



St. Croix Preparatory Academy  
Board Meeting Agenda  
November 19, 2024

1. Call to Order	
2. Open Forum	
3. Board Calendar	2
4. Consent Agenda (Board Minutes, Executive Director Report)	
A. Board Minutes	5
B. Reports from Executive Directors	10
C. Governance -- Final Reading & Policy Approval	14
415 Mandatory Reporting, Vulnerable Adults	
417 Chemical Use and Abuse	
SCPA-710 Student Journalism	
532 Use of Peace Officers	
D. Governance -- First Reading of Policies	36
711 Social Media	
401 Equal Employment Opportunity	
404 Background Checks	
5. Agenda	
A. Emergency Operations Plan -- Approval	47
Hard copy of the plan was distributed at a previous meeting	
B. Activities Overview -- Fall Review, Winter Plan	
C. Succession Planning	57
D. 2023-2024 Annual Report Approval	77
1st Reading done on August 20, 2024	
Only change is the addition of MCA Scores	
E. 2023-2024 Comprehensive Achievement and Civic Readiness Report (World's Best Workforce)	93
F. 2024 Financial Statements -- Audit Review	120
G. Finance Committee	236
September Financial Statements	
6. Adjourn Meeting	
7. Foundation & Development Update	248



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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	
Development Update	K. Gutierrez	
Emergency Operations Plan	Safety Team	
Annual Report Approval – 2022-2023	J. Gutierrez	
World's Best Workforce Approval	J. Gutierrez	
Activities – Fall Overview, Winter Plan	K. Seim	

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<b>December</b>	<b>Responsible</b>	<b>Notes/Status</b>
Affiliated Building Company Training	K. Gutierrez	

<b>January</b>	<b>Responsible</b>	<b>Notes/Status</b>
Board Election Timeframe Discussion	N. Donnay	
By-laws Training		

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

<b>March</b>	<b>Responsible</b>	<b>Notes/Status</b>
Approve Open Enrollment Period for Next Year	J. Gutierrez	
Approve Board Calendar for Next Year <ul style="list-style-type: none"> <li>• Meetings</li> <li>• Election</li> <li>• Retreat</li> </ul>	Board	

<b>April</b>	<b>Responsible</b>	<b>Notes/Status</b>
Annual Budget Introduction		
Compensation Plan Introduction		

<b>May</b>	<b>Responsible</b>	<b>Notes/Status</b>
Q Comp Report Presentation/Approval	D. Thompson	
Financial Statement Review	K. Gutierrez	
Compensation Plan Approval	3 T. Smith	

Board Election Update	N. Donnay	
Approve Annual Budget	K. Gutierrez	
Approve Employee Handbook	T. Smith	
Introduction of Family Handbook	J. Gutierrez	
MSHSL Membership Resolution	J. Gutierrez	
Conflict of Interest Form Disclosure	K. Gutierrez	

<b>June</b>	<b>Responsible</b>	<b>Notes/Status</b>
Public Hearing on Fees - 2024	K. Gutierrez	
New Board Member Training	N. Donnay	
Read Well by Third Grade Approval	J. Karetov	
Approval of Family Handbook	J. 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>		

Members Present: R. Hajlo, D. Keyes, N. Donnay, T. Gulbransen, M. Stiles, R. Thorson, J. Johnson, D. Smith

Members Absent: A. Galati

Ex-officio Members Present: J. Gutierrez

Guests: K. Gutierrez, J. Karetov, A. Kleinboehl, A. Sachariason, P. Rosell

## 1. Call to order

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

## 2. Open Forum - None

## 3. [SCPA Board Calendar \(Updated\)](#) - September 2024

## 4. Consent Agenda

- a. Board Minutes
  - i. [SCPA August 20 Board Minutes](#)
- b. Executive Director
  - i. [Executive Director's Report September 2024](#)
  - ii. [J. Gutierrez Professional Development 2024-2025](#)
- c. Governance Policies - First Readings
  - i. [415 Mandatory Reporting of Maltreatment of Vulnerable Adult](#)
  - ii. [532 Use of Peace Officers and Crisis Teams to Remove IEP Students from School Grounds](#)
  - iii. [417 Chemical Use and Abuse](#)

1. Motion to Approve the Consent Agenda: J. Johnson
2. Second: R. Thorson
3. Approved: All

## 5. Agenda

- a. 2023-2024 MCA Communication - J. Gutierrez reviewed the MCA scores, correspondence to Friends of Education, and noted that based on these scores SchoolDigger ranked St. Croix Prep as the #1 school district in MN for the 8th year in a row.
  - i. [2023-2024 St. Croix Prep MCA Communication 2](#)
  - ii. [SCPA Board and School Goals](#)
- b. Status of 2024-2025 School Opening - Presentations by J. Karetov, A. Kleinboehl, A. Sachariason, and P. Rosell detailing items related to the new year opening. There was discussion.
  - i. [Student Services Board Report - September 2024](#)
  - ii. [Upper School Board Report - September 2024](#)
  - iii. [Middle School Board Report - September 2024](#)
  - iv. [Lower School Board Report - September 2024](#)
- c. Capitalization Policy -- increase from \$2500 to \$5,000
  - i. <https://drive.google.com/file/d/1TbXgaL7C5Wl7fBT8eGvHeysFHX0fup2B/view?usp=sharing>
  1. Motion to Approve the Capitalization Policy: D. Keyes
  2. Second: R. Thorson
  3. Approved: All
- d. Succession Planning Committee - T. Gulbransen gave an update on the succession planning timeline, time usage study, future session with Rebar Leadership, and previewed the future agenda item related to the board retreat, where additional details of the interview process will be discussed.
  - i. [Executive Director Search Process WORKING DOC](#)
  - ii. [Executive Director Time Study Data](#)
  - iii. [SPC Planning Minutes August 28 and September 4, 2024](#)
  - iv. [Hiring the Right Superintendent](#)

- e. Governance Committee - J. Gutierrez noted the policies included in the consent agenda (1st reading), the bylaws training moved to November, and the next agenda item of training (Minn Stat 124E).
  - i. [August 12, 2024 Minutes](#)
  - ii. [September 5, 2024 Minutes](#)
    - a. [SCPA Board Roster August 2024](#)
    - b. Motion to Extend Bob Hajlo's term by one year to August 2026
      - i. Motion: J. Johnson
      - ii. Second: D. Keyes
      - iii. Approved: All
- f. [MN Statute 124E](#) Training - J. Gutierrez explained Minn Stat 124E and the recent changes made by the legislature. There was discussion.
- g. Board Participation in School Community - T. Gulbransen and D. Smith led discussion on efforts to make board members more visible to our school community (e.g. at larger school events, graduation, fundraising events, etc.). There was discussion. D. Smith will provide more specific ideas in the future.
- h. Board Retreat - October 12, 2024. N. Donnay explained the tentative agenda, items for preparation, and the goals for the retreat.
  - i. [Board and School Goals](#)
  - ii. [Retreat Oct. 12, 2024 Agenda](#)

## **Adjournment: 7:32 PM**

- Motion to adjourn: J. Johnson
- Second: M. Stiles
- Approved: All

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

Members Present: R. Hajlo, D. Keyes, N. Donnay, T. Gulbransen, R. Thorson, J. Johnson, D. Smith

Members Absent:

Ex-officio Members Present:

Guests: S. Morell, K. Gutierrez, A. Kleinboehl, A. Sachariason, P. Rosell, M. Thole, T. Smith, K. Seim, C. Olson, B. Blotske, E. Bransford, P. Kerrigan, S. Peterson, MSBA: A. Jordan (Remote)

Remote Board Member: M. Stiles, location: 2900 Erwin Road, Apt 327 Durham, NC 27705

## 1. Breakfast

## 2. Call to order

- a. R. Hajlo called the meeting to order at 8:39 AM.
- b. S. Morell - commented and complimented on the hard work SCPA has done in the last 22 months.
  - i. Walked through the Agenda details, objectives, and meeting norms.
- c. Introductions
- d. Review Succession Planning Timeline - T. Smith
  - i. [File: Executive Director Search Process WORKING DOC \(1\)](#)
  - ii. Explained the important upcoming dates and MSBA's process related to those dates.
  - iii. Important dates will need to be approved at the November meeting.

## 3. Interview Process and Leadership Criteria - A. Jordan, MSBA

- a. [ED Interview Process Guidance](#)
- b. [Hiring the Right Superintendent](#)
- c. [St. Croix Prep Planning Meeting Packet from MSBA](#)
- d. Notes:
  - i. Explained the application process - identical process for all applicants.
  - ii. Walked through items of note specific to board members during the interview process.
  - iii. Emphasized the rules around Open Meeting Law and the candidates privacy rights. Explained the feedback process.

## 4. Job Description and Compensation Range

- a. [Executive Director Job Description SPC UPDATE](#)
- b. [Executive Director COMPENSATION COMPARABLES](#)



c. [Executive Director Employment Agreement 2](#)

5. Interview Questions Activity Part 1 - Retreat Members were divided into groups and discussed and ranked possible interview questions.
6. Interview Questions Activity Part 2 - Retreat Members shared their discussions and results with the whole group.

**Adjournment:**

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

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



## Executive Director’s Report to the Board

**Date of Report:** November 2024

**Report Prepared By:** Jon Gutierrez

### Operational Items:

- Succession Planning Work –work related to succession planning as noted in committee minutes.
- Governance Work – significant governance work, drafting/approving required policies, assisting committee with their processes, setting up schedule for annual review and cyclical review (3 years) for other policies
- Charter Renewal Agreement – continued communication and work on the charter renewal agreement which needs to be approved/executed by the board prior to June 30, 2025.
- Development/Foundation work – continued work with consultant on Foundation initiatives – case statement, board development, brochure review, meetings, etc.
- Curriculum Committee. Continued work to establish St. Croix Prep definition of classical, scope and sequence, procedures for curriculum changes, etc.
- Administrator Consulting:
  - Kelly: 1 hour/week (Charter Source); 1 hour/week Seven Hills
  - Jon – 40 hours between Nov 5-Dec 20 with Great Oaks Academy
- Enrollment information for the 2024-2025 school year, associated wait lists, and applications received for the 2025-2026 school year are:

<b>Grade</b>	<b>2024-25 Enrollment</b>	<b>2024-25 Waitlist</b>	<b>2025-2026 Applications</b>
Kindergarten	90	173	179
1 <sup>st</sup> Grade	90	98	36
2 <sup>nd</sup> Grade	90	113	40
3 <sup>rd</sup> Grade	90	86	46
4 <sup>th</sup> Grade	90	98	35
<b>LS Total</b>	<b>450</b>	<b>568 (+16)</b>	<b>336 (+51)</b>
5 <sup>th</sup> Grade	93	83	32
6 <sup>th</sup> Grade	93	113	53
7 <sup>th</sup> Grade	93	74	23
8 <sup>th</sup> Grade	93	51	26
<b>MS Total</b>	<b>372</b>	<b>321 (+7)</b>	<b>134 (+60)</b>
9 <sup>th</sup> Grade	103	0	37
10 <sup>th</sup> Grade	103	0	2
11 <sup>th</sup> Grade	103	0	3
12 <sup>th</sup> Grade	86	10	0

<b>US Total</b>	<b>395</b>	<b>0</b>	<b>42 (+14)</b>
<b>School Total</b>	<b>1,215</b>	<b>889 (+23)</b>	<b>512 (+125)</b>

**Comments on Enrollment**

- Shared Time students
  - 5<sup>th</sup> grade – 4
  - 6<sup>th</sup> grade – 2
  - 7<sup>th</sup> grade – 1
  - 8<sup>th</sup> grade - 1
- PSEO Grade 10 – 1 Part-time
- PSEO Grade 11 – 8 Part-time; 6 Full time
- PSEO Grade 12 – 11 Part-time; 2 Full time

Professional Development: *See Attachment*



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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, 12 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	



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

**Date of Report:** November 2024

**Report Prepared By:** Kelly Gutierrez

### **Operational Items:**

- Succession Planning Committee – significant work related to employment agreements, compensation/benefits, and job description
- Development/Foundation work – work with Bobbi Giles, development consultant on the following items:
  - Coordinated approximately 20 interviews for development of Case Statement
  - Build a Comprehensive Case for Support – this is in its final draft
  - Determine Strategy for Increasing Membership on the Board - -multiple meetings with potential board members. Have received verbal commitment from four people
  - Establish an Integrated Annual Giving Program
  - Identify, Cultivate and Steward Major Gift Prospects and Donors
  - Create Donor-Centered Stewardship Plan
  - Establish/Name Legacy Giving Society
  - Hire Development Director/Executive Director of the Foundation – finalized Development Director job description, met with a search firm to ensure we are following the proper steps in our search.
  - Developed brochure for large donor asks
- Weekly individual meetings with team members: HR Director, Communications Manager
- St. Croix Prep Marathon – substantial work in details of the marathon execution, including sponsors, communication, tracking, generating event P/L, thank you letters.
- Curriculum Committee. Continued work with Curriculum Committee on processes, professional development approval
- Administrator Consulting: 2 hours/week (Charter Source); 1 hour/week Seven Hills
- Marketing/Communications. Review of Prep weekly, Facebook ad generation for Upper School students, consideration of postcard, establish Niche content and evaluation of statistics, discussion of social media usage/policy.
- Finance Committee. Established training items for the Board (e.g, foundation structure, affiliated building company, etc.), officers and succession plan for committee, communication for recruitment of committee members.
- Completion of audit and fiscal compliance.



**ST. CROIX PREPARATORY ACADEMY  
MANDATED REPORTING OF MALTREATMENT of VULNERABLE ADULTS  
Policy #415**

**I. PURPOSE**

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

**II. GENERAL STATEMENT OF POLICY**

- A. The policy of St. Croix Preparatory Academy (“SCPA”) is to comply fully with Minnesota Statutes section 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.
- B. A violation of this policy occurs when any school personnel fails to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

**III. DEFINITIONS**

- A. “Abuse” means:
  - 1. An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in Minnesota Statutes sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in Minnesota Statutes section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in Minnesota Statutes section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in Minnesota Statutes sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction.
  - 2. Conduct which is not an accident or therapeutic conduct as defined in Minnesota Statutes section 626.5572 which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under Minnesota Statutes section 245.825.
  - 3. Any sexual contact or penetration as defined in Minnesota Statutes section 609.341 between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility.
  - 4. The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult’s will to perform services for the advantage of another.

Abuse does not include actions specifically excluded by Minnesota Statutes section 626.5572, subdivision 2.



- B. “Caregiver” means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.
- C. “Common entry point” means the entity responsible for receiving reports of alleged or suspected maltreatment of a vulnerable adult and designated by the Commissioner of the Minnesota Department of Human Services as the MN Adult Abuse Reporting Center (MAARC).
- D. “Financial Exploitation” means a breach of a fiduciary duty by an actor’s unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor’s failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult’s funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion, or enticement to cause a vulnerable adult to perform services against the vulnerable adult’s will for the profit or advantage of another.
- E. “Immediately” means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.
- F. “Mandated reporter” means a professional or professional’s delegate while engaged in education.
- G. “Maltreatment” means the neglect, abuse, or financial exploitation of a vulnerable adult.
- H. “Neglect” means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult’s physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct.
- I. Neglect also means the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult’s health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minnesota Statutes section 626.5572 subdivision 17.
- J. “School personnel” means professional employees or their delegates of the charter school engaged in providing health, educational, social, psychological, law enforcement, or other caretaking services of vulnerable adults.
- K. “Vulnerable adult” means any person 18 years of age or older who: (1) is a resident or inpatient of a facility; (2) receives services required to be licensed under Minnesota Statutes chapter 245A, except as excluded under Minnesota Statutes section 626.5572, Subd. 21(a)(2); (3) receives services from a licensed home care provider or person or organization that offers, provides, or arranges for personal care assistance services under the medical assistance program; or (4) regardless of residence or whether any type of service is received, possesses a physical or mental infirmity or other physical, mental, or emotional dysfunction that impairs the individual’s ability to provide adequately for the individual’s own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual’s self from maltreatment.

#### IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the common entry point responsible for receiving reports.



- B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.
- C. The report shall, to the extent possible, identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident, and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose *not public data*, as defined under Minnesota Statutes section 13.02, to the extent necessary to comply with the above reporting requirements.
- D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting, or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.
- E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against a vulnerable adult who is named in a report is prohibited.
- F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

## V. INVESTIGATION

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

## VI. DISSEMINATION OF POLICY AND TRAINING

- A. This policy should appear in charter school personnel handbooks as appropriate.
- B. The charter school will develop a method of discussing this policy with employees as appropriate.
- C. This policy should be reviewed at least annually for compliance with state law.

**Legal References:** Minn. Stat. § 13.02 (Government Data Practices; Definitions)

Minn. Stat. Ch. 245A (Human Services Licensing)

Minn. Stat. § 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)

Minn. Stat. §§ 609.221-609.224 (Assault)

Minn. Stat. § 609.232 (Crimes Against Vulnerable Adults; Definitions)

Minn. Stat. § 609.235 (Use of Drugs to Injure or Facilitate Crime)

Minn. Stat. § 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)





Minn. Stat. § 609.341 (Definitions)

Minn. Stat. §§ 609.342-609.3451 (Criminal Sexual Conduct)

Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)

Minn. Stat. § 626.5572 (Definitions)

*In re Kleven*, 736 N.W.2d 707 (Minn. App. 2007)

**Cross References:** MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)

MSBA/MASA Model Policy 211 (Criminal or Civil Action Against Charter School, School Board Member, Employee, or Student)

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of Charter School Employees)

MSBA/MASA Model Policy 406 (Public and Private Personnel Data)

MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

**DOCUMENT # 415**

**ADOPTED BY THE BOARD:**

**REVISED BY THE BOARD:**

**EFFECTIVE DATE:**



## ST. CROIX PREPARATORY ACADEMY

### #417 Chemical Use and Abuse Policy

#### I. PURPOSE

St. Croix Preparatory Academy (“SCPA”) recognizes that chemical use and abuse constitutes a threat to the physical and mental well-being of students and employees and significantly impedes the learning process. The purpose of this policy is to assist SCPA in its goal to prevent chemical use and abuse.

#### II. GENERAL STATEMENT OF POLICY

- A. Use or possession of controlled substances, toxic substance, medical cannabis, and alcohol before, during, or after school hours, at school or in any other school location, is prohibited in accordance with school district policies with respect to a Drug-Free Workplace/Drug-Free School.
- B. SCPA shall develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievement.
- C. SCPA is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.

#### III. DEFINITIONS

- A. “Chemical abuse,” as applied to students, means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the minor’s normal function in academic, school, or social activities is chronically impaired.
- B. “Controlled substances,” as applied to the chemical abuse assessment of

students, means a drug, substance, or immediate precursor in Schedules I through V of Minnesota Statutes section 152.02 and “marijuana” as defined in Minnesota Statutes section 152.01, subdivision 9 but not distilled spirits, wine, malt beverages, intoxicating liquors or tobacco. As otherwise defined in this policy, “controlled substances” include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code section 812, including analogues and look-alike drugs.

- C. “Drug prevention” means prevention, early intervention, rehabilitation referral, recovery support services, or education related to the illegal use of drugs, such as raising awareness about the consequences of drug use that are evidence based.
- D. “Teacher” means all persons employed in a public school or education district or by a service cooperative as members of the instructional, supervisory, and support staff including superintendents, principals, supervisors, secondary vocational and other classroom teachers, librarians, counselors, school psychologists, school nurses, school social workers, audio-visual directors and coordinators, recreation personnel, media generalists, media supervisors, and speech therapists.

#### **IV. STUDENTS**

- A. School Discipline Policy
  - 1. Procedures for detecting and addressing chemical abuse problems of a student while on school premises are included in the district wide school student discipline policy.
- B. Programs and Activities
  - 1. SCPA shall develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievements. The programs and activities may include drug prevention activities and programs that may be evidence based, including programs to educate

students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes.

C. Reports of Use, Possession, or Transfer of Alcohol or a Controlled Substance

1. A teacher in a nonpublic school participating in a school district chemical use program, or a public school teacher, who knows or has reason to believe that a student is using, possessing, or transferring alcohol or a controlled substance while on the school premises or involved in school-related activities, shall immediately notify a school administrator or staff member of this information.
2. Students involved in the abuse, possession, transfer, distribution, or sale of chemicals may be suspended and proposed for expulsion in compliance with the student discipline policy and the Pupil Fair Dismissal Act, Minnesota Statutes section 121A.40-121A.56,
3. Searches by school district officials in connection with the use, possession, or transfer of alcohol or a controlled substance will be conducted in accordance with school board policies related to search and seizure.
4. Nothing in paragraph IV.B.1. prevents a teacher or any other school employee from reporting to a law enforcement agency any violation of law occurring on school premises or at school sponsored events.

E. Data Practices

1. Student data may be disclosed without consent in health and safety emergencies pursuant to Minnesota Statutes section 13.32 and applicable federal law and regulations.
2. Destruction of Records
  - a. If SCPA decides not to provide a student and, in the case of a minor, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the determination is made.

- b. If SCPA decides to provide the student and, in the case of a minor or a dependent student, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the student is no longer enrolled in the district.
- c. Destruction of records identifying individual students shall be governed by paragraph IV.E.2. notwithstanding Minnesota Statutes section 138.163 (Preservation and Disposal of Public Records).

F. Consent

- 1. Any minor may give effective consent for medical, mental, and other health services to determine the presence of or to treat conditions associated with alcohol and other drug abuse, and the consent of no other person is required.

**V. EMPLOYEES**

A. The school district may inform employees about:

- 1. The dangers of drug abuse in the workplace.
- 2. The school district's policy of maintaining a drug-free workplace.
- 3. Available drug counseling, rehabilitation, and employee assistance programs.
- 4. The penalties that may be imposed on employees for drug abuse violations.

B. The school district shall notify a federal granting agency required to be notified under the Drug-Free Workplace Act within ten (10) days after receiving notice from the employee or otherwise receiving actual notice of any criminal drug statute conviction occurring in the workplace.

**Legal References:** Minn. Stat. § 13.32 (Educational Data)  
Minn. Stat. § 121A.25-121A.29 (Chemical Abuse)  
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 124D.695 (Approved Recovery Program Funding)  
Minn. Stat. § 126C.44 (Safe Schools Levy)  
Minn. Stat. § 138.163 (Preservation and Disposal of Public Records)  
Minn. Stat. § 144.343 (Pregnancy, Venereal Disease, Alcohol or Drug Abuse, Abortion)  
Minn. Stat. § 152.01 (Definitions)  
Minn. Stat. § 152.02 (Schedules of Controlled Substances; Administration of Chapter)  
Minn. Stat. § 152.22 (Definitions; Medical Cannabis)  
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)  
Minn. Stat. § 299A.33 (DARE Program)  
Minn. Stat. § 466.07, subd. 1 (Indemnification Required)  
Minn. Stat. § 609.101, subd. 3(e) (Controlled Substance Offenses; Minimum Fines)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)  
20 U.S.C. §§ 7101-7122 (Student Support and Academic Enrichment Grants)  
20 U.S.C. § 5812 (National Education Goals)  
20 U.S.C. § 7175 (Local Activities)  
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)  
34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)  
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug Free School)  
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)  
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)

## **Chemical Use and Abuse Policy 417**

**ADOPTED BY THE BOARD:**

**REVISED BY THE BOARD:**

**EFFECTIVE DATE:**



## **ST. CROIX PREPARATORY ACADEMY**

### **532 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS**

#### **I. PURPOSE**

This policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

#### **II. GENERAL STATEMENT OF POLICY**

St. Croix Preparatory Academy (SCPA) is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and should be reasonably protected from physical or emotional harm at all school locations and activities.

In general, all students, including those with IEPs, are subject to the terms of SCPA's discipline policy. Building-level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the SCPA's discipline policy.

If a student with an IEP, hereafter referred to as "the student", engages in conduct which, in the judgment of SCPA personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

#### **III. DEFINITIONS**

- A. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the executive director in each school building who have received crisis intervention training and are

responsible for becoming actively involved in resolving crises. The executive director or designee shall serve as the leader of the crisis team.

- B. “Emergency” means a situation where immediate intervention is needed to protect the student or other individual from physical injury.
- C. “Peace officer” means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term “peace officer” includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.
- D. "Physical holding" means physical intervention intended to hold the student immobile or limit the student's movement, where body contact is the only source of physical restraint, and where immobilization is used to effectively gain control of the student in order to protect the student or other individual from physical injury.
- E. The phrase “remove the student from school grounds” is the act of securing the student and escorting that student from the school building or school activity at which the student is located.
- F. “Student with an IEP” or “the student” means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
- G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

#### **IV. REMOVAL OF STUDENT WITH IEPs FROM SCHOOL GROUNDS**

- A. Removal by Crisis Team



If the behavior of the student escalates to the point where the student's behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, SCPA's crisis team may be summoned. The crisis team may attempt to de-escalate the student's behavior by means including, but not limited to, those described in the student's IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student's behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student's behavior cannot be safely managed, school personnel may immediately request assistance from a peace officer.

**B. Removal by a Peace Officer**

If the student engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, SCPA's crisis team, executive director, or the executive director's designee, may request that a peace officer remove the student from school grounds.

If the student is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of the executive director or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not the student engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, SCPA personnel may report a crime committed by a student with an IEP to appropriate authorities. If SCPA personnel reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the

Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and charter school's policy, Protection and Privacy of Pupil Records.

The fact that the student is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by the student.

C. Reasonable Force Permitted

1. In removing the student from school grounds, the executive director, other crisis team members, peace officer, or other agents of SCPA, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain the student or prevent bodily harm or death to another.
2. In removing the student from school grounds, peace officers and SCPA personnel are further prohibited from engaging in the following conduct:
  - a. Corporal punishment prohibited by Minnesota Statutes, section 121A.58;
  - b. Requiring the student to assume and maintain a specified physical position, activity, or posture that induces physical pain;
  - c. Totally or partially restricting the student's senses as punishment;
  - d. Denying or restricting the student's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate the student's functioning

except when temporarily removing the equipment or device is needed to prevent injury to the student or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the student as soon as possible;

- e. Interacting with the student in a manner that constitutes sexual abuse, neglect, or physical abuse under Minnesota Statutes, Chapter 260E;
  - f. Physical holding (as defined above and in Minnesota Statutes, section 125A.0941) that restricts or impairs the student's ability to breathe, restricts or impairs the student's ability to communicate distress, places pressure or weight on the student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling the student's torso;
  - g. Withholding regularly scheduled meals or water; and/or
  - h. Denying the student access to toilet facilities.
3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

#### D. Parental Notification

The executive director or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

The student may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If SCPA seeks to remove the student from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minnesota Statutes, section 125A.0942, subdivision 5, and otherwise comply with the requirements of section 125A.0942.

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on charter schools' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. By January 15, April 15, July 15, and October 15 of each year, charter schools must report, in a form and manner determined by the Commissioner, about individual students who have been secluded. By July 15 each year, charter schools must report summary data. The summary data must include information on the use of restrictive procedures for the prior school year, July 1 through June 30, including the use of reasonable

force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 121A.67 (Removal by Police Officer)  
Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)  
Minn. Stat. § 609.06 (Authorized Use of Force)  
Minn. Stat. § 609.379 (Permitted Actions)  
Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)  
20 U.S.C. § 1232g et seq. (Family Educational Rights and Privacy (FERPA))  
20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Act)  
34 C.F.R. § 300.535 (Referral to and Action by Law Enforcement and Judicial Authorities)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 507 (Corporal Punishment and Prone Restraint)  
MSBA/MASA Model Policy 507.5 (School Resource Officers)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 525 (Violence Prevention)  
MSBA/MASA Model Policy 806 (Crisis Management Policy)

**USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH  
IEPs FROM SCHOOL GROUNDS 532**

**ADOPTED BY THE BOARD:**

**REVISED BY THE BOARD:**

**EFFECTIVE DATE:**



## ST. CROIX PREPARATORY ACADEMY STUDENT JOURNALISM Policy #SCPA-710

### I. PURPOSE

The purpose of this Policy is to address students' rights to freedom of speech and freedom of the press in the production and distribution of school-sponsored media while balancing the SCPA's role in supervising school-sponsored media and the operation of the SCPA. This Policy is designed to ensure all students enjoy the freedoms of speech and press within the confines of the law, including Minnesota Statutes Section 121A.80, and to encourage responsible student journalism.

### II. DEFINITIONS

- A. "Defamatory" means a false and unprivileged statement to a third person about an individual that tends to harm the individual's reputation or lower that individual in the esteem of the community.
- B. "Distribute" means to hand-out, offer, circulate, post, display, or otherwise disseminate media to multiple students, regardless of whether the media is free or provided for a charge.
- C. "Material and substantial disruption" means a significant disruption to the learning process, to the rights of others to an education, to school operations, to the ability of any school employee to perform his or her duties, or to the operation of any school-sponsored event or activity. It also includes conduct that creates an immediate danger to self or others or incites unlawful conduct. SCPA officials may reasonably forecast a material and substantial disruption based on factors such as past experience in the school, current events influencing student activities and behaviors, and threatened disruption related to the school-sponsored media in question.
- D. "Prior restraint" means a prohibition under threat of adverse action by the SCPA or a SCPA employee on a student journalist producing, publishing, or distributing school-sponsored media before it has been produced, published, or distributed to its intended audience.
- E. "SCPA-sponsored media" means any material that is:
  - 1. prepared, wholly or substantially written, published, broadcast, or otherwise disseminated, in any media form, by a student journalist;



2. distributed or generally made available to students in the school; and
3. prepared by a student journalist under the supervision of a student media advisor.

SCPA-sponsored media does not include material prepared solely for distribution or transmission in the classroom in which the material is produced, or a yearbook.

- F. “Student journalist” means a charter school student in grades 6 through 12 who gathers, compiles, writes, edits, photographs, records, or otherwise prepares information for dissemination in school-sponsored media.
- G. “Student media advisor” means a qualified teacher, as defined in Minnesota Statutes Section 122A.16, that the SCPA employs, appoints, or designates to supervise student journalists or provide instruction related to school-sponsored media.
- H. “Obscene” means a work that, taken as a whole, appeals to the prurient interest in sex and depicts or describes in a patently offensive manner sexual conduct and that, taken as a whole, does not have serious literary, artistic, political, or scientific value.

### III. GUIDELINES

- A. **Protected Student Expression.** Except as provided in Section III.B, a student journalist has the right to exercise the freedoms of speech and press in school-sponsored media regardless of whether the school-sponsored media receives financial support from the SCPA, uses SCPA equipment or facilities in its production, or is produced as part of a class or course in which the student journalist is enrolled. These freedoms include the freedom to express political viewpoints. Subject to Section III.B, student journalists have the right to determine the news, opinion, feature, and advertising content of school-sponsored media. The SCPA must not discipline a student journalist for exercising rights or freedoms consistent with this Policy or under the First Amendment of the United States Constitution.
- B. **Unprotected and Prohibited Student Expression.** This Policy does not authorize or protect and expressly prohibits student expression in school-sponsored media that:
1. is obscene to minors;
  2. is defamatory;





3. is profane, harassing, threatening, or intimidating;
4. constitutes an unwarranted invasion of privacy;
5. violates federal or state law or SCPA policies or rules, including but not limited to policies on harassment, discrimination, violence, and bullying;
6. is directed at inciting or producing imminent lawless action on SCPA premises or violation of SCPA policies or rules, including but not limited to policies on harassment, discrimination, violence, and bullying;
7. causes a material and substantial disruption to school activities;
8. advertises or promotes any product or service that is unlawful for purchase or use by minors; or
9. is distributed or displayed in violation of the time, place, and manner regulations in Section III.D.

- C. **Student Media Advisors.** Student media advisors shall oversee student journalism in accordance with the terms of this Policy. The SCPA must not retaliate or take adverse employment action against a student media adviser for supporting a student journalist exercising rights or freedoms under Section III.A or the First Amendment of the United States Constitution.

Nothing in this Policy inhibits a student media advisor from teaching professional standards of English and journalism to student journalists. These professional standards may include, but are not limited to, the following:

1. ensuring students or participants learn the lessons the activity is designed to teach and/or conform to the learning objectives of the activity;
2. ensuring that the intended audience of school-sponsored media is not exposed to material that may be inappropriate for its level of maturity;
3. ensuring that the views of the student journalist or individuals represented in the school-sponsored media are not erroneously attributed to the SCPA or another individual or entity; or
4. ensuring that school-sponsored media is grammatical, proofread, edited, well-researched, factually accurate, and objective.



- D. **Time, Place, and Manner of Distribution.** Students shall be permitted to distribute school-sponsored media at school as follows:
1. Time. Distribution shall be limited to the hours before the school day begins, during the lunch hour, and after school is dismissed.
  2. Place. SCPA-sponsored media may be distributed in locations so as not to interfere with or impede the normal flow of traffic in SCPA hallways, walkways, entryways, or parking lots and, if electronically distributed, so as to not interfere with the SCPA's technology systems.
  3. Manner. No one shall induce or coerce a student or staff member to accept school-sponsored media.
- E. **No Representation of SCPA.** No expression made by student journalists, whether protected or unprotected, or in school-sponsored media shall be deemed to be an expression or representation of or by the SCPA.

#### IV. PRIOR RESTRAINT

The SCPA does not authorize prior restraint on school-sponsored media except as consistent with this Policy.

Student journalists who believe their rights under this Policy have been improperly restrained may, in a timely fashion, seek review of the prior restraint by the Principal. To complete this review, the Principal or designee may review the material subject to the student journalist's report and any other information deemed relevant, including consulting with the student media advisor and anyone else with relevant information on the reported prior restraint. The Principal must issue a determination as to whether the reported prior restraint is consistent with this Policy as soon as reasonably possible in an effort to avoid an improper prior restraint. The Principal's determination shall be final, except that the Executive Director may, in the Executive Director's sole discretion, review and revise the determination.

- Legal References:**
- U.S. Const. Amend. I
  - Minn. Const. Art. 1, § 3
  - Minn. Stat. § 121A.80
  - Tinker v. Des Moines Indep. Community Sch. Dist.*, 393 U.S. 503 (1969).
  - Hazelwood Sch. Dist. v. Kuhlmeier*, 484 U.S. 260 (1988).
  - Bethel Sch. Dist. v. Fraser*, 478 U.S. 675 (1986).
  - Morse v. Frederick*, 551 U.S. 393 (2007).



**st.croixprep**



## ST. CROIX PREPARATORY ACADEMY SOCIAL MEDIA Policy #SCPA-711

### I. PURPOSE

The purpose of this policy is to address the SCPA's expectations for professional and personal use of social media by SCPA employees.

### II. DEFINITIONS

- A. Social Media: Internet and mobile-based applications, websites, and functions, other than email, for sharing and discussing information, where users can post photos, video, comments, and links to other information to create content on any imaginable topic.
- B. Employee: Any person employed by the SCPA, as well as any Board member, agent, independent contractor, volunteer, or other person engaging in work for the SCPA.
- C. On Duty: Includes any time for which the employee is being compensated by the SCPA, excluding vacations, sick days, personal leave, and paid holidays.
- D. Post: To publish or share something on an employee's own social media account or profile, or to comment on, react to (*e.g.*, like, dislike, etc.), or respond to another user's post(s) on the other user's social media account or profile.

### III. GENERAL STATEMENT OF POLICY

- A. Employees must comply with SCPA policies and all state and federal laws when using social media.
- B. Employees must not use social media to post, publish, or disclose data classified as private or confidential under federal or state law, including but not limited to data



on SCPA students, parents, employees, or other representatives or agents of the SCPA.

- C. Employees must not post images on social media of other SCPA employees or students without prior consent of the employee or the student's parent, unless permitted by law or SCPA policy.
- D. Employees must not use social media to disclose floor plans, blueprints, emergency response plans, or any other data that, if disclosed, could jeopardize the security or safety of students or staff at school.
- E. The SCPA's Executive Director, or their designee is the SCPA's authorized spokesperson. Employees must not use social media to speak for, or on behalf of, the SCPA or represent that they speak for, or on behalf of, the SCPA before, during, or after their duty day, without the Executive Director, or their designee's prior approval.
- F. Employees must not use or post the SCPA's logos on social media or create a social media account that represents the SCPA without prior approval from the Executive Director or their designee.
- G. Employees must be respectful and professional in all communications (by word, image, implication, and other means). When employees engage with SCPA students, families, fellow employees, or members of the general public on social media, they must maintain professionalism and remain responsible for addressing inappropriate behavior or activity on these networks, including requirements for mandated reporting. Employees must not post material that is pornographic; promotes harm or violence; promotes criminal or illegal activity; promotes discrimination; or could reasonably be predicted to create a material and substantial disruption to SCPA operations or an environment that is not conducive to learning.
- H. Employees must maintain professional boundaries with students on social media. Employees may not engage in communications with students that give the impression of being peer-to-peer communications, unless the employee and student are related. Employees should refrain and limit extensive social involvement or develop personal or private relationships with individual students through social media, unless they are related. Upon a student's graduation, employees establish more informal connections via social media.



