,914	464				
401/455/465 General Supplies	90,450	84,000	75,000	(9,000)	-10.7%	77,100	78,600	80,200
P 810 Maintenance Supplies	116,360	98,860	100,000	1,140	1.2%	102,800	104,900	107,000
405 Non-Instructional Software & Licensing	154,000	154,000	150,000	(4,000)	-2.6%	154,300	157,400	160,500
430/456/466 Instructional Supplies	63,420	72,420	61,000	(11,420)	-15.8%	62,700	64,000	65,300
460 Textbooks and Workbooks	5,946	13,000	35,000	22,000	169.2%	36,000	36,700	37,400
461 Standardized Tests	31,000	31,000	34,000	3,000	9.7%	35,000	35,700	36,400
490 Food	20,000	20,000	10,000	(10,000)	-50.0%	10,300	10,500	10,700
520 Building Improvements	0	0	0	0	0.0%	258,750	267,806	277,179
530 Furniture and Other Equipment	10,600	44,000	6,000	(38,000)	-86.4%	12,300	12,500	12,800
555/556 Technology Equipment	11,000	9,000	12,000	3,000	33.3%	20,000	20,400	20,800
560 Equipment Leases	80,000	88,500	110,000	21,500	24.3%	112,200	114,400	116,700
820 Dues and Memberships	38,000	38,000	38,000	0	0.0%	39,100	39,900	40,700
C 217 Graduation (217)	24,000	24,000	24,000	0	0.0%	24,500	25,000	25,500
Var. Extra Curricular Activities (6)	418,000	429,000	419,000	(10,000)	-2.3%	427,400	435,900	444,600
Var. Fundraising - Development (1)	450,000	432,000	400,000	(32,000)	-7.4%	662,000	699,240	736,725
Var. Fundraising - Parent Group (2)	42,050	41,700	45,000	3,300	7.9%	46,300	47,200	48,100
Var. Fundraising - Booster Club (3)	23,500	15,500	15,000	(500)	-3.2%	15,400	15,700	16,000
Var. Fundraising - Other (4)	11,000	19,000	19,000	0	0.0%	19,500	19,900	20,300

**St. Croix Preparatory Academy #4120-07**  
**FY26 + Long-Range Budget Projection Model**  
**Budget Model 04/14/25**

	Original Budget FY25	Working Budget FY25	Proposed Budget FY26	FY26 to FY25 Variance				
				\$	%	2026-2027	2027-2028	2028-2029
F335 Q Comp	300,900	334,000	300,900	(33,100)	-9.9%	305,300	307,800	307,800
F372 Third Party Billing PRG 400	2,000	3,500	4,500	1,000	28.6%	4,600	4,700	4,800
P422 ADSIS	427,400	423,423	495,951	72,528	17.1%	505,900	516,000	526,300
740 State Special Ed excl ADSIS	2,539,600	2,470,292	2,674,027	203,735	8.2%	2,727,500	2,782,100	2,837,700
401/414/433 Title Expenditures	43,500	57,774	46,738	(11,036)	-19.1%	47,700	48,700	49,700
419/420/425 Federal Special Ed Expenditures	206,100	236,342	219,662	(16,680)	-7.1%	224,100	228,600	233,200
910 General Fund Transfer to Other Funds	0	0	0	0	0.0%	0	0	0
<b>Total General Fund Expenditures</b>	<b>16,191,054</b>	<b>16,259,792</b>	<b>16,690,080</b>	<b>430,289</b>	<b>2.65%</b>	<b>17,243,221</b>	<b>17,624,061</b>	<b>17,942,111</b>
General Ed Salaries and Benefits as a percentage of State Aids (excluding Spec Ed & Lease Aid)	80%	80%	81%			78%	79%	78%
Check Figure	16,191,054	16,260,537	16,690,080			17,243,221	17,624,061	17,942,111
		745	0			553,141	380,840	318,050
<b>Change in Fund Balance - General Fund</b>	<b>105,041</b>	<b>14,605</b>	<b>24,660</b>	<b>10,055</b>	<b>68.84%</b>	<b>114,650</b>	<b>91,856</b>	<b>136,864</b>
<b>Beginning General Fund Balance</b>	<u>6,300,674</u>	<u>5,937,625</u>	<u>5,952,230</u>	<u>5,952,230</u>		<u>5,976,891</u>	<u>6,091,540</u>	<u>6,183,396</u>
<b>Ending General Fund Balance</b>	<b>6,405,716</b>	<b>5,952,230</b>	<b>5,976,891</b>	<b>24,660</b>	<b>0.4%</b>	<b>6,091,540</b>	<b>6,183,396</b>	<b>6,320,261</b>
Fund Balance Percentage of Expenditures - General Fund	39.6%	36.6%	35.8%					

St. Croix Preparatory Academy #4120-07  
FY26 + Long-Range Budget Projection Model  
Budget Model 04/14/25

Original Budget FY25	Working Budget FY25	Proposed Budget FY26	FY26 to FY25 Variance				
			\$	%	2026-2027	2027-2028	2028-2029

### Food Service - Revenue & Expenditure Summary and Projections

Food Service Revenue	791,000	810,063	834,500	24,437	3.0%	858,300	875,500	893,000
Transfer from General Fund	0	0	0			0	0	0
Food Service Expenditures	790,000	743,848	810,000	66,152	8.9%	833,100	849,800	866,800