- I. When employees express themselves pursuant to their official job duties, they speak as SCPA representatives. When employees speak in this capacity, they must follow their supervisor's directives and the SCPA's mission. Employees may be disciplined for expression that is inconsistent with their supervisor's directives and the SCPA's mission or that is made pursuant to their official job duties and is not otherwise protected under the Constitution or a federal or state law.
- J. Even when employees express themselves when they are not on duty, their right to express themselves is balanced against the SCPA's right to maintain efficient operations and an environment that is conducive to working and learning. Employee speech is not protected if it creates disharmony in the workplace; impedes an employee's ability to perform his or her job duties; significantly impairs the working relationship with other employees; or significantly harms the SCPA's image in the community. Employees may be disciplined for speech that implicates these non-protected forms of expression.
- K. Employees must be mindful that the public may have difficulty discerning between personal and professional social media activity. Employees must be mindful of the risk of harm to their professional reputation, and to the SCPA's reputation, which can occur from engaging in inappropriate use of social media. Employees must be mindful that information published on social media can be widely distributed and easily accessible for a long period of time. Employees must notify community members that their views are their own and do not necessarily reflect the views of the SCPA.

#### **IV. OFFICIAL SCHOOL SOCIAL MEDIA ACCOUNTS**

- A. The SCPA may establish official accounts on select social media platforms. The SCPA's Executive Director or their designee must approve all official SCPA social media accounts.
- B. With prior approval from the Executive Director or their designee, employees may post for the SCPA on the SCPA's official social media accounts, subject to the following restrictions:
  - a. Employees must not use obscene, profane, or vulgar language on any SCPA-sponsored social media.



- b. Employees must not engage in communication or conduct that is obscene, pornographic, harassing, threatening, bullying, libelous, defamatory, or that encourages any illegal activity, the inappropriate use of alcohol, the use of illegal drugs, sexual behavior, sexual harassment, or bullying.
  - c. Employees must not post images of a student on SCPA-sponsored social media accounts if the student or, if the student is a minor, the student's parent or guardian, has opted out of image use of their child or has not provided the appropriate approval. Exceptions to this rule include images of students taken in public arenas such as sporting events or fine arts public performances where names are not included.
  - d. Employees must comply with all applicable SCPA policies and all laws, including, but not limited to, copyright laws, privacy laws, and laws governing the use of another person's name, likeness, or other personal attributes.
  - e. Posts on SCPA-sponsored social media must be secular in nature.
- C. The SCPA's official social media accounts are the property of the SCPA. The SCPA may monitor and regulate the content of information on its sites and accounts. Employees are prohibited from taking accounts with them when they leave the SCPA or attempting to change the account name or password on these social media accounts.

## **V. EMPLOYEE USE OF SOCIAL MEDIA**

- A. Use of social media during the duty day.
  - a. Employees may use social media for legitimate educational purposes, including promoting student learning and implementing the SCPA's approved curriculum, during the duty day.
  - b. Employees must comply with all applicable state and federal laws and SCPA policies when using social media during the duty day.



- c. Employees must limit personal use of social media during the duty day. If an employee's supervisor or the Executive Director determines personal use of social media is interfering with an employee's work, restrictions may be placed on an employee's use of social media at the discretion of the Executive Director or their designee.
- B. Use of social media outside the duty day.
- a. Employees may use SCPA equipment to access personal social media. Employees must be mindful that the SCPA monitors and inspects its computer systems and networks; and the SCPA reserves the right to inspect its equipment. Employees should have no expectation of privacy for any data stored or transmitted via SCPA computer equipment or networks.
  - b. Employees must not use their SCPA e-mail address for social media accounts that are not sponsored by the SCPA without approval from the Executive Director or their designee.
  - c. Employees must make clear that any views expressed on personal social media accounts are the employee's views and do not necessarily reflect the views of the SCPA. Employees must not act as a spokesperson for the SCPA or post comments as a representative of the SCPA on their personal social media accounts.
  - d. Employees must not use the SCPA's name, any SCPA trademark, or any other intellectual property belonging to the SCPA on their personal social media account.
  - e. Employees must not express themselves on social media in a manner that is intended to—or could reasonably be predicted to—undermine the efficient operations of the school and/or create an environment that is not conducive to working and learning.
  - f. Employees must not express themselves on social media in a manner that is intended to—or could reasonably be predicted to—create disharmony in the workplace; impede an employee's ability to perform his or her job duties; significantly impair the working relationship with other employees; or significantly harm the SCPA's image in the community.





## VI. CONSEQUENCES

- A. Employees who violate this policy may be subject to discipline, up to and including termination. The level of discipline will depend on the nature and severity of the offense.
- B. Employees must be mindful that the SCPA routinely monitors and inspects its computer system. Employees have no expectation of privacy in any data stored on or transmitted through the SCPA's computer system.
- C. Employees must be mindful that the SCPA may view and monitor an employee's publicly viewable social media, website, or blog at any time without an employee's consent or previous approval or knowledge.
- D. Employees must be mindful that data stored on the SCPA's computer system, including social media data, are subject to inspection and disclosure under applicable law including, but not limited to, the Minnesota Government Data Practices Act and Family Educational Rights and Privacy Act. Employee data may also be subject to disclosure in litigation or to law enforcement in connection with a criminal investigation.

### ***Legal References:***

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
20 U.S.C. § 1232g, et seq. (Family Educational Rights and Privacy Act)  
34 C.F.R. §§ 99.1, et seq. (Family Educational Rights and Privacy Act)  
Minn. Rules Part 8710.2100 (Code of Ethics for Minnesota Teachers)  
Minn. Rules Part 3512.5200 (Code of Ethics for SCPA Administrators)  
*Garcetti v. Ceballos*, 547 U.S. 410 (2006)

### ***Cross References:***

District Policy XXX (Public/Private Personnel Data)  
District Policy XXX (Technology Acceptable Use)  
District Policy XXX (Prohibiting Harassment and Violence)  
District Policy XXX (Bullying Prohibition)  
District Policy XXX (Protection and Privacy of Pupil Records)  
District Policy XXX (Internet Acceptable Use Policy)  
District Policy XXX (Social Media for Student Participants)



## **ST. CROIX PREPARATORY ACADEMY BACKGROUND CHECKS Policy #404**

### **I. PURPOSE**

The purpose of this policy is to maintain a safe and healthful environment at St. Croix Preparatory Academy (SCPA). SCPA will seek a criminal history background check for applicants who receive an offer of employment and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to SCPA, regardless of whether any compensation is paid. SCPA may also elect to do background checks of other volunteers, independent contractors, board members, and student employees.

### **II. GENERAL STATEMENT OF POLICY**

- A. SCPA shall require that applicants for school positions who receive an offer of employment and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to SCPA, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by SCPA that an individual's criminal history does not preclude the individual from employment with, or provision of services to SCPA.
- B. SCPA specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals.
- C. Adherence to this policy by SCPA shall in no way limit SCPA's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees.

### **III. PROCEDURES**

- A. Normally an individual will not commence employment or provide services until SCPA receives the results of the criminal history background check. SCPA may conditionally hire an applicant or allow an individual to provide services pending completion of the background check but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check. Background checks will be performed by the Minnesota Bureau of Criminal Apprehension (BCA). The BCA shall conduct the background check by retrieving criminal history data as defined in Minnesota Statutes, section 13.87. SCPA



reserves the right to also have criminal history background checks conducted by other organizations or agencies.

- B. In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services to SCPA, except for an enrolled student volunteer, the individual must sign a criminal history consent form, which provides permission for SCPA to conduct a criminal history background check, and provide a money order or check payable to either the BCA or to SCPA, at the election of SCPA, in an amount equal to the actual cost to the BCA and SCPA of conducting the criminal history background check. The cost of the criminal history background check is the responsibility of the individual, unless SCPA decides to pay the costs for a volunteer, an independent contractor, or a student employee. If the individual fails to provide SCPA with a signed Informed Consent Form and fee at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.
- C. SCPA, at its discretion, may elect not to request a criminal history background check on an individual who holds an initial entrance license issued by the Minnesota Professional Educator Licensing and Standards Board or the Minnesota Commissioner of Education within the 12 months preceding an offer of employment or permission to provide services.
- D. For all non-state residents who are offered employment with or the opportunity to provide athletic coaching services or other extracurricular academic coaching services to SCPA, SCPA shall request a criminal history background check on such individuals from the superintendent of the BCA and from the government agency performing the same function in the resident state or, if no government entity performs the same function in the resident state, from the Federal Bureau of Investigation. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by SCPA that an individual's criminal history does not preclude the individual from employment with, or provision of services to SCPA. Such individuals must provide an executed criminal history consent form.
- E. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.
- F. Copies of this policy shall be available at SCPA and will be distributed to applicants for employment and individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.
- H. The individual will be informed of the results of the criminal background check(s) to the extent required by law.



- I. If the criminal history background check precludes employment with, or provision of services to SCPA, the individual will be so advised.
- J. SCPA may apply these procedures to other volunteers, independent contractors, board members, or student employees.
- K. At the beginning of each school year or when a student enrolls, SCPA may notify parents and guardians about this policy and identify those positions subject to a background check and the extent of SCPA's discretion in requiring a background check. SCPA may include this notice in its student handbook, a school policy guide, or other similar communication.

#### **IV. CRIMINAL HISTORY CONSENT FORM**

An on-line background check authorization form may be found on [www.stcroixprep.org](http://www.stcroixprep.org). A paper authorization form may be obtained at SCPA's main office and may be submitted in a sealed envelope.

**Legal References:** Minn. Stat. § 13.04, Subd. 4 (Rights of Subjects of Data)  
Minn. Stat. § 13.87, Subd. 1 (Criminal Justice Data)  
Minn. Stat. § 123B.03 (Background Check)  
Minn. Stat. §§ 299C.60-299C.64 (Minnesota Child, Elder, and Individuals with Disabilities Protection Background Check Act)  
Minn. Stat. § 364.09(b) (Exception for School Districts)

**Cross References:** None



## ST. CROIX PREPARATORY ACADEMY EQUAL EMPLOYMENT OPPORTUNITY Policy #401

### I. PURPOSE

The purpose of this policy is to provide equal employment opportunity to all applicants for employment and for all St. Croix Preparatory Academy (SCPA) employees.

### II. GENERAL STATEMENT OF POLICY

A. The policy of SCPA is to provide equal employment opportunity for all applicants and employees. SCPA does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, including gender identity or expression, age, family care leave status, or veteran status. The charter school also makes reasonable accommodations for disabled employees.

**[Note: The Minnesota Human Rights Act defines "sexual orientation" to include "having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness." Minnesota Statutes section 363A.03, Subd. 44.]**

B. SCPA prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and SCPA's internal procedures for addressing complaints of harassment, please refer to SCPA's policy on harassment and violence.

C. This policy applies to all areas of employment, including hiring, discharge, promotion, compensation, facilities, or privileges of employment.

D. Every SCPA employee shall be responsible for following this policy.

E. Any person having a question regarding this policy should discuss it with the Human Resource Director.

**Legal References:** Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)  
29 U.S.C. § 2615 (Family and Medical Leave Act)  
38 U.S.C. § 4211 *et seq.* (Employment and Training of Veterans)



**st.croixprep**

38 U.S.C. § 4301 *et seq.* (Employment and Reemployment Rights of Members of the Uniformed Services)

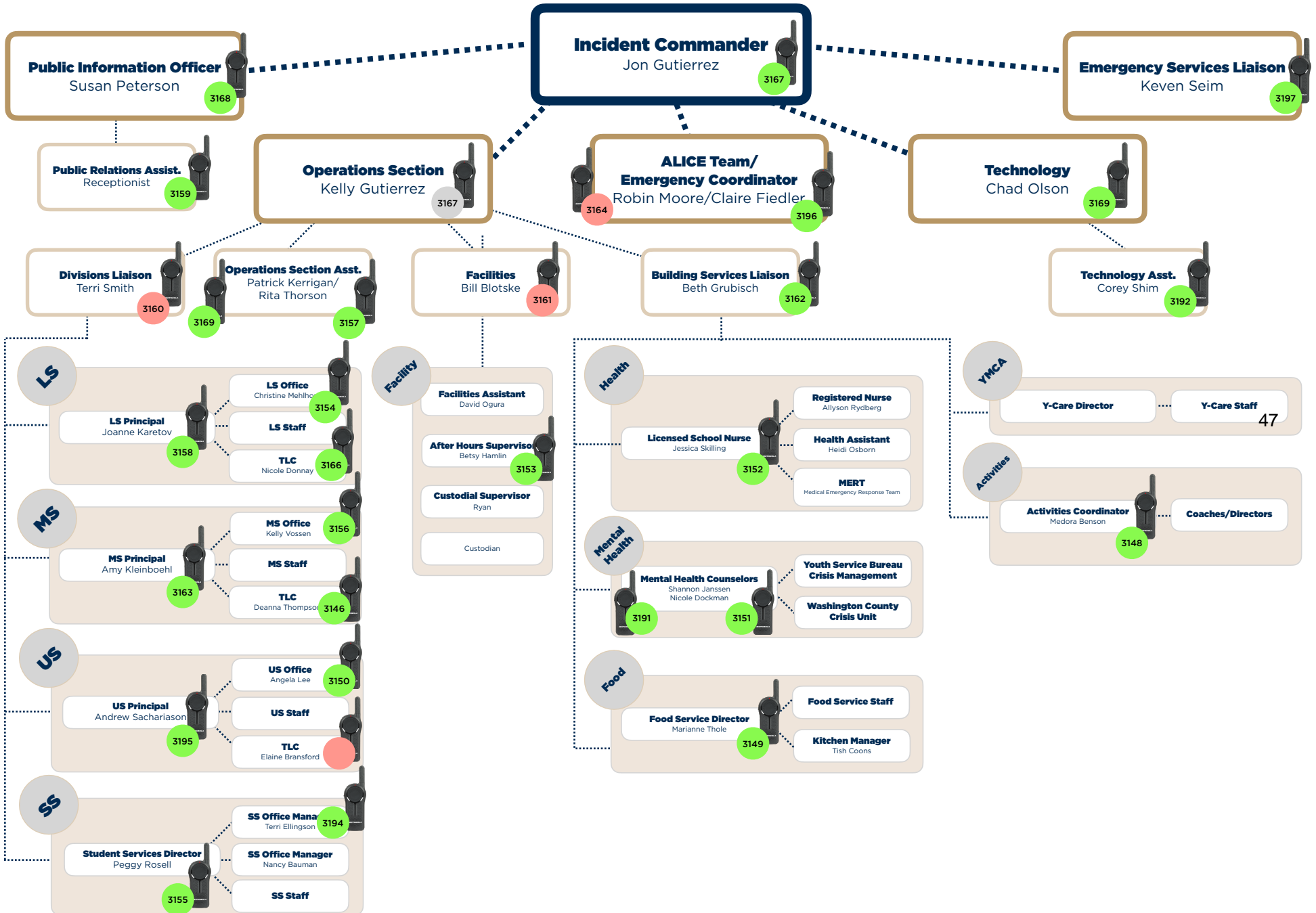
42 U.S.C. § 2000e *et seq.* (Equal Employment Opportunities; Title VII of the Civil Rights Act)

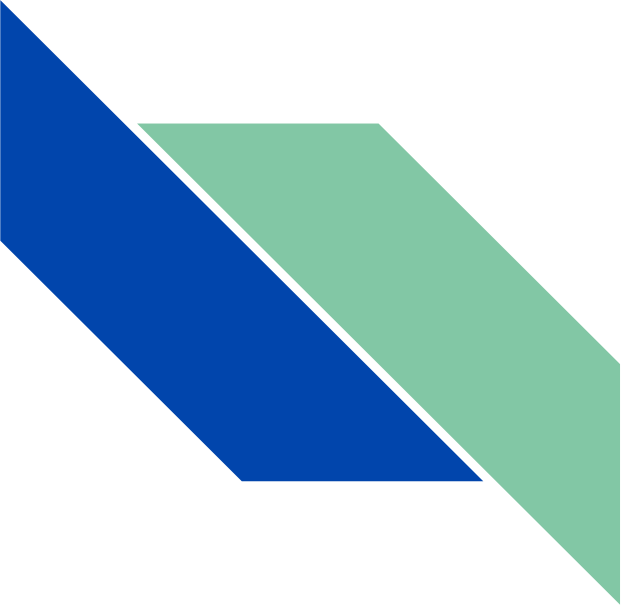
42 U.S.C. § 12101 *et seq.* (Equal Opportunity for Individuals with Disabilities)

**Cross References:** Policy 402 (Disability Nondiscrimination)  
Policy 413 (Harassment and Violence)



# Incident Command Structure





# Safety Protocols

School Year 24-25





# Safety Drills

- 5 per school year (Hold, Secure, MERT, Enhanced Lockdown, Evacuate)
- Staff will receive email with drill instructions
  - Includes information to share with students
  - What to do if a student opts out
- Conclude with a debrief time following drill
- Questions can be sent to [safetyteam@stcroixprep.org](mailto:safetyteam@stcroixprep.org)



## Safety Tips

- Practice Situational Awareness
- Always Wear ID Badge
  - If you see someone without a badge, ask to see it (colleagues, sub, visitors)
- Do NOT prop doors open



# Other Drills

## Fire

- 5 per school year, 3 announced and 2 unannounced
- Evacuation route posted in every room and in Red Emergency Folder
- Know your exits

## Severe Weather

- 1 per school year
- Map to severe weather shelter in Red Emergency Folder



# Red Emergency Folder

Should have one in every classroom and every office

Add your class rosters, with icons (Red Cross, etc)

Includes:

- Universal Emergency Procedures
- Specific Health Concerns Procedures
- Maps
- Incident Forms
- Incident Command Structure
- Bomb Threat Checklist
- Bloodborne Pathogens flowchart



# Emergency Supply Buckets

To be used in LOCKDOWN - not for other uses, keep secure

Can take with you in an evacuation, but not the priority

Labeled with room number

## Storage

- Keep by your outside exit if you have one
- If you do not have an outside exit, keep in storage closet in room (the wardrobe), a sticker will be added to door so can be located easily; if you don't have either store where it is most logical and let us know so we can put a sticker

## End of Year

- Pull checklist out of bucket, circle any needs/expired and turn in with your end of year checkout list



# Violence Prevention Training

Law as of August 2023

- 2023-2024 - Staff and grades 5-12 trained through national non-profit Sandy Hook Promise (evidence based, trauma informed)

Required to be taught to grades 5-12 annually

Trusted Adult

How to have conversations with students



# Reunification

- i love you guys foundation framework
- Process used to safely reunite parents and students after anything abnormal happens at the school that renders it unsafe to stay in or disrupts our normal dismissal.
- October 16th: Staff completed a reunification training at the reunification site.



# Training Highlights

- Incident Occurs > IC Evaluates & Assesses > Communication
- Stay put (if safe to do so)
- Await communication (multiple forms)
  - Communication will not be instantaneous, be patient
  - Use plain language
  - Network closets (wifi, paging, internet boxes) are now entirely run through APC battery backups
- Take attendance and keep students in the room with you
- Cannot always provide specifics
- Remember training, elevate situational awareness



## ED Position Posting Items - DO REQUIRE Board Approval:

### Additional Board Meeting Dates for Interview Process:

- February 4 - Board selects candidates for Round 1 interviews (candidate names become public at this point).
- February 18 & 19 OR February 22 - Board conducts Round 1 interviews and determines who will continue with interview process to Round 2.
- February 25 - Q&A "Meet the Candidate" Community Session(s) with Round 2 candidates led by a moderator to be named with questions submitted and screened in advance. Candidates will be invited to tour the school earlier in the day with a break before their Q&A "Meet the Candidate" Community Session.
- February 26 - Board conducts Round 2 interviews and names final candidate to begin negotiations.
- March 4 - Board approves ED contract.

### Vacancy Brochure

- Attachment included
- **Compensation Range & Benefits Verbiage Included on Vacancy Brochure**
  - A competitive compensation and benefits package, with a salary range of \$160,000-\$200,000, will be negotiated commensurate with experience and qualifications. Contract length is negotiable as provided in Minnesota statute. Additional benefits available may include Medical / Dental / Vision / Life / Long-term disability insurance / AD&D coverage; Personal / Sick/ Vacation / Bereavement days; Phone allowance; PERA or TRA retirement plans.
- **Dates Included on Vacancy Brochure**

• Announce Vacancy	November 25, 2024
• Application Deadline	January 20, 2025
• Applicant Screening	Jan 22-Feb 4, 2025
• First Round Interviews	Feb 18/19 or 22, 2025
• Q&A "Meet the Candidate" Community Sessions	February 25, 2025
• Second Round Interviews	February 26, 2025
• Approve Contract	March 4, 2025
• Executive Director Begins Employment	July 1, 2025

### Application Questions

- Describe your educational philosophy and how it has evolved over time. Include any classical education experiences and how these experiences relate to your educational philosophy.
- Describe your leadership style. Share an instance where you had to adapt your leadership style. Provide an example and explain the impact this had on your team. What did you learn from this experience?

### Job Description

- Attachment included

**Informational Items Only - DO NOT REQUIRE Board Approval:**

**Updated ED Search Process Working Doc**

- Attachment Included

**Confidentiality Agreement**

- Attachments Included

**Application Process and Requirements from Candidates**

- Attachment Included



# Executive Director Job Description

<b>Position Title</b> Executive Director	<b>Department</b> District
<b>Reports To</b> Board of Directors	<b>FLSA Status</b> Exempt
<b>Job Description</b>  Responsible for the effective operation of the District; general administration of all instructional, business or other operations of the District. For advising and making recommendations to the Board of Directors with respect to governance, budget approval and financial oversight, evaluating student achievement and charter contract/goals, and strategic planning. To enforce all provisions of law and all rules and regulations relating to the management of St. Croix Preparatory Academy (SCPA) and other educational, social and recreational activities.	

## MISSION STATEMENT

St. Croix Preparatory Academy will develop each student’s academic potential, personal character, and leadership qualities through an academically rigorous and content rich educational program grounded in a classical tradition.

## ESSENTIAL DUTIES AND RESPONSIBILITIES

### Leadership

- Provide purpose and direction for administrators and staff.
- Shape the leadership team culture and climate.
- Identify, track, and proactively respond to issues.
- Explore and develop ways to find common ground in dealing with difficult and divisive issues.
- Demonstrate effective communication skills. Serve as the chief spokesperson for SCPA while assuring proper representation and response to critical matters.
- Support administrators in the use of valid and reliable indicators to ensure that high levels of student and staff performance are achieved and regularly examined by school-wide assessment data.
- Be responsible for making decisions regarding weather-related closures and delays, and acting as Incident Commander.
- Be physically present to assess the climate, collect information, and establish trust.

### External/Stakeholder Communications

- Represent SCPA and its vision to the greater community including all external constituencies and associations with whom the school should be engaged for the achievement of its mission and goals.
- Foster appreciation and recognition of school and community cultures.
- Promote academic rigor, character, and leadership.
- Encourage and uphold a school-based climate of civility.

## **School Board**

- Communicate and implement the shared vision of SCPA and the Board of Directors that focuses on academics, character, and leadership.
- Assist the Board of Directors with nomination and election procedures.
- Assist the Board of Directors to ensure annual meetings are accessible to all staff and parents.
- While serving as an ex-officio member of the Board of Directors, work with the Executive Committee to enable the board to fulfill its governance functions.
- Keep the Board of Directors informed on the condition of SCPA, factors influencing it, trends, forthcoming issues, and potential opportunities.

## **Strategic Planning**

- Collaborate with the Board of Directors and important school stakeholders to create a strategic plan and assist in the establishment of timelines.
- Monitor short and long-term strategic plans, particularly in the areas of curriculum, technology, and facility needs of the school.

## **Classical Education, Values & Culture**

- Oversee the enhancement and renewal of curriculum to ensure alignment of curriculum, instruction, and assessment to State, Core Knowledge, and classical standards.
- Ensure school administrators utilize effective research when instituting classical instructional practices.
- Work in a collaborative manner with the school-level administrators and curriculum and instructional teams to guide classical education models.
- Create a standard for maintaining a respectful and courteous school environment while modeling high moral and ethical standards in all interactions.
- Act as a cornerstone for Classical Education.

## **Policy, Governance & Compliance**

- File annual reports to the authorizer, Friends of Education, and MDE.
- Monitor and comply with charter school, state and federal laws and regulations as well as the school's bylaws.
- Ensure all legal requirements for personnel selection, development, and retention are followed.
- Ensure the timely development, implementation, and posting of school operating policies.
- Hire, supervise, and evaluate administrators in accordance with school policies, and in collaboration with the Administrative Team.
- Establish procedures and practices for dealing with emergencies such as weather, threats to the school, student violence, active shooter, etc.

- Ensure appropriate policies and procedures are in place to run the organization effectively.
- Identify and apply appropriate policies, criteria, and processes for the recruitment, selection, training, professional development, and compensation of personnel with attention to issues of equity and diversity.
- Oversee the Special Education department, ensuring compliance with federal and state regulations, effective program implementation, and support for student needs.

## Fiscal & Legal Management

- Assist the Executive Director of Finance and Operations (EDFO) to demonstrate budget management, including financial forecasting, planning, cash flow management, account auditing and monitoring state and federal funding.
- Assist EDFO to ensure the development and maintenance of an adequate reserve fund in accordance with the direction of the Board of Directors.
- Use legal counsel in governance and procedures to avoid civil and criminal liabilities.
- Create partnerships with the community including businesses, civic organizations, etc. to gain school support and resources to achieve strategic initiatives.
- Participate in accomplishing St. Croix Prep Foundation’s fund development goals, including donor cultivation and solicitation.

## Other

- All other duties as assigned.

## PROFESSIONAL DEVELOPMENT

- Keep informed of developments in classical education, public education reform, the charter school movement, and not-for-profit management and governance.
- Without a valid administrator’s license, complete 25 hours annually of competency-based training corresponding to annual professional development needs and a plan approved by the Board of Directors.
- With a valid administrator’s license, complete a minimum of ten hours of competency-based training during the first year of employment on: charter school law and requirements, board and management relationships, and charter contract and authorizer relationships. All required training may not be self-instructional and must be certified and reported in the school’s annual report.

## EDUCATION AND WORK REQUIREMENTS

<p><b>Degree Information</b> A minimum of a B.S. or B.A. from an accredited institution</p>	<p><b>Major Field of study or degree emphasis</b> General</p>
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- Current MN Administrator licensure or equivalent experience.
- Responsibility for direct supervision of the following positions:
  - Lower School Principal
  - Middle School Principal
  - Upper School Principal
  - Student Support Services Director

- Activities Director
- Facilities Director
- Technology Director

## ESSENTIAL SKILLS REQUIRED

- Strong analytical skills and experience interpreting a strategic vision into an operational model.
- A collaborative and flexible style, with a strong service mentality.
- A hands-on leader with integrity and a desire to work in a dynamic, mission-driven environment.
- An effective communicator, with strong oral and written skills.
- Strong commitment to developing team members.
- Passionate commitment to the organization’s mission.

## WORKING CONDITIONS

- Work involves continuous contact and interactions with students, staff, and parents.
- This is a full time, on-site position.
- Physical Job Requirements: Indicate according to essential duties /responsibilities

Employee is required to:	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand			X	
Walk			X	
Sit			X	
Use hands dexterously			X	
Reach with hands and arms		X		
Climb or balance		X		
Stoop/kneel/crouch/crawl		X		
Talk or hear			X	
Taste or smell	X			
Physical (lift & carry) Up to 10 pounds				
Up to 25 pounds		X		
Up to 50 pounds				
Up to 75 pounds				
Up to 100 pounds				
More than 100 pounds				

# MSBA Executive Search Service



## St. Croix Preparatory Academy is seeking an exceptional leader to serve as **Executive Director**

### Application Deadline

To be considered for this position, an applicant's completed file must be received by MSBA prior to 11:59 p.m. on TBD, 2025.

### About the Area

Located on the beautiful St. Croix National Scenic Riverway and the St. Croix Scenic Byway, Stillwater is a vibrant community with endless opportunities to satisfy all ages. Highlights of the area include:

- ◆ Water activities such as riverboat cruises, paddleboarding, fishing, jet skiing, boating, kayaking, and more
- ◆ Historic main street, museums, mansions, trolleys, and more; considered the Birthplace of Minnesota
- ◆ Sightseeing, golfing, biking, hiking
- ◆ Nearby state trails and parks
- ◆ Year-round travel destination for unique experiences, shopping, and dining
- ◆ [Discover Stillwater here](#)
- ◆ Close proximity to the Twin Cities metro area with extensive economic opportunities
- ◆ Many colleges and universities in the area
- ◆ [Explore Minnesota here](#)

### Search Timeline

Announce Vacancy	TBD, 2024
Application Deadline	TBD, 2025
Applicant Screening	TBD, 2025
First Round Interviews	TBD, 2025
Second Round Interviews	TBD, 2025
Approve Contract	TBD, 2025
Executive Director Begins	July 1, 2025

St. Croix Preparatory Academy is a K-12 charter school located in Stillwater, MN, which serves students from the eastern suburbs of the Twin Cities. Founded on a classical model of education, St. Croix Prep consists of three schools, the Lower School (K-4), the Middle School (5-8), and the Upper School (9-12) all in one building. Points of pride and awards include:

- ◆ #1 performing district in MN for the past 8 years on the MCAs
- ◆ 2021 National Blue Ribbon Award—Middle School
- ◆ 2023 MN School of Excellence Award—Lower School
- ◆ 2024 AP School Honor Roll: Platinum Level—Upper School
- ◆ K-12 enrollment of 1,200 with an annual waitlist of 800+ students
- ◆ 96% graduation rates
- ◆ 59 acre campus with complete athletic facilities (track, artificial turf field, bleachers, press box), a nature trail, and performing arts center
- ◆ Over 20 MSHSL athletic programs & activities, and over 20 student led clubs for participation
- ◆ Employee retention of 95%
- ◆ Student retention of 96%
- ◆ 95% college acceptance rate
- ◆ Financially secure; 40% fund balance; recipient of MN Finance Award for the past 17 years

### By the Numbers

- ◆ Student enrollment: 1,214
- ◆ Licensed staff members: 101
- ◆ Non-licensed staff members: 77
- ◆ Principals/Asst Principals or Deans: 4/2
- ◆ Full-time Office staff: 14
- ◆ District buildings maintained: 1

# Leadership Profile

The St. Croix Preparatory Academy School Board seeks an executive director who:

- ◆ Demonstrates unwavering integrity and ethical conduct in all interactions with school and community members.
- ◆ Develops and directs a cohesive, efficient leadership team while fostering strong interpersonal connections through effective communication.
- ◆ Maintains a highly visible and accessible presence to the school board, staff, students, parents, and community members.
- ◆ Mediates effectively, accommodating diverse perspectives and promoting teamwork.
- ◆ Possesses a thorough understanding of state and federal education laws, cultivating trust, and working collaboratively with various groups.
- ◆ Works collaboratively to sustain a sound financial outlook, ensuring the institution's long-term stability and growth
- ◆ Possesses or develops a deep understanding of classical education to uphold and protect the school's mission and vision

Previous experience as an Executive Director or Superintendent is preferred.

## Salary and Benefits

TBD

### Financial Highlights

◆ General Fund Revenue:	\$ 16,296,095
◆ General Fund Expenditures:	\$ 16,191,054
◆ Unassigned Fund Balance:	\$ 6,406,000
◆ General Fund Balance:	\$ 6,406,000

### Screening Team

A team from the Minnesota School Boards Association's Executive Search Service (MSBA) has been selected to assist the School Board in securing and screening applicants. The search team will be led by Amy Jordan, MSBA Associate Director of Leadership Development and Executive Search.

## Mission Statement

*St. Croix Preparatory Academy will develop each student's academic potential, personal character, and leadership qualities through an academically rigorous and content-rich educational program grounded in the classical tradition.*

## Deadline and Selection

MSBA's Executive Search Service uses an online application process. Applicants begin the application process at [mnmsba.myrevelus.com](http://mnmsba.myrevelus.com). To be considered for this position, an applicant's completed file must be received by MSBA prior to 11:59 p.m. on TBD, 2025.

Contact Amy Jordan at 507-479-9984 ([ajordan@mnmsba.org](mailto:ajordan@mnmsba.org)) with questions.

Applicants are requested to not contact school board members.

St. Croix Preparatory Academy is an equal opportunity employer. The MSBA Executive Search Service is an equal opportunity search agency.



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**Deadline to apply: TBD, 2025**





<b>Planning</b>						
July 2023	ED Position Study		Commission a committee to study the executive director position.	Time study in progress		
October 2023	Stakeholder Input		October Retreat, Staff and Parent Focus Groups	October Retreat, Staff and Parent Focus Groups		
	Board Training			View Sartell Training		
	Communicate Process to Stakeholders			Ongoing throughout the process		
March 2024	Board Effectiveness Survey		To measure the board's self-evaluation and readiness for the next chapter of SCPA. Facilitate discussion at March board meeting.			
April/May 2024	Communicate Process to Stakeholders			Ongoing throughout the process		
June 2024	Search Timeline	Conduct an initial planning meeting with the Board of Directors to establish the search timeline.		Identify timelines for search.		
June 7, 2024	Change Cycle Training Part 1		To equip the organization for planned change.			
July 2024	Website Communications			Build web page for public communication of succession plan - GO LIVE AUGUST		
	Begin Compensation and Benefits Data Requests			Charter and Public school data request for contracts and benefits		
Aug 2024	Begin ED job description refinement with time-study.			Review job description based on data gathered and current approved job description..		
	<b>Change Cycle Training Part 2</b>		To equip the organization for planned change. Ensure alignment with market and search efforts in 2025.			
	Determine Hiring Criteria	Begin discussion of hiring criteria and stakeholder involvement, identify the district's position in the marketplace, determine advertising venues, and finalize all processes and procedures for conducting the search.				
	Website Communications			Go live with Succession plan web page		
	Retirement Announcement to School Community					Board announcement via School communication channels
	Time Study		Receive Time Study Results			
	Differentiate Search Process			Internal search vs external search. Keep same.		
	Survey of SPC and Board	Survey to determine hiring criteria for ED				
Sept 2024	Communicate succession efforts and the plan			Transparency and confidence building.		
	Complete ED job description refinement with time-study.			Tighten up job description based on data gathered and discussed. Is legal counsel needed to review changes? Reassign tasks out of scope.		
	Complete Compensation and Benefits Analysis			Review charter and public school data requests to provide recommendation to school board.		
Oct/Nov 2024	Candidate Submission Materials			Identify candidate submission materials (resume, leadership philosophy statement, prescribed Q: A, etc.)		
	Job Description, Compensation, Benefits Recommendations Approved by Board			Submit Job Description, Compensation, Benefits based on sub-committee work.		
	Determine Hiring Criteria	Complete discussion of hiring criteria and stakeholder involvement, identify the district's position in the marketplace, determine advertising venues, and finalize all processes and procedures for conducting the search.				
	Survey of SPC and Board	Review survey results				
	Document Design			Design Interview Questions, Matrix for Candidates and Interview Comparison		
	Vacancy Announcement	Develop a two-sided color vacancy announcement and post on both statewide and national job sites.				
	Retirement Press Release			Press release Jon's retirement. Decide release format, date, reach. Press release announcing official search for successor		
	Applications Procedures/Workflow	Develop all application procedures, handle candidates' calls and correspondence, collect and review candidates' files, and receive candidates' credentials.				
	Communicate Process to Stakeholders			Ongoing throughout the process		
	Online Q&A for Staff/Community			Ongoing throughout the process		
<b>Posting</b>						
November 25, 2024	Posting	Directly contact Superintendents, Assistant Superintendents, Service Cooperative Directors, Charter School Directors, Principals, Assistant Principals, and Cabinet members across the state to inform them of the vacancy and application procedures. Also post in Revelus through the national NASS network.				
<b>Pre-Interview/Screening</b>						
January 20, 2025	Application Deadline	Provide online access for all candidate materials for SPC and Board within two days of application deadline.				
January 22- February 4, 2025	Candidate Submissions	Email recommended candidates based on ratings from established criteria.		Review candidate materials		Review candidate materials.
	Screen Candidates	Screen the candidate pool against the Board of Directors's hiring criteria and leadership profile.		Screen candidates in candidate pool.		
	Verify Candidate References			Conduct preliminary verification of references, social media sweeps and pre-interviews and vetting of candidates who best meet the Board of Directors's hiring criteria as determined by SPC		
February 4, 2025	Present Finalists for Interviews			Present recommended candidates for 1st interview.		Board of Directors selects finalists for interviews, and clarifying remaining steps of the search process



		 MSBA	 REBAR Rebar	 SPC	 EC	 Board
<b>1st Round Interview</b>						
<b>February 4, 2025</b>	1st Interview Invitation			Invite candidates for first round interview.		
	Candidates Announcement			Prepare and post communications piece for the school district staff and community that includes the names of the candidates who will be interviewed.		
	1st Interview Logistics			Act on all second-round interview logistics. Dates, times, transportation needs, meals, interview reserved rooms, interview SCPA participants, interview questions.		
<b>February 18/19 or 22, 2025</b>	1st INTERVIEW					Conducts 1st Round Interviews and select finalists for 2nd Round
	1st Interview Admin Team Follow-up					Gather admin team feedback following 1st round interview.
	1st Interview Stakeholder Feedback					Gather stakeholder feedback following 1st round interview.
	1st Interview Candidate Follow-up			Follow up with each candidate on their experience and further questions or concerns.		
<b>2nd Round Interview</b>						
	2nd Interview Invitation			Invite candidates for second interview.		
	Candidates Announcement			Prepare and post communications piece for the school district staff and community that includes the names of the candidates who will be interviewed.		
	Additional Reference Checks			Conduct any additional reference checks		
	2nd Interview Logistics			Act on all second-round interview logistics. Dates, times, transportation needs, meals, interview reserved rooms, interview SCPA participants, interview questions.		
<b>February 24, 2025</b>				Finalize 2nd round Interview Questions		
<b>February 25, 2025</b>						Q&A "Meet the Candidate" Community Sessions
<b>February 26, 2025</b>	2nd INTERVIEW					Conducts 2nd Round Interviews
	2nd Interview Admin Team Follow-up					Gather admin team feedback following 2nd round interview.
	2nd Interview Stakeholder Feedback					Gather stakeholder feedback following 2nd round interview.
	Board - Decide Finalist					Board discusses, debates, and decides on finalist.
<b>Hiring</b>						
<b>February 26, 2025</b>	Background Screening			Facilitate background screening of Finalist by "Trusted Employees" Screening Company		
	Negotiations				Negotiations with Finalist.	
	Acceptance				Finalist acceptance and contract signed.	
<b>March 4, 2025</b>	Contract Approval					Board meets to approve new Executive Director Contract.
	Communication of New ED			Prepare a communications piece for the district to send to the media, school district staff, and community introducing the new Executive Director.		
	Communicate Process to Stakeholders			Ongoing throughout the process.		
<b>July 1, 2025</b>	Employment Start Date					
<b>Post-Hiring</b>						
	Develop Transition Plan for ED			Assist in developing a transition plan for the new Executive Director. - TBD		
	Board Training - Goals for ED					After the new Executive Director begins, Board of Directors and Executive Director work to develop goals and/or expectations.

*Revelus* requires applicants to create an account and complete a profile prior to applying for available positions. As an applicant, you will complete **three steps**:

## 1. **Set up an account**

- Click LOG IN at the top right corner of this screen > Create new account.

## 2. **Create your profile**

- Once you have created your profile, it will automatically be included as part of your application(s); however, you may edit your profile prior to submitting your application for a specific position. Your profile includes your contact information, work and education histories, and references. You will also need to upload the following documents in PDF format:
  - Transcripts (undergraduate and graduate)
  - Superintendent license
    - If you do not yet have a MN license, you will have an opportunity to explain this in your profile.
  - Resume
    - The resume you upload as part of your profile will automatically be included as part of your application(s); however, you may choose to upload a customized resume when applying for a specific position.

## 3. **Apply for specific positions**

- You will then complete a separate application for each position you are interested in (see list of “Open Searches”). The application will consist of your profile, cover letter, answers to district-specific questions, and 3-5 letters of recommendation. Your cover letter and letters of recommendation must be uploaded in PDF format.

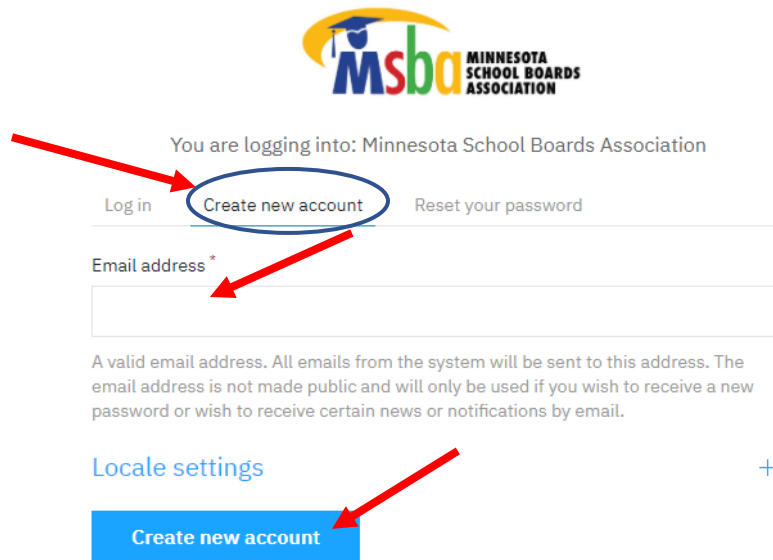
To get started, click **LOG IN** at the top right of this screen, then select “Create new account.” STEP-BY-STEP ILLUSTRATED INSTRUCTIONS ARE SHOWN NEXT.

## 1. Set up Your Account:

Go to [mnmsba.myrevelus.com](https://mnmsba.myrevelus.com) and click on **LOG IN**



Click on **Create new account** and enter a Personal Email Address (we *strongly* recommend using a **non-work email address**). Click [Create new account](#) at the bottom of the page.



You will receive an email with a one-time only link for verifying your account and setting up a password.

## You're almost there!

Please finish setting up your account by verifying your email and creating a password. Click on the button below:

A blue button with the text "Verify your account" in white. A red arrow points from the text above to this button.

[Verify your account](#)

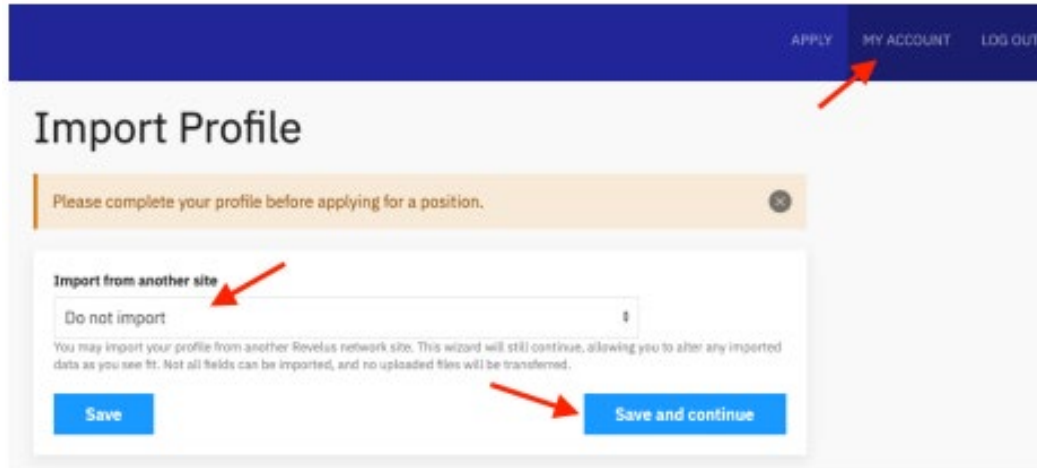
This link can only be used once to log in and will lead you to a page where you can set your password.

After you have successfully set up your account, you can create your profile. It must be completed prior to applying for any position and will be automatically included in all applications.

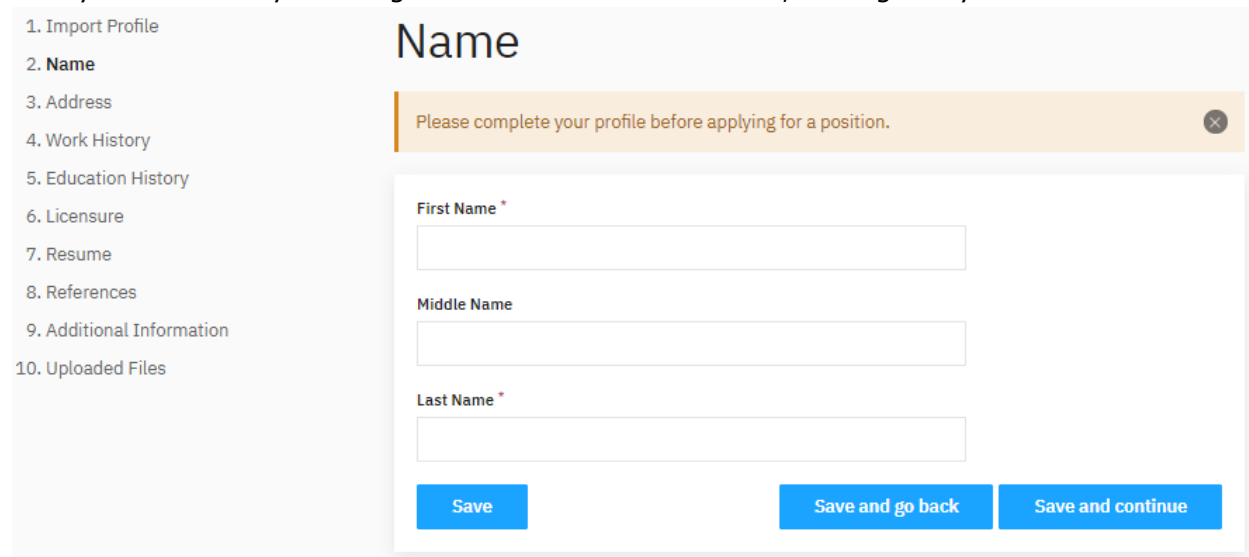
## 2. Create your profile:

To begin, click on **MY ACCOUNT** in the upper right corner.

You have the option to import a Revelus profile if you have created one in another state. If that does not apply, choose the default of “Do Not Import” and click **Save and continue**.

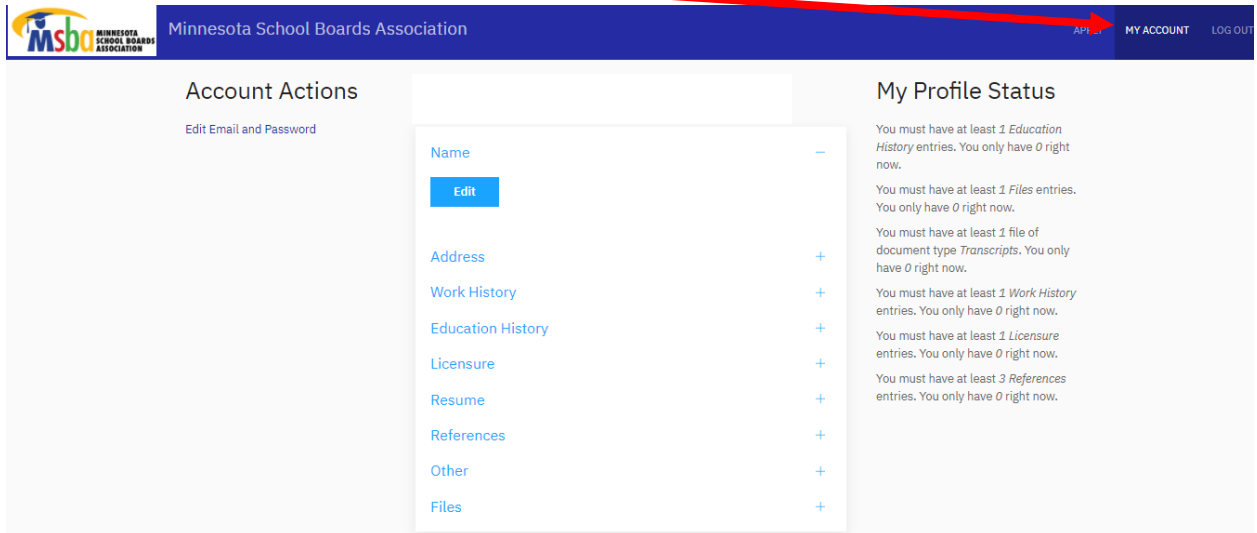


The system will walk you through each section listed on the left, starting with your Name.



After completing each section, you must click **Save** or **Save and continue** to proceed to the next section.

The system *may* automatically take you to the start of the profile entry screen (pictured above), or you may click on the **MY ACCOUNT** button in the upper right corner to take you to the screen pictured below:



Minnesota School Boards Association

APPLY MY ACCOUNT LOG OUT

Account Actions  
Edit Email and Password

Name	–
<a href="#">Edit</a>	
Address	+
Work History	+
Education History	+
Licensure	+
Resume	+
References	+
Other	+
Files	+

**My Profile Status**

You must have at least **1 Education History** entries. You only have **0** right now.

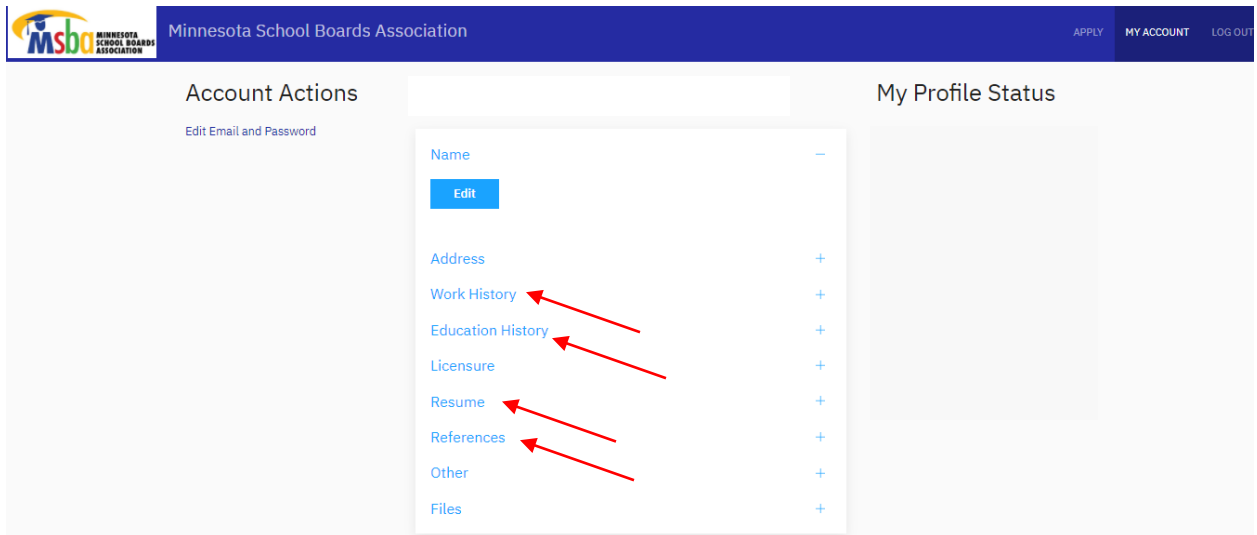
You must have at least **1 Files** entries. You only have **0** right now.

You must have at least **1** file of document type **Transcripts**. You only have **0** right now.

You must have at least **1 Work History** entries. You only have **0** right now.

You must have at least **1 Licensure** entries. You only have **0** right now.

You must have at least **3 References** entries. You only have **0** right now.



Minnesota School Boards Association

APPLY MY ACCOUNT LOG OUT

Account Actions  
Edit Email and Password

Name	–
<a href="#">Edit</a>	
Address	+
Work History	+
Education History	+
Licensure	+
Resume	+
References	+
Other	+
Files	+

**My Profile Status**

Your profile will require the following:

- Work histories
- Education histories
- References – at least 3 (need phone numbers and email addresses)
- The following PDF documents to upload:
  - Current resume
  - College transcripts (undergraduate and graduate work)
  - Current superintendent license (if completed)

**IMPORTANT NOTES ABOUT YOUR PROFILE:**

- Each section must be completed before the system will allow you to proceed to the next.
- For any section that requires *multiple entries*, complete the first entry, click [Save](#) then click on [Add Entry](#). Repeat until that section is complete.
- You cannot edit a completed section until the entire profile is complete.
- Only **PDF** files can be uploaded. **Please upload *digital PDF files, not scanned copies.***
- **FILES:** one uploaded file must be *labeled* **Licensure** and one must be *labeled* **Transcripts**

Document Type

Licensure

Transcripts

Document Type

Licensure

Transcripts

- A minimum of three references are required to complete your profile.
- You may start your profile and finish it later. Completed sections will remain as long as you have properly saved them after each entry.
- Use the [Archive](#) button when you want to remove an entry. Once removed (Archived), the entry may not be retrieved.

**3. Applying for Specific Positions**

When your profile is complete, you may apply for an open search. To view the vacancy brochure for a position, click on the “Search Title.” To apply for an open search, click on [Apply Now](#).

To fill out your application, you will be prompted to:

- Upload a personalized cover letter
- Upload a personalized resume OR use the existing one from your profile
- Answer the district specific application questions/statements
- Upload 3-5 Letters of Recommendations – PDF files only (recommended from individuals who have supervised or have specific knowledge of your work experience over the past three years)
- Answer the Disclosure Statements
- Review the Summary of Your Rights Under the Fair Credit Reporting Act (FCRA)
- Accept the FCRA Disclosure Statement by checking the box
- After you complete the Application fields, you may click Save Draft to return to your application at a later time (**must check the last 2 boxes before the [Save Draft](#) and [Apply](#) buttons appear**)
- **REVIEW BEFORE SUBMISSION—YOU CANNOT MAKE CHANGES ONCE YOU SUBMIT YOUR APPLICATION**
- Review the Applicant's Acknowledgment and Agreement
- Sign the application (check the boxes)
- Submit the application

***Upon clicking submit, you will receive an email notification confirming your application has been received.***

## CONFIDENTIALITY AGREEMENT

The undersigned party (“Board Member”) enters into this Confidentiality Agreement with St. Croix Preparatory Academy (“SCPA”) and hereby acknowledges, understands, and agrees as follows:

1. Given their participation on a hiring committee for SCPA, Board Members may have access to data classified as private personnel data, including, but not limited to, applicant data, under the Minnesota Government Data Practices Act (MGDPA), specifically Minnesota Statutes Section 13.43. SCPA must comply with the provisions of the MGDPA in all respects. SCPA may lawfully grant Board Members access to private personnel data when such access is necessary for Board Members to perform their duties on behalf of SCPA.
2. Board Member shall comply with all requirements contained in the MGDPA with respect to Board Member’s access to, maintenance of, and handling of private personnel data. Except for authorized purposes for their work on the Board, Board Member shall not disclose private personnel data in any form to any other individual or entity, except as permitted by the MGDPA or as specifically authorized in writing by SCPA.
3. Board Member shall not use any data classified as private personnel data for any purpose other than such purpose(s) necessary to the candidate screening, interview, hiring, and selection process. This provision applies even if Board Member takes steps to remove identifying information from such private personnel data.
4. Board Member understands that if the School Board conducts an interview of candidates during a public meeting, private personnel data may need to be discussed during the public meeting, which the law allows. Such discussion, however, does not change the data classification of the personnel data on the applicants and does not change the Board Member’s obligations pursuant to this Agreement.
5. Board Member shall return and/or destroy all copies of any and all private personnel data within Board Member’s possession upon request of SCPA or upon completion of the hiring process. If Board Member resigns or otherwise ends their relationship with SCPA before the process is complete, Board Member agrees to immediately return all copies of any and all private personnel data within the Board Member’s possession.

The undersigned Board Member acknowledges that Board Member has read the above Agreement, fully understands it, and agrees to be bound by its terms.

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Board Member



## CONFIDENTIALITY AGREEMENT

The undersigned party (“Committee Member”) enters into this Confidentiality Agreement with St. Croix Preparatory Academy (“SCPA”) and hereby acknowledges, understands, and agrees as follows:

1. Given their participation on a hiring committee for SCPA, Committee Members may have access to data classified as private personnel data, including, but not limited to, applicant data, under the Minnesota Government Data Practices Act (MGDPA), specifically Minnesota Statutes Section 13.43. SCPA must comply with the provisions of the MGDPA in all respects. SCPA may lawfully grant Committee Members access to private personnel data when such access is necessary for Committee Members to perform their duties on behalf of SCPA.
2. Committee Member shall comply with all requirements contained in the MGDPA with respect to Committee Member’s access to, maintenance of, and handling of private personnel data. Except for authorized purposes for their work on the Committee, Committee Member shall not disclose private personnel data in any form to any other individual or entity, except as permitted by the MGDPA or as specifically authorized in writing by SCPA.
3. Committee Member shall not use any data classified as private personnel data for any purpose other than such purpose(s) necessary to the candidate screening, interview, hiring, and selection process. This provision applies even if Committee Member takes steps to remove identifying information from such private personnel data.
4. Committee Member understands that if the School Board conducts an interview of candidates during a public meeting, private personnel data may need to be discussed during the public meeting, which the law allows. Such discussion, however, does not change the data classification of the personnel data on the applicants and does not change the Committee Member’s obligations pursuant to this Agreement.
5. Committee Member shall return and/or destroy all copies of any and all private personnel data within Committee Member’s possession upon request of SCPA or upon completion of the hiring process. If Committee Member resigns or otherwise ends their relationship with SCPA before the process is complete, Committee Member agrees to immediately return all copies of any and all private personnel data within the Committee Member’s possession.

The undersigned Committee Member acknowledges that Committee Member has read the above Agreement, fully understands it, and agrees to be bound by its terms.

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DATE

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Committee Member



Members Present: K. Gutierrez, T. Smith, C. Olson, P. Rosell, R. Thorson, N. Donnay, T. Gulbransen, J. Gutierrez, A. Sachariason

Members Absent:

Ex-officio Members Present: B. Hajlo

Guests:

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Meeting began at 8:00 am on all dates

**MSBA Update:**

- Vacancy Brochure feedback from the retreat was completed and brought back to the SPC for editing multiple times.
- 2 Leadership Criteria bullet points were added to the vacancy brochure. Feedback was requested and edits were made.
- Finalized copy will be sent to the board for approval in November.

**Hiring Criteria and Job Description:** Discussion around the timeline included:

- Job description was presented in October at retreat, feedback offered by leadership and board members.
- Finalized job description will be sent to board for approval in November..

**Interview Process:** Discussion around Interview timeline and process included:

- Discussion around some follow-up questions that came out of retreat and conversation with MSBA were discussed and answers were prepared. Specifically, Kelly and Jon provided feedback from leadership groups that they felt confused about their role in how their feedback would be represented in the ED interview/selection process. Solution: Bob H. and Terri G. met with all school leadership on October 22, 2024 to discuss concerns further and planned for specific ways leadership would feel more comfortable and heard and participatory during the process.
- SPC wrote 2 application questions, requested feedback, made edits and will be submitted to the board in November.
- Dates for the interview process were discussed. Final dates will be presented to the board in November for approval.

**Communication:** Discussion around the timeline and website included:

- Timeline was updated multiple times and will be included in the board packet for review in November.

**Compensation and Benefits:**

- At the November 6, 2024 meeting the salary range was discussed and proposed to be higher by \$10,000.00 moving the range from \$160,000 - \$190,000 to \$160,000 - \$200,000. Reasons for the increase will be identified at the November board meeting.

All meetings ended around 9:10 am

## Action Items for the School Board: NEEDS Approval

### Item 1: Additional Board Meeting Dates for Interview Process:

- February 4 – Board selects candidates for Round 1 interviews (candidate names become public at this point).
- February 11 & 12 OR February 15 – Board conducts Round 1 interviews and determines who will continue with interview process to Round 2.
- February 18 – Q&A “Meet the Candidate” Community Session(s) with Round 2 candidates led by a moderator to be named with questions submitted and screened in advance. Candidates will be invited to tour the school earlier in the day with a break before their Q&A “Meet the Candidate” Community Session.
- February 19 – Board conducts Round 2 interviews and names final candidate to begin negotiations.
- February 25 – Board approves ED contract.

### Item 2: Vacancy Brochure

Attachment included

#### Compensation Range & Benefits Verbiage Included on Vacancy Brochure

A competitive compensation and benefits package, with a salary range of \$160,000-\$200,000, will be negotiated commensurate with experience and qualifications. Contract length is negotiable as provided in Minnesota statute. Additional benefits available may include Medical / Dental / Vision / Life / Long-term disability insurance / AD&D coverage; Personal / Sick/ Vacation / Bereavement days; Phone allowance; PERA or TRA retirement plans.

#### Dates Included on Vacancy Brochure

Announce Vacancy	November 25, 2024
Application Deadline	January 20, 2025
Applicant Screening	Jan 22-Feb 4, 2025
First Round Interviews	Feb 18/19 or 22, 2025
Q&A “Meet the Candidate” Community Sessions	February 18, 2025
Second Round Interviews	February 19, 2025
Approve Contract	February 25, 2025
Executive Director Begins Employment	July 1, 2025

### Item 3: Application Questions

1. Describe your educational philosophy and how it has evolved over time. Include any classical education experiences and how these experiences relate to your educational philosophy.

2. Describe your leadership style. Share an instance where you had to adapt your leadership style. Provide an example and explain the impact this had on your team. What did you learn from this experience?

**Item 4: Job Description**

Attachment included

**Informational Items Only – DO NOT REQUIRE Board Approval:**

**Updated ED Search Process Working Doc**

Attachment Included

**Confidentiality Agreement**

Attachments Included

**Application Process and Requirements from Candidates**

Attachment Included

Submitted by T. Gulbransen, St. Croix Preparatory Academy



# **st. croix** preparatory academy

Annual Report

2023-2024

## **Introduction**

The purpose of this report is to summarize the progress and achievements of St. Croix Preparatory Academy (The School) in its 20th year of operation. This study includes information on the 2023-2024 school year, such as student demographics, governance, and finances. The report also includes additional data needed to provide a comprehensive description of The School and its educational programs and practices.

This annual educational audit serves to meet the requirement of reporting progress towards the academic and non-academic goals outlined in the charter application approved by the Minnesota Department of Education. This evaluation meets Minnesota's Department of Education requirement for reporting as defined in Minnesota Statutes Section 124E.12 and E16.

During its 20th year of operation, the School received support from its authorizer, Friends of Education. In addition, the combined efforts and support of the faculty, administration, students, families, and community members were instrumental in implementing and developing a strong, supportive community and a strong academic program.

### **1. School Vision, Mission Statement, and Educational Philosophy**

#### **A. Vision**

St. Croix Preparatory Academy envisions a learning environment centered on an integrated, rigorous, standards-based, classical curriculum that encourages students to think logically and critically, to communicate effectively and to embrace life-long learning as demonstrated by their successful pursuit of post-secondary education. The School will offer a small school community and a rigorous academic environment to area families.

#### **B. Profile**

We are the first public school in the eastern suburbs specifically dedicated to offering a demanding classical, liberal arts curriculum with an additional emphasis on development of each student's personal character, and leadership qualities. St. Croix Preparatory Academy will provide a learning opportunity that, until now, has only been available at select private schools.

The School was founded by parents, educators, and business people who wanted a more challenging education for their students. They wanted a school that demanded an education that challenges students to achieve to their highest potential as well as put forth their best in behavior, attitude, and effort. The School is creating a college prep educational program based on true inquiry, intellect, and character. By focusing on students' character and leadership qualities, in addition to developing their academic potential, The School is committed to developing young adults who are prepared to lead abundant and responsible lives as contributing members of our society.

**C. Mission Statement**

St. Croix Preparatory Academy will develop each student’s academic potential, personal character, and leadership qualities through an academically rigorous and content-rich educational program grounded in the classical tradition.

**D. Educational Philosophy**

The School is based on a classical model of education. A classical model focuses on providing students with the life-long educational tools to learn and think for themselves. The classical tradition is grounded in the time-tested methodology of learning called the “Trivium”, which recognizes that critical learning skills must precede critical thinking skills. The Trivium methodology is organized into the following three stages corresponding to the general stages of a student’s cognitive development:

- **Grammar.** The first phase of the Trivium is Grammar (grade level K – 4). Grammar emphasizes the facts and rules of each subject that later learning is built upon. This stage focuses on the accumulation of knowledge and the rules related to each particular subject. This mirrors the stage of development where children love to mimic, recite, chant, and memorize. The objective of this phase is to provide each student with a strong foundation of subject matter KNOWLEDGE.
- **Logic.** The second phase is Logic (grade level 5 – 8). Logic focuses on a students’ ability to analyze and interact with the knowledge acquired in the Grammar stage. The Logic stage is the phase where understanding is grasped. This corresponds with the student’s curiosity and desire to ask questions. The objective of the Logic phase is UNDERSTANDING.
- **Rhetoric.** The final phase is Rhetoric (grade level 9 – 12). Rhetoric teaches a student how to express and discuss a subject. Rhetoric is the communication stage, where students defend and refute opinions based on their understanding and knowledge of subject matter. This fits nicely with the students’ affinity for contradiction and argumentation. The objective of the Rhetoric phase is COMMUNICATION.



GRAMMAR				LOGIC				RHETORIC			
K/1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	13 <sup>th</sup>
KNOWLEDGE				UNDERSTANDING				COMMUNICATION			
Knowledge – Comprehension				Application – Analysis				Synthesis – Evaluation			

**2. School Governance**

Since its inception, St. Croix Preparatory Academy has followed the Carver governance model. This model is designed to empower a board of directors to fulfill their obligations of accountability for the School. The model enables the board to focus on the larger issues, delegate with clarity, to control management’s job without meddling, to rigorously evaluate the accomplishment of the organization.

In contrast to typical board leadership, policy governance separates issues of organizational purposes from all other organizational issues. St. Croix Prep’s Board demands accomplishment of purpose and only limits the staff’s operational decisions to those which do not violate the board’s pre-stated standards of prudence and ethics.

The Board’s own purposes are defined in accordance with the roles of the board, its members, the chair and other officers, and any committees the board may need to help it accomplish its job. This includes the necessity to “speak with one voice”. Dissent is expressed during the discussion preceding a vote. Once taken, the board’s decisions may subsequently be changed, but are never to be undermined. The board’s expectations for itself also set out self-imposed rules regarding the delegation of authority to the staff and the method by which board-stated criteria will be used for evaluation. The Board

delegates with care. There is no confusion about who is responsible to the board or for what board expectations they are responsible. The Board utilizes an Executive Director; and the Board is able to hold this one position exclusively accountable.

A list of the Board members as of June 30, 2024 is provided below. Board members attend over 80% of the meetings; and all board members have fulfilled the board training requirements noted in state statute.

Name	Board Position	Group Affiliation	Date Seated	Term Expiration	Phone Number	Email Address
Nicole Donnay	Vice Chair	Teacher	03/25/2014	08/18/2026	651-395-5900	<a href="mailto:ndonnay@stcroixprep.org">ndonnay@stcroixprep.org</a>
Kristen Denzer		Parent	08/21/2018	08/17/2024	651-353-2085	<a href="mailto:kristendenzer@stcroixprep.org">kristendenzer@stcroixprep.org</a>
Bob Hajlo	Chair	Community	09/20/2016	08/23/2025	952-500-0751	<a href="mailto:bobhajlo@stcroixprep.org">bobhajlo@stcroixprep.org</a>
Deb Keyes		Teacher	03/20/2012	08/19/2025	651-395-5900	<a href="mailto:dkeyes@stcroixprep.org">dkeyes@stcroixprep.org</a>
Jeff Johnson		Parent	08/15/2023	08/19/2025	651-303-5776	<a href="mailto:jeffjohnson@stcroixprep.org">jeffjohnson@stcroixprep.org</a>
Rita Thorson		Teacher	03/28/2023	08/17/2027	612-309-6237	<a href="mailto:ritathorson@stcroixprep.org">ritathorson@stcroixprep.org</a>
Angela Galati	Clerk	Teacher	10/19/2021	08/18/2026	651-395-5900	<a href="mailto:angelagalati@stcroixprep.org">angelagalati@stcroixprep.org</a>
Matt Stiles		Parent	08/16/2022	08/19/2025	651-395-5900	<a href="mailto:matthewstiles@stcroixprep.org">matthewstiles@stcroixprep.org</a>
Terri Gulbransen		Parent	08/15/2023	08/15/2026	651-788-2602	<a href="mailto:terrigulbransen@stcroixprep.org">terrigulbransen@stcroixprep.org</a>

Board members serve a three year term and elections are held during the last week in May of each school year. In the May 2024 election, teacher board member Rita Thorson successfully ran for reelection; Parent board member, Kristen Denzer did not run for reelection; new parent board member, Danielle Smith, was elected as a new parent board member. She will be seated upon the completion of her St. Croix Prep board required training. All of the re-elected board members have completed their board training (Board Training Policy adopted by the St. Croix Prep Board) they will continue in their service. During the current year, the board members, aside from the state statute requirements, received training which included but was not limited to the following:

- Governance Training and Governance Manual Composition/Release.
- Succession Planning and Development Plan design for identified successors
- Legislative Awareness. Identification and discussion of key legislative initiatives impacting charter schools.
- Additional detailed training is noted below:

Name	Board Training
Rita Thorson Bob Hajlo Kristen Denzer Jeff Johnson Matt Stiles Deb Keyes Angela Galati Nicole Donnay Terri Gulbransen	<p>Legal Training – MN Stat 120A.41 Hours of Instruction;</p> <p>MN Stat 120A.414 e-Learning days</p> <p>Minn. Stat. 124E.05 Authorizers, specifically related to Friends of Education, terms of charter agreements, monthly compliance, network of schools, and general partnership</p> <p>Minn. Stat. 123B.38 School fees not authorized or prohibited</p> <p>Board Election – School bylaws – Article IV Section 7, Minn Stat 124E.07;</p> <p>MN Stat 13D – Open Meeting Law, Special Meetings, Emergency Meetings and Public Notification Requirements, Data Practices Requests</p> <p>Annual Charter School Assurances, specifically the history and circumstances of TIZA school, issues related to the separation of church and state – Minn. Stat. 124E.13 (facilities), 124E.06 (non-sectarian) and related policies (e.g. dress code, equal access, religion, and data practices)</p>



	<p>Minn. Stat. 124E.16 – Audit reports and annual report submission</p> <p>Minn. Stat 124E.17 – Dissemination of school information to underserved communities</p> <p>Succession Planning, Board Effectiveness Survey, Change Management</p>
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**3. School Management and Administration.**

The administration licensure information is included as an appendix to this report.

**4. Teaching Faculty Information**

The faculty licensure information is included as an appendix to this report.

**5. School Admissions and Enrollment**

Enrollment is one of the keys to viability in the first years of a charter school’s operations. St. Croix Prep’s enrollment (over 1,200 students) and long waiting list (over 800) ensured that classes operated at capacity. Very few students left St. Croix Prep during the school year, and when students did leave, the available spots were quickly filled.

A historical review of The School’s enrollment growth is summarized below:

- In 2004 opened with 200 students in grades K-7 (waiting list of 169)
- In 2005 enrolled 252 students in grades K-8 (waiting list of 279)
- In 2006 enrolled 342 students in grades K-9 (waiting list of 306)
- In 2007 enrolled 444 students in grades K-10 (waiting list of 549)
- In 2008 enrolled 743 students in grades K-11 (waiting list of over 450)
- In 2009 enrolled 881 students in grades K-12 (waiting list of over 500)
- In 2010 enrolled 958 students in grades K-12 (waiting list of over 500)
- In 2011 enrolled 1,010 students in grades K-12 (waiting list of over 500)
- In 2012 enrolled 1,056 students in grades K-12 (waiting list of nearly 500)
- In 2013 enrolled 1,119 students in grades K-12 (waiting list of nearly 500)
- In 2014, enrolled 1,150 students in grades K-12 (waiting list of nearly 500)
- In 2015, enrolled 1,163 students in grades K-12 (waiting list of nearly 600)
- In 2016, enrolled 1,155 students in grades K-12 (waiting list of over 700)
- In 2017, enrolled 1,164 students in grades K-12 (waiting list of over 700)
- In 2018, enrolled 1,157 students in grades K-12 (waiting list of over 700)
- In 2019, enrolled 1,207 students in grades K-12 (waiting list of over 700)
- In 2020, enrolled 1,208 students in grades K-12 (waiting list over 700)
- In 2021, enrolled 1,213 students in grades K-12 (waiting list over 700)
- In 2022, enrolled 1,225 students in grades K-12 (waiting list of over 700)
- In 2023, enrolled 1,202 students in grades K-12 (waiting list of over 800)

St. Croix Prep’s Open Enrollment period normally runs from the last week in August to the first week in January. Families desire to know the placement of their Kindergarten students so the end of the School’s enrollment period coincides with the Kindergarten registration in the local district. St. Croix Prep’s school demographics mirror the local district. At St. Croix Prep, 15% of the students are Special Education students; 12% qualify for free and/or reduced lunch and 2% of the students are English Language Learners; approximately 73% of the students are White, the remaining 27% consist of Latino, Asian, African American, and students of two or more races.

In accordance with MN Statute 124E.17 Subd. 1, the School disseminates school information in the form of flyers to local organizations that provide services to low-income families, students of color, and students who are at risk. This information includes appropriate contact information, informational meeting dates, etc. Flyers were distributed to the following locations: Stillwater – Goodwill, Family Means, Trinity Lutheran Church Family Resource Center, and Valley Outreach; Woodbury -- Family Achievement Center, Goodwill, Savers, Christian Cupboard Food Shelf; White Bear Lake – Solid Ground, White Bear Lake Food Shelf; Mahtomedi -- St. Andrew’s Community Resource Center.