<b>Change in Fund Balance - Food Service Fund</b>	<b>1,000</b>	<b>66,214</b>	<b>24,500</b>	<b>(41,714)</b>	<b>-63.0%</b>	<b>25,200</b>	<b>25,700</b>	<b>26,200</b>
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<b>Beginning Food Service Fund Balance</b>	<u>573,656</u>	<u>526,426</u>	<u>592,640</u>			<u>617,140</u>	<u>642,340</u>	<u>668,040</u>
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<b>Ending Food Service Fund Balance</b>	<b>574,656</b>	<b>592,640</b>	<b>617,140</b>	<b>24,500</b>	<b>4.1%</b>	<b>642,340</b>	<b>668,040</b>	<b>694,240</b>
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Check Figure

### Community Service - Revenue & Expenditure Summary and Projections

Community Service (All Day K moved to General Fund beginning F	172,000	163,000	163,000	0	0.0%	167,600	171,000	174,400
Transfer from General Fund	0	0	0			0	0	0
Community Service Expenditures	183,000	177,700	175,000	(2,700)	-1.5%	180,000	183,600	187,300

<b>Change in Fund Balance - Community Service Fund</b>	<b>(11,000)</b>	<b>(14,700)</b>	<b>(12,000)</b>	<b>2,700</b>	<b>18.4%</b>	<b>(12,400)</b>	<b>(12,600)</b>	<b>(12,900)</b>
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<b>Beginning Community Service Fund Balance</b>	<u>94,755</u>	<u>80,077</u>	<u>65,377</u>			<u>53,377</u>	<u>40,977</u>	<u>28,377</u>
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<b>Ending Community Service Fund Balance</b>	<b>83,755</b>	<b>65,377</b>	<b>53,377</b>	<b>(12,000)</b>	<b>-18.4%</b>	<b>40,977</b>	<b>28,377</b>	<b>15,477</b>
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Check Figure

St. Croix Preparatory Academy #4120-07  
FY26 + Long-Range Budget Projection Model  
Budget Model 04/14/25

	Original Budget FY25	Working Budget FY25	Proposed Budget FY26	FY26 to FY25 Variance \$ %	2026-2027	2027-2028	2028-2029
<b>Schoolwide Activity</b>							
Total Revenues	17,259,095	17,247,460	17,712,241	464,781	18,383,771	18,762,418	19,146,375
Total Expenditures	17,164,054	17,181,340	17,675,080	493,740	18,256,321	18,657,461	18,996,211
<b>Change in Fund Balance - Schoolwide</b>	<b>95,041</b>	<b>66,120</b>	<b>37,160</b>	<b>(28,959)</b>	<b>127,450</b>	<b>104,956</b>	<b>150,164</b>
<b>Beginning Schoolwide Fund Balance</b>	<u>6,969,085</u>	<u>6,544,128</u>	<u>6,610,248</u>		<u>6,647,408</u>	<u>6,774,857</u>	<u>6,879,814</u>
<b>Ending Schoolwide Fund Balance</b>	<b>7,064,127</b>	<b>6,610,248</b>	<b>6,647,408</b>	<b>37,160</b>	<b>6,774,857</b>	<b>6,879,814</b>	<b>7,029,978</b>
<small>per audit</small> <b>Fund Balance Percentage of Annual Expenditures</b>	41.2%	38.5%	37.6%		37.1%	36.9%	37.0%
<b>Debt Service Coverage Ratio (1.10 required)</b>	1.14	1.19	1.19		1.37	1.36	1.39
<b>Days Cash on Hand (60 required)</b>	150	140	137		135	135	135



# **st.croix** preparatory academy

Stillwater, MN

District 4120

## FY26 Budget

# Table of Contents

Page 1: Budget Summary

Page 3: FY26 Budget Model

**Budget Summary****FY26 Budget****FY26 Budget Assumptions**

State Funding Formula: FY26: 2.7% increase  
FY27-FY29: 2.5% increase

Enrollment: Full Time Enrollment - 1189 student (+6)  
PSEO Enrollment -30 students (+11)  
Shared Time - 14 students (+0)

Compensation: Per Compensation Schedule, approx. 2% increase for all employees

Benefits:	Type	Change
	Health	+8%
	Dental	+4%
	Life	Flat
	LTD + MNPFL	+118%

**School Wide Summary**

	FY26	Reforecasted FY25	Variance		
Total Revenues	17,722,000	17,247,000	475,000		
Total Expenditures	17,684,000	17,181,000	503,000		
Projected Annual Surplus	38,000	66,000	(28,000)	Projected Fund Balance	\$6,649,000
Fund Balance as % of Annual Expense	37.6%	38.5%	-0.9%	Target	>20%
Debt Service Coverage	1.19	1.19	0.00	Target	1.20 (must be >1.10)
Days Cash On Hand	137	140	(3)	Target	+60

**Fund Level Summary****General Fund (Fund 1)**

	FY26	Reforecasted FY25	Variance*		
Total Revenues	16,725,000	16,274,000	451,000		
Total Expenditures	16,699,000	16,260,000	439,000		
Projected Annual Surplus	26,000	14,000	12,000	Projected Fund Balance	\$5,978,000
	#/\$	% change	Description		
FY26 Enrollment-Headcount:	1241	1.0%	<p>-FY26 preliminary budgeted enrollment is an increase of 15 ADMs over FY25 re-forecasted enrollment. Projected enrollment of 1236 is comprised as follows:</p> <p>- <b>In-State (full-time) enrollment</b> of 1193 is a 1% (13 ADMs) increase over FY25 re-forecasted Budget. The goal is to increase enrollment in grades 9-11 by 11 students. This goal is considered attainable based on current enrollment count for FY25 and recruiting strategies. Recruiting strategies include continued collaboration with ACS - student exchange organization, Facebook advertising. In addition, the administration will coordinate a stronger outreach to parents of upper school students who have attended SCPA Information Meeting and to local K-8 private schools whose students will be transitioning schools in the fall of 2026.</p> <p>-<b>PSEO</b> enrollment of 30 students generating 11 ADMs of Per-pupil funding and 30 ADMs of Lease-aid. This enrollment is consistent with re-forecasted budget. PSEO enrollment is based on early PSEO commitments. PSEO is projected to generated 10.8 ADM and 30 ADM for Lease-aid.</p> <p>-<b>Shared Time enrollment</b> is projected to be flat. Shared Time enrollment of 13 students is projected to generate 2.0 ADM.</p> <p>-FY26 <b>Waitlist</b> is strong ( 856 students) reflecting a 4% (30 student) increase from FY25 waitlist as of May 2024.</p>		
FY26 Enrollment-ADMs:	1202	1.0%			