The history of enrollment and comments related to this are noted below:

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Attrition
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															<b>Rate</b>
<b>2007-08</b>	50	50	50	50	50	50	30	30	30	27	27			444	<b>7%</b>
<b>2008-09</b>	84	84	84	84	84	70	60	60	55	30	20	28	0	743	<b>5%</b>
<b>2009-10</b>	84	84	84	84	84	84	84	84	73	60	30	18	28	881	<b>2%</b>
<b>2010-11</b>	87	87	87	87	87	87	87	84	80	80	60	30	15	958	<b>4%</b>
<b>2011-12</b>	87	87	87	87	87	87	87	84	80	72	84	60	21	1,010	<b>6%</b>
<b>2012-13</b>	90	90	90	90	90	90	90	82	77	83	65	72	57	1,056	<b>4%</b>
<b>2013-14</b>	90	90	90	90	90	90	90	93	80	84	85	74	73	1,119	<b>5%</b>
<b>2014-15</b>	90	90	90	90	90	90	90	91	93	85	82	90	75	1,146	<b>6%</b>
<b>2015-16</b>	90	90	90	90	90	90	90	93	90	85	86	87	92	1,163	<b>5%</b>
<b>2016-17</b>	90	90	90	90	90	90	90	90	90	90	90	90	90	1,170	<b>5%</b>
<b>2017-18</b>	90	90	90	90	90	90	90	90	90	90	90	90	90	1,170	<b>6%</b>
<b>2018-19</b>	90	90	90	90	90	92	92	90	92	95	96	83	67	1,157	<b>5%</b>
<b>2019-20</b>	90	90	91	90	90	92	91	92	91	109	98	98	85	1,207	<b>4%</b>
<b>2020-21</b>	90	90	90	90	90	92	92	92	91	105	98	96	92	1,208	<b>3%</b>
<b>2021-22</b>	90	90	90	91	90	92	93	92	93	105	98	96	93	1,213	<b>3%</b>
<b>2022-23</b>	90	90	91	91	92	93	93	95	93	109	105	90	95	1,225	<b>3%</b>
<b>2023-24</b>	91	90	90	91	91	93	94	94	93	100	96	90	89	1,202	<b>3%</b>

Full enrollment at St. Croix Prep is approximately 1,200 students. Anticipated 2024-2025 enrollment is 1,200 students.

**6. Academic Program/Performance.**

Minnesota Comprehensive Assessments (MCA). The State of Minnesota uses the MCA test results to determine proficiency. The historical scores (with comparison to the MN state average) for The School are noted below:

	<b>MN Average</b>	<b>St. Croix Prep</b>
<b>MATH</b>		
2023-2024	46%	78%
2022-2023	46%	77%
2021-2022	46%	79%
2020-2021	44%	74%
2019-2020	n/a - Covid	n/a - Covid
2018-2019	56%	<b>86%</b>
2017-2018	58%	<b>85%</b>
2016-2017	59%	<b>83%</b>
2015-2016	59%	<b>85%</b>
2014-2015	60%	<b>83%</b>
2013-2014	61%	<b>80%</b>
2012-2013	61%	<b>77%</b>
2011-2012	62%	<b>78%</b>
2010-2011	56%	<b>72%</b>
2009-2010	66%	<b>84%</b>
2008-2009	62%	<b>79%</b>
2007-2008	62%	<b>81%</b>
2006-2007	61%	<b>85%</b>
2005-2006	58%	<b>83%</b>
<b>READING</b>		
2023-2024	50%	81%
2022-2023	51%	83%
2021-2022	52%	82%
2020-2021	53%	87%
2019-2020	n/a - Covid	n/a - Covid
2018-2019	60%	<b>90%</b>
2017-2018	60%	<b>89%</b>
2016-2017	60%	<b>89%</b>
2015-2016	60%	<b>87%</b>
2014-2015	59%	<b>87%</b>
2013-2014	59%	<b>85%</b>
2012-2013	82 58%	<b>81%</b>

2011-2012	76%	<b>96%</b>
2010-2011	74%	<b>92%</b>
2009-2010	72%	<b>90%</b>
2008-2009	72%	<b>88%</b>
2007-2008	71%	<b>86%</b>
2006-2007	69%	<b>90%</b>
2005-2006	72%	<b>88%</b>
<b>SCIENCE</b>		
2023-2024	40%	68%
2022-2023	39%	82%
2021-2022	41%	75%
2020-2021	43%	76%
2019-2020	n/a - Covid	n/a - Covid
2018-2019	51%	<b>86%</b>
2017-2018	53%	<b>86%</b>
2016-2017	54%	<b>83%</b>
2015-2016	55%	<b>80%</b>
2014-2015	53%	<b>86%</b>
2013-2014	53%	<b>79%</b>
2012-2013	53%	<b>69%</b>
2011-2012	51%	<b>75%</b>
2010-2011	48%	<b>70%</b>
2009-2010	49%	<b>71%</b>
2008-2009	46%	<b>69%</b>
2007-2008	39%	<b>57%</b>
Prior Years	n/a	n/a

The scores posted by St. Croix Prep's students are among the highest in the state of Minnesota.

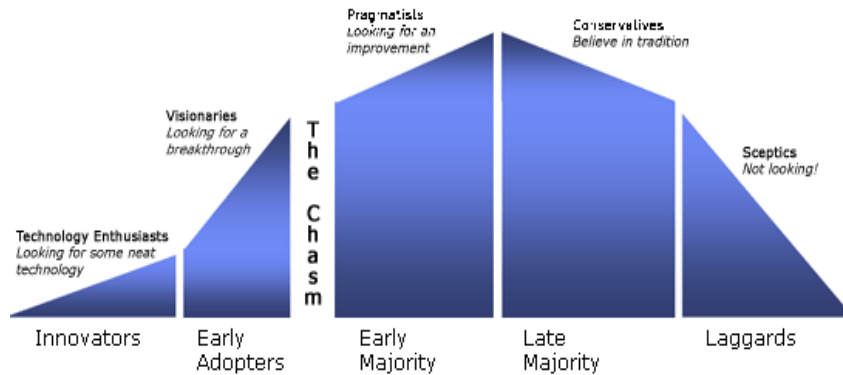
St. Croix Preparatory Academy's high academic performance has been repeatedly acknowledged by the Minnesota Department of Education, SchoolDigger (ranked the #1 district in MN for the past seven years), Niche (#5 Elementary School in Minnesota; #7 Middle School in Minnesota; #5 High School in Minnesota), These sources have continually ranked St. Croix Preparatory Academy as one of the nation's best (and state's best) schools as it relates to rigor, college preparation, ACT scores (25.3 in 2023), percentage of students taking Advanced Placement classes, graduation rates (98.9% in 2023). In addition, in the summer of 2023, St. Croix Prep's Lower School was also recognized with the Minnesota School of Excellence award.

Apart from the core academic classes, St. Croix Preparatory Academy offers Art, Music, and Physical Education, for all students beginning in Kindergarten. The school offers Latin and Music Performance electives (Band, Orchestra, Choir, Jazz Band) for students in grades 5-12. Aside from field trips and service projects, St. Croix Prep also offers educational travel opportunities, with Middle School students visiting Wolf Ridge (outdoor education), 8<sup>th</sup> Grade students traveling to Washington D.C. Juniors and seniors have international educational travel opportunities – Italy (12 days), Greece (12 days), England/Ireland (10 days). The School has offered a Marine Biology educational travel opportunity to the Cayman Islands and a service travel opportunity to Guatemala. In addition to the academic programming, St. Croix Prep offers its students a full range of extracurricular activities. These include but are not limited to:

- Academic activities – Student Council, National Honor Society, National Art Honor Society, National English Honor Society, Quiz Bowl, Battle of the Books, Continental Math League, Upper School Math League, Lego League, School Newspaper,
- Athletic activities – MSHSL athletics which include football, cross country, volleyball, archery, basketball, soccer, baseball, hockey, softball, girls lacrosse, girls tennis, track, golf, dance team, alpine skiing, and ski club.
- Performing arts activities – Chamber choir, Concert choir, Jazz band, Pep Band, Show Choir, Honors Choir, Lower School Theater, Middle School Theater, Upper School Theater, Speech, and Debate.

## **7. Innovative Practices – Operational Philosophy centered on Diffusions of Innovation Theory**

The School has always evaluated its purpose, growth model, marketing, and operations in terms of diffusions of innovation theory (developed by Everett Rogers in 1962) as presented by Geoffrey Moore in his books *Crossing the Chasm*, *Inside the Tornado* and *Escape Velocity*. Marketing the school, positioning/differentiating it within its market, development of a whole product and operations (e.g., hiring, governance models, policy development, recruiting, and programming) all take into consideration the five segments of classification typically described in technology adoption (e.g., innovators, early adopters, early majority, late majority, and laggards). This impacts the School's hiring practices, governance model, policy development, recruiting practices, etc. This best practice was adopted by the leading technology companies in the 1990s and continues to be one of the standards for entrepreneurial leadership.



St. Croix Prep uses this theory for both an internal and external evaluation of the School. In accordance with the model, current goals are focused on operational excellence and customer intimacy (as opposed to prior years' goals of growth and product leadership). Nearly every element of this report is discussed in terms of its alignment with the aforementioned theory.

### 8. Program Challenges

The operations at St. Croix Prep still experienced some post Covid impact that schools throughout the country have experienced:

- Student Mental Health. Students staying power has been diminished, mental health challenges have increased, and student maturity development is behind due to time away from a normal school environment. The School has hired two mental health counselors to assist with students.
- Student Attendance. Students/families became comfortable with distance learning and hybrid learning. This has resulted in increased student absences and truancy. The School has improved processes and communication to address this trend.
- Succession Planning. The Executive Director's second year (of a three year) succession plan was completed. This involved realignment of duties/responsibilities to the board and other operational personnel. The transitions are going smoothly, but they still present change to the organization.

### 9. Finances

The School continues to show fiscal responsibility in its operations by adding to its fund balance during each fiscal year. This is being accomplished even while making strategic investments for the future growth of the School. The School has received a "clean" audit for the previous 18 years. In addition, the School has received the MDE Finance Award every year it has applied for this award (16 years in total). At June 30, 2024, the School had an unassigned general fund balance of 38%. In addition, the School has maintains a line of credit (\$500,000) to account for unforeseen cash flow shortages. The School has not drawn on the line of credit in over 144 months. A copy of the School's 2022-2023 Audit Report is on file with the State of Minnesota. The field work related to the 2023-2024 audit will occur in August-October 2024 and will be filed with the State of Minnesota by November 30, 2024.

### 10. Future Plans

The School's future plans consist of continued work on the rollout of the separate 501c3 public charity – St. Croix Preparatory Academy Foundation. The purpose of this organization is to raise capital to improve the long term financial viability of the organization, issue scholarships, fund faculty leaves of absence, enhance compensation, and support necessary campus improvements.

As noted previously, the Board is in the middle of a three year succession plan for a new Executive Director (co-founder, Jon Gutierrez). It is anticipated that a transition could begin in September of 2025.

### 11. Authorizer

The School is authorized by Friends of Education. Contact information for them is noted below.

Friends of Education

11100 Wayzata Blvd; Suite 800  
Minnetonka, MN 55305  
Executive Director: Beth Topoluk  
Website: [improvek-12education.org](http://improvek-12education.org)  
Email: [director@improvek-12education.org](mailto:director@improvek-12education.org)

## St. Croix Prep Administration Information

### 1. School Management and Administration.

The following table lists the School's management and administration for the 2024-25 school year. Professional development plans for those administrators requiring such are attached as exhibits to this report.

Name	File #	Assignment	Years Employed by School	Left 23/24	Not Returning 24/25
Jon Gutierrez	None*	Executive Director	20	n/a	n/a
Kelly Gutierrez	n/a	Executive Director of Finance and Operations	20	n/a	n/a
Joann Karetov	428939	Lower School Principal	10	n/a	n/a
Amy Kleinboehl	439041	Middle School Principal	16	n/a	n/a
Andrew Sachariason	378934	Upper School Principal	18	n/a	n/a
Peggy Rosell	343001	Student Support Services Director	16	n/a	n/a
Terri Smith	n/a	HR Director	12	n/a	n/a
Jessica Skilling	1014995	Nurse	3	n/a	n/a
Heidi Osborn	n/a	Health Office Assistant	3	n/a	n/a
Bill Blotske	n/a	Facilities Director	10	n/a	n/a
David Ogura	n/a	Facilities Assistant	2	n/a	n/a
Chad Olson	416406	Technology Director	20	n/a	n/a
Corey Shim	n/a	Technology Assistant	5	n/a	n/a
Marianne Thole	n/a	Food Service Director	11	n/a	n/a
Polly Hoy	n/a	Farm to School Manager	1	n/a	n/a
Keven Seim	383385	Activities Director	9	n/a	n/a
Medora Benson	515367	Activities Dept Coordinator	4	n/a	n/a

Susan Peterson	n/a	Communication & Events Manager	7	n/a	n/a
Beth Grubisch	n/a	Senior Accountant	14	n/a	n/a
Carrie Hamm	n/a	District Office Assistant	12	n/a	n/a
Christine Mehlhorn	n/a	Lower School Office Manager	10	n/a	n/a
Kelly Vossen	n/a	Middle School Office Manager	13	n/a	n/a
Angela Lee	n/a	Upper School Office Manager	4	n/a	n/a
Theresa Seichter	n/a	District Office Manager	9	n/a	n/a
Mathew Williams	940310	College Counselor	10	n/a	n/a
Terri Ellingson	n/a	Special Education Office Manager	12	n/a	n/a
Nancy Bauman	n/a	Student Support Services Administrative Assistant	8	Yes	Not Returning
Emily Mathiowetz	n/a	Student Support Services Administrative Assistant	14	n/a	n/a

## **St. Croix Prep Faculty Information**

The following table lists the School's faculty information for the 2024-25 school year.

<b>Name</b>	<b>File #</b>	<b>Assignment</b>	<b>Left 23/24</b>	<b>Not Returning 24/25</b>
Kirsten Osberghaus	474720	K	n/a	n/a
Alison Kath	1017731	K	n/a	n/a
Elizabeth Sparks	1018409	K	n/a	n/a
Deb Keyes	443478	1	n/a	n/a
Laura White	389019	1	n/a	n/a
Hannah Haslach	1011268	1	n/a	n/a
Allison Brimmell	483539	2	n/a	n/a

Ashley Winger	469076	2	Yes	Not Returning
Sarah Peterson	468886	2	n/a	n/a
Sophie Allison	1031354	2	n/a	n/a
Natalie Yannarely	461572	3	n/a	n/a
Jenna VanBeueskom	493992	3	n/a	n/a
Kaitlin Ricker	479949	3	n/a	n/a
Amanda Preisler	436387	4	n/a	n/a
Sarah Jacobson	463090	4	n/a	n/a
Kellie Nelson	376435	4	Yes	Not Returning
Isabel Folkerts	1033531	4	n/a	n/a
Alec Brandt	488705	Phy. Ed.	n/a	n/a
Angie Griffin	411868	Art	n/a	n/a
Heidi Gonzalez	403103	Music	n/a	n/a
Emily Taylor	050194	Reading	n/a	n/a
Nicole Donnay	417266	Lower School TLC/Curriculum/Math	n/a	n/a
Sara Dinzeo	484106	Math	n/a	n/a
Chad Prater	480380	Math	n/a	n/a
Kurt Vallin	455202	Math	n/a	n/a
Gretchen Tiede	490956	Science	n/a	n/a
Joey Korba	496851	Math/Science	n/a	n/a



Lindsey Schutte	412403	Math/Science	n/a	n/a
Deanna Thompson	463769	Middle School TLC/Curriculum	n/a	n/a
Helen Tracy	492579	English	n/a	n/a
Angie Galati	431292	English	n/a	n/a
Christianna Wagner	1007860	Language Arts	n/a	n/a
Patrick Kerrigan	479995	Dean of Students/Social Studies	n/a	n/a
Timothy Maher	400296	Social Studies	n/a	n/a
Corrinne Clark	1018163	Social Studies	n/a	n/a
Jessica Dykstra	507400	Art	n/a	n/a
Robin Moore	1013436	Phy Ed	n/a	n/a
Katie Bukowski	478465	Classical Studies	n/a	n/a
Julie Schweiger	1027610	Classical Studies	n/a	n/a
CarlaJoy Strand	497638	Latin	n/a	n/a
Matt Eckel	499504	English	n/a	n/a
Stacy Mittag	422932	English	n/a	n/a
Elaine Bransford	440678	Upper School TLC/Curriculum	n/a	n/a
Cecelia Schneeman	1026156	English	n/a	n/a
Matthew Davis	473468	English	n/a	n/a
Rita Thorson	440031	Dean of Students/English	n/a	n/a
Brown, Christoph	480148	Social Studies	n/a	n/a

Matthew Kortz	503611	Social Studies	n/a	n/a
Kate Gilman	412944	Social Studies	n/a	n/a
Elliott Warden	500124	Social Studies	Yes	Not Returning
Alexander Bagwell	499079	Social Studies	n/a	n/a
Carolyn Bagne	382493	Science	n/a	n/a
Michael Haselberger	420966	Science	n/a	n/a
Christina Miller	503652	Science	n/a	n/a
MacKenzie Bilunas	1019825	Science	n/a	n/a
Laura Pidgeon	1002952	Art	n/a	n/a
Claire Fiedler	514224	Art	n/a	n/a
Marcus Erickson	360660	Spanish	n/a	n/a
Meredith Smith	473362	Spanish	n/a	n/a
James DeCaro	434159	Band	n/a	n/a
Birkan Yavuz	1036818	Orchestra	n/a	n/a
Mary Kate Maney	501727	Choir	Yes	Not Returning
Kimberly Alswager	454826	Choir	n/a	n/a
Craig Wolke	366690	Latin	n/a	n/a
Eddie Crupper	1001085	Math	n/a	n/a
Varsha Bhatia	459545	Math	Yes	Not Returning
Ryan Ogren	412886	Math	n/a	n/a
Will Palus	481273	Math	n/a	n/a

Erin Richgels	424348	Math	n/a	n/a
Anna Tiffany	449947	Phy Ed	n/a	n/a
Jennifer Ammermann	510184	Special Ed	n/a	n/a
Jessica Ducklow	377172	Special Ed	n/a	n/a
Lisa Mast	507502	ELL	n/a	n/a
Nicole Case	442259	Special Ed	n/a	n/a
Shannon Obi	507312	Special Ed	n/a	n/a
Alyssa Molde	1007461	Special Ed	n/a	n/a
Kimberly Haney	487191	Special Ed	Yes	Not Returning
Eva Groth	378731	Special Ed	n/a	n/a
Kathleen Klassen	1005224	Special Ed	n/a	n/a
Destiny Pulos	1011910	Special Ed	n/a	n/a
Ashley Koehnen	479766	Special Ed	n/a	n/a
Jeff Larson	466715	Special Ed	n/a	n/a
Jeanne Hodgdon	1004935	Special Ed	n/a	n/a
Gina Schimschock	381421	Special Ed.	n/a	n/a
Carmel Eastman	1002091	Special Ed	n/a	n/a
Hallie Gallmeier	1002577	Special Ed	n/a	n/a
Wendy Watts	346250	Special Ed	n/a	n/a
Lauren Moore	506676	DAPE (Developmental Adaptive PE)	n/a	n/a

Ksenia Carpenter	455646	ELL	Yes	Not Returning
Haley Cernohous	450388	Occupational Therapist	n/a	n/a
Molly Hunter	103677	Occupational Therapist	Yes	Not Returning
Kimberly Quayle	101136	Occupational Therapist	n/a	n/a
Katie Kaari	404724	Speech Language Pathologist	n/a	n/a
Mike Fisher	461234	Speech Language Pathologist	n/a	n/a
Shannon Janssen	In Process	Student Support Specialist	n/a	n/a
Nicole Dockham	427123	Student Support Specialist	n/a	n/a
Courtney Ogaard	513194	Building Sub	Yes	Not Returning
Jennifer Vitale	1017785	Building Sub	n/a	n/a



# st.croixprep

World's Best Workforce  
Annual Meeting  
2023-2024



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November 25, 2024

# WBWF at SCPA

The 2023-2024 World's Best Workforce Report summarize the progress and achievements of St. Croix Preparatory Academy, in accordance with Minnesota Statutes, section 120B.11

- Includes information on the 23-24 school year, such as a review of goals, outcomes, and strategies to support and improve teaching and learning.
- Approved by the St. Croix Preparatory Academy Board of Directors in November 2024 and submitted to the Minnesota Department of Education (MDE) in accordance with state statutes.<sup>94</sup>
- The report is also available on the School's website (Under About Us/Finance)

# Legislation Goals

## Minnesota Statute 120B.11

Each district, in the state of Minnesota, is responsible for providing a plan to increase student achievement, which addresses four goals:

- Have all students meet **school readiness goals**
- **Close the academic achievement gap** among all groups
- Have all students **graduate from high school**
- Have all students attain **college and career preparedness**

\* **Read Well by Third Grade has been replaced by the READ Act.**

# Why is Minnesota Focused on This

For Minnesota to be competitive, we must have students who are college and career ready, students who are poised to lead in the state's workforce. This is important for the following reasons:

- Our population is aging
- 70% of jobs will require more than a high school diploma by 2018
- We don't have qualified candidates to fill many good paying jobs
- Minnesota has one of the worst black-white achievement gaps in the country

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# WBWF Plan

- Goals and benchmarks for student achievement
- Process for evaluating student progress toward meeting academic standards
- System to review and evaluate effectiveness of instruction and curriculum
- Strategies to improve instruction, curriculum and student achievement
- Practices that integrate high-quality instruction, rigorous curriculum, technology and collaborative professional culture that supports teacher quality, performance and effectiveness
- Annual budget for continuing to implement the plan

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(Source: Minnesota Department of Education)

# Kindergarten Readiness

	23-24 Goal	23-24 Results
<b>Goal 1</b>	Of the students enrolled in kindergarten by August 15th and still enrolled by October 1st of the 2023-2024 school year, 75% will attend the 4-day kindergarten camp in August 2023.	Of the students enrolled in Kindergarten between August 15th and October 1st of the 2023-2024 school year, 84.7% attended kindergarten camp.
<b>Goal 2</b>	Of the students enrolled in kindergarten by October 1st of the 2023-2024 school year, 95% will advance to 1 <sup>st</sup> grade.	Of the students enrolled in kindergarten by October 1 <sup>st</sup> of the 2023-2024 school year, 88 out of 92 (95.7%) advanced to 1st grade. <sup>98</sup>

# Kindergarten Readiness

	23-24 Goal	23-24 Results
<b>Goal 3</b>	Of the kindergarten students enrolled by October 1st of the 2023-2024 school year, 80% will meet the STEP 3 benchmark level in reading by the end of the year.	Of the students enrolled in kindergarten by October 1 of the 2023-2024 school year, 80.2% met the STEP 3 benchmark level in reading by the end of the year.

# Closing the Achievement Gap

	23-24 Goal	23-24 Results
<b>Goal</b>	Each PLC will implement reading curriculum supports and interventions to increase 'meets' or 'exceeds' proficiency of special education students in grades 5-8 to at least 67.9% on the MCA III/MTAS III Reading test administered in April 2024.	In 2024, 28 out of 50 (56%) students in grades 5-8 who receive special education services achieved "meets" and "exceeds" on the MCA III/MTAS III.

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# College and Career Readiness

	23-24 Goal	23-24 Results
<b>Goal</b>	SPCA Upper School will implement curriculum supports and interventions in English, Math, Science, and Social Studies to increase the composite score from 25% to 25.5% on the 2023-2024 administration of the ACT test.	The ACT mean composite score for the 2023-2024 school year was 25.

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# All Students Graduate

	23-24 Goal	23-24 Results
<b>Goal</b>	The SCPA upper school will implement support and interventions to keep the graduation rate for the SCPA at least 90% for the class of 2024.	The 2023-2024 graduation rate was 95%.

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# Equitable Access to Excellent Teachers

The Every Student Succeeds Act (ESSA) signed on December 10<sup>th</sup>, 2015, required all states to address long term needs for improving equitable access of all student to excellent educators.

Process to examine the equitable distribution of experienced effective teachers to ensure low-income and minority children

- Students are placed into classes based on academic ability, standardized assessments, performance in classes
- Team taught classes are available for students who need extra support
- All teachers are held to the same standards
- Grade levels and PLCs meet weekly
- Student placement based on academic ability, assessments, and previous year's data.

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# 2024-2025 Timeline



Start Collecting  
Data

Finish WBWF  
23-24 Report



Present  
WBWF to  
SCPA Board

Hold WBWF  
Annual  
Meeting



Submit WBWF  
Report to  
Friends of  
Education and  
MDE by Dec. 1



Advisory  
committee  
continues to  
meet throughout  
the year to  
monitor plan



Review results<sup>104</sup>  
in preparation  
for  
development  
of 24-25  
report



# WBWF's Advisory Council

Purpose- to provide recommendations to the board regarding rigorous academic standards, student achievement goals, district assessments, and program evaluations for all content areas with specific emphasis on the five goals.

Joann Karetov	LS Principal/Parent
Amy Kleinboehl	MS Principal/Parent
Andrew Saracharison	HS Principal/Parent
Peggy Rosell	SPED Director
Elaine Bransford	US TLC/Teacher/Parent
Deanna Thompson	MS TLC/Parent
Nicole Donnay	LS TLC/Teacher/Parent
Maria Reichow	Parent

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# 24-25 Committee Meetings

November 2024

February 2025

May 2025

October 2025

November 2025

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# **st. croix** preparatory academy

Annual Report -- Comprehensive  
Achievement & Civic Readiness  
2023-2024

## **Introduction**

The purpose of this report is to summarize the progress and achievements of St. Croix Preparatory Academy (The School) in its 20th year of operation. This study includes information on the 2023-2024 school year, such as student demographics, governance, and finances. The report also includes additional data needed to provide a comprehensive description of The School and its educational programs and practices.

This annual educational audit serves to meet the requirement of reporting progress towards the academic and non-academic goals outlined in the charter application approved by the Minnesota Department of Education. This evaluation meets Minnesota's Department of Education requirement for reporting as defined in Minnesota Statutes Section 124E.12 and E16.

During its 20th year of operation, the School received support from its authorizer, Friends of Education. In addition, the combined efforts and support of the faculty, administration, students, families, and community members were instrumental in implementing and developing a strong, supportive community and a strong academic program.

### **1. School Vision, Mission Statement, and Educational Philosophy**

#### **A. Vision**

St. Croix Preparatory Academy envisions a learning environment centered on an integrated, rigorous, standards-based, classical curriculum that encourages students to think logically and critically, to communicate effectively and to embrace life-long learning as demonstrated by their successful pursuit of post-secondary education. The School will offer a small school community and a rigorous academic environment to area families.

#### **B. Profile**

We are the first public school in the eastern suburbs specifically dedicated to offering a demanding classical, liberal arts curriculum with an additional emphasis on development of each student's personal character, and leadership qualities. St. Croix Preparatory Academy will provide a learning opportunity that, until now, has only been available at select private schools.

The School was founded by parents, educators, and business people who wanted a more challenging education for their students. They wanted a school that demanded an education that challenges students to achieve to their highest potential as well as put forth their best in behavior, attitude, and effort. The School is creating a college prep educational program based on true inquiry, intellect, and character. By focusing on students' character and leadership qualities, in addition to developing their academic potential, The School is committed to developing young adults who are prepared to lead abundant and responsible lives as contributing members of our society.

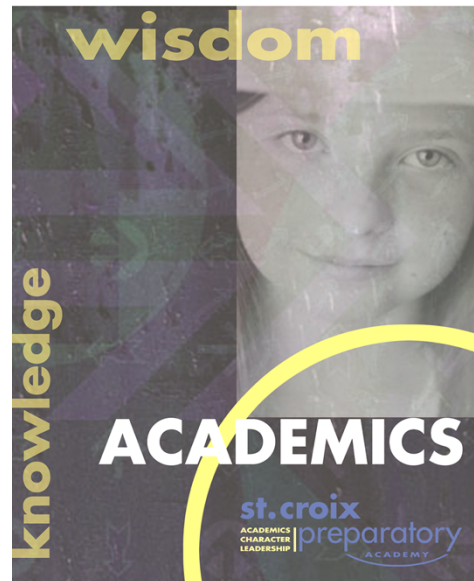
**C. Mission Statement**

St. Croix Preparatory Academy will develop each student’s academic potential, personal character, and leadership qualities through an academically rigorous and content-rich educational program grounded in the classical tradition.

**D. Educational Philosophy**

The School is based on a classical model of education. A classical model focuses on providing students with the life-long educational tools to learn and think for themselves. The classical tradition is grounded in the time-tested methodology of learning called the “Trivium”, which recognizes that critical learning skills must precede critical thinking skills. The Trivium methodology is organized into the following three stages corresponding to the general stages of a student’s cognitive development:

- Grammar.** The first phase of the Trivium is Grammar (grade level K – 4). Grammar emphasizes the facts and rules of each subject that later learning is built upon. This stage focuses on the accumulation of knowledge and the rules related to each particular subject. This mirrors the stage of development where children love to mimic, recite, chant, and memorize. The objective of this phase is to provide each student with a strong foundation of subject matter **KNOWLEDGE**.
- Logic.** The second phase is Logic (grade level 5 – 8). Logic focuses on a students’ ability to analyze and interact with the knowledge acquired in the Grammar stage. The Logic stage is the phase where understanding is grasped. This corresponds with the student’s curiosity and desire to ask questions. The objective of the Logic phase is **UNDERSTANDING**.
- Rhetoric.** The final phase is Rhetoric (grade level 9 – 12). Rhetoric teaches a student how to express and discuss a subject. Rhetoric is the communication stage, where students defend and refute opinions based on their understanding and knowledge of subject matter. This fits nicely with the students’ affinity for contradiction and argumentation. The objective of the Rhetoric phase is **COMMUNICATION**.



GRAMMAR				LOGIC				RHETORIC			
K/1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	13 <sup>th</sup>
KNOWLEDGE				UNDERSTANDING				COMMUNICATION			
Knowledge – Comprehension				Application – Analysis				Synthesis – Evaluation			

**2. School Governance**

Since its inception, St. Croix Preparatory Academy has followed the Carver governance model. This model is designed to empower a board of directors to fulfill their obligations of accountability for the School. The model enables the board to focus on the larger issues, delegate with clarity, to control management’s job without meddling, to rigorously evaluate the accomplishment of the organization.

In contrast to typical board leadership, policy governance separates issues of organizational purposes from all other organizational issues. St. Croix Prep’s Board demands accomplishment of purpose and only limits the staff’s operational decisions to those which do not violate the board’s pre-stated standards of prudence and ethics.

The Board’s own purposes are defined in accordance with the roles of the board, its members, the chair and other officers, and any committees the board may need to help it accomplish its job. This includes the necessity to “speak with one voice”. Dissent is expressed during the discussion preceding a vote. Once taken, the board’s decisions may subsequently be changed, but are never to be undermined. The board’s expectations for itself also set out self-imposed rules regarding the delegation of authority to the staff and the method by which board-stated criteria will be used for evaluation. The Board delegates with care. There is no confusion about who is responsible to the board or for what board expectations they are responsible. The Board utilizes an Executive Director; and the Board is able to hold this one position exclusively accountable.

A list of the Board members as of June 30, 2024 is provided below. Board members attend over 80% of the meetings; and all board members have fulfilled the board training requirements noted in state statute.

Name	Board Position	Group Affiliation	Date Seated	Term Expiration	Phone Number	Email Address
Nicole Donnay	Vice Chair	Teacher	03/25/2014	08/18/2026	651-395-5900	<a href="mailto:ndonnay@stcroixprep.org">ndonnay@stcroixprep.org</a>
Kristen Denzer		Parent	08/21/2018	08/17/2024	651-353-2085	<a href="mailto:kristendenzer@stcroixprep.org">kristendenzer@stcroixprep.org</a>
Bob Hajlo	Chair	Community	09/20/2016	08/23/2025	952-500-0751	<a href="mailto:bobhajlo@stcroixprep.org">bobhajlo@stcroixprep.org</a>
Deb Keyes		Teacher	03/20/2012	08/19/2025	651-395-5900	<a href="mailto:dkeyes@stcroixprep.org">dkeyes@stcroixprep.org</a>
Jeff Johnson		Parent	08/15/2023	08/19/2025	651-303-5776	<a href="mailto:jeffjohnson@stcroixprep.org">jeffjohnson@stcroixprep.org</a>
Rita Thorson		Teacher	03/28/2023	08/17/2027	612-309-6237	<a href="mailto:ritathorson@stcroixprep.org">ritathorson@stcroixprep.org</a>
Angela Galati	Clerk	Teacher	10/19/2021	08/18/2026	651-395-5900	<a href="mailto:angelagalati@stcroixprep.org">angelagalati@stcroixprep.org</a>
Matt Stiles		Parent	08/16/2022	08/19/2025	651-395-5900	<a href="mailto:matthewstiles@stcroixprep.org">matthewstiles@stcroixprep.org</a>
Terri Gulbransen		Parent	08/15/2023	08/15/2026	651-788-2602	<a href="mailto:terrigulbransen@stcroixprep.org">terrigulbransen@stcroixprep.org</a>

Board members serve a three year term and elections are held during the last week in May of each school year. In the May 2024 election, teacher board member Rita Thorson successfully ran for reelection; Parent board member, Kristen Denzer did not run for reelection; new parent board member, Danielle Smith, was elected as a new parent board member. She will be seated upon the completion of her St. Croix Prep board required training. All of the re-elected board members have completed their board training (Board Training Policy adopted by the St. Croix Prep Board) they will continue in their service. During the current year, the board members, aside from the state statute requirements, received training which included but was not limited to the following:

- Governance Training and Governance Manual Composition/Release.
- Succession Planning and Development Plan design for identified successors
- Legislative Awareness. Identification and discussion of key legislative initiatives impacting charter schools.
- Additional detailed training is noted below:

Name	Board Training
Rita Thorson Bob Hajlo Kristen Denzer Jeff Johnson Matt Stiles Deb Keyes Angela Galati Nicole Donnay Terri Gulbransen	<p>Legal Training – MN Stat 120A.41 Hours of Instruction;</p> <p>MN Stat 120A.414 e-Learning days</p> <p>Minn. Stat. 124E.05 Authorizers, specifically related to Friends of Education, terms of charter agreements, monthly compliance, network of schools, and general partnership</p> <p>Minn. Stat. 123B.38 School fees not authorized or prohibited</p> <p>Board Election – School bylaws – Article IV Section 7, Minn Stat 124E.07;</p>

	<p>MN Stat 13D – Open Meeting Law, Special Meetings, Emergency Meetings and Public Notification Requirements, Data Practices Requests</p> <p>Annual Charter School Assurances, specifically the history and circumstances of TIZA school, issues related to the separation of church and state – Minn. Stat. 124E.13 (facilities), 124E.06 (non-sectarian) and related policies (e.g. dress code, equal access, religion, and data practices)</p> <p>Minn. Stat. 124E.16 – Audit reports and annual report submission</p> <p>Minn. Stat 124E.17 – Dissemination of school information to underserved communities</p> <p>Succession Planning, Board Effectiveness Survey, Change Management</p>
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**3. School Management and Administration.**

The administration licensure information is included as an appendix to this report.

**4. Teaching Faculty Information**

The faculty licensure information is included as an appendix to this report.

**5. School Admissions and Enrollment**

Enrollment is one of the keys to viability in the first years of a charter school’s operations. St. Croix Prep’s enrollment (over 1,200 students) and long waiting list (over 800) ensured that classes operated at capacity. Very few students left St. Croix Prep during the school year, and when students did leave, the available spots were quickly filled.

A historical review of The School’s enrollment growth is summarized below:

- In 2004 opened with 200 students in grades K-7 (waiting list of 169)
- In 2005 enrolled 252 students in grades K-8 (waiting list of 279)
- In 2006 enrolled 342 students in grades K-9 (waiting list of 306)
- In 2007 enrolled 444 students in grades K-10 (waiting list of 549)
- In 2008 enrolled 743 students in grades K-11 (waiting list of over 450)
- In 2009 enrolled 881 students in grades K-12 (waiting list of over 500)
- In 2010 enrolled 958 students in grades K-12 (waiting list of over 500)
- In 2011 enrolled 1,010 students in grades K-12 (waiting list of over 500)
- In 2012 enrolled 1,056 students in grades K-12 (waiting list of nearly 500)
- In 2013 enrolled 1,119 students in grades K-12 (waiting list of nearly 500)
- In 2014, enrolled 1,150 students in grades K-12 (waiting list of nearly 500)
- In 2015, enrolled 1,163 students in grades K-12 (waiting list of nearly 600)
- In 2016, enrolled 1,155 students in grades K-12 (waiting list of over 700)
- In 2017, enrolled 1,164 students in grades K-12 (waiting list of over 700)
- In 2018, enrolled 1,157 students in grades K-12 (waiting list of over 700)
- In 2019, enrolled 1,207 students in grades K-12 (waiting list of over 700)
- In 2020, enrolled 1,208 students in grades K-12 (waiting list over 700)
- In 2021, enrolled 1,213 students in grades K-12 (waiting list over 700)
- In 2022, enrolled 1,225 students in grades K-12 (waiting list of over 700)
- In 2023, enrolled 1,202 students in grades K-12 (waiting list of over 800)

St. Croix Prep’s Open Enrollment period normally runs from the last week in August to the first week in January. Families desire to know the placement of their Kindergarten students so the end of the School’s enrollment period coincides with the



Kindergarten registration in the local district. St. Croix Prep's school demographics mirror the local district. At St. Croix Prep, 15% of the students are Special Education students; 12% qualify for free and/or reduced lunch and 2% of the students are English Language Learners; approximately 73% of the students are White, the remaining 27% consist of Latino, Asian, African American, and students of two or more races.

In accordance with MN Statute 124E.17 Subd. 1, the School disseminates school information in the form of flyers to local organizations that provide services to low-income families, students of color, and students who are at risk. This information includes appropriate contact information, informational meeting dates, etc. Flyers were distributed to the following locations: Stillwater – Goodwill, Family Means, Trinity Lutheran Church Family Resource Center, and Valley Outreach; Woodbury -- Family Achievement Center, Goodwill, Savers, Christian Cupboard Food Shelf; White Bear Lake – Solid Ground, White Bear Lake Food Shelf; Mahtomedi -- St. Andrew's Community Resource Center.

The history of enrollment and comments related to this are noted below:

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Attrition Rate
2007-08	50	50	50	50	50	50	30	30	30	27	27			444	7%
2008-09	84	84	84	84	84	70	60	60	55	30	20	28	0	743	5%
2009-10	84	84	84	84	84	84	84	84	73	60	30	18	28	881	2%
2010-11	87	87	87	87	87	87	87	84	80	80	60	30	15	958	4%
2011-12	87	87	87	87	87	87	87	84	80	72	84	60	21	1,010	6%
2012-13	90	90	90	90	90	90	90	82	77	83	65	72	57	1,056	4%
2013-14	90	90	90	90	90	90	90	93	80	84	85	74	73	1,119	5%
2014-15	90	90	90	90	90	90	90	91	93	85	82	90	75	1,146	6%
2015-16	90	90	90	90	90	90	90	93	90	85	86	87	92	1,163	5%
2016-17	90	90	90	90	90	90	90	90	90	90	90	90	90	1,170	5%
2017-18	90	90	90	90	90	90	90	90	90	90	90	90	90	1,170	6%
2018-19	90	90	90	90	90	92	92	90	92	95	96	83	67	1,157	5%
2019-20	90	90	91	90	90	92	91	92	91	109	98	98	85	1,207	4%
2020-21	90	90	90	90	90	92	92	92	91	105	98	96	92	1,208	3%
2021-22	90	90	90	91	90	92	93	92	93	105	98	96	93	1,213	3%
2022-23	90	90	91	91	92	93	93	95	93	109	105	90	95	1,225	3%
2023-24	91	90	90	91	91	93	94	94	93	100	96	90	89	1,202	3%

Full enrollment at St. Croix Prep is approximately 1,200 students. Anticipated 2024-2025 enrollment is 1,200 students.

**6. Academic Program/Performance.**

Minnesota Comprehensive Assessments (MCA). The State of Minnesota uses the MCA test results to determine proficiency. The historical scores (with comparison to the MN state average) for The School are noted below:

	MN Average	St. Croix Prep
<b>MATH</b>		
2023-2024	46%	78%
2022-2023	46%	77%
2021-2022	46%	79%
2020-2021	44%	74%
2019-2020	n/a - Covid	n/a - Covid
2018-2019	56%	86%
2017-2018	58%	85%
2016-2017	59%	83%
2015-2016	59%	85%
2014-2015	60%	83%
2013-2014	61%	80%
2012-2013	61%	77%
2011-2012	62%	78%
2010-2011	56%	72%

2009-2010	66%	<b>84%</b>
2008-2009	62%	<b>79%</b>
2007-2008	62%	<b>81%</b>
2006-2007	61%	<b>85%</b>
2005-2006	58%	<b>83%</b>
<b>READING</b>		
2023-2024	50%	81%
2022-2023	51%	83%
2021-2022	52%	82%
2020-2021	53%	87%
2019-2020	n/a - Covid	n/a - Covid
2018-2019	60%	<b>90%</b>
2017-2018	60%	<b>89%</b>
2016-2017	60%	<b>89%</b>
2015-2016	60%	<b>87%</b>
2014-2015	59%	<b>87%</b>
2013-2014	59%	<b>85%</b>
2012-2013	58%	<b>81%</b>
2011-2012	76%	<b>96%</b>
2010-2011	74%	<b>92%</b>
2009-2010	72%	<b>90%</b>
2008-2009	72%	<b>88%</b>
2007-2008	71%	<b>86%</b>
2006-2007	69%	<b>90%</b>
2005-2006	72%	<b>88%</b>
<b>SCIENCE</b>		
2023-2024	40%	68%
2022-2023	39%	82%
2021-2022	41%	75%
2020-2021	43%	76%
2019-2020	n/a - Covid	n/a - Covid
2018-2019	51%	<b>86%</b>
2017-2018	53%	<b>86%</b>
2016-2017	54%	<b>83%</b>
2015-2016	55%	<b>80%</b>
2014-2015	53%	<b>86%</b>
2013-2014	53%	<b>79%</b>
2012-2013	53%	<b>69%</b>
2011-2012	51%	<b>75%</b>
2010-2011	48%	<b>70%</b>
2009-2010	49%	<b>71%</b>
2008-2009	46%	<b>69%</b>
2007-2008	39%	<b>57%</b>
Prior Years	n/a	n/a

The scores posted by St. Croix Prep's students are among the highest in the state of Minnesota.

St. Croix Preparatory Academy's high academic performance has been repeatedly acknowledged by the Minnesota Department of Education, SchoolDigger (ranked the #1 district in MN for the past seven years), Niche (#5 Elementary School in Minnesota; #7 Middle School in Minnesota; #5 High School in Minnesota), These sources have continually ranked St. Croix Preparatory Academy as one of the nation's best (and state's best) schools as it relates to rigor, college preparation, ACT scores (25.3 in 2023), percentage of students taking Advanced Placement classes, graduation rates (98.9% in 2023). In addition, in the summer of 2023, St. Croix Prep's Lower School was also recognized with the Minnesota School of Excellence award.

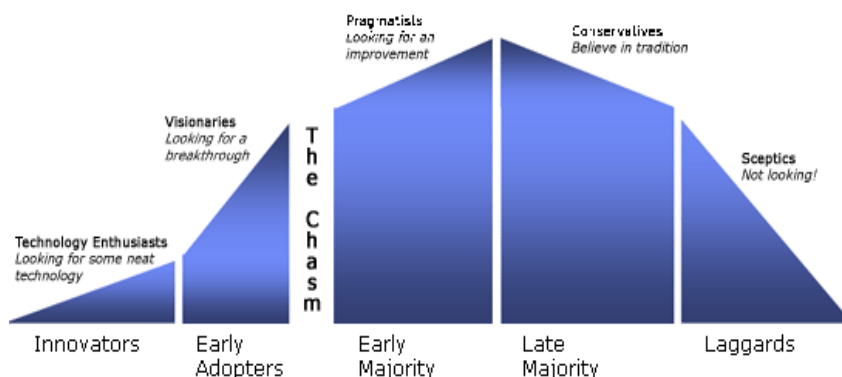
Apart from the core academic classes, St. Croix Preparatory Academy offers Art, Music, and Physical Education, for all students beginning in Kindergarten. The school offers Latin and Music Performance electives (Band, Orchestra, Choir, Jazz

Band) for students in grades 5-12. Aside from field trips and service projects, St. Croix Prep also offers educational travel opportunities, with Middle School students visiting Wolf Ridge (outdoor education), 8<sup>th</sup> Grade students traveling to Washington D.C. Juniors and seniors have international educational travel opportunities – Italy (12 days), Greece (12 days), England/Ireland (10 days). The School has offered a Marine Biology educational travel opportunity to the Cayman Islands and a service travel opportunity to Guatemala. In addition to the academic programming, St. Croix Prep offers its students a full range of extracurricular activities. These include but are not limited to:

- Academic activities – Student Council, National Honor Society, National Art Honor Society, National English Honor Society, Quiz Bowl, Battle of the Books, Continental Math League, Upper School Math League, Lego League, School Newspaper,
- Athletic activities – MSHSL athletics which include football, cross country, volleyball, archery, basketball, soccer, baseball, hockey, softball, girls lacrosse, girls tennis, track, golf, dance team, alpine skiing, and ski club.
- Performing arts activities – Chamber choir, Concert choir, Jazz band, Pep Band, Show Choir, Honors Choir, Lower School Theater, Middle School Theater, Upper School Theater, Speech, and Debate.

## 7. Innovative Practices – Operational Philosophy centered on Diffusions of Innovation Theory

The School has always evaluated its purpose, growth model, marketing, and operations in terms of diffusions of innovation theory (developed by Everett Rogers in 1962) as presented by Geoffrey Moore in his books *Crossing the Chasm*, *Inside the Tornado* and *Escape Velocity*. Marketing the school, positioning/differentiating it within its market, development of a whole product and operations (e.g., hiring, governance models, policy development, recruiting, and programming) all take into consideration the five segments of classification typically described in technology adoption (e.g., innovators, early adopters, early majority, late majority, and laggards). This impacts the School’s hiring practices, governance model, policy development, recruiting practices, etc. This best practice was adopted by the leading technology companies in the 1990s and continues to be one of the standards for entrepreneurial leadership.



St. Croix Prep uses this theory for both an internal and external evaluation of the School. In accordance with the model, current goals are focused on operational excellence and customer intimacy (as opposed to prior years’ goals of growth and product leadership). Nearly every element of this report is discussed in terms of its alignment with the aforementioned theory.

## 8. Program Challenges

The operations at St. Croix Prep still experienced some post Covid impact that schools throughout the country have experienced:

- Student Mental Health. Students staying power has been diminished, mental health challenges have increased, and student maturity development is behind due to time away from a normal school environment. The School has hired two mental health counselors to assist with students.
- Student Attendance. Students/families became comfortable with distance learning and hybrid learning. This has resulted in increased student absences and truancy. The School has improved processes and communication to address this trend.

- Succession Planning. The Executive Director's second year (of a three year) succession plan was completed. This involved realignment of duties/responsibilities to the board and other operational personnel. The transitions are going smoothly, but they still present change to the organization.

## **9. Finances**

The School continues to show fiscal responsibility in its operations by adding to its fund balance during each fiscal year. This is being accomplished even while making strategic investments for the future growth of the School. The School has received a "clean" audit for the previous 18 years. In addition, the School has received the MDE Finance Award every year it has applied for this award (16 years in total). At June 30, 2024, the School had an unassigned general fund balance of 38%. In addition, the School has maintains a line of credit (\$500,000) to account for unforeseen cash flow shortages. The School has not drawn on the line of credit in over 144 months. A copy of the School's 2022-2023 Audit Report is on file with the State of Minnesota. The field work related to the 2023-2024 audit will occur in August-October 2024 and will be filed with the State of Minnesota by November 30, 2024.

## **10. Future Plans**

The School's future plans consist of continued work on the rollout of the separate 501c3 public charity – St. Croix Preparatory Academy Foundation. The purpose of this organization is to raise capital to improve the long term financial viability of the organization, issue scholarships, fund faculty leaves of absence, enhance compensation, and support necessary campus improvements.

As noted previously, the Board is in the middle of a three year succession plan for a new Executive Director (co-founder, Jon Gutierrez). It is anticipated that a transition could begin in September of 2025.

## **11. Authorizer**

The School is authorized by Friends of Education. Contact information for them is noted below.

Friends of Education  
11100 Wayzata Blvd; Suite 800  
Minnetonka, MN 55305  
Executive Director: Beth Topoluk  
Website: [improvek-12education.org](http://improvek-12education.org)  
Email: [director@improvek-12education.org](mailto:director@improvek-12education.org)

# **2023–24 Comprehensive Achievement & Civic Readiness Report (WBWF)**

**District or Charter Name:** St. Croix Preparatory Academy

**WBWF Contact:** Deanna Thompson  
**Title:** Teaching, Learning, and Curriculum Coordinator  
**Phone:** 651-209-7371  
**Email:** [deannathompson@stcroixprep.org](mailto:deannathompson@stcroixprep.org)

**Annual Report**

**WBWF Requirement:** The School disseminates this report via its website at:  
<https://www.stcroixprep.org/finance-committee/>

**Annual Public Meeting**

**The annual public meeting was held on** Monday, November 25, 2024

**Goals and Results**

**All Students Ready for School**

Goal	Result	Goal Status
Of the students enrolled in kindergarten by August 15th and still enrolled by October 1st of the 2023-2024 school year, 75% will attend the 4-day kindergarten camp in August 2023.	Of the students enrolled in Kindergarten between August 15th and October 1st of the 2023-2024 school year, 84.7% attended kindergarten camp.	<b>Check one of the following:</b> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal)
Of the students enrolled in kindergarten by October 1st of the 2023-2024 school year, 95% will advance to 1 <sup>st</sup> grade.	Of the students enrolled in kindergarten by October 1 <sup>st</sup> of the 2023-2024 school year, 88 out of 92 (95.7%) advanced to 1 <sup>st</sup> grade.	<b>Check one of the following:</b> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal)
Of the kindergarten students enrolled by October 1st of the 2023-2024 school year, 80% will meet the STEP 3 benchmark level in reading by the end of the year.	Of the students enrolled in kindergarten by October 1 of the 2023-2024 school year, 80.2% met the STEP 3 benchmark level in reading by the end of the year.	<b>Check one of the following:</b> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal)

The data we use for our All Students Ready for School is the number of students who participate in Kindergarten Assessments, the number of students who achieve STEP level 3 by the end of their kindergarten year, and the number of students who move onto 1st grade. The Lower School teachers meet every other week as a grade level. Grade-level teams meet with the principal once a month to discuss student data. There are also weekly child study meetings. Before and after the child study meetings, teachers collect data on interventions. Parent-teacher conferences are held two times a year and as needed. Teachers communicate with parents by newsletter, phone calls, emails, and conferences. For students who are not meeting proficiency, teachers recommend that they receive reading intervention services for half of their music time. The reading specialist targets reading skills not achieved on their STEP test. Some examples are rhyming, segmenting, identifying beginning sounds, and letter sounds. These services may start the 3rd- 4th week of school. The lower school also

offers summer school. For students who need extra support, WIN (What I Need) time is used daily to target reading skills.

**Close the Achievement Gap(s) Between Student Groups**

Goal	Result	Goal Status
Each PLC will implement reading curriculum supports and interventions to increase ‘meets’ or ‘exceeds’ proficiency of special education students in grades 5-8 to at least 67.9% on the MCA III/MTAS III Reading test administered in April 2024.	In 2024, 28 out of 50 (56%) students in grades 5-8 who receive special education services achieved “meets” and “exceeds” on the MCA III/MTAS III.	<b><i>Check one of the following:</i></b> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input checked="" type="checkbox"/> Goal Not Met (one-year goal)

**The data we use for Closing the Achievement Gap for our special education students are summative and formative assessments collected in class and MCA III/MTAS III Reading test scores for grades 5-8. Teachers meet weekly in PLCs, and one of the topics they discuss is student data and work. Teachers refer to the previous year’s MCA scores and look at different strand data and benchmark reports. This allows teachers to focus on which specific standards they might need to provide more support. We also use this data to decide which students must be placed in a team-taught reading class. This includes one general education teacher and one special education teacher. Teachers implement different support strategies and scaffolding to help students improve their reading proficiency. Middle school offers weekly homework club to students who have an IEP. Foundation classes have also been created to provide students with instruction on the fundamentals of reading and writing. Students in these classes will use Read 180 curriculum. The middle school offers summer school recovery classes. The middle school will use the DIBELS screener test at the beginning of the year to identify students who qualify for reading intervention. Students who have an IEP but do not have a reading goal as part of their plan are eligible for these services if they qualify.**

**All Students Career and College-Ready by Graduation**

Goal	Result	Goal Status
SPCA Upper School will implement curriculum supports and interventions in English, Math, Science, and Social Studies to increase the composite score from 25% to 25.5% on the 2023-2024 administration of the ACT test.	The ACT mean composite score for the 2023-2024 school year was 25.	<b><i>Check one of the following:</i></b> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input checked="" type="checkbox"/> Goal Not Met (one-year goal)

**ACT scores are used for the All Students Career and College-Ready by Graduation goal. St. Croix Prep’s strong, rigorous pre-college curriculum is used to measure ongoing success rates. Teachers are continuously working towards implementing a curriculum that prepares students for college. Within the parameters of course graduation requirements, Prep provides several AP courses for students throughout their high school years. This, and college acceptance data, helps drive conversations about identifying areas of focus within the division and different grade-level content areas and PLCs. PLCs discuss the ACT question format and use it in the classroom. Advisories focus time on ACT prep. The upper school has also restructured the science curriculum to address gaps.**

**All Students Graduate**

Goal	Result	Goal Status
The SCPA upper school will implement support and interventions to keep the graduation rate for the SCPA at least 90% for the class of 2024.	The 2023-2024 graduation rate was 95%.	<p><b><i>Check one of the following:</i></b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p>

**For the goal of All Students Graduate, we use the graduation rate of our 12th-grade students in June. We use different supports and interventions for upper school students to help them create a strong base for graduating on time. These include but are not limited to essay writing practice, workshops, service hours, resume building, college visit info sessions, interest inventory, and SAT/ACT prep. To ensure that students are on track to graduate, they have bi-weekly advisory meetings and the opportunity to work with the college counselor. Teachers meet as grade-level teams once a month and communicate with the college counselor about at-risk students. The school also has a credit recovery process through Northern Star. Students can complete different courses online on their own time. Through these strategies and weekly grade checks, teachers and administration can identify students at risk of not graduating on time. Some challenges we face in maintaining a high graduation rate are student attendance, academic gaps for new students, a history of not earning credit, which results in not being on track to graduate on time, missing credit requirements such as world language, and lack of academic mindset.**



*Lighting the path forward*

# St. Croix Preparatory Academy

2023 - 2024  
Financial Statement Audit

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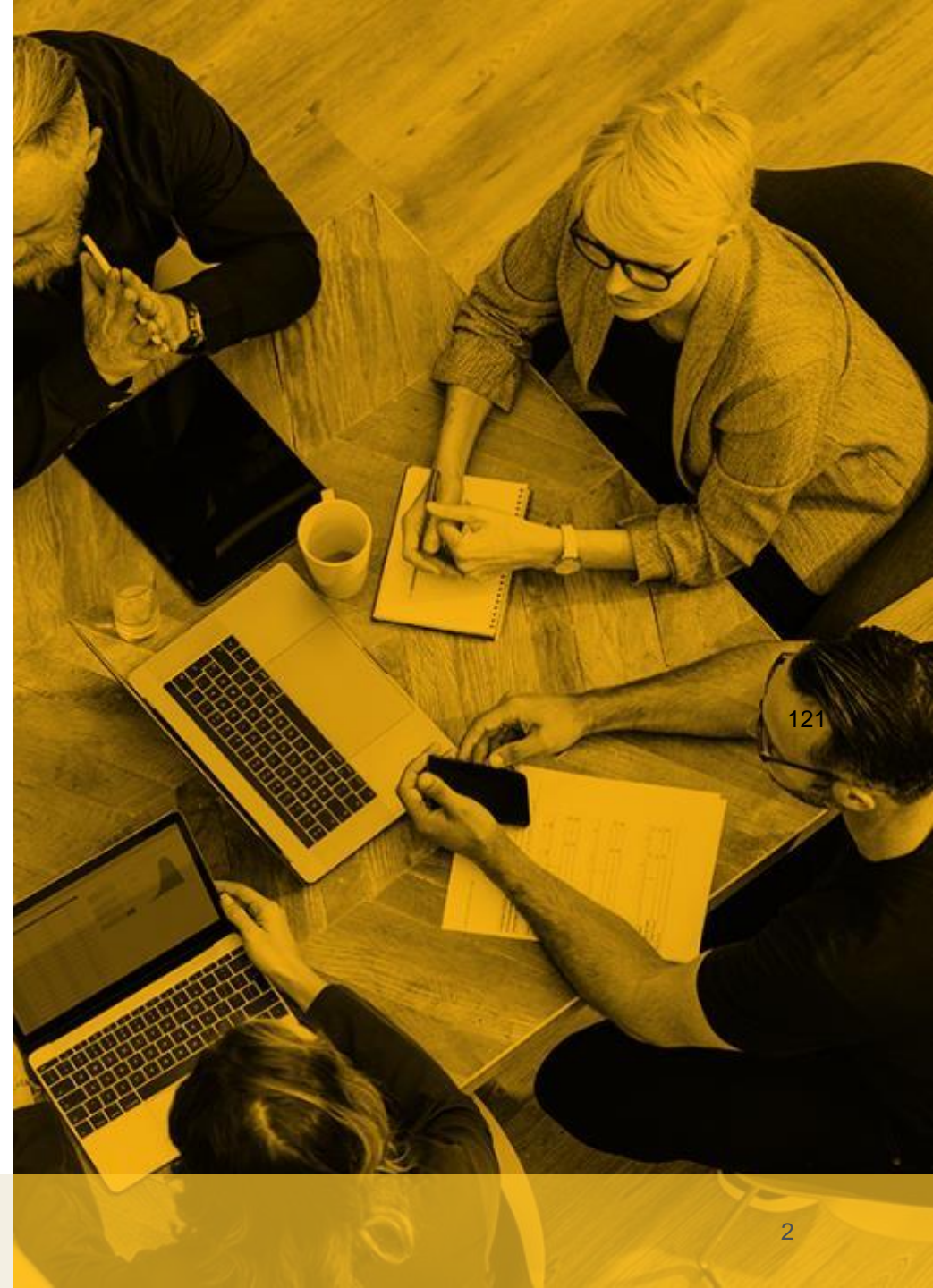




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# Introduction

- Audit Results
- General Fund Results
- Other Governmental Funds Results
- Key Performance Indicators



# Audit Results

**Auditor's Opinion**



Unmodified Opinion

**Minnesota Legal  
Compliance**



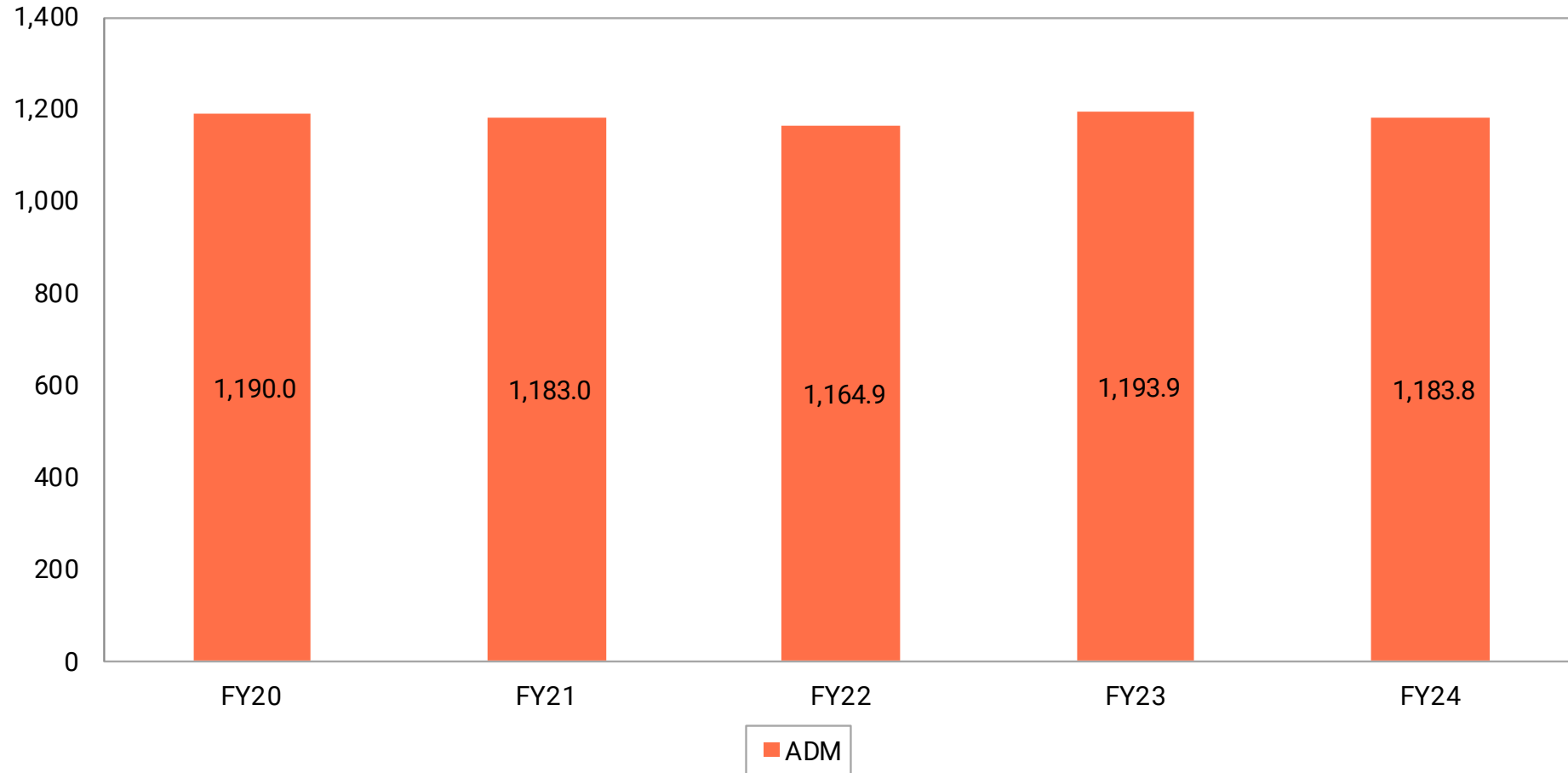
No instances of  
noncompliance

**Single Audit Report**



No instances of  
noncompliance with OMB  
Compliance Supplement  
requirements

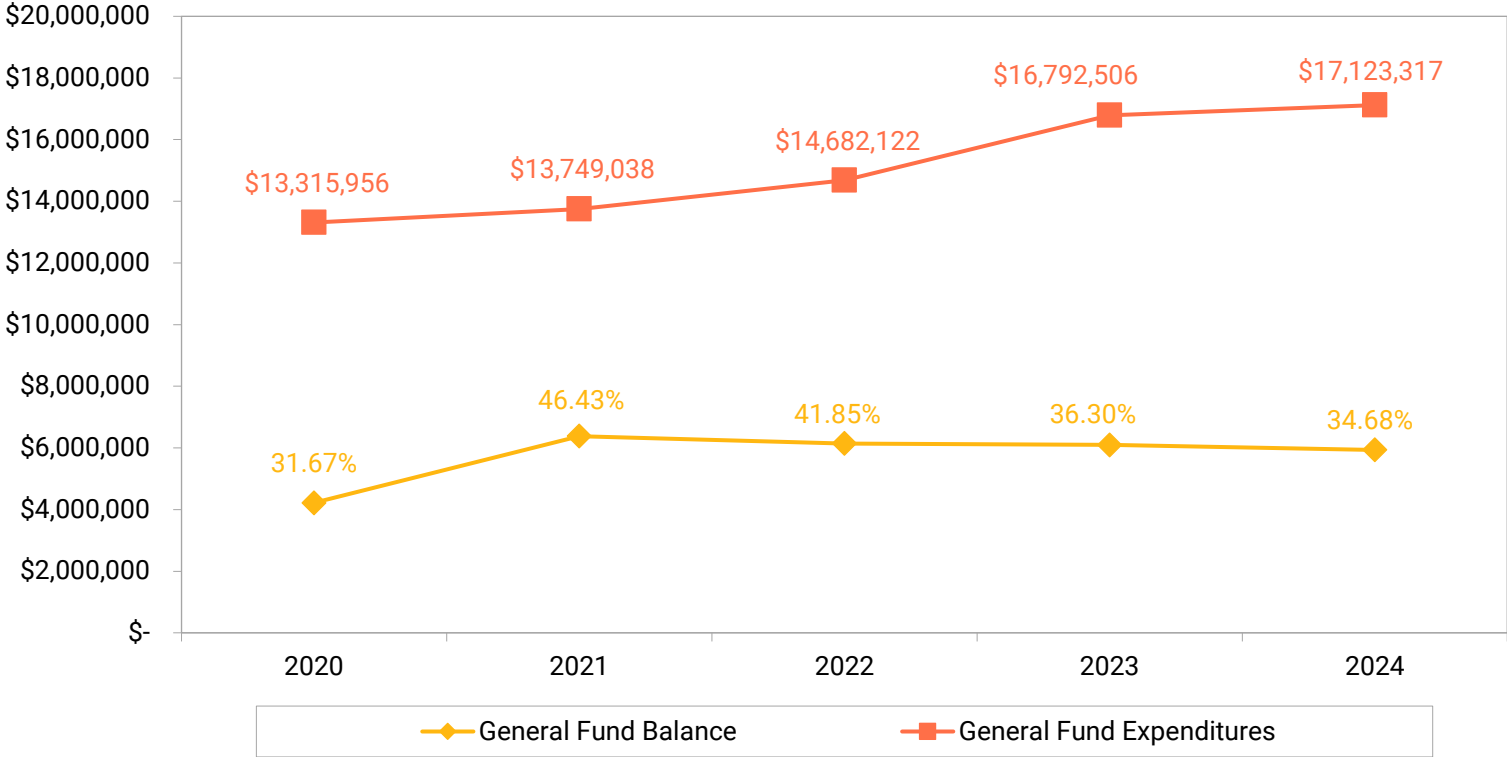
# Average Daily Membership



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# General Fund Compared to Expenditures

## Fund Balance Policy States 20 - 22% of Expenditures



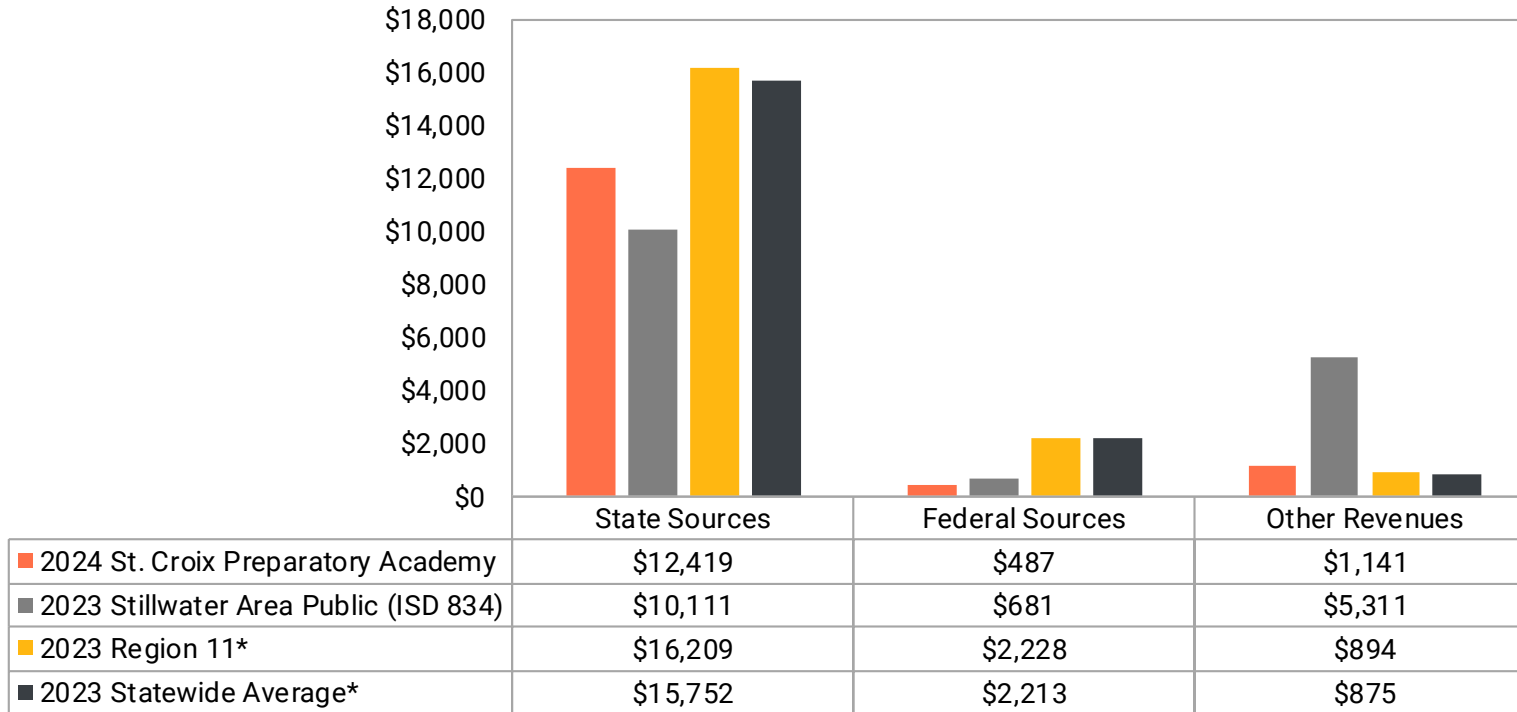
124

# General Fund Budget to Actual

	Final Budgeted Amount	Actual Amount	Variance with Final Budget
Revenues	\$ 16,531,251	\$ 16,628,760	\$ 97,509
Expenditures	<u>16,515,741</u>	<u>17,123,317</u>	<u>(607,576)</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>15,510</u>	<u>(494,557)</u>	<u>(510,067)</u>
Other Financing Sources (Uses)			
Finance purchase issued	-	337,745	337,745
Sale of capital assets	2,036	2,099	63
Total Other Financing Sources (Uses)	<u>2,036</u>	<u>339,844</u>	<u>337,808</u>
Net Change in Fund Balances	17,546	(154,713)	(172,259)
Fund Balances, July 1	<u>6,092,335</u>	<u>6,092,335</u>	<u>-</u>
Fund Balances, June 30	<u>\$ 6,109,881</u>	<u>\$ 5,937,622</u>	<u>\$ (172,259)</u>

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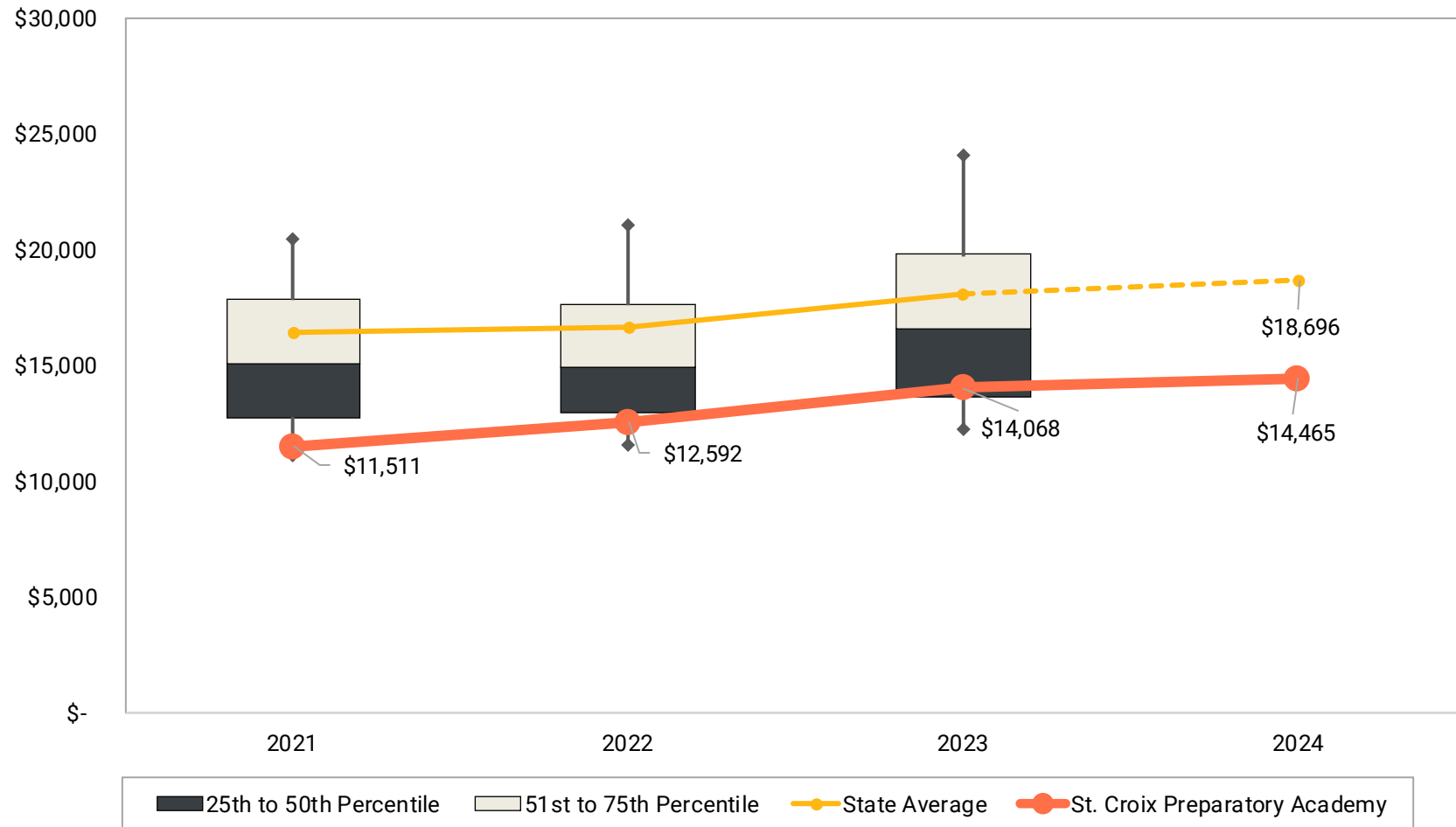
# General Fund Revenues per ADM