## General Fund- Cont'd

### State Revenue Variances from Prior Year > \$25,000 and 10% OR > \$100,000

Budget Line Item	#/\$	% change	Description
Per Pupil Funding:	355,000	4%	-Gen Ed Formula increase 2.7% (\$190 per pupil unit) Combined with enrollment growth of 12 ADMs (approx. \$100K) , provides \$355,000 additional revenue which is partly offset with loss of 1x ReadAct Funding (\$90K). The net effect equates to a 2.7% increase in General Fund Revenue over FY25.

### Federal Revenue Variances from Prior Year > \$25,000 and 10% OR > \$100,000

Budget Line Item	#/\$	% change	Description
			NONE

### Other Revenue Variances from Prior Year > \$25,000 or 10%

Budget Line Item	Variance #/\$	% change	Description
			None

	#/\$	% change	Description
Total General Fund Expenses	16,699,000		
Variance from prior year	439,000	2.7%	St. Croix Prep's sustainability strategy dictates that expense growth does not materially out pace revenue growth unless a intentional spend-down of the fund balance is Board approved. In this proposed budget, General Fund Expenses increased 2.6%. Currently Per pupil funding projected increase is 2.7%; which is equals proposed expense increase.

### General Fund Expenses Variances from Prior Year > \$25,000 & 10% OR > \$100,000

Budget Line Item	#/\$	% change	Description
Salaries:	197,000	3.4%	Primarily due to 2% pay increase to all employees (\$135K), an additional FTE in Upper School Science (\$67K) and full year vs. partial year development director salary (\$50K) , and QComp salary expenses in excess of QComp funds (\$30K). These increase are partially offset with reclassifying staff positions to ADSIS budget (\$73K) and a savings in the executive director position (\$10K).
Benefits:	154,000	9.0%	Primarily due to increase in Health of 8% (approx. \$88K) and Dental of 4% (\$2K) premium cost, new premium cost to comply with MN Paid Family Leave Act (\$40K), an employer TRA contribution rate increase of .75% (\$30K). FICA and PERA costs remained flat.
ADSI	73,000	17.1%	Additional staff positions have been approved in bi-annual ADSIS budget. The additions include School Counselors and Middle School math support. ADSIS eligible expenses are reimbursed at a 55% rate in the year following expenditure.

184

## Food Service (Fund 2)

	#/\$	% change		#/\$
Projected Annual Surplus	25,000	-63%	Projected Fund Balance	\$617,000
Variance from prior year	(41,000)			

FY26 Food Service budget is conservatively forecasted because not all of FY26 funding sources have been announced.

## Community Service Fund (Fund 4)

	#/\$	% change		#/\$
Projected Annual Surplus	(12,000)	18%	Projected Fund Balance	\$53,000
Variance from prior year	2,700			

Fund 4 programs are projected to break even. The negative net income is due to a proposed allocation from Fund 4 to Prairie and Trail maintenance

## Long Term Budget Model (All Funds)

-Current Year budget assumptions forecasted out 4 years. Based on the review of key ratios/percentages, it is determined that school operations are sustainable for

	FY26	FY27	FY28	FY29	
Schoolwide Annual Surplus	\$38,000	129,000	107,000	152,000	
Ending Schoolwide Fund Balance	6,649,000	6,778,000	6,885,000	7,037,000	
Fund Balance %of Annual Expenditures	37.6%	37.1%	36.9%	37.0%	target 20-25%
Debt Service Coverage Ratio	1.19	1.37	1.36	1.39	target 1.20 (must be > 1.1)
Days Cash on Hand	137	135	135	135	target +60

**St. Croix Preparatory Academy #4120-07**  
**FY26 Budget Projection Model**  
**Budget Model 05/15/2025**

	Original Budget FY25	Working Budget FY25	Proposed Budget FY26	FY26 to FY25 Variance	
				\$	%
<b>Enrollment Projections</b>					
Number Students Grade HK	0	0	0	0	
Number Students Grade K	90	90	90	0	
Number Students Grade 1	90	90	90	0	
Number Students Grade 2	90	90	90	0	
Number Students Grade 3	90	90	90	0	
Number Students Grade 4	90	90	90	0	
Number Students Grade 5	93	93	93	0	
Number Students Grade 6	93	93	93	0	
Number Students Grade 7	93	93	93	0	
Number Students Grade 8	94	93	94	1	
Number Students Grade 9	103	100	103	3	
Number Students Grade 10	102	101	102	1	
Number Students Grade 11	94	90	94	4	
Number Students Grade 12	80	77	80	3	
<b>Enrollment totals by state pupil unit weighting category</b>					
Total Number of Students Grade K	90	90	90	0	
Total Number of Students Grade 1-3	270	270	270	0	
Total Number of Students Grade 4-6	276	276	276	0	
Total Number of Students Grade 7-12	566	554	566	12	
<b>Total Number of Students</b>	<b>1,202</b>	<b>1,190</b>	<b>1,202</b>	<b>12</b>	<b>1%</b>
<b>Total Number of Current Year Pupil Units</b>	<b>1,315.20</b>	<b>1,300.80</b>	<b>1,315.20</b>	<b>14.40</b>	<b>1%</b>

**State Revenue Assumptions and Calculations**

<b>General Education Revenue</b>					
State Averages Per Pupil Unit	\$7,281	\$7,281	\$7,480	\$199	
Inflation Rate Assumption-Basic only	2.0%	2.0%	2.7%	0.7%	
Basic Excluding Transportation	\$6,941.71	\$6,941.71	\$7,131.43	\$189.73	
Sparsity	33.47	34.35	34.35	0.00	
Operating Capital	226.58	227.10	227.10	0.00	
Gifted and Talented	13.00	13.00	13.00	0.00	
Transportation Sparsity (SCPA does not receive)	0.00	0.00	0.00	0.00	
Equity	115.24	113.63	113.63	0.00	
Referendum	19.74	10.06	10.06	0.00	
Menstrual Prod/Antiagonist	2.00	2.00	2.00	0.00	
Transportation (SCPA doesn't receive-resident district provides)	0.00	0.00	0.00	0.00	
Per Pupil Unit State Revenue	7,351.74	7,341.85	7,531.57	189.73	3%
Less Pension Adjustment	0.00	0.00	0.00	\$0.00	
<b>Total Per Pupil Unit State Revenue</b>	<b>\$7,351.74</b>	<b>\$7,341.85</b>	<b>\$7,531.57</b>	<b>190</b>	
<b>Total General Education State Revenue</b>	<b>9,669,002</b>	<b>9,550,272</b>	<b>9,905,523</b>	<b>355,251</b>	<b>4%</b>
Free	9%	9%	7%	-2%	
Reduced	3%	3%	2%	-1%	

**St. Croix Preparatory Academy #4120-07**  
**FY26 Budget Projection Model**  
**Budget Model 05/15/2025**

	Original Budget FY25	Working Budget FY25	Proposed Budget FY26	FY26 to FY25 Variance	
	estimate	Actual	Actual	\$	%
<b>Compensatory Revenue</b>					
A: Number of Students prior yr. (current year for 1st year)	1202	1202	1212	10.00	
B: Number of Free Lunch Students prior yr. (or current year for 1st year)	109	109	80	(29.00)	
C: Number of Reduced Lunch Students prior yr. (current yr. for 1st year)	34	34	27	(7.00)	
<b>D: Adjusted Counts = 100% Free, 50% Reduced - (A)</b>	126.00	126.00	93.50	(32.50)	
E: Concentration Portion	0.10	0.10	0.0771	(0.03)	
F: Compensatory Building Allowance	0.13	0.13	522.66	522.53	
G: Revenues	69,451	69,451	48,869	(20,582.41)	
Miscellaneous Adjustment (Rounding)	0	(6)	753	759.00	
<b>Calculated Compensatory State Revenue ((A) x (B))</b>	<b>69,451</b>	<b>69,445</b>	<b>49,622</b>	<b>(19,823.21)</b>	<b>-29%</b>
<b>EL (English Learner) State Aid</b>	<u>estimate</u>	<u>estimate</u>	<u>estimate</u>		
Prior Year EL Eligible ADM	30	30	30	0.00	
Current Year EL Eligible ADM	30	19	19	0.00	
ADM Served	1202	1190	1202	12.00	
Adjusted EL ADM	30	22	22	0.00	
EL Marginal Cost Pupils	30	22	22	0.00	
<b>EL Revenue</b>	<b>36,871</b>	<b>26,446</b>	<b>26,446</b>	0.00	
Concentration Portion	0.0250	0.0160	0.0158	(0.00)	
Concentration Factor	0	0	0	(0.00)	
EL Pupil Units	7	3	3	(0.03)	
<b>EL Concentration Revenue</b>	<b>2843</b>	<b>1150</b>	<b>1139</b>	<b>(11.48)</b>	
Rounding Adjustment	0	0	0	0.00	
<b>Total EL Aid</b>	<b>39,714</b>	<b>27,596</b>	<b>27,585</b>	<b>0</b>	<b>0%</b>
<b>Pension Adjustment - new in FY19</b>					
Member Salaries	6,123,032	6,553,176	6,245,492	(307,683)	
		6,237,110		(6,237,110)	
Pension Adjustment Rate	1.25%	1.25%	1.25%	0	
<b>Total Pension Adjustment Revenue</b>	<b>76,538</b>	<b>77,964</b>	<b>78,069</b>	<b>105</b>	<b>0%</b>
<b>Building Lease Aid: Lesser of line a or b below:</b>					
Building Lease Exp.	1,963,992	1,963,992	1,956,692	(7,300)	
Add'l PUN for PSEO (begin in FY18)	30.00	25.00	25.00	0	
a) Aid at \$1,314 per pupil unit (PSEO begin in FY18)	1,767,593	1,742,101	1,761,023	18,922	
b) Aid at 90% of Lease	1,767,593	1,767,593	1,761,023	(6,570)	
Lesser of \$1,314/p.u. or 90% of lease payment	1,767,593	1,742,101	1,761,023	18,922	
<b>Estimated Proration of Lease Aid Revenue</b>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>0</u>	
<b>Total Prorated Building Lease Aid Revenue</b>	<b>1,767,593</b>	<b>1,742,101</b>	<b>1,761,023</b>	<b>18,922</b>	<b>1%</b>
Lease Aid Revenue per pupil unit (before proration)	1314	1314	1314	0	
<b>Building Lease Aid Analytical</b>					
Lease Aid Revenue that would need to be generated to cover exp at 90%. Max per Statute is \$1,314	1,314	1,333	1,314		
How many more PUN would we need to maximize lease aid?	0	19	0		
<b>Long-Term Facilities Maintenance Revenue</b>					
Revenue per Adjusted Pupil Unit	\$132	\$132	\$132	0	
Proration	100.0%	100.0%	100.0%	0	
<b>Total Long-Term Facilities Maintenance Revenue</b>	<b>173,606</b>	<b>171,706</b>	<b>173,606</b>	<b>1,900</b>	
<b>Special Education Revenue</b>					
Non-ADSI Rate	<u>estimate - 92.0%</u>	<u>estimate - 92.0%</u>	<u>estimate - 92.0%</u>		
State Special Education Aid & Tuition Billing	2,336,432	2,272,668	2,460,105	187,437	
ADSI Rate	55% of PY	55% of PY	55% of PY		
ADSI Aid & Tuition Billing	230,455	197,717	232,883	35,166	
<b>Total Special Education Revenue</b>	<b>2,566,887</b>	<b>2,470,385</b>	<b>2,692,988</b>	<b>222,603</b>	<b>9%</b>