126

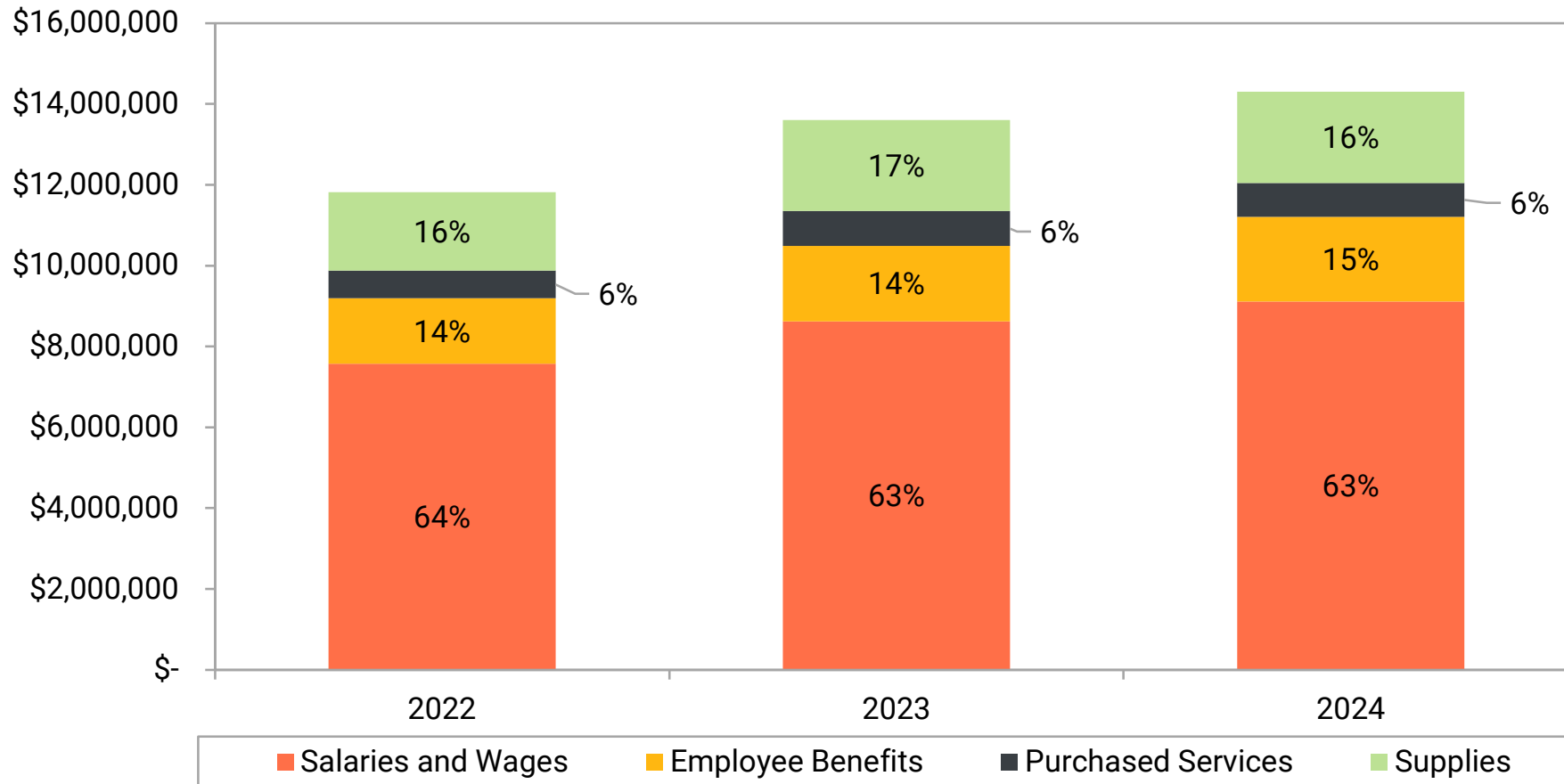
\* Information obtained from School District Profile reports published by the MDE

# General Fund Expenditures per ADM



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# General Fund Expenditures by Object Code



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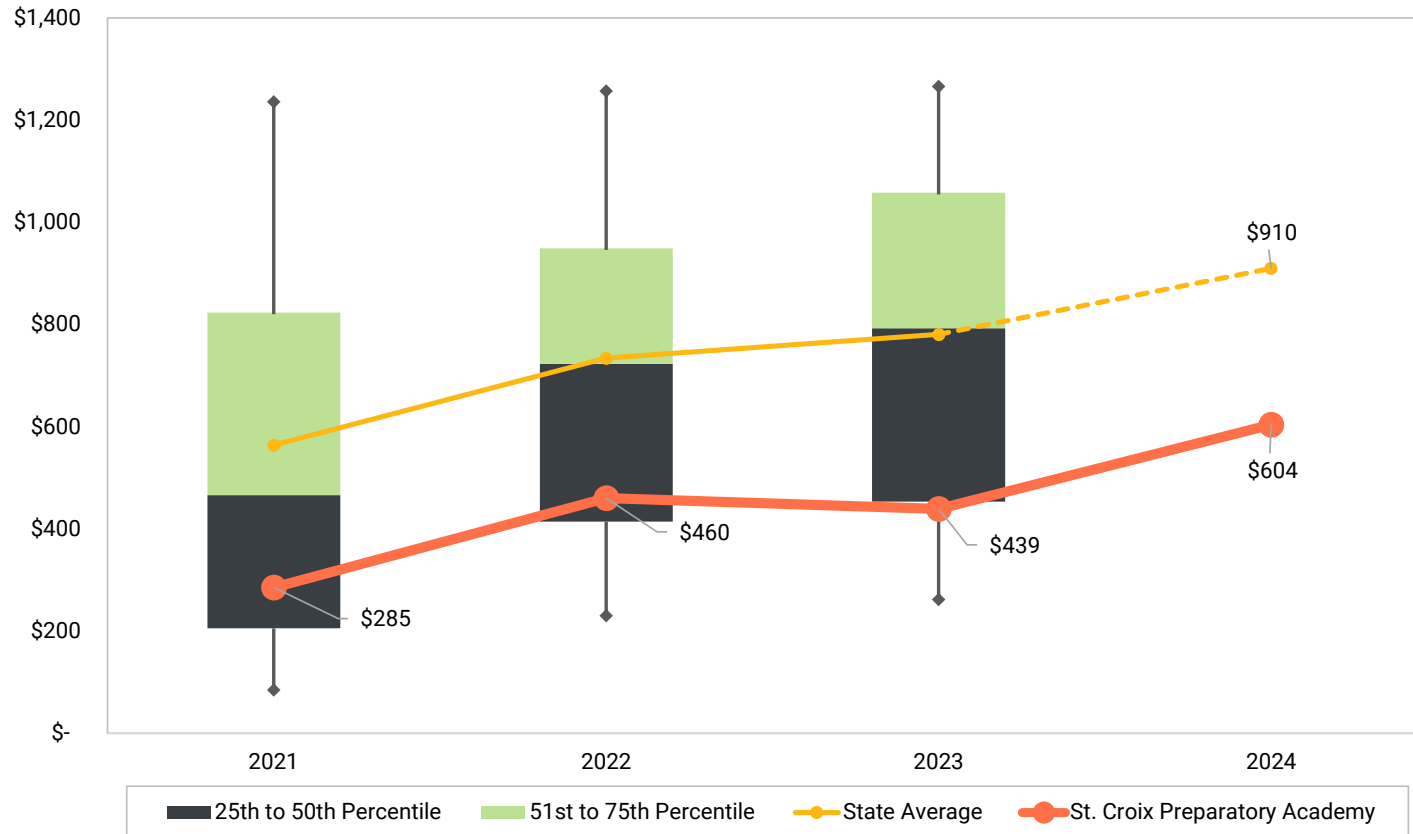


# Food Service Fund Budget to Actual

	Final Budgeted Amount	Actual Amount	Variance with Final Budget
Revenues	\$ 758,883	\$ 804,992	\$ 46,109
Expenditures	650,067	714,939	(64,872)
Net Change in Fund Balances	108,816	90,053	(18,763)
Fund Balances, July 1	436,373	436,373	-
Fund Balances, June 30	<u>\$ 545,189</u>	<u>\$ 526,426</u>	<u>\$ (18,763)</u>

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# Food Service Fund Expenditures per ADM Comparison



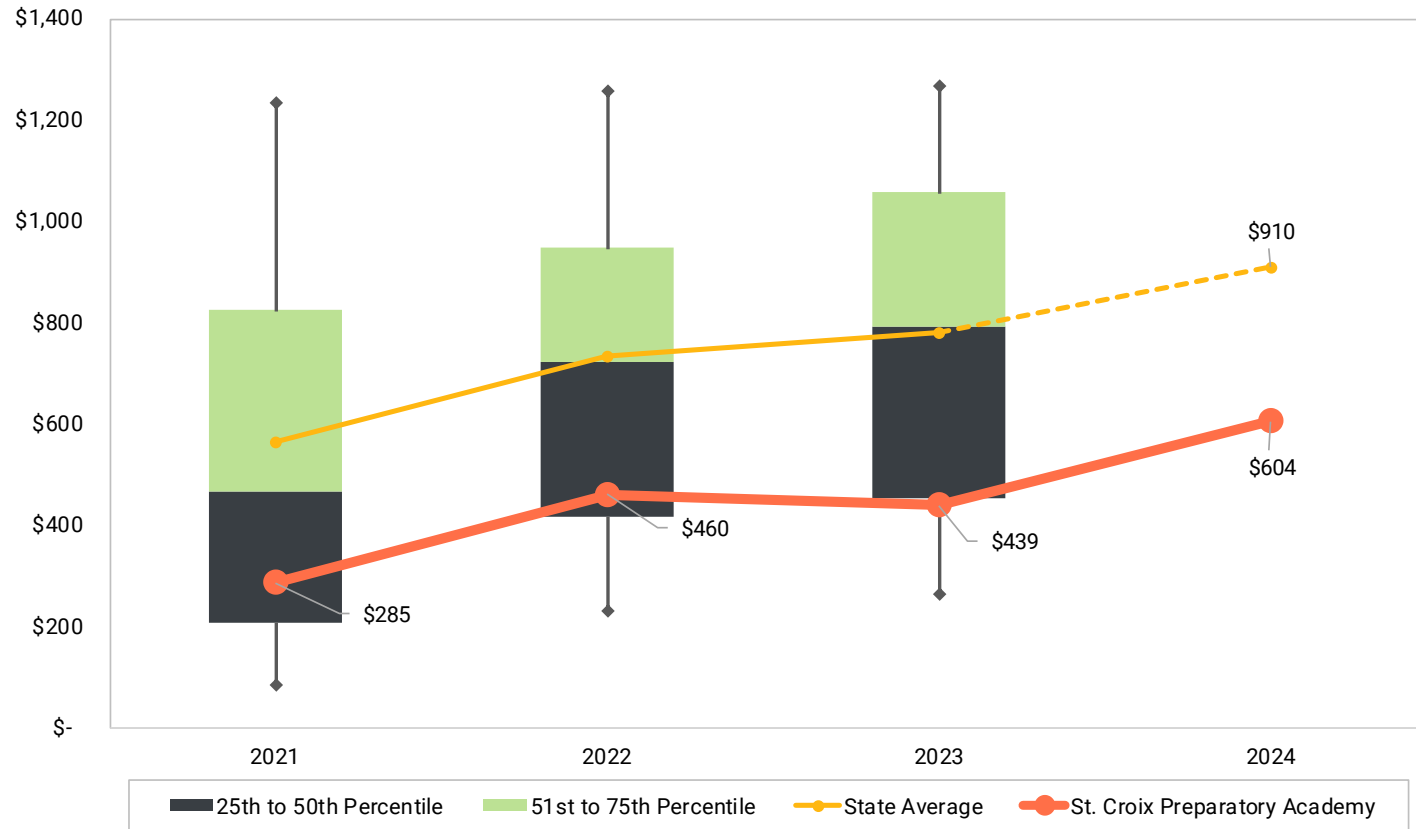
\* Percentile data and state average obtained from School District Profile reports published by the MDE

# Community Service Fund Budget to Actual

	Final Budgeted Amount	Actual Amount	Variance with Final Budget
Revenues	\$ 193,000	\$ 205,914	\$ 12,914
Expenditures	<u>181,500</u>	<u>223,813</u>	<u>(42,313)</u>
Net Change in Fund Balances	11,500	(17,899)	(29,399)
Fund Balances, July 1	<u>97,976</u>	<u>97,976</u>	<u>-</u>
Fund Balances, June 30	<u><u>\$ 109,476</u></u>	<u><u>\$ 80,077</u></u>	<u><u>\$ (29,399)</u></u>

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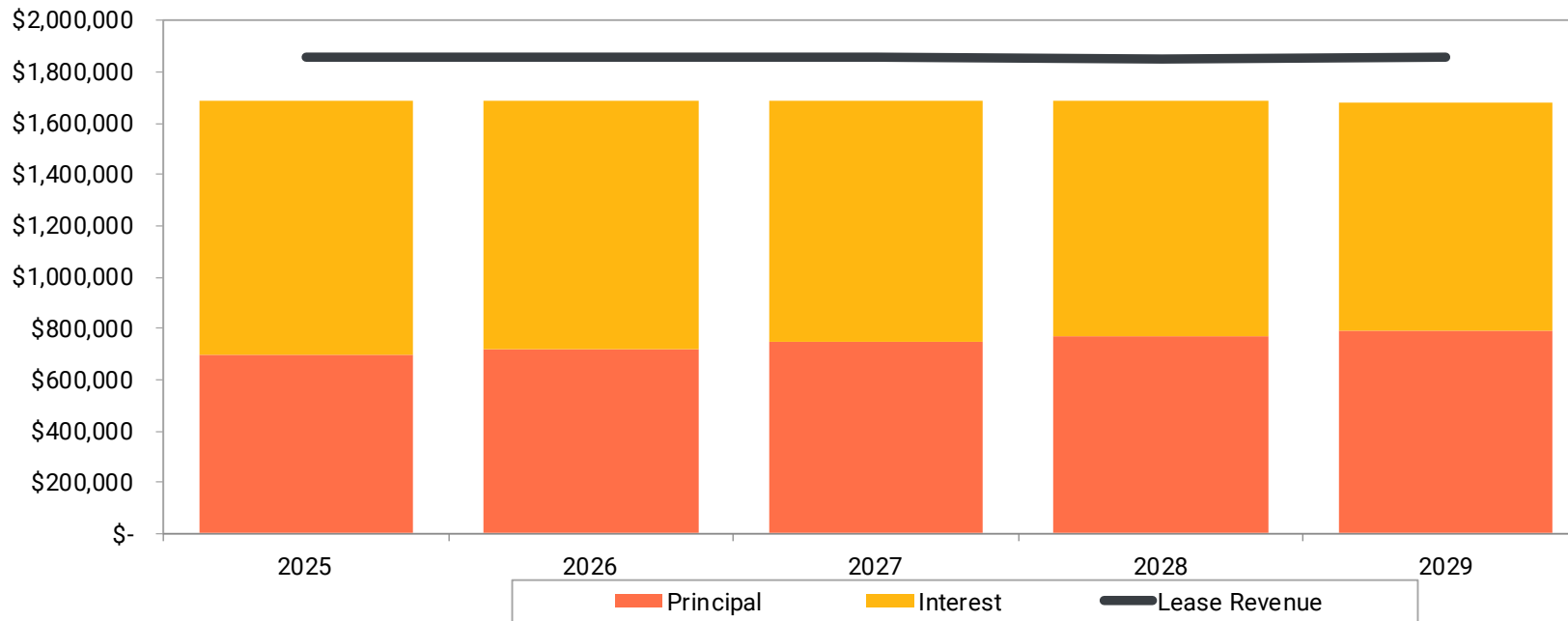
# Community Service Fund Expenditures per ADM Comparison



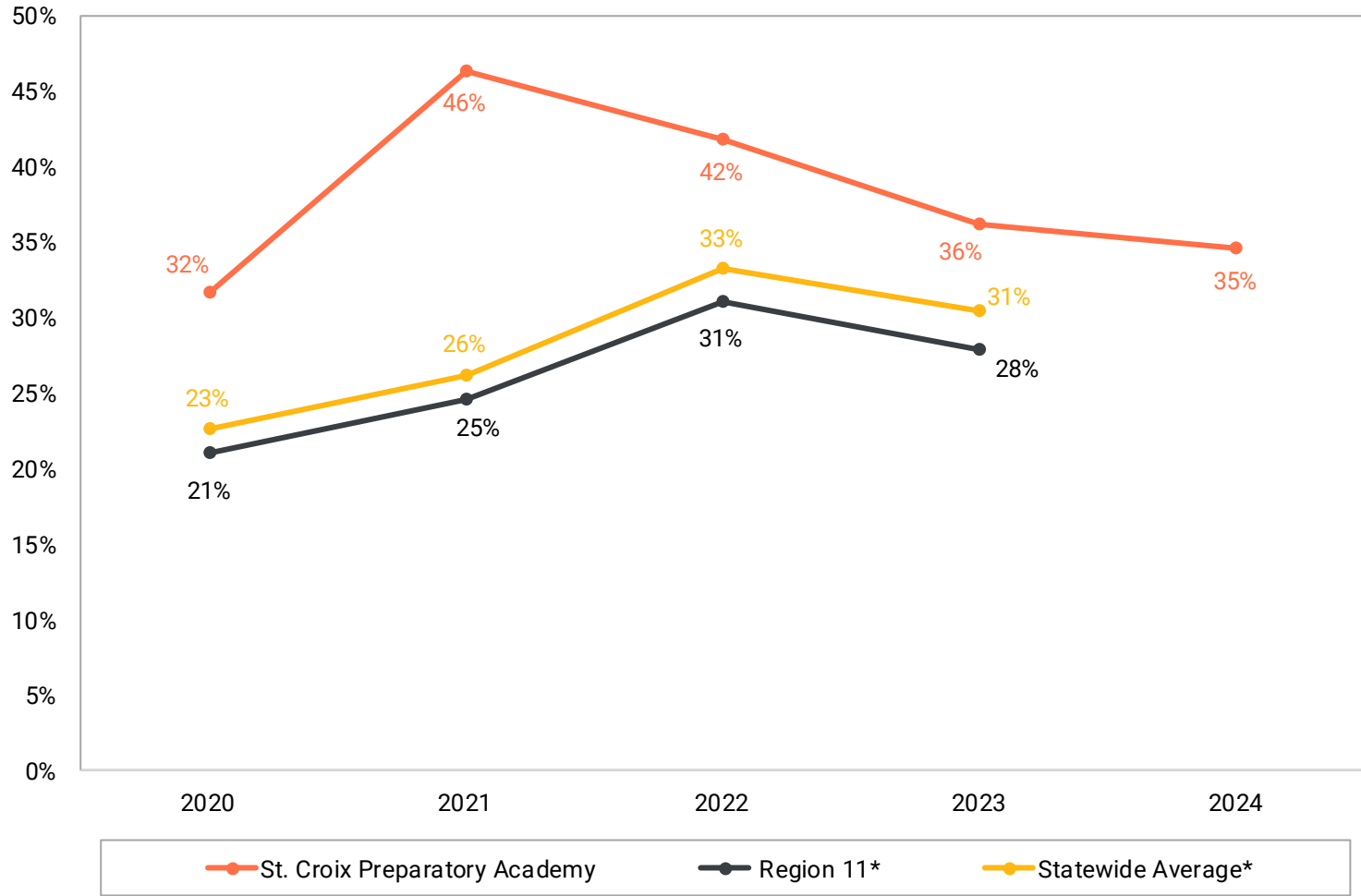
\* Percentile data and state average obtained from School District Profile reports published by the MDE

# Building Company Fund Balance and Bonds Compared to Lease Revenue

	Fund Balances June 30,		Change
	2024	2023	
Building Company	<u>\$ 3,694,154</u>	<u>\$ 3,676,354</u>	<u>\$ 17,800</u>



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# General Fund Fund Balances as a Percentage of Expenditures

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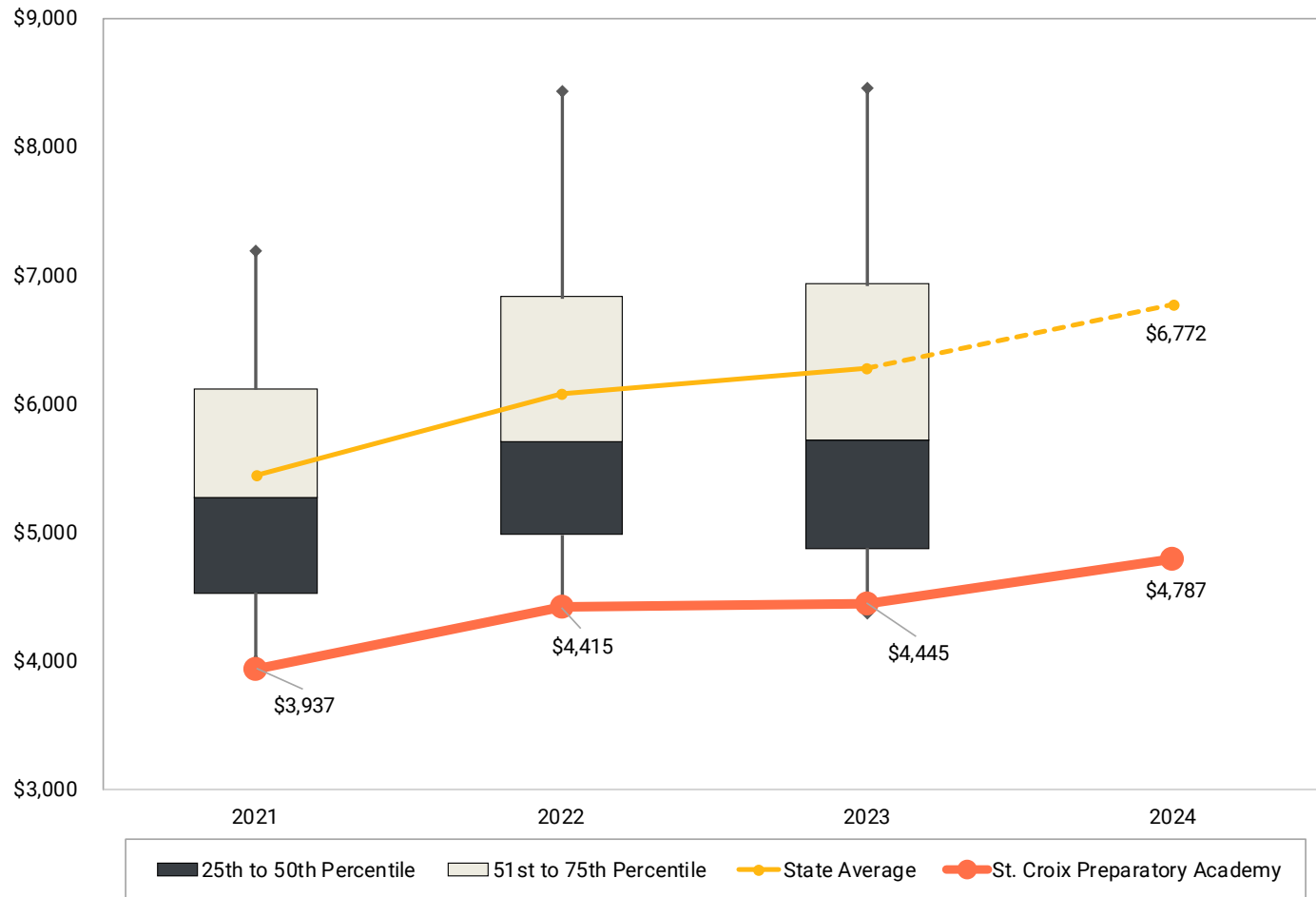
## Key Performance Indicators

\* Information obtained from School District Profile reports published by the MDE

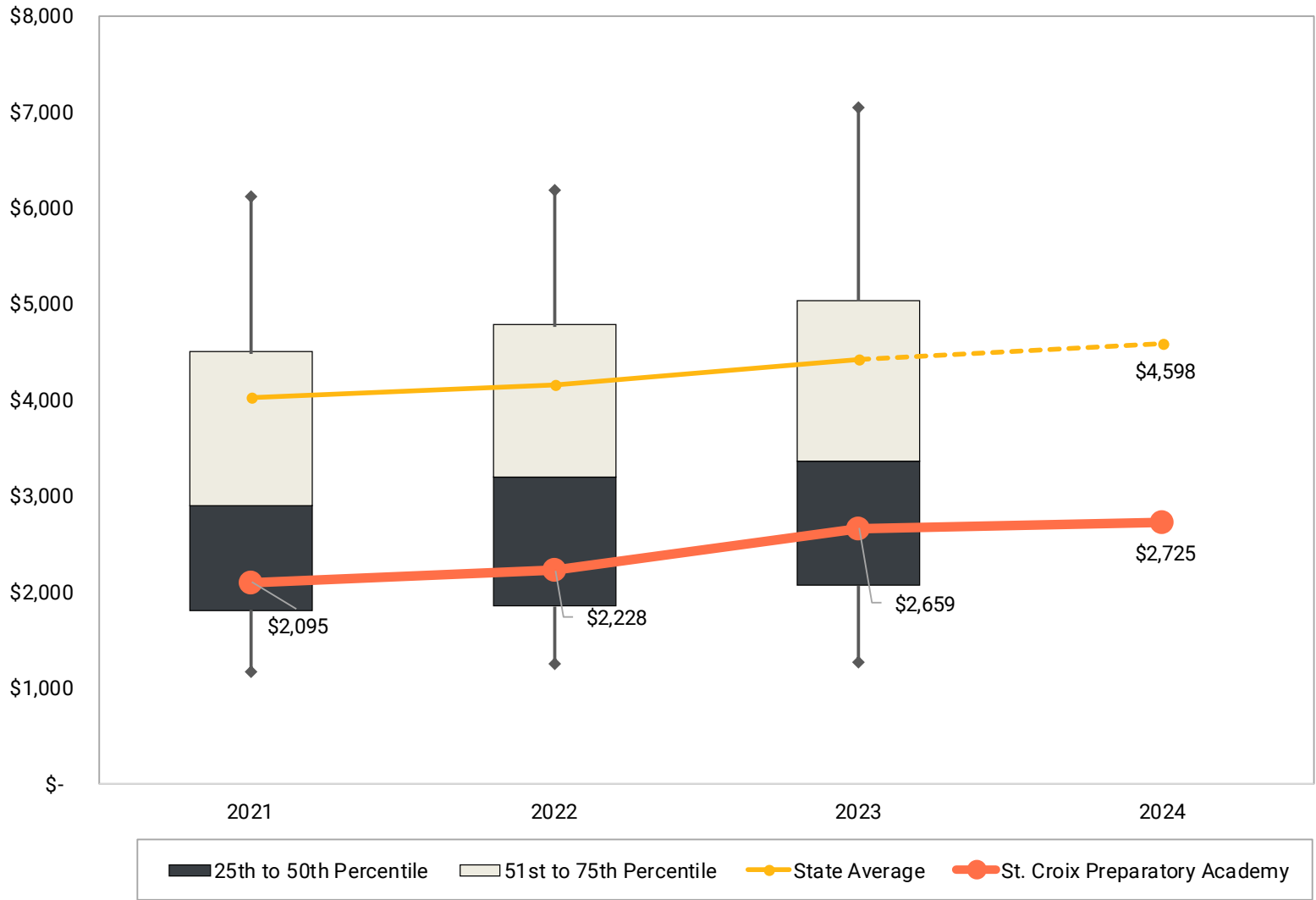
# Elementary and Secondary Regular Instruction per ADM

135

## Key Performance Indicators



\* Percentile data and state average obtained from School District Profile reports published by the MDE



\* Percentile data and state average obtained from School District Profile reports published by the MDE

# Special Education Expenditures per ADM

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## Key Performance Indicators



# Your Abdo Team



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# Executive Governance Summary

## St Croix Preparatory Academy

Stillwater, Minnesota

For the year ended June 30, 2024



### *Edina Office*

5201 Eden Avenue, Ste 250  
Edina, MN 55436  
P 952.835.9090

### *Mankato Office*

100 Warren Street, Ste 600  
Mankato, MN 56001  
P 507.625.2727

### *Scottsdale Office*

14500 N Northsight Blvd, Ste 233  
Scottsdale, AZ 85260  
P 480.864.5579

Management and Members of the School Board  
St Croix Preparatory Academy  
Stillwater, Minnesota

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the St Croix Preparatory Academy (the Charter School), Stillwater, Minnesota for the year ended June 30, 2024. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter dated September 5, 2024. Professional standards require that we provide you with the following information related to our audit.

### Significant Audit Findings

In planning and performing our audit of the financial statements, we considered the Charter School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter School's internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

### Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* or Minnesota statutes

## Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the Charter School are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies were not changed during the year ended June 30, 2024. We noted no transactions entered into by the Charter School during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the schedules were as follows:

- Management's estimate of capital asset basis is based on estimated historical cost of the capital assets and depreciation is based on the estimated useful lives of capital assets.
- Management's estimate of amounts receivable from the Minnesota Department of Education are based on pupil unit data provided by MDE.
- Management's estimate of its pension liability is based on several factors including, but not limited to, anticipated investment return rate, retirement age for active employees, life expectancy, salary increases, and form of annuity payment upon retirement. We evaluated the key factors and assumptions used to develop this estimate in determining that it is reasonable in relation to the schedules taken as a whole.
- Management's estimates of its lease liability and intangible right to use assets are based on several factors including, but not limited to, a discount rate based on the Charter School's estimated incremental borrowing rate.

We evaluated the key factors and assumptions used to develop depreciation and the state receivable in determining that it is reasonable in relation to the financial statements taken as a whole. The disclosures in the financial statements are neutral, consistent, and clear. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users.

## Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

## Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements with the exception of adjusting accounts payable and recording an expense. Management has determined that the effect is immaterial, both individually and in the aggregate, to the financial statements taken as a whole. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to each opinion unit's financial statements taken as a whole.

## Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.



## **Management Representations**

We have requested certain representations from management that are included in the management representations letter dated October 28, 2024.

## **Management Consultations with Other Independent Accountants**

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a “second opinion” on certain situations. If a consultation involves application of an accounting principle to the Charter School’s financial statements or a determination of the type of auditor’s opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

## **Other Audit Findings or Issues**

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Charter School’s auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

## **Other Matters**

We applied certain limited procedures to the required supplementary information (RSI) (Management’s Discussion and Analysis, the Schedules of Employer’s Share of the Net Pension Liability and the Schedules of Employer Contributions), which is information that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management’s responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

We were engaged to report on the supplementary information (individual fund financial schedules, tables and schedule of federal awards, which accompany the financial statements but are not RSI. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

We were not engaged to report on the introductory section, which accompanies the financial statements but is not RSI. We did not audit or perform other procedures on this other information and we do not express an opinion or provide any assurance on it.

## **Other Audit Findings or Issues**

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management prior to retention as the Charter School’s auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.



## Future Accounting Standard Changes

The following Governmental Accounting Standards Board (GASB) Statements have been issued and may have an impact on future Charter School financial statements:

**GASB Statement No. 101** - *Compensated Absences* *Effective: 06/30/2025*

**GASB Statement No. 102** - *Certain Risk Disclosures* *Effective: 06/30/2025*

**GASB Statement No. 103** - *Financial Reporting Model Improvements* *Effective: 06/30/2026*

Further information on upcoming [GASB pronouncements](#).

\* \* \* \*

## Restriction on Use

This communication is intended solely for the information and use of the members of the School Board, management and others within the administration of the Charter School, federal awarding agencies and the Minnesota Department of Education, and is not intended to be and should not be used by anyone other than these specified parties.

The comments and recommendations in the report are purely constructive in nature, and should be read in this context. Our audit would not necessarily disclose all weaknesses in the system because it was based on selected tests of the accounting records and related data.

If you have any questions or wish to discuss any of the items contained in this letter, please feel free to contact us at your convenience. We wish to thank you for the opportunity to be of service and for the courtesy and cooperation extended to us by your staff.



**Abdo**  
Minneapolis, Minnesota  
October 28, 2024



# **ANNUAL FINANCIAL REPORT**

ST. CROIX PREPARATORY ACADEMY  
STILLWATER, MINNESOTA

FOR THE YEAR ENDED  
JUNE 30, 2024

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 Stillwater, Minnesota  
 Annual Financial Report  
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 For the Year Ended June 30, 2024

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Stillwater, Minnesota  
Annual Financial Report  
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INTRODUCTORY SECTION  
ST CROIX PREPATORY ACADEMY  
STILLWATER, MINNESOTA

FOR THE YEAR ENDED  
JUNE 30, 2024

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St Croix Preparatory Academy  
 Stillwater, Minnesota  
 Board of Education and Administration  
 For the Year Ended June 30, 2024

**School Board**

Name	Position
Bob Hajlo	Chairperson
Nicole Donnay	Vice Chairperson
Deb Keyes	Member
Angela Galati	Member
Rita Thorson	Member
Kristen Denzer	Member
Terri Gulbrandson	Member
Matt Stiles	Member
Jeff Johnson	Member

**Building Company Board**

Kristine Fisher	Director
Kelly Gutierrez	Treasurer
Dan Mehls	Chair
Bill Blotske	Secretary

**Advisory Board**

Jon Gutierrez	Executive Director
Kelly Gutierrez	Executive Director - Finance and Operations
Joann Karetov	Lower School Principal
Amy Kleinbeohl	Middle School Principal
Andrew Sachariason	Upper School Principal
Peggy Rosell	Director of Student Support Services

**Administration**

Jon Gutierrez	Executive Director
Kelly Gutierrez	Executive Director - Finance and Operations

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FINANCIAL SECTION  
ST CROIX PREPATORY ACADEMY  
STILLWATER, MINNESOTA

FOR THE YEAR ENDED  
JUNE 30, 2024

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## INDEPENDENT AUDITOR'S REPORT

Board of Education  
St Croix Preparatory Academy  
Stillwater, Minnesota

### Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of St Croix Preparatory Academy (the Charter School), Stillwater, Minnesota as of June 30, 2024 and the related notes to the financial statements, which collectively comprise the Charter School's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Charter School as of June 30, 2024, and the respective changes in financial position and the budgetary comparison for the General fund for the year then ended in conformity with accounting principles generally accepted in the United States of America.

### Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Charter School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

### Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Charter School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

## Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Charter School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

### Other Matters

#### ***Required Supplementary Information***

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis starting on page 15 and the Schedules of Employer's Share of the Net Pension Liability and the Schedules of Employer's Contributions on page 62 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedure to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.



## **Supplementary Information**

Our audit was conducted for the purpose of forming opinion on the financial statements that collectively comprise the Charter School's basic financial statements. The individual fund schedules, table and the Schedule of Expenditures of Federal Awards as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and related directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the individual fund schedules, table and Schedule of Expenditures of Federal Awards are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

## **Other Information**

Management is responsible for the other information in the annual report. The other information comprises the introductory section but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statement do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

## **Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated October 28, 2024 on our consideration of the Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School's internal control over financial reporting and compliance.



**Abdo**  
Minneapolis, Minneapolis  
October 28, 2024



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## **Management's Discussion and Analysis**

As management of the St Croix Preparatory Academy, (the Charter School), Stillwater, Minnesota, we offer readers of the Charter School's financial statements this narrative overview and analysis of the financial activities of the Charter School for the fiscal year ended June 30, 2024.