St. Croix Preparatory Academy #4120-07  
FY26 Budget Projection Model  
Budget Model 05/15/2025

	Original Budget FY25	Working Budget FY25	Proposed Budget FY26	FY26 to FY25 Variance	
				\$	%
<b>General Fund - Revenues</b>					
<b>State Aids</b>					
General Education Revenue	9,669,002	9,550,272	9,905,523	355,251	3.7%
Pension Adjustment Revenue	76,538	77,964	78,069	105	0.1%
EL Aid	39,714	27,596	27,585	(11)	0.0%
Compensatory Revenue	69,451	69,445	49,622	(19,823)	-28.5%
<b>Subtotal</b>	<b>9,854,705</b>	<b>9,725,277</b>	<b>10,060,799</b>	<b>335,522</b>	<b>3.4%</b>
Alternative Compensation (Q Comp)	300,900	310,104	303,400	(6,704)	-2.2%
EL Cross-Subsidy Aid (FY22-25)	667	475	0	(475)	-100.0%
Shared Time	0	17,131	0	(17,131)	-100.0%
Building Lease Aid	1,767,593	1,742,101	1,761,023	18,922	1.1%
Long-Term Facilities Maintenance	173,606	174,266	173,606	(660)	-0.4%
Library Resource Aid	20,866	21,268	21,268	0	0.0%
Student Support Aid	20,000	22,549	22,549	0	0.0%
Endowment Aid	49,671	80,825	80,979	154	0.2%
Literacy Aid	80,051	77,228	77,228	0	0.0%
READ Act Literacy Aid	0	48,008	0	(48,008)	-100.0%
TCHR Comp READ Act Trng	0	43,344	0	(43,344)	-100.0%
Misc State Revenue S370	0	25,000	0	(25,000)	-100.0%
Special Education Aid	2,566,887	2,470,385	2,692,988	222,603	9.0%
<b>Total State Aids</b>	<b>14,834,945</b>	<b>14,757,962</b>	<b>15,193,840</b>	<b>435,878</b>	<b>3.0%</b>
<b>Federal Revenue</b>					
Title Funds	43,500	57,774	46,738	(11,036)	
Federal Special Ed	206,100	236,342	219,662	(16,680)	
<b>Total Federal Revenue</b>	<b>249,600</b>	<b>294,116</b>	<b>266,400</b>	<b>(27,716)</b>	<b>-9.4%</b>
<b>Other Revenue</b>					
Fees from Patrons (5)	105,000	120,000	122,000	2,000	2%
Extracurricular Fees (6)	358,000	373,000	373,000	0	0%
Field Trips (12)	40,000	40,000	40,000	0	0%
Fundraising - Development (1)	400,000	382,000	400,000	18,000	5%
Fundraising - Parent Group (2)	42,050	41,700	55,000	13,300	32%
Fundraising - Booster Club (3)	23,500	15,500	15,000	(500)	-3%
Fundraising - Other (4)	11,000	19,000	19,000	0	0%
Third Party Billing	2,000	3,500	4,500	1,000	29%
Interest Earnings	230,000	207,000	207,000	0	0%
Other Donations and Gifts	0	9,531	0	(9,531)	-100%
Miscellaneous Revenues (14)	0	10,628	29,000	18,372	173%
Resale of Goods	0	460	0	(460)	-100%
<b>Total Other Revenue</b>	<b>1,211,550</b>	<b>1,222,319</b>	<b>1,264,500</b>	<b>42,181</b>	<b>3.5%</b>
<b>Total General Fund Revenue</b>	<b>16,296,095</b>	<b>16,274,397</b>	<b>16,724,741</b>	<b>450,344</b>	<b>2.8%</b>

St. Croix Preparatory Academy #4120-07  
FY26 Budget Projection Model  
Budget Model 05/15/2025

	Original Budget	Working Budget	Proposed Budget	FY26 to FY25 Variance	
	FY25	FY25	FY26	\$	%
Check Figure	16,296,095	16,274,397	16,724,741		
General Fund - Expenditures					
Inflation Assumptions					
Salaries	2.0%	2.0%	2.0%		
Other costs	2.0%	2.0%	2.0%		
Expenditures	26.5%	27.1%	28.7%		
100s Salaries	6,111,313	6,081,379	6,278,091	196,712	3%
200s Benefits	1,617,557	1,650,703	1,804,949	154,247	9%
305 Contracted Services	651,866	666,000	638,000	(28,000)	-4%
320 Communications Services	68,000	69,600	51,000	(18,600)	-27%
329 Postage	2,000	2,000	2,100	100	5%
330 Utilities	290,000	290,000	273,500	(16,500)	-6%
340 Property & Casualty Insurance	58,750	62,608	60,500	(2,108)	-3%
350 Repairs and Maintenance	257,000	257,000	248,000	(9,000)	-4%
360 Transportation (Field Trips)	27,000	27,000	27,000	0	0%
366 Travel and Conferences	20,000	20,000	15,000	(5,000)	-25%
369 Field Trips (Admissions)	14,750	14,750	14,750	0	0%
348-570 Lease Expense					
Lease Payment per 9-30-16 Bond Run	1,700,356	1,700,356	1,700,229	(127)	
Capital Improvement Fund	126,000	12,500	0	(12,500)	
Other Costs (Audit, Accounting, Legal, Trustee Fee, S&P)	31,625	31,625	31,625	0	
To maximize lease aid (roll into Capital Improvements)	106,011	219,511	224,838	5,327	
F348 570 Lease Expense	1,963,992	1,963,992	1,956,692	(7,300)	-0.4%

**St. Croix Preparatory Academy #4120-07**  
**FY26 Budget Projection Model**  
**Budget Model 05/15/2025**

	Original Budget	Working Budget	Proposed Budget	FY26 to FY25 Variance	
	FY25	FY25	FY26	\$	%
370 Other Rentals and Operating Leases	0	0	0		
000-570 Nature Center Lease		15,450	15,914	464	
401/455/465 General Supplies	90,450	84,000	75,000	(9,000)	-11%
P 810 Maintenance Supplies	116,360	98,860	100,000	1,140	1%
405 Non-Instructional Software & Licensing	154,000	154,000	149,000	(5,000)	-3%
430/456/466 Instructional Supplies	63,420	72,420	72,000	(420)	-1%
460 Textbooks and Workbooks	5,946	13,000	28,000	15,000	115%
461 Standardized Tests	31,000	31,000	40,000	9,000	29%
490 Food	20,000	20,000	10,000	(10,000)	-50%
520 Building Improvements	0	0	0	0	0%
530 Furniture and Other Equipment	10,600	44,000	6,000	(38,000)	-86%
555/556 Technology Equipment	11,000	9,000	12,000	3,000	33%
560 Equipment Leases	80,000	88,500	110,000	21,500	24%
820 Dues and Memberships	38,000	38,000	38,000	0	0%
C 217 Graduation (217)	24,000	24,000	24,000	0	0%
Var. Extra Curricular Activities (6)	418,000	429,000	419,000	(10,000)	-2%
Var. Fundraising - Development (1)	450,000	432,000	400,000	(32,000)	-7%
Var. Fundraising - Parent Group (2)	42,050	41,700	55,000	13,300	32%
Var. Fundraising - Booster Club (3)	23,500	15,500	15,000	(500)	-3%
Var. Fundraising - Other (4)	11,000	19,000	19,000	0	0%
F335 Q Comp	300,900	334,000	300,900	(33,100)	-10%
F372 Third Party Billing PRG 400	2,000	3,500	4,500	1,000	29%
P422 ADSIS	427,400	423,423	495,428	72,005	17%
740 State Special Ed excl ADSIS	2,539,600	2,470,292	2,674,027	203,735	8%
401/414/433 Title Expenditures	43,500	57,774	46,738	(11,036)	-19%
419/420/425 Federal Special Ed Expenditures	206,100	236,342	219,662	(16,680)	-7%
910 General Fund Transfer to Other Funds	0	0	0	0	0%
<b>Total General Fund Expenditures</b>	<b>16,191,054</b>	<b>16,259,792</b>	<b>16,698,750</b>	<b>438,958</b>	<b>2.70%</b>
General Ed Salaries and Benefits as a percentage of State Aids (excluding Spec Ed & Lease Aid)	80%	80%	81%		
Check Figure	16,191,054	16,260,537	16,698,750		
		745	24,530		
<b>Change in Fund Balance - General Fund</b>	<b>105,041</b>	<b>14,605</b>	<b>25,990</b>	<b>11,385</b>	<b>77.95%</b>
<b>Beginning General Fund Balance</b>	<u>6,300,674</u>	<u>5,937,625</u>	<u>5,952,230</u>	<u>5,952,230</u>	
<b>Ending General Fund Balance</b>	<b>6,405,716</b>	<b>5,952,230</b>	<b>5,978,221</b>	<b>25,990</b>	<b>0.4%</b>
Fund Balance Percentage of Expenditures - General Fund	39.6%	36.6%	35.8%		

St. Croix Preparatory Academy #4120-07  
FY26 Budget Projection Model  
Budget Model 05/15/2025