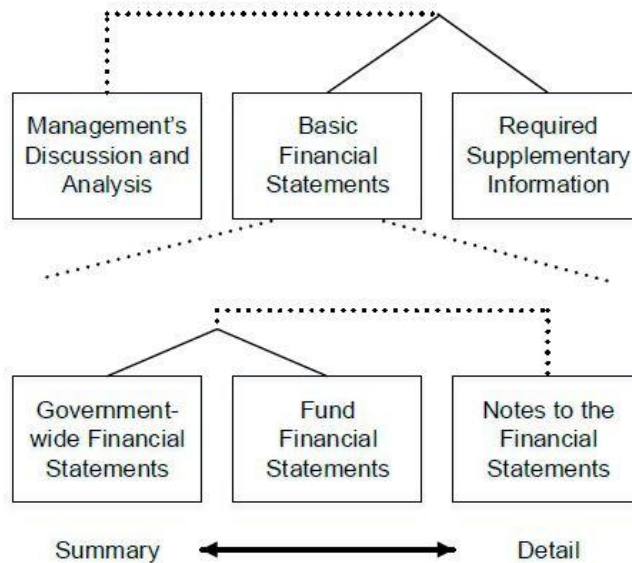
### **Financial Highlights**

- The liabilities and deferred inflows of resources of the Charter School exceeded its assets and deferred outflows of resources at the close of the most recent fiscal year as shown in the summary of net position on the following pages.
- The Charter School's total net position decreased as shown in the summary of changes in net position on the following pages. This was primarily a result of changes relating to the Charter School's net pension liability and increases to salaries and benefits expenses.
- As of the close of the current fiscal year, the Charter School's governmental fund balances are shown in the Financial Analysis of the Charter School's funds section of the MD&A. The total fund balance decreased in comparison with the prior year. The decrease can be attributed to salary expenditures in excess of budget. This overage is result of the school deferring a Foundation grant from FY24 to FY25.
- At the end of the current fiscal year, unassigned fund balance for the General fund, as shown in the financial analysis of the Charter School's funds section, decreased from the prior year.
- The Charter Schools long-term liabilities decreased during the current year due to a new finance purchase issues, offset by the regularly scheduled debt payments, lease purchase repayments, and lease payable repayments.

**Overview of the Financial Statements**

This discussion and analysis is intended to serve as an introduction to the School’s basic financial statements. The Charter School’s basic financial statements are comprised of three components: 1) Government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other required supplemental information in addition to the basic financial statements themselves. The following chart shows how the various parts of this annual report are arranged and related to one another:

**Organization of St Croix Preparatory Academy’s Annual Financial Report**



The following chart summarizes the major features of the Charter School’s financial statements, including the portion of the Charter School’s activities they cover and the types of information they contain. The remainder of this overview section of management’s discussion and analysis highlights the structure and contents of each of the statements:

**Major Features of the Government-wide and Fund Financial Statements**

	<b>Government-wide Statements</b>	<b>Fund Financial Statements</b> <b>Governmental Funds</b>
Scope	Entire Charter School (except fiduciary funds)	The activities of the Charter School that are not fiduciary, such as special education and building maintenance
Required financial statements	<ul style="list-style-type: none"> <li>• Statement of Net Position</li> <li>• Statement of Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Balance Sheet</li> <li>• Statement of Revenues, Expenditures, and Changes in Fund Balances</li> </ul>
Accounting basis and measurement focus	Accrual accounting and economic resources focus	Modified accrual accounting and current financial focus
Type of asset/liability information	All assets and liabilities, both financial and capital, short-term and long-term	Generally assets expected to be used up and liabilities that come due during the year or soon thereafter; no capital assets or long-term liabilities included
Type of deferred outflows/inflows of resources information	All deferred outflows/inflows of resources, regardless of when cash is received or paid	Only deferred outflows of resources expected to be used up and deferred inflows of resources that come due during the year or soon thereafter; no capital assets included
Type of in flow/out flow information	All revenues and expenses during year, regardless of when cash is received or paid	Revenues for which cash is received during or soon after the end of the year; expenditures when goods or services have been received and the related liability is due and payable



**Government-wide Financial Statements.** The government-wide financial statements are designed to provide readers with a broad overview of the Charter School's finances, in a manner similar to a private-sector business.

The *statement of net position* presents information on all of the Charter School's assets, deferred inflows of resources, liabilities and deferred outflows of resources, with the difference reported as *net position*. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the Charter School is improving or deteriorating.

The *statement of activities* presents information showing how the Charter School's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, *regardless of the timing of related cash flows*. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements display functions of the Charter School that are principally supported by intergovernmental revenues (*governmental activities*). The governmental activities of the Charter School include administration, district support services, elementary and secondary regular instruction, special education instruction, instructional support services, pupil support services, sites and buildings, fiscal and other fixed cost programs, food service, building organization and interest and fiscal charges on long term debt.

The government-wide financial statements start on page 28 of this report.

**Fund Financial Statements.** A *fund* is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The Charter School, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

**Governmental Funds.** *Governmental funds* are used to account for essentially the same functions reported as *governmental activities* in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on *near-term inflows and outflows of spendable resources*, as well as on *balances of spendable resources* available at the end of the fiscal year. Such information may be useful in evaluating the Charter School's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for *governmental funds* with similar information presented for *governmental activities* in the government-wide financial statements. By doing so, readers may better understand the long-term impact by the Charter School's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures and changes in fund balances provide a reconciliation to facilitate this comparison between *governmental funds* and *governmental activities*.

The Charter School maintains four individual governmental funds. Information is presented separately in the governmental fund balance sheet and in the governmental fund statement of revenues, expenditures and changes in fund balances for the General fund and the Building Company funds, both of which are considered to be major funds. Data from the other two (Food Service and Community Service special revenue funds) are combined into a single, aggregated presentation. Individual data for each of these nonmajor funds is provided in the form of *combining statements* elsewhere in this report.

The Charter School adopts an annual appropriated budget for its General fund, Food Service fund, and Community Service fund. A budgetary comparison statement has been provided for all three funds to demonstrate compliance with this budgets.

The basic governmental fund financial statements start on page 32 of this report.

**Notes to the Financial Statements.** The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements. The notes to the financial statements start on page 37 of this report.

**Required Supplementary Information.** In addition to the basic financial statements and accompanying notes, this report also presents certain required supplementary information concerning the Charter School’s progress in funding its obligation to provide pension benefits to its employees. Required supplementary information can be found starting on page 62 of this report.

**Other Information.** The combining statements referred to earlier in connection with nonmajor governmental funds are presented immediately following the notes to the financial statements. Combining fund financial statements and table start on page 70 of this report.

**Government-wide Financial Analysis**

As noted earlier, net position may serve over time as a useful indicator of a government’s financial position. In the case of the Charter School, liabilities and deferred inflows of resources exceeded assets and deferred outflows of resources as shown in the summary of net position below at the close of the most recent fiscal year.

**St Croix Preparatory Academy’s Net Position**

	Governmental Activities		
	2024	2023	Increase (Decrease)
<b>Assets</b>			
Current and other assets	\$ 11,092,648	\$ 11,523,626	\$ (430,978)
Capital assets	22,535,141	23,030,080	(494,939)
<b>Total Assets</b>	<u>33,627,789</u>	<u>34,553,706</u>	<u>(925,917)</u>
<b>Deferred Outflows of Resources</b>			
Deferred pension resources	2,166,089	3,348,865	(1,182,776)
Deferred loss on refunding of debt	576,793	601,871	(25,078)
<b>Total Deferred Outflows of Resources</b>	<u>2,742,882</u>	<u>3,950,736</u>	<u>(1,207,854)</u>
<b>Liabilities</b>			
Current and other liabilities	1,273,010	1,647,915	(374,905)
Noncurrent liabilities	35,135,643	35,374,331	(238,688)
<b>Total Liabilities</b>	<u>36,408,653</u>	<u>37,022,246</u>	<u>(613,593)</u>
<b>Deferred Inflows of Resources</b>			
Deferred pension resources	638,224	1,683,748	(1,045,524)
<b>Net Position</b>			
Net investment in capital assets	129,609	(486,809)	616,418
Restricted	992,581	1,768,998	(776,417)
Unrestricted	(1,798,396)	(1,483,741)	(314,655)
<b>Total Net Position</b>	<u>\$ (676,206)</u>	<u>\$ (201,552)</u>	<u>\$ (474,654)</u>
<b>Net Position as a Percent of Total</b>			
Net investment in capital assets	19.2 %	(241.5) %	
Restricted	146.8	877.7	
Unrestricted	(266.0)	(736.2)	
<b>Total</b>	<u>(100.0) %</u>	<u>(100.0) %</u>	

A portion of the Charter School’s net position reflects its net investment in capital assets. The Charter School uses these capital assets to provide services to students; consequently, these assets are not available for future spending. Although the Charter School’s net investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities. At the end of the current fiscal year, the Charter School reports a negative balance in the unrestricted and net investment in capital asset category of net position, and a positive balance in the restricted category.

**Governmental Activities.** Governmental activities decreased the Charter School’s net position as shown below in the summary of changes in net position. Key elements of this decrease are shown in the table below.

### St Croix Preparatory Academy’s Changes in Net Position

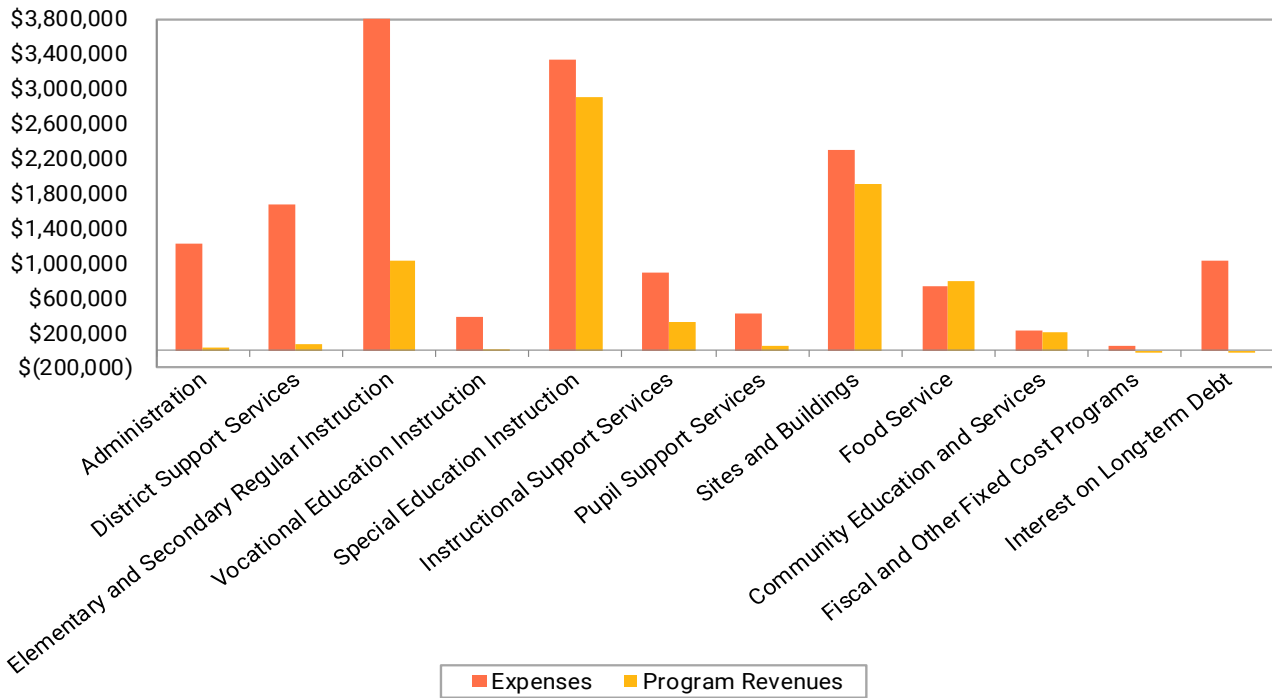
	Governmental Activities		
	2024	2023	Increase (Decrease)
Revenues			
Program revenues			
Charges for services	\$ 849,836	\$ 1,191,848	\$ (342,012)
Operating grants and contributions	6,521,801	5,004,403	1,517,398
General revenues			
State aid-formula grants	9,559,574	9,774,514	(214,940)
Other general revenues	621,814	1,201,419	(579,605)
Gain on sale of assets	2,099	-	2,099
Unrestricted investment earnings	297,859	223,005	74,854
Total Revenues	<u>17,852,983</u>	<u>17,395,189</u>	<u>457,794</u>
Expenses			
Administration	1,226,996	1,007,587	219,409
District support services	1,686,596	1,628,533	58,063
Elementary and secondary regular instruction	5,999,463	4,664,416	1,335,047
Vocational instruction	393,164	1,538	391,626
Special education instruction	3,347,388	2,770,442	576,946
Instructional support services	889,148	665,954	223,194
Pupil support services	434,340	284,134	150,206
Sites and buildings	2,300,578	2,229,031	71,547
Fiscal and other fixed cost programs	54,793	49,313	5,480
Food service	729,811	539,607	190,204
Community service	225,632	180,528	45,104
Interest on long-term debt	1,039,728	1,047,995	(8,267)
Total Expenses	<u>18,327,637</u>	<u>15,069,078</u>	<u>3,258,559</u>
Change in Net Position	(474,654)	2,326,111	(2,800,765)
Net Position, July 1	<u>(201,552)</u>	<u>(2,527,663)</u>	<u>2,326,111</u>
Net Position, June 30	<u>\$ (676,206)</u>	<u>\$ (201,552)</u>	<u>\$ (474,654)</u>

At the end of the current fiscal year the Charter School experienced an increase in both revenue and expenses.

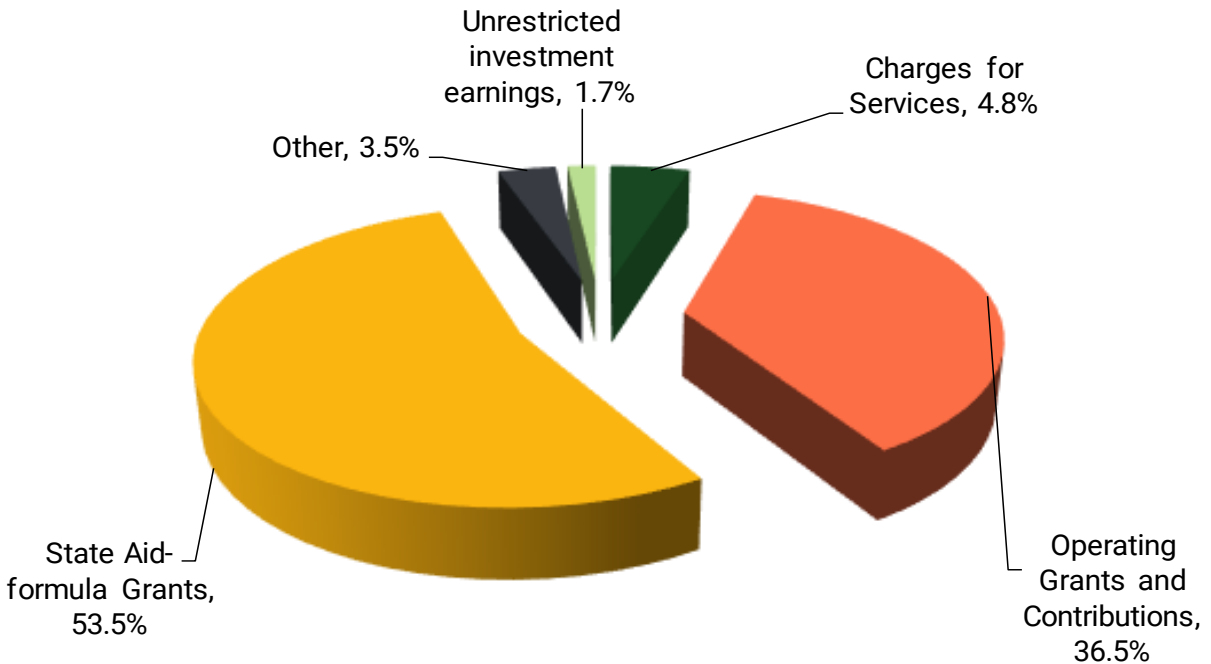
- Total revenues increased \$457,821 mainly due to an increase in operating grants and contributions and investment earnings.
- Total expenses increased \$3,262,777 and can be attributed to increased salaries and benefits expenses primarily in the regular instruction and special education.

The following graph depicts various governmental activities and shows the revenues and expenses directly related to those activities.

### Expenses and Program Revenues - Governmental Activities



### Revenues by Source - Governmental Activities



## Financial Analysis of the Government's Funds

As noted earlier, the Charter School uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

**Governmental Funds.** The focus of the Charter School's governmental funds is to provide information on near-term inflows, outflows and balances of spendable resources. Such information is useful in assessing the Charter School's financing requirements. In particular, unassigned fund balance may serve as a useful measure of a government's net resources available for spending at the end of the fiscal year. The table below outlines the governmental fund balances for the year ending June 30, 2024.

	General	Building Company	Other Governmental Funds	Total	Prior Year Total	Increase/Decrease
Fund Balances						
Nonspendable	\$ 91,765	\$ -	\$ 14,052	\$ 105,817	\$ 152,473	\$ (46,656)
Restricted for						
Debt service/construction	-	3,694,154	-	3,694,154	3,675,181	18,973
Food service	-	-	512,374	512,374	424,804	87,570
Student Activities	1,469	-	-	1,469	1,469	-
Community service	-	-	80,077	80,077	97,978	(17,901)
Assigned for						
Development - General	15,338	-	-	15,338	15,378	(40)
Educational Travel	3,213	-	-	3,213	6,450	(3,237)
Prom	2,113	-	-	2,113	-	2,113
Fundraising - Wishlist	500	-	-	500	437	63
Wellness	3,850	-	-	3,850	-	3,850
Extracurriculars	132,052	-	-	132,052	115,954	16,098
Fruit fundraising	10,421	-	-	10,421	9,040	1,381
Unassigned	5,676,901	-	-	5,676,901	5,803,874	(126,973)
<b>Total Fund Balances</b>	<b>\$ 5,937,622</b>	<b>\$ 3,694,154</b>	<b>\$ 606,503</b>	<b>\$ 10,238,279</b>	<b>\$ 10,303,038</b>	<b>\$ (64,759)</b>

As of the close of the current fiscal year, the Charter School's governmental funds reported combined ending fund balances shown above. Additional information on the Charter School's fund balances can be found in Note 1 starting on page 35 of this report.

The General fund is the chief operating fund of the Charter School. At the end of the current year, the fund balance of the General fund is shown in the table above. As a measure of the General fund's liquidity, it may be useful to compare both unassigned fund balance and total fund balance to total fund expenditures. The total unassigned fund balance as a percent of total fund expenditures is shown in the chart below along with total fund balance as a percent of total expenditures.

	Current Year Ending Balance	Prior Year Ending Balance	Increase / (Decrease)
General Fund Fund Balances			
Nonspendable	\$ 91,765	\$ 139,731	\$ (47,966)
Restricted	1,469	1,469	-
Assigned	167,487	147,261	20,226
Unassigned	5,676,901	5,803,874	(126,973)
<b>Totals</b>	<b>\$ 5,937,622</b>	<b>\$ 6,092,335</b>	<b>\$ (154,713)</b>
General fund expenditures	\$ 17,123,317	\$ 16,792,506	
Unassigned as a percent of expenditures	33.2%	34.6%	
Total fund balance as a percent of expenditures	34.7%	36.3%	

The fund balance of the Charter School's General fund decreased during the current fiscal year as shown in the table above. The decrease in fund balance was due to total expenditures being more than budgeted, primarily related to capital purchases in the instructional support program.

## Other Major Funds

	June 30, 2024	June 30, 2023	Increase (Decrease)
Building Company	<u>\$ 3,694,154</u>	<u>\$ 3,676,354</u>	<u>\$ 17,800</u>
<i>The ending fund balance increased during the year mainly due to revenues in excess of lease payments during the current fiscal year.</i>			

## General Fund Budgetary Highlights

	Original Budgeted Amounts	Budget Amendments	Final Budgeted Amounts	Actual Amounts	Variance With Final Budget
Revenues	\$ 16,443,069	\$ 88,182	\$ 16,531,251	\$ 16,628,760	\$ 97,509
Expenditures	<u>16,388,260</u>	<u>127,481</u>	<u>16,515,741</u>	<u>17,123,317</u>	<u>607,576</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>54,809</u>	<u>(39,299)</u>	<u>15,510</u>	<u>(494,557)</u>	<u>(510,067)</u>
Other Financing Sources (Uses)					
Lease issued	-	-	-	337,745	337,745
Sale of capital assets	-	2,036	2,036	2,099	63
Total Other Financing Sources (Uses)	<u>-</u>	<u>2,036</u>	<u>2,036</u>	<u>339,844</u>	<u>337,808</u>
Net Change in Fund Balances	54,809	(37,263)	17,546	(154,713)	(172,259)
Fund Balances, July 1	<u>6,092,335</u>	<u>-</u>	<u>6,092,335</u>	<u>6,092,335</u>	<u>-</u>
Fund Balances, June 30	<u>\$ 6,147,144</u>	<u>\$ (37,263)</u>	<u>\$ 6,109,881</u>	<u>\$ 5,937,622</u>	<u>\$ (172,259)</u>

The Charter School's General fund budget was amended during the year as shown above. The budget amendment decreased revenues relating to state sources and increased revenues from local sources. Additionally, the budget amendment decreased expenses in special education and increased costs for debt service and sites and buildings. Actual revenues and expenses were over the final budget amounts as shown above.

## Capital Assets and Debt Administration

**Capital Assets.** The Charter School's investment in capital assets for its governmental activities as of June 30, 2024, is shown below in the capital asset table (net of accumulated depreciation/amortization). This investment in capital assets includes land, construction in progress, buildings and improvements, furniture and equipment, and lease equipment.

### St Croix Preparatory Academy's Capital Assets (Net of Depreciation/Amortization)

	Governmental Activities		
	2024	2023	Increase (Decrease)
Land	\$ 2,080,000	\$ 2,080,000	\$ -
Construction in Progress	-	35,445	(35,445)
Building and Improvements	18,990,820	19,516,341	(525,521)
Furniture and Equipment	1,349,660	1,220,682	128,978
Leased Equipment	114,661	177,612	(62,951)
<b>Total</b>	<b>\$ 22,535,141</b>	<b>\$ 23,030,080</b>	<b>\$ (494,939)</b>
Percent Change from Prior Year			-2.1%

Additional information on the School's capital assets can be found in Note 3B on page 44 of this report.

**Noncurrent Liabilities.** At the end of the current fiscal year, the School had the following noncurrent liabilities outstanding.

	Governmental Activities		
	2024	2023	Increase (Decrease)
Bonds Payable	\$ 25,015,000	\$ 25,690,000	\$ (675,000)
Bond Premium	253,332	264,347	(11,015)
Financed Purchase	225,435	3,045	222,390
Lease Payable	120,108	177,215	(57,107)
<b>Total</b>	<b>\$ 25,613,875</b>	<b>\$ 26,134,607</b>	<b>\$ (520,732)</b>
Percent Change from Prior Year			-2.0%

## Economic Factors and Next Year's Budgets and Rates

The school is dependent on the state of Minnesota for its revenue authority. Recent experience demonstrates that legislated revenue increases have not been sufficient to meet instructional program needs and increased costs due to inflation. It is imperative that the School's financial management develop budgets that maintain the School's fund balance policy of 20 to 22% General fund unassigned fund balance as a percentage of yearly general fund expenditures.

## Requests for Information

These financial statements are designed to provide our citizens, sponsor district, customers, and creditors with a general overview of the Charter School's finances and to demonstrate the Charter School's accountability for the money it receives. If you have questions about this report or need additional financial information, contact St Croix Preparatory Academy, 4260 Stagecoach Trail North, Stillwater, Minnesota 55082.

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GOVERNMENT-WIDE FINANCIAL STATEMENTS

ST CROIX PREPATORY ACADEMY  
STILLWATER, MINNESOTA

FOR THE YEAR ENDED  
JUNE 30, 2024

St Croix Preparatory Academy  
Stillwater, Minnesota  
Statement of Net Position  
June 30, 2024

	<u>Governmental Activities</u>
<b>Assets</b>	
Cash and temporary investments	\$ 5,280,708
Cash with fiscal agent	3,368,719
Accounts receivable	113,463
Interest receivable	175,735
Due from the Department of Education	1,994,376
Due from the Federal government	53,830
Prepaid items	99,004
Inventory	6,813
Capital assets	
Land and construction in progress	2,080,000
Other capital assets, net of accumulated depreciation and amortization	20,455,141
Total Assets	<u>33,627,789</u>
<b>Deferred Outflows of Resources</b>	
Deferred pension resources	2,166,089
Deferred loss on refunding	576,793
Total Deferred Outflows of Resources	<u>2,742,882</u>
<b>Liabilities</b>	
Accounts and other payables	221,741
Accrued salaries payable	569,204
Accrued interest payable	418,641
Unearned revenue	63,424
Noncurrent liabilities	
Due within one year	
Long-term liabilities	829,328
Due in more than one year	
Long-term liabilities	24,784,547
Net pension liability	9,521,768
Total Liabilities	<u>36,408,653</u>
<b>Deferred Inflows of Resources</b>	
Deferred pension resources	<u>638,224</u>
<b>Net Position</b>	
Net investment in capital assets	129,609
Restricted for	
Building company	412,713
Food service	498,322
Community service	80,077
Student activities	1,469
Unrestricted	<u>(1,798,396)</u>
Total Net Position	<u>\$ (676,206)</u>

St Croix Preparatory Academy  
Stillwater, Minnesota  
Statement of Activities  
For the Year Ended June 30, 2024

Functions/Programs	Expenses	Program Revenues		Governmental Activities	Net Revenues (Expenses) and Changes in Net Position
		Charges for Services	Operating Grants and Contributions		
Governmental Activities					
Administration	\$ 1,226,996	\$ -	\$ 32,857	\$ -	\$ (1,194,139)
District support services	1,686,596	-	80,757	-	(1,605,839)
Elementary and secondary regular instruction	5,999,463	615,124	413,420	-	(4,970,919)
Vocational education instruction	393,164	-	6,710	-	(386,454)
Special education instruction	3,347,388	-	2,912,505	-	(434,883)
Community education and services	225,632	130,480	75,434	-	(19,718)
Instructional support services	889,148	-	333,591	-	(555,557)
Pupil support services	434,340	-	60,814	-	(373,526)
Sites and buildings	2,300,578	-	1,904,953	-	(395,625)
Food service	729,811	104,232	700,760	-	75,181
Fiscal and other fixed cost programs	54,793	-	-	-	(54,793)
Interest on long-term debt	1,039,728	-	-	-	(1,039,728)
<b>Total Governmental Activities</b>	<b>\$ 18,327,637</b>	<b>\$ 849,836</b>	<b>\$ 6,521,801</b>	<b>\$ -</b>	<b>(10,956,000)</b>
General Revenues					
State aid-formula grants					9,559,574
Other general revenues					621,814
Gain on sale of assets					2,099
Unrestricted investment earnings					297,859
<b>Total General Revenues</b>					<b>10,481,346</b>
Change in Net Position					(474,654)
Net Position, July 1					(201,552)
Net Position, June 30					<b>\$ (676,206)</b>

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FUND FINANCIAL STATEMENTS  
ST CROIX PREPATORY ACADEMY  
STILLWATER, MINNESOTA

FOR THE YEAR ENDED  
JUNE 30, 2024

St Croix Preparatory Academy

Stillwater, Minnesota

Balance Sheet

Governmental Funds

June 30, 2024

	General	Building Company	Nonmajor Funds	Total Governmental Funds
<b>Assets</b>				
Cash and temporary investments	\$ 3,924,612	\$ 688,192	\$ 667,904	\$ 5,280,708
Cash with fiscal agent	-	3,368,719	-	3,368,719
Accounts receivable	113,410	-	53	113,463
Interest receivable	175,735	-	-	175,735
Due from the Department of Education	1,994,376	-	-	1,994,376
Due from the Federal government	53,830	-	-	53,830
Due from other funds	362,757	-	-	362,757
Inventory	-	-	6,813	6,813
Prepaid items	91,765	-	7,239	99,004
	<u>\$ 6,716,485</u>	<u>\$ 4,056,911</u>	<u>\$ 682,009</u>	<u>\$ 11,455,405</u>
<b>Liabilities</b>				
Accounts and other payables	\$ 209,659	\$ -	\$ 12,082	\$ 221,741
Accrued salaries payable	569,204	-	-	569,204
Due to other funds	-	362,757	-	362,757
Unearned revenue	-	-	63,424	63,424
Total Liabilities	<u>778,863</u>	<u>362,757</u>	<u>75,506</u>	<u>1,217,126</u>
<b>Fund Balances</b>				
Nonspendable	91,765	-	14,052	105,817
Restricted for				
Food service			512,374	512,374
Community service	-	-	80,077	80,077
Debt service	-	3,694,154	-	3,694,154
Student activities	1,469	-	-	1,469
Assigned for				
Development - general	15,338	-	-	15,338
Educational travel	3,213	-	-	3,213
Prom	2,113	-	-	2,113
Fundraising - wishlist	500	-	-	500
Wellness	3,850	-	-	3,850
Extracurriculars	132,052	-	-	132,052
Fruit fundraising	10,421	-	-	10,421
Unassigned	5,676,901	-	-	5,676,901
Total Fund Balances	<u>5,937,622</u>	<u>3,694,154</u>	<u>606,503</u>	<u>10,238,279</u>
Total Liabilities and Fund Balances	<u>\$ 6,716,485</u>	<u>\$ 4,056,911</u>	<u>\$ 682,009</u>	<u>\$ 11,455,405</u>

St Croix Preparatory Academy  
Stillwater, Minnesota  
Reconciliation of the Balance Sheet  
to the Statement of Net Position  
Governmental Funds  
June 30, 2024

Amounts reported for governmental activities in the statement of net position are different because

Total Fund Balances - Governmental Funds	\$ 10,238,279
Capital assets used in governmental activities are not financial resources and therefore are not reported as assets in governmental funds.	
Cost of capital assets	34,126,058
Less: accumulated depreciation	(11,590,917)
Noncurrent liabilities, including bonds payable, are not due and payable in the current period and therefore are not reported as liabilities in the funds.	
Noncurrent liabilities at year-end consist of	
Bonds payable	(25,015,000)
Premium on bonds payable	(253,332)
Lease payable	(120,108)
Finance purchase	(225,435)
Net pension liability	(9,521,768)
Deferred loss on refunding	576,793
Governmental funds do not report long-term amounts related to pensions.	
Deferred outflows of pension resources	2,166,089
Deferred inflows of pension resources	(638,224)
Governmental funds do not report a liability for accrued interest on bonds until due and payable.	
	(418,641)
Total Net Position - Governmental Activities	\$ (676,206)

St Croix Preparatory Academy  
Stillwater, Minnesota  
Statement of Revenues, Expenditures and  
Changes in Fund Balances  
Governmental Funds  
For the Year Ended June 30, 2024

	General	Building Company	Nonmajor Funds	Total Governmental Funds
<b>Revenues</b>				
Revenue from federal sources	\$ 577,014	\$ -	\$ 227,295	\$ 804,309
Revenue from state sources	14,701,458	-	472,800	15,174,258
Revenue from local sources	1,161,741	1,965,452	206,579	3,333,772
Interest earned on investments	163,202	134,657	-	297,859
Sales and other conversion of assets	25,345	-	104,232	129,577
Total Revenues	<u>16,628,760</u>	<u>2,100,109</u>	<u>1,010,906</u>	<u>19,739,775</u>
<b>Expenditures</b>				
<b>Current</b>				
Administration	1,165,362	-	-	1,165,362
District support services	1,455,566	26,041	-	1,481,607
Elementary and secondary regular instruction	5,666,250	-	-	5,666,250
Vocational education instruction	384,040	-	-	384,040
Special education instruction	3,226,367	-	-	3,226,367
Community education and services	-	-	223,813	223,813
Instructional support services	747,942	-	-	747,942
Pupil support services	420,365	-	-	420,365
Sites and buildings	1,244,032	73,007	-	1,317,039
Food service	-	-	714,939	714,939
Fiscal and other fixed cost programs	53,620	1,173	-	54,793
<b>Capital outlay</b>				
District support services	121,825	-	-	121,825
Elementary and secondary regular instruction	3,000	-	-	3,000
Instructional support services	250,963	-	-	250,963
Sites and buildings	2,192,035	292,225	-	2,484,260
<b>Debt service</b>				
Principal	172,462	675,000	-	847,462
Interest and other	19,488	1,014,863	-	1,034,351
Total Expenditures	<u>17,123,317</u>	<u>2,082,309</u>	<u>938,752</u>	<u>20,144,378</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>(494,557)</u>	<u>17,800</u>	<u>72,154</u>	<u>(404,603)</u>
<b>Other Financing Sources (Uses)</b>				
Finance purchase issued	337,745	-	-	337,745
Sale of capital assets	2,099	-	-	2,099
Total Other Financing Sources (Uses)	<u>339,844</u>	<u>-</u>	<u>-</u>	<u>339,844</u>
Net Change in Fund Balances	(154,713)	17,800	72,154	(64,759)
Fund Balances, July 1	<u>6,092,335</u>	<u>3,676,354</u>	<u>534,349</u>	<u>10,303,038</u>
Fund Balances, June 30	<u>\$ 5,937,622</u>	<u>\$ 3,694,154</u>	<u>\$ 606,503</u>	<u>\$ 10,238,279</u>



St Croix Preparatory Academy  
Stillwater, Minnesota  
Reconciliation of the Statement of Revenues, Expenditures and  
Changes in Fund Balances to the Statement of Activities  
Governmental Funds  
For the Year Ended June 30, 2024

Amounts reported for governmental activities in the statement of activities are different because

Net Change in Fund Balances - Total Governmental Funds	\$ (64,759)
<p>Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over the estimated useful lives as depreciation expense.</p>	
Depreciation expense	(1,292,482)
Capital outlays	797,689
<p>Governmental funds report a gain (loss) on sale of capital assets to the extent of cash exchanged, whereas the disposition of the assets book value is included in the total gain (loss) in the statement of activities</p>	
Disposals	(115,234)
Depreciation on disposals	115,088
<p>The issuance of long-term debt provides current financial resources to governmental funds, while the repayment of principal of long-term debt consumes the current financial resources of governmental funds. Neither transaction, however, has any effect on net position. Also, governmental funds report the effect of premiums, discounts and similar items when debt is first issued, whereas these amounts are amortized in the statement of activities. The amounts below are the effects of these differences in the treatment of long-term debt and related items.</p>	
Principal repayments	675,000
Lease purchase repayments	57,107
Lease principal repayments	115,355
Finance purchase issuance	(337,745)
Amortization of bond premium	11,015
Amortization of deferred charges on refunding bond	(25,078)
<p>Interest on long-term debt in the statement of activities differs from the amount reported in the governmental funds because interest is recognized as an expenditure in the funds when it is due, and thus requires the use of current financial resources. In the statement of activities, however, interest expense is recognized as the interest accrues, regardless of when it is due.</p>	
	8,686
<p>Long-term pension activity is not reported in governmental funds.</p>	
Pension revenues	76,561
Pension expense	<u>(495,857)</u>
Change in Net Position of Governmental Activities	<u>\$ (474,654)</u>

St Croix Preparatory Academy  
Stillwater, Minnesota  
Statement of Revenues, Expenditures and  
Changes in Fund Balances - Budget and Actual  
General Fund  
For the Year Ended June 30, 2024

	General Fund			
	Budgeted Amounts		Actual Amounts	Variance with Final Budget
	Original	Final		
<b>Revenues</b>				
Revenue from federal sources	\$ 561,749	\$ 599,871	\$ 577,014	\$ (22,857)
Revenue from state sources	14,854,945	14,542,478	14,701,458	158,980
Revenue from local sources	806,375	1,136,802	1,161,741	24,939
Interest earned on investments	200,000	225,000	163,202	(61,798)
Sales and other conversion of assets	20,000	27,100	25,345	(1,755)
Total Revenues	<u>16,443,069</u>	<u>16,531,251</u>	<u>16,628,760</u>	<u>97,509</u>
<b>Expenditures</b>				
<b>Current</b>				
Administration	1,173,281	1,154,355	1,165,362	(11,007)
District support services	1,394,197	1,448,553	1,455,566	(7,013)
Elementary and secondary regular instruction	5,527,093	5,484,495	5,666,250	(181,755)
Vocational education instruction	357,977	427,963	384,040	43,923
Special education instruction	3,504,695	3,124,150	3,226,367	(102,217)
Instructional support services	741,361	755,631	747,942	7,689
Pupil support services	265,154	389,055	420,365	(31,310)
Sites and buildings	1,142,810	1,259,517	1,244,032	15,485
Fiscal and other fixed cost programs	47,000	53,620	53,620	-
<b>Capital outlay</b>				
District support services	44,025	8,500	121,825	(113,325)
Elementary and secondary regular instruction	39,750	9,250	3,000	6,250
Vocational education instruction	-	-	-	-
Instructional support services	40,180	27,500	250,963	(223,463)
Sites and buildings	2,022,737	2,180,452	2,192,035	(11,583)
<b>Debt service</b>				
Principal	88,000	192,700	172,462	20,238
Interest and other charges	-	-	19,488	(19,488)
Total Expenditures	<u>16,388,260</u>	<u>16,515,741</u>	<u>17,123,317</u>	<u>(607,576)</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>54,809</u>	<u>15,510</u>	<u>(494,557)</u>	<u>(510,067)</u>
<b>Other Financing Sources (Uses)</b>				
Finance purchase issued	-	-	337,745	337,745
Sale of capital assets	-	2,036	2,099	63
Total Other Financing Sources (Uses)	<u>-</u>	<u>2,036</u>	<u>339,844</u>	<u>337,808</u>
Net Change in Fund Balances	54,809	17,546	(154,713)	(172,259)
Fund Balances, July 1	<u>6,092,335</u>	<u>6,092,335</u>	<u>6,092,335</u>	<u>-</u>
Fund Balances, June 30	<u>\$ 6,147,144</u>	<u>\$ 6,109,881</u>	<u>\$ 5,937,622</u>	<u>\$ (172,259)</u>

St Croix Preparatory Academy  
Stillwater, Minnesota  
Notes to the Financial Statements  
June 30, 2024

**Note 1: Summary of Significant Accounting Policies**

**A. Reporting Entity**

St Croix Preparatory Academy (the Charter School) is a nonprofit corporation that was formed and began operating, on August 6, 2003, in accordance with Minnesota Statutes. The Charter School is authorized by Friends of Education and operates under an authorizer agreement extending through June 30, 2025. The governing body consists of a board of directors composed of a Chairperson and such other officers as the board of directors shall determine from time to time.