	Original Budget FY25	Working Budget FY25	Proposed Budget FY26	FY26 to FY25 Variance	
				\$	%
<b>Food Service - Revenue &amp; Expenditure Summary and Projections</b>					
Food Service Revenue	791,000	810,063	834,500	24,437	3%
Transfer from General Fund	0	0	0		
Food Service Expenditures	790,000	743,848	810,000	66,152	9%
<b>Change in Fund Balance - Food Service Fund</b>	<b>1,000</b>	<b>66,214</b>	<b>24,500</b>	<b>(41,714)</b>	<b>-63.0%</b>
<b>Beginning Food Service Fund Balance</b>	<u>573,656</u>	<u>526,426</u>	<u>592,640</u>		
<b>Ending Food Service Fund Balance</b>	<b>574,656</b>	<b>592,640</b>	<b>617,140</b>	<b>24,500</b>	<b>4.1%</b>
Check Figure					
<b>Community Service - Revenue &amp; Expenditure Summary and Projections</b>					
Community Service (All Day K moved to General Fund beginning 1	172,000	163,000	163,000	0	0.0%
Transfer from General Fund	0	0	0		
Community Service Expenditures	183,000	177,700	175,000	(2,700)	-1.5%
<b>Change in Fund Balance - Community Service Fund</b>	<b>(11,000)</b>	<b>(14,700)</b>	<b>(12,000)</b>	<b>2,700</b>	<b>18.4%</b>
<b>Beginning Community Service Fund Balance</b>	<u>94,755</u>	<u>80,077</u>	<u>65,377</u>		
<b>Ending Community Service Fund Balance</b>	<b>83,755</b>	<b>65,377</b>	<b>53,377</b>	<b>(12,000)</b>	<b>-18.4%</b>
Check Figure					
<b>Schoolwide Activity</b>					
Total Revenues	17,259,095	17,247,460	17,722,241	474,781	
Total Expenditures	17,164,054	17,181,340	17,683,750	502,410	
<b>Change in Fund Balance - Schoolwide</b>	<b>95,041</b>	<b>66,120</b>	<b>38,490</b>	<b>(27,629)</b>	
<b>Beginning Schoolwide Fund Balance</b>	<u>6,969,085</u>	<u>6,544,128</u>	<u>6,610,248</u>		
<b>Ending Schoolwide Fund Balance</b>	<b>7,064,127</b>	<b>6,610,248</b>	<b>6,648,738</b>	<b>38,490</b>	
Fund Balance Percentage of Annual Expenditures	per audit 41.2%	38.5%	37.6%		
Debt Service Coverage Ratio (1.10 required)	1.14	1.19	1.19		
Days Cash on Hand (60 required)	150	140	137		

# St. Croix Preparatory Academy's 24-25 Q Comp Annual Report

This template, which may be changed as needed, is designed to help formulate the Quality Compensation (Q Comp) Annual Report. Per [Minnesota Statutes, section 122A.414, subdivision 3\(a\)](#) the report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program. We also recommend that the report include a summary of what was implemented for the year, to help provide context for the findings and recommendations.

Please address the following questions for each program component, describing the implementation of the approved plan, the impact of implementation, findings from the program review, and recommendations to improve program effectiveness. All information reported should be based on the current school year. We recommend that each question be addressed with a **brief summary of 3-7 sentences**.

## Core Component: Career Advancement Options

### Implementation

Are the teacher leader positions implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)? Yes.

If not, please explain what changes have occurred and why.

### Impact

**How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction?**

TLCs (Teaching and Learning Coordinators) met bi-monthly with PLC leaders to plan PLC meetings based on student achievement. TLCs met monthly with new teachers to offer support in classical education theory, classroom management, assessments, student engagement, seminars, and questioning. TLCs also met one-on-one with new teachers throughout the school year to offer personalized support. PLCs allowed teachers to collaborate and work on curriculum alignment and pacing. They also provided a space to discuss intervention ideas and identify specific student needs based on data collection.

**How did the work of teacher leaders impact student achievement?**

Each PLC devotes time to evaluating students' needs, and PLC leaders and TLCs use that information to guide planning for PLC meetings throughout the year. Individual PLCs discuss data and assessments and review student work throughout the year to monitor student progress and learn new strategies to increase student achievement. PLC leaders can also bring data and information from PLCs to meetings with principals and TLCs. This has helped guide division initiatives and professional development planning. For example, the lower school

was able to collaborate on STEP testing and use IXL to help prepare students for the MCA tests. The middle school PLC discussed and implemented various *Teach Like a Champion* strategies (No Excuses, No Opt Out), methods to improve student participation, and incorporated more primary resources into the curriculum. They also worked on aligning the curriculum with standards. Upper school PLCs were able to make more connections with the curriculum across content areas.

## Review Findings

**How did the training teacher leaders receive impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?**

K-12 PLC meetings were used to discuss what happened in PLCs and to provide leadership training to PLC leaders. The meetings were used primarily as a mode of communication, check-in, and connection since regular PD days and PLC meetings were interrupted by CAREIALL training.

**What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members?**

PLC leaders are an essential connection point between division leadership and classroom teachers. They understand the needs of the division, the students, and the teachers in their PLC and can use that knowledge to help plan effective professional development and PLC meeting agendas.

## Recommendations

**How will the district use the review findings to improve the effectiveness of teacher leadership?**

Since we have some newer PLC leaders, we would like to have them attend training at MDE. Since we will not have CAREIALL training next year, PLC configurations will return to normal. This will allow PLC leaders to focus their PLCs on the vital work of analyzing student data and using the data to positively impact student achievement.

## Core Component: Job-embedded Professional Development

### Implementation

**Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)?**

No

**If not, please explain the changes that have occurred and why?**

This year, we rearranged PLCs according to which teachers participated in CAREIALL READ Act training. The configuration of lower school PLCs stayed the same. In the middle and upper school, Jeff Larson led the middle and upper school teachers who participated in the training. Lindsey Schutte led the rest of the middle school teachers in a combined PLC. Other than the absence of SPED teachers in upper school PLCs, nothing else changed for those PLCs or the K-12 specialists PLCs.

## Impact

### **How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction?**

Professional development was different this year because over a third of our teaching staff participated in CAREIALL training. For teachers not involved in CAREIALL training, PD allowed them to collaborate with their content area departments and other divisions. Teachers could use vocabulary and note-taking strategies from an ELL session in their classrooms to support students. Teachers also said that the student panel from Discussions on Diversity helped them understand how to support all students in the classroom and school community. The ACEs presentation by our school counselors was also important for teachers to know how to better support our students who have experienced various types of trauma.

### **How did teacher learning from learning teams and other job-embedded professional development impact student achievement?**

Teachers used strategies learned from the ELL session to support students in the classroom. Teachers involved in CAREIALL training implemented strategies regarding reading, writing, and vocabulary instruction.

## Review Findings

### **How did the sites or learning teams identify needs and instructional strategies to increase student achievement?**

PLC leaders worked with their PLCs and division leadership teams to identify needs. They then created meeting agendas to address these needs. For example, the middle school PLC focused on discussion strategies to increase student engagement and promote good habits of discussion.

### **How did learning teams use data and implement the selected instructional strategies and follow-up on implementation?**

Teachers across all divisions used MCA data, internal assessments, semester finals, and STEP testing to guide their focus on student achievement. Many teachers used these assessments to create SMART goals within their PLCs. SMART goal topics included academic vocabulary, summarizing, and STEP assessments. Teachers also reflected on that goal during PLC time and discussed how to continue to improve student achievement.

## Recommendations

### **How will the district use the review findings to improve the effectiveness of job-embedded professional development?**

The Q Comp team and leadership gathered input from teachers and PLC leaders on professional development needs. Professional development needs include:

- Curriculum work
- Mental health
- Strengthening background knowledge
- Classroom management
- School and student culture (student behavior, groupthink mentality among students, boundary setting)
- EL/SPED Modification/Accommodations

Some teachers also want to bring in outside experts for professional development sessions.

## Core Component: Teacher Evaluation

### Implementation

**Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)?**

Yes

**If no, please explain the changes that have occurred and why?**

### Impact

**What impact did the observation/evaluation process, including coaching, have on classroom instruction?**

Feedback from teachers on how the observation/evaluation process impacted classroom instruction included:

Lower

- ☐ It's nice to get someone else's opinion
- ☐ learn strategies to increase participation
- ☐ a better understanding of seminar
- ☐ fluency strategies

Middle

- Nonjudgmental evaluation of teaching
- classroom/time management strategies to improve instruction
- opportunity to discuss areas where teachers want help
- second set of eyes

Upper

- Feedback on classroom management and student engagement
- validating practices/techniques that are working
- noticing "quiet behaviors" and giving feedback on how to engage those students

Some teachers also expressed that they would like to understand better how feedback from observations can impact student achievement.

**What impact did the observation/evaluation process, including coaching, have on student achievement?**

With the Q Comp plan changes, TLCs informally observed and coached teachers instead of formally observing seminars. This allowed for a focus on the everyday routines and instruction in the classroom. Teachers could utilize strategies learned in post-observation discussions to increase student engagement and refine classroom management and instructional techniques.

## Review Findings

**How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?**

Teacher self-reflection, both for individual observations and end-of-year summative portfolios, shows that teachers are eager for feedback and strategies to implement in their classrooms. Some areas teachers worked to improve throughout the year based on feedback from observations are chunking out lesson plans, lesson pacing, classroom management, using technology and data to drive instruction, and methods to improve student engagement.

**How did the training observers/evaluators receive throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members?**

Throughout the year, TLCs and principals met to discuss teacher observations and create plans for supporting teachers' needs. The rubrics are also designed to indicate whether or not each element was observed. This provides space for authentic discussions on teachers' efficacy in each area by identifying strengths and areas for growth.

## Recommendations

**How will the district use the review findings to improve the effectiveness of teacher evaluation?**

Teacher feedback showed that feedback from observers is valuable in helping them see their lessons and classrooms from different perspectives. The biggest takeaway from this year regarding evaluation is the importance of providing teachers with the space for self-reflection and providing coaching so teachers can continue to improve instruction.

## Core Component: Performance Pay and Alternative Salary Schedule

### Implementation

**Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)?**

YES

**If no, please explain the changes that have occurred and why?**

**Is salary schedule movement or base salary increase based on the same performance measure as outlined in the approved plan (approval letter and subsequent plan change approval letters)?**

YES

**If no, please explain the changes that have occurred and why?**

## Impact

**What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement?**

MCA data is still embargoed. This will be updated next fall when the data is publicly released.

**What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results?**

100%

**What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results?**

N/A

**What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results?**

N/A

**Is performance pay awarded for another area (besides schoolwide goals, measures of student achievement and observation/evaluation results)?**

No

**If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area?**

N/A

**What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary?**

100%

**What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary?**

N/A

**What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary?**

N/A

## Recommendations

### **How will the district use the data to improve the effectiveness of this core component?**

This year's MCA scores will be used as a baseline to determine instructional needs for next year. The data from these tests will be used to identify additional student support areas. Teachers will use PLC time to discuss any curricular adjustments or supports that need to be implemented next year to see growth in student achievement. Grades 3-8 will also utilize IXL to provide more data and additional practice based on students' needs.

## General Program Impact and Recommendations

### **What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program?**

By participating in the Q Comp program, teachers have collaborated with their colleagues within their grade levels, content areas, and divisions on teaching strategies and best practices. They have also been able to grow their practice through professional development, catering to the needs expressed by staff. Observation has allowed teachers to reflect on their practice, learn new strategies, and improve instruction.

### **What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program?**

PLCs have allowed teachers to collaborate on methods to improve student achievement. Teachers have worked together to discuss teaching techniques and strategies to engage students. Teachers have also used PLC time to discuss assessment methods, teaching strategies, student engagement, technology usage, academic integrity, AI challenges, and ways to support students' mental health and social-emotional learning. The results from common assessments, benchmark assessments, and standardized assessments directly reflect the work done in PLCs.

### **How will the district use the review findings to improve the overall effectiveness of the program?**

As the school grows, we constantly reflect on what works well and what areas we need to strengthen. One of these growth areas is using teaching and learning coordinators in each division to support teachers by focusing on student achievement, curriculum alignment, mission, and school culture. A TLC in each division allows our TLCs to support staff in division-specific needs. Along with working with their divisions, TLCs work as part of the curriculum and instruction team to continue aligning all divisions with the school's mission. This provides a more comprehensive and authentic teacher leadership level to continue to move our students, teachers, and community forward while staying true to our mission.