The Charter School's policy is to include in the financial statements all funds, departments, agencies, boards, commissions, and other component units for which the Charter School is considered to be financially accountable.

Component units are legally separate entities for which the Charter School is financially accountable, or for which the exclusion of the component unit would render the financial statements of the primary government misleading. The criteria used to determine if the primary government is financially accountable for a component unit include whether or not the primary government appoints the voting majority of the potential component unit's governing body, is able to impose its will on the potential component unit, is in a relationship of financial benefit or burden with the potential component unit or is fiscally depended upon by the potential component unit.

Based on these criteria, there is one organization that is considered to be a component unit of the Charter School. Friends of St. Croix Preparatory Academy (the Building Company) is a Minnesota nonprofit corporation holding IRS classification as a 501(c)(3) tax-exempt organization. The Building Company is governed by a separate board appointed by the board of the Charter School. Although it is legally separate from the Charter School, the Building Company is reported as if it were part of the Charter School (as a blended component unit) because its sole purpose is to own an educational site which is leased to the School. No separate financial statements of the Building Company are issued.

Aside from its sponsorship, Friends of Education has no authority, control, power, or administrative responsibilities over St. Croix Preparatory Academy. Therefore, the Charter School is not considered a component unit of Friends of Education.

**B. Government-Wide and Fund Financial Statements**

The government-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all non-fiduciary activities of the Charter School.

The statement of activities demonstrates the degree to which the direct expenses of a given function or segment is offset by program revenues. *Direct expenses* are those that are clearly identifiable with a specific function or segment. Amounts reported as program revenues include 1) charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Other internally dedicated resources are reported as general revenues rather than as program revenues. Other items not properly included among program revenues are reported instead as *general revenues*.

The Charter School applies restricted resources first when an expense is incurred for a purpose for which both restricted and unrestricted net position is available. Depreciation expense that can be specifically identified by function is included in the direct expenses of each function. Interest on long-term debt is considered an indirect expense and is reported separately on the statement of activities. Generally, the effect of material interfund activity has been removed from the government-wide financial statements.

Major individual governmental funds are reported in separate columns in the fund financial statements. Aggregated information for the remaining nonmajor governmental funds is reported in a single column in the fund financial statements.

St Croix Preparatory Academy  
Stillwater, Minnesota  
Notes to the Financial Statements  
June 30, 2024

**Note 1: Summary of Significant Accounting Policies (Continued)**

**C. Measurement Focus, Basis of Accounting and Financial Statement Presentation**

The government-wide financial statements are reported using the *economic resources measurement focus* and the *accrual basis of accounting*, as are the fiduciary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the *current financial resources measurement focus* and the *modified accrual basis of accounting*. Revenues are recognized as soon as they are both measurable and available. Revenues are considered *available* when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. State revenue is recognized in the year to which it applies according to Minnesota statutes and accounting principles generally accepted in the United States of America. Minnesota statutes include state aid funding formulas for specific fiscal years. Federal revenue is recorded in the year in which the related expenditure was made. Other revenue is considered available if collected within one year.

Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to claims and judgments, are recorded only when payment is due. General capital asset acquisitions are reported as expenditures in governmental funds.

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded on the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the year in which the resources are measurable and become available.

Non-exchange transactions, in which the Charter School receives value without directly giving equal value in return, include grants, entitlement and donations. On a modified accrual basis, revenue from non-exchange transaction must also be available before it can be recognized. Revenue from grants, entitlements and donations is recognized in the year in which all eligibility requirements have been satisfied. Eligibility requirements include timing requirements, which specify the year when the resources are required to be used or the year when use is first permitted, matching requirements, in which the Charter School must provide local resources to be used for a specified purpose, and expenditure requirements, in which the resources are provided to the Charter School on a reimbursement basis.

The preparation of financial statements in conformity with generally accepted accounting principles in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

**Description of Funds**

The various Charter School funds have been established by the State of Minnesota Department of Education. Each fund is accounted for as an independent entity. Descriptions of the funds included in this report are as follows:

**Major Governmental Funds**

The *General fund* is the Charter School's primary operating fund. It accounts for all financial resources of the Charter School, except those required to be accounted for in another fund.

The *Building Company fund* accounts for financial resources used for the acquisition or construction of major capital facilities authorized by bond issue. It also collects lease payments from the Charter School's general fund and is responsible for debt service on outstanding bonds.

St Croix Preparatory Academy  
Stillwater, Minnesota  
Notes to the Financial Statements  
June 30, 2024

**Note 1: Summary of Significant Accounting Policies (Continued)**

*Nonmajor Governmental Funds*

The *Food Service special revenue fund* is used to account for food service revenues and expenditures. The Food Service fund receives revenue from State and Federal sources as well as the receipts from the Charter School's nutrition program.

The *Community Service special revenue fund* is used to account for various extracurricular activities. Primary sources of revenue in the Community Service Fund are from user fees.

As a general rule, the effect of interfund activity has been eliminated from the government-wide financial statements.

**D. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources and Net Position/Fund Balance**

***Deposits and Investments***

The Charter School's cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition.

The Charter School may also invest idle funds as authorized by Minnesota statutes, as follows:

1. Direct obligations or obligations guaranteed by the United States or its agencies.
2. Shares of investment companies registered under the Federal Investment Company Act of 1940 and received the highest credit rating is rated in one of the two highest rating categories by a statistical rating agency, and all of the investments have a final maturity of thirteen months or less.
3. General obligations of a state or local government with taxing powers rated "A" or better; revenue obligations rated "AA" or better.
4. General obligations of the Minnesota Housing Finance Agency rated "A" or better.
5. Obligation of a school district with an original maturity not exceeding 13 months and (i) rated in the highest category by a national bond rating service or (ii) enrolled in the credit enhancement program pursuant to statute section 126C.55.
6. Bankers' acceptances of United States banks eligible for purchase by the Federal Reserve System.
7. Commercial paper issued by United States banks corporations or their Canadian subsidiaries, of highest quality category by at least two nationally recognized rating agencies, and maturing in 270 days or less.
8. Repurchase or reverse repurchase agreements and securities lending agreements with financial institutions qualified as a "depository" by the government entity, with banks that are members of the Federal Reserve System with capitalization exceeding \$10,000,000, a primary reporting dealer in U.S. government securities to the Federal Reserve Bank of New York, or certain Minnesota securities broker-dealers.
9. Guaranteed Investment Contracts (GIC's) issued or guaranteed by a United States commercial bank, a domestic branch of a foreign bank, a United States insurance company, or its Canadian subsidiary, whose similar debt obligations were rated in one of the top two rating categories by a nationally recognized rating agency.

St Croix Preparatory Academy  
Stillwater, Minnesota  
Notes to the Financial Statements  
June 30, 2024

**Note 1: Summary of Significant Accounting Policies (Continued)**

Cash and investments held by trustee include balances held in segregated accounts that are established for specific purposes. In the Building Company funds, the bond escrow account held by trustee can only be used for capital purposes related to the construction of the school building, for the repair and replacement needs of the educational site or to make payments on the outstanding bonds. Interest earned on these investments is allocated directly to the escrow account.

The Charter School categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The hierarchy is based on the valuation inputs used to measure the fair value of the assets. Level 1 inputs are quoted prices in active markets for identical assets, Level 2 inputs are significant other observable inputs, Level 3 inputs are significant unobservable inputs. The Charter School's fair value are valued at amortized costs and are valued using quoted market prices (Level 1 inputs).

**Accounts Receivable**

Accounts receivable include amounts billed for services provided before year end. No substantial losses are anticipated from present receivable balances, therefore no allowance for uncollectible has been recorded.

**Due from the Minnesota Department of Education and Federal Government**

Due from Minnesota Department of Education include amounts for expenditures that have been incurred before year end and will be reimbursed with State funding. No substantial losses are anticipated from present balances, therefore no allowance for uncollectible has been recorded.

**Inventories and Prepaid Items**

Inventories are valued at lower of cost or market, using the first-in, first-out (FIFO) method. Inventories of governmental funds are recorded as expenditures when consumed rather than when purchased.

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both government-wide and fund financial statements.

**Capital Assets**

Capital assets are recorded at historical cost, or estimated historical cost if purchased or constructed. The Charter School defines capital assets as those with an initial, individual cost of more than \$2,500 and an estimated useful life in excess of one year. Donated capital assets are recorded at acquisition value at the date of donation. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized.

Capital assets are recorded in the government-wide financial statements but are not reported in the fund financial statements. Capital assets are depreciated using the straight-line method over an estimated useful live provided below:

Assets	Useful Lives in Years
Furniture and Equipment	5 -20
Building and Improvements	20 - 40
Leased Equipment	5 -20

St Croix Preparatory Academy  
Stillwater, Minnesota  
Notes to the Financial Statements  
June 30, 2024

**Note 1: Summary of Significant Accounting Policies (Continued)**

***Deferred Outflows of Resources***

In addition to assets, the statement of net position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net assets that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/expenditure) until then. The government has two items item that qualify for reporting in this category. Accordingly, the items, deferred pension resources and deferred loss on refunding, are reported only in the statement of net position. The first item results from actuarial calculations and current year pension contributions made subsequent to the measurement date. The second item results from a difference in the carrying value of refunded debt and its reacquisition price.

***Pensions***

Teachers Retirement Association (TRA)

For purposes of measuring the net pension liability, deferred outflows/inflows of resources, and pension expense, information about the fiduciary net position of the Teachers Retirement Association (TRA) and additions to/deductions from TRA's fiduciary net position have been determined on the same basis as they are reported by TRA.

TRA has a special funding situation created by direct aid contributions made by the State of Minnesota, City of Minneapolis and Minneapolis School District. This direct aid is a result of the merger of the Minneapolis Teachers Retirement Fund Association merger into TRA in 2006. A second direct aid source is from the State of Minnesota for the merger of the Duluth Teacher's Retirement Fund Association in 2015. Additional information can be found in Note 4.

Public Employees Retirement Association (PERA)

For purposes of measuring the net pension liability, deferred outflows/inflows of resources, and pension expense, information about the fiduciary net position of the Public Employees Retirement Association (PERA) and additions to/deductions from PERA's fiduciary net position have been determined on the same basis as they are reported by PERA. For this purpose, plan contributions are recognized as of employer payroll paid dates and benefit payments and refunds are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

The total pension expense for General Employee Plan (GERP) and Teacher Retirement Association (TRA) is as follows:

	GERP	TRA	Total All Plans
Charter School's proportionate share	\$ 714,168	\$ 472,186	\$ 1,186,354
Proportionate share of State's contribution	214	76,347	76,561
Total pension expense	\$ 714,382	\$ 548,533	\$ 1,262,915

St Croix Preparatory Academy  
Stillwater, Minnesota  
Notes to the Financial Statements  
June 30, 2024

**Note 1: Summary of Significant Accounting Policies (Continued)**

***Long-term Obligations***

In the government-wide financial statements long-term debt and other long-term obligations, such as lease and financed purchase payables, are reported as liabilities in the applicable governmental activities statement of net position. The recognition of bond premiums and discounts are amortized over the life of the bonds using the straight-line method. Bonds payable are reported net of the applicable bond premium or discount. Bond issuance costs are reported as an expense in the period incurred.

In the fund financial statements, governmental fund types recognized bond premiums and discounts, as well as bond issuance costs, during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

***Deferred Inflows of Resources***

In addition to liabilities, the statement of net position and fund financial statements will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net assets that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time. The Charter School has one type of item, which arises only under a full accrual basis of accounting that qualifies as needing to be reported in this category. Accordingly, the item, deferred pension resources, is reported only in the statement of net position of the government-wide statements and results from actuarial calculations.

***Fund Balance***

In the fund financial statements, fund balance is divided into five classifications based primarily on the extent to which the Charter School is bound to observe constraints imposed upon the use of resources reported in the governmental funds. These classifications are defined as follows:

*Nonspendable* - Amounts that cannot be spent because they are not in spendable form, such as prepaids.

*Restricted* - Amounts related to externally imposed constraints established by creditors, grantors or contributors; or constraints imposed by state statutory provisions.

*Committed* – Amounts constrained for specific purposes that are internally imposed by formal action (resolution) of the Board of Education, which is the Charter School’s highest level of decision making authority. Committed amounts cannot be used for any other purposes unless the Board of Education itself or by an official to which the Board of Education delegates the authority.

*Assigned* – Amounts constrained for specific purposes that are internally imposed. In governmental funds other than the General fund, assigned fund balances represents all remaining amounts that are not classified as nonspendable and are neither restricted nor committed. In the General fund, assigned amounts cannot be used for any other purposes unless the Board of Education itself or by an official to which the Board of Education delegates the authority. The Board of Education has delegated this authority to the Executive Director of Finance.

*Unassigned* - The residual classification for the General fund and also negative residual amounts in other funds.

The Charter School considers restricted amounts to be spent first when both restricted and unrestricted fund balance is available. Additionally, the Charter School would first use committed, then assigned, and lastly unassigned amounts of unrestricted fund balance when expenditures are made.



St Croix Preparatory Academy  
Stillwater, Minnesota  
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**Note 1: Summary of Significant Accounting Policies (Continued)**

The Charter School has formally adopted a fund balance policy. It is the Charter School's policy to budget towards maintaining a minimum of 20 to 22 percent of general fund expenditures, with an eye toward growing the fund balance computed each year based on the audited financial statements. Additionally, the Finance Committee monitors the trend in estimated fund balance percentage each month to understand changes and whether they are in alignment with Board direction. Based on that monthly review, the Finance Committee may initiate a Board conversation when changes in fund balance warrant discussion.

**Net Position**

Net position represents the difference between assets and deferred outflows of resources and liabilities and deferred inflows of resources. Net position is displayed in three components:

- a. Net investment in capital assets - Consists of capital assets, net of accumulated depreciation/amortization reduced by any outstanding debt attributable to acquire capital assets.
- b. Restricted net position - Consists of net position balances restricted when there are limitations imposed on their use through external restrictions imposed by creditors, grantors, laws or regulations of other governments.
- c. Unrestricted net position - All other net position balances that do not meet the definition of "restricted" or "net investment in capital assets".

When both restricted and unrestricted resources are available for use, it is the Charter School's policy to use restricted resources first, then unrestricted resources as they are needed.

**Note 2: Stewardship, Compliance and Accountability**

**Budgetary Information**

The budget for each fund is prepared on the same basis of accounting as the financial statements. Each May, the Charter School Board adopts an annual budget for the following fiscal year for the General fund, Food Service special revenue fund, and Community Service special revenue fund. A budget for the Friends of St. Croix Academy Building Company was not adopted for fiscal year 2024 as the school is not legally required to do so. Reported budget amounts represent the amended budget as adopted by the Charter School Board. Legal budgetary control is at the fund level. The General fund budget was amended during the current fiscal year. The amendment increased revenues \$88,182 and decreased expenditures \$127,481.

1. Prior to July 1, the Executive Director of Finance and Operations submits to the Charter School's Board of Directors, a proposed operating budget for the year commencing the following July 1. The operating budget includes proposed expenditures and the means for financing them.
2. The Executive Director of Finance and Operations authorized to transfer budgeted amounts between departments within any fund, however, any revisions that alter the total expenditures of any fund must be approved by the Charter School's Board.
3. Formal budgetary integration is employed as a management control device during the year for the General and Special Revenue funds.
4. Budgets are as originally adopted or as amended by the Charter School's Board of Directors.

Legal budgetary control is at the fund level. Budgeted expenditure appropriations lapse at year-end.

St Croix Preparatory Academy  
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**Note 3: Detailed Notes on All Funds**

**A. Deposits and Investments**

**Deposits**

Custodial credit risk for deposits and investments is the risk that in the event of a bank failure, the Charter School’s deposits and investments may not be returned or the Charter School will not be able to recover collateral securities in the possession of an outside party. In accordance with Minnesota statutes and as authorized by the Board of Education, the Charter School maintains deposits at depository banks that are members of the Federal Reserve System.

Minnesota statutes require that all Charter School deposits be protected by insurance, surety bond or collateral. The fair value of collateral pledged must equal 110 percent of the deposits not covered by insurance, bonds, or irrevocable standby letters of credit from Federal Home Loan Banks.

Authorized collateral in lieu of a corporate surety bond includes:

- United States government Treasury bills, Treasury notes, Treasury bonds;
- Issues of United States government agencies and instrumentalities as quoted by a recognized industry quotation service available to the government entity;
- General obligation securities of any state or local government with taxing powers which is rated “A” or better by a national bond rating service, or revenue obligation securities of any state or local government with taxing powers which is rated “AA” or better by a national bond rating service;
- General obligation securities of a local government with taxing powers may be pledged as collateral against funds deposited by that same local government entity;
- Irrevocable standby letters of credit issued by Federal Home Loan Banks to a municipality accompanied by written evidence that the bank’s public debt is rated “AA” or better by Moody’s Investors Service, Inc., or Standard & Poor’s Corporation; and
- Time deposits that are fully insured by any federal agency.

Minnesota statutes require that all collateral shall be placed in safekeeping in a restricted account at a Federal Reserve Bank, or in an account at a trust department of a commercial bank or other financial institution that is not owned or controlled by the financial institution furnishing the collateral. The selection should be approved by the Charter School.

At year end, the Charter School’s carrying amount of deposits, bank balance, FDIC coverage and pledged collateral are shown in the chart below.

Carrying amount of deposits	<u>\$</u>	<u>5,279,358</u>
Bank Balance	\$	5,460,652
Covered by FDIC		(912,981)
Collateralized with securities pledged in School's name	<u>\$</u>	<u>4,547,671</u>

St Croix Preparatory Academy  
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**Note 3: Detailed Notes on All Funds (Continued)**

**Investments**

As of June 30, 2024, the Charter School had the following investments that are insured or registered, or securities held by the Charter School's agent in the Charter School's name:

Types of Investments	Credit Quality/ Ratings (1)	Segmented Time Distribution (2)	Amortized Cost and Carrying Amount
Pooled Investments at Amortized Costs			
Brokered Money Market Accounts	N/A	less than one year	\$ <u>3,368,719</u>

(1) Ratings are provided by various credit rating agencies where applicable to indicate association credit risk.

(2) Interest rate risk is disclosed using the segmented time distribution method.

N/A Indicates not applicable or available.

These investments are held by an escrow agent in accordance with escrow agreements established with the sale of the Lease Revenue Bonds Series 2016. The investments of the Charter School are subject to the following risks:

- *Concentration of Credit Risk.* Concentration of credit risk is the risk of loss attributed to the magnitude of a government's investment in a single issuer. The School and the Building Company do not have formal investment policies to address the risk.
- *Interest Rate Risk.* Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The School and the Building Company do not have formal investment policies to address the risk.

**Cash Summary**

A reconciliation of cash and investments as shown on the statement of net position for the Charter School is as follows:

Carrying Amount of Deposits	\$ 5,279,358
Investments	3,368,719
Cash on Hand	<u>1,350</u>
 Total	 <u>\$ 8,649,427</u>

St Croix Preparatory Academy  
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**Note 3: Detailed Notes on All Funds (Continued)**

**B. Capital Assets**

Capital asset activity for the year ended June 30, 2024 was as follows:

	Beginning Balance	Increases	Decreases	Ending Balance
<b>Governmental Activities</b>				
Capital Assets not Being Depreciated				
Land	\$ 2,080,000	\$ -	\$ -	\$ 2,080,000
Construction in progress	35,445	-	(35,445)	-
Total Capital Assets not Being Depreciated	<u>2,115,445</u>	<u>-</u>	<u>(35,445)</u>	<u>2,080,000</u>
Capital Assets Being Depreciated/Amortized				
Buildings and improvements	28,357,016	447,096	-	28,804,112
Furniture and equipment	2,569,841	386,038	(585)	2,955,294
Leased Equipment (Intangible Right to Use)	401,301	-	(114,649)	286,652
Total Capital Assets Being Depreciated/Amortized	<u>31,328,158</u>	<u>833,134</u>	<u>(115,234)</u>	<u>32,046,058</u>
Less Accumulated Depreciation/Amortization for				
Buildings and improvements	(8,840,675)	(972,617)	-	(9,813,292)
Furniture and equipment	(1,349,159)	(256,914)	439	(1,605,634)
Leased Equipment (Intangible Right to Use)	(223,689)	(62,951)	114,649	(171,991)
Total Accumulated Depreciation/Amortization	<u>(10,413,523)</u>	<u>(1,292,482)</u>	<u>115,088</u>	<u>(11,590,917)</u>
Total Capital Assets Being Depreciated, Net	<u>20,914,635</u>	<u>(459,348)</u>	<u>(146)</u>	<u>20,455,141</u>
Governmental Activities Capital Assets, Net	<u>\$ 23,030,080</u>	<u>\$ (459,348)</u>	<u>\$ (35,591)</u>	<u>\$ 22,535,141</u>

Depreciation/amortization expense was charged to functions of the Charter School as follows:

<b>Governmental Activities</b>		
Administration		\$ 63,064
District support services		66,720
Elementary and secondary regular instruction		148,353
Vocational Education Instruction		1,538
Special education instruction		1,101
Community service		836
Instructional support services		118,850
Pupil Services		118
Food service		14,872
Sites and buildings		<u>877,030</u>
Total Depreciation/Amortization Expense - Governmental Activities		<u>\$ 1,292,482</u>

St Croix Preparatory Academy  
Stillwater, Minnesota  
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**Note 3: Detailed Notes on All Funds (Continued)**

**C. Interfund Receivables and Payables'**

***Interfund Balances***

The composition of interfund balances as of June 30, 2024 is as follows:

Receivable Fund	Payable Fund	Amount
General	Building Company Funds	\$ 362,757

During the year, the General Fund incurred expenditures that are to be reimbursed by the Building Company. This is expected to be repaid during the next fiscal year.

**D. Short-Term Debt**

The Charter School has a line of credit agreement with First State Bank and Trust for operating capital. The line of credit agreement was renewed in December 2023, with a maximum borrowing limit of \$500,000 and matures on December 31, 2024. Interest is variable at prime plus 1.25% with a floor of 5.00%. The interest rate at June 30, 2024, was 9.25%. There was no borrowing activity and a zero balance under the line of credit agreement above for the fiscal year ended June 30, 2024.

**E. Long-term Liabilities**

Lease Revenue Bonds

During fiscal 2013, the Friends of St. Croix Preparatory Academy obtained a \$5,000,000 construction loan from lease revenue bond proceeds sold by Bayview Township, Minnesota to finance the site acquisition, construction, and equipping of an approximately 23,000 square-foot expansion of the existing kindergarten through grade twelve building owned by the Friends of St. Croix Preparatory Academy and leased to St. Croix Preparatory Academy. Bayview Township issued \$5,000,000 of nontaxable lease revenue bonds (Series 2012). The bond proceeds were placed in an escrow account controlled by Wells Fargo Bank under the terms of a trust agreement between the Bayview Township and Wells Fargo Bank for the benefit of the Friends of St. Croix Preparatory Academy. The resulting loan was payable in semiannual installments of interest only beginning February 1, 2013 through February 1, 2039 and principal and interest beginning August 1, 2039 through August 1, 2042. The note was based on annual interest rate of 5.75% and was secured by a mortgage agreement covering the related land, school building, and building contents as well as the assignment of all lease revenue. These bonds were refunded by the 2016 lease revenue bonds on August 31, 2016.

During fiscal 2017, the Friends of St. Croix Preparatory Academy obtained a \$29,320,000 construction loan from lease revenue bond proceeds sold by Bayview Township, Minnesota to: (i) refund the Township's Lease Revenue Bonds 2008A, (ii) refund the Township's Lease Revenue Bonds Series 2012, (iii) finance the construction of athletic fields and other recreational facilities, which may include an approximately 7,000 square-foot building and tennis courts, all located on approximately 25 acres of the existing site (the Athletics Facility and, with the Original Facility and the Expansion Facility, the Facility); (iv) fund a debt service reserve fund; and (v) pay the costs of issuing the Bonds. The bond proceeds were placed in an escrow account controlled by UMB Bank under the terms of a trust agreement between the Bayview Township and UMB Bank for the benefit of the Friends of St. Croix Preparatory Academy. The resulting loan is payable in semiannual installments beginning February 1, 2017 through August 1, 2046. The note is based on annual interest rates of between 1.70% and 4.25% and is secured by a mortgage agreement covering the related land, school building, and building contents as well as the assignment of all lease revenue.

St Croix Preparatory Academy  
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**Note 3: Detailed Notes on All Funds (Continued)**

Additional details of the revenue bonds are noted below:

Description	Amount Issued	Interest Rate	Issue Date	Maturity Date	Balance at Year End
Charter School Lease Revenue, Series 2016	\$ 29,235,000	1.70 - 4.25 %	08/31/16	08/01/46	<u>\$ 25,015,000</u>

Annual debt service requirements to maturity for the lease revenue bonds are as follows:

Year Ending June 30,	<b>2016 Lease Revenue Bonds</b>		
	Principal	Interest	Total
2025	\$ 695,000	\$ 992,575	\$ 1,687,575
2026	720,000	967,813	1,687,813
2027	745,000	942,175	1,687,175
2028	770,000	915,663	1,685,663
2029	795,000	886,288	1,681,288
2030 - 2034	4,485,000	3,917,438	8,402,438
2035 - 2039	5,465,000	2,925,438	8,390,438
2040 - 2044	6,645,000	1,711,863	8,356,863
2045 - 2047	4,695,000	338,088	5,033,088
<b>Total</b>	<u>\$ 25,015,000</u>	<u>\$ 13,597,341</u>	<u>\$ 38,612,341</u>

Financed Purchase Arrangement

The Charter School entered into several financed purchase arrangements with Regents Capital Corporation for the acquisition of Chromebooks and computers. The details of the agreements are as follows:

Description	Authorized and Issued	Interest Rate	Issue Date	Maturity Date	Balance at Year End	Due Within One Year
Regent Capital - Computers	\$ 50,219	7.10 %	08/01/23	11/01/27	\$ 39,024	\$ 11,071
Regent Capital - Computers	173,637	7.10	07/01/23	07/01/27	106,256	30,147
Regents Capital - Chromebooks	113,889	7.10	07/01/23	07/01/26	80,155	34,062
<b>Totals</b>					<u>\$ 225,435</u>	<u>\$ 75,280</u>

The annual requirements to amortize all financed purchase arrangements at June 30, 2024 are as follows:

Year Ending June 30,	<b>Finance Purchase</b>		
	Principal	Interest	Total
2025	\$ 75,280	\$ 14,034	\$ 89,314
2026	125,017	10,911	135,928
2027	21,809	968	22,777
2028	3,329	59	3,388
<b>Total</b>	<u>\$ 225,435</u>	<u>\$ 25,972</u>	<u>\$ 251,407</u>

St Croix Preparatory Academy  
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Notes to the Financial Statements  
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**Note 3: Detailed Notes on All Funds (Continued)**

Lease Payable

In November of 2017, the Charter School entered into a long-term, noncancelable lease agreement with Loffler Companies, Inc. for copiers. This lease was remeasured to a duration of an additional 60 months from 7/1/21 and carries an interest rate of 3.35%. The details of the agreement are as follows:

Description	Authorized and Issued	Interest Rate	Issue Date	Maturity Date	Balance at Year End	Due Within One Year
Loffler Copiers	\$ 286,652	3.35 %	7/1/202	06/01/26	\$ 120,108	\$ 59,048

The annual requirements to amortize all financed purchase arrangement are as follows:

Year Ending June 30,	Lease Payable		
	Principal	Interest	Total
2025	\$ 59,048	\$ 3,122	\$ 62,170
2026	61,060	1,113	62,173
Total	<u>\$ 120,108</u>	<u>\$ 4,235</u>	<u>\$ 124,343</u>

Changes in Long-term Liabilities

Long-term liability activity for the year ended June 30, 2024 was as follows:

	Beginning Balance	Increases	Decreases	Ending Balance	Due Within One Year
<b>Governmental Activities</b>					
Bonds payable	\$ 25,690,000	\$ -	\$ (675,000)	\$ 25,015,000	\$ 695,000
Premium	264,347	-	(11,015)	253,332	-
Lease Payable	177,215	-	(57,107)	120,108	59,048
Financed purchase	3,045	337,745	(115,355)	225,435	75,280
Total	<u>\$ 26,134,607</u>	<u>\$ 337,745</u>	<u>\$ (858,477)</u>	<u>\$ 25,613,875</u>	<u>\$ 829,328</u>

St. Croix Preparatory School  
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**Note 4: Defined Benefit Pension Plans - Statewide**

**A. Teacher Retirement Association (TRA)**

**1. Plan Description**

The Teachers Retirement Association (TRA) is an administrator of a multiple employer, cost-sharing, defined benefit retirement fund. TRA administers a Basic Plan (without Social Security coverage) and a Coordinated Plan (with Social Security coverage) in accordance with Minnesota Statutes, Chapters 354 and 356. TRA is a separate statutory entity and administered by a Board of Trustees. The Board consists of four active members, one retired member, and three statutory officials.

Educators employed in Minnesota’s public elementary and secondary school, charter schools, and certain other TRA-covered educational institutions maintained by the state are required to be TRA members (except those employed by St. Paul schools or Minnesota State Colleges and Universities). Educators first hired by Minnesota State may elect either TRA coverage or coverage through the Defined Contribution Retirement Plan (DCR) administered by Minnesota State.

**2. Benefits Provided**

TRA provides retirement benefits as well as disability benefits to members, and benefits to survivors upon death of eligible members. Benefits are established by Minnesota Statute and vest after three years of service credit. The defined retirement benefits are based on a member’s highest average salary for any five consecutive years of allowable service, age, and a formula multiplier based on years of credit at termination of service.

Two methods are used to compute benefits for TRA's Coordinated and Basic Plan members. Members first employed before July 1, 1989, receive the greater of the Tier I or Tier II benefits as described.

Tier I:	Step Rate Formula	Percentage
Basic	1st ten years of service	2.2 percent per year
	All years after	2.7 percent per year
Coordinated	First ten years if service years are prior to July 1, 2006	1.2 percent per year
	First ten years if service years are July 1, 2006 or after	1.4 percent per year
	All other years of service if service years are prior to July 1, 2006	1.7 percent per year
	All other years of service if service years are July 1, 2006 or after	1.9 percent per year

With these provisions:

1. Normal retirement age is 65 with less than 30 years of allowable service and age 62 with 30 or
2. Three percent per year early retirement reduction factor for all years under normal retirement age.
3. Unreduced benefits for early retirement under a Rule-of-90 (age plus allowable service equals 90 or more).

or



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**Note 4: Defined Benefit Pension Plans - Statewide (Continued)**

**Tier II:**

For years of service prior to July 1, 2006, a level formula of 1.7% per year for coordinated members and 2.7% per year for basic members is applied. For years of service July 1, 2006 and after, a level formula of 1.9% per year for coordinated members and 2.7% per year for Basic members applies. Beginning July 1, 2015, the early retirement reduction factors are based on rates established under Minnesota Statute. Smaller reductions, more favorable to the member, will be applied to individuals who reach age 62 and have 30 years or more of service credit.

Members first employed after June 30, 1989, receive only the Tier II benefit calculation with a normal retirement age that is their retirement age for full Social Security retirement benefits, but not to exceed age 66.

Six different types of annuities are available to members upon retirement. The No Refund Plan is a lifetime annuity that ceases upon the death of the retiree – no survivor annuity is payable. A retiring member may also choose to provide survivor benefits to a designated beneficiary(ies) by selecting one of the five plans that have survivorship features. Vested members may also leave their contributions in the TRA Fund upon termination of service in order to qualify for a deferred annuity at retirement age. Any member terminating service is eligible for a refund of their employee contributions plus interest.

The benefit provisions stated apply to active plan participants. Vested, terminated employees who are entitled to benefits but not yet receiving them are bound by the plan provisions in effect at the time they last terminated their public service.

**3. Contribution Rates**

Per Minnesota Statutes, Chapter 354 sets the contribution rates for employees and employers. Rates for each fiscal year ended June 30, 2022, June 30, 2023, June 30, 2024 were:

Plan	Ending June 30, 2022		Ending June 30, 2023		Ending June 30, 2024	
	Employee	Employer	Employee	Employer	Employee	Employer
Basic	11.00%	12.34%	11.00%	12.55%	11.25%	12.75%
Coordinated	7.50%	8.34%	7.50%	8.55%	7.75%	8.75%

The Charter School's contributions to TRA for the year ending June 30, 2024, 2023, and 2022 were \$574,074, \$520,286, and \$450,393, respectively. The Charter School's contributions were equal to the contractually required contributions for each year as set by Minnesota statute.

The following is a reconciliation of employer contributions in TRA's fiscal year 2023 ACFR "Statement of Changes in Fiduciary Net Position" to the employer contributions used in Schedule of Employer and Non-Employer Pension Allocations.

Employer Contributions Reported in TRA's Annual Comprehensive Financial Report Statement of Changes in Fiduciary Net Position	\$ 508,764,000
Deduct Employer Contributions not Related to Future Contribution Efforts	(87,000)
Deduct TRA's contributions not included in allocation	<u>(643,000)</u>
Total Employer Contributions	508,034,000
Total Non-employer Contributions	<u>35,587,000</u>
Total Contributions Reported in Schedule of Employer and Non-employer Pension Allocations	<u>\$ 543,621,000</u>

Amounts reported in the allocation schedules may not precisely agree with financial statement amounts or actuarial valuations due to the number of decimal places used in the allocations. TRA has rounded percentage amounts to the nearest ten thousandths.

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**Note 4: Defined Benefit Pension Plans - Statewide (Continued)**

**4. Actuarial Assumptions**

The total pension liability in the June 30, 2023, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement.

Key Methods and Assumptions Used in Valuation of Total Pension Liability

Actuarial Information	
Valuation Date	July 1, 2023
Experience Study	June 30, 2023
	June 28, 2019 (demographic and economic assumptions)
Actuarial Cost Method	Entry Age Normal
Actuarial Assumptions	
Investment Rate of Return	7.00%
Price Inflation	2.50%
Wage Growth Rate	2.85% before July 1, 2028 and 3.25% thereafter
Projected Salary Increase	2.85% to 8.85% before July 1, 2028 and 3.5% to 9.25% thereafter
Cost of Living Adjustment	1% for January 2019 through January 2023 then increasing by 0.1% each year up to 1.5% annually
Mortality Assumption	
Pre-retirement	RP - 2014 white collar employee table, male rates set back six years and female rates set back seven years Generational projection uses the MP - 2015 scale.
Post-retirement	RP - 2014 white collar annuitant table, male rates set back three years and female rates set back three years, with further adjustments of the rates. Generational projection uses the MP - 2015 scale.
Post-disability	RP - 2014 disabled retiree mortality table, without adjustments.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

The target allocation and best estimates of geometric real rates of return for each major asset class are summarized in the following table:

Asset Class	Target Allocation	Long-term Expected Real Rate of Return
Domestic Equity	33.5 %	5.10 %
International Equity	16.5	5.30
Fixed Income	25.0	0.75
Private Markets	25.0	5.90
Total	100.0 %	

The TRA actuary has determined the average of the expected remaining service lives of all members for fiscal year 2023 is six years. The Difference between Expected and Actual Experience, Changes of Assumptions, and Changes in Proportion use the amortization period of six years in the schedule presented. The amortization period for Net Difference between Projected and Actual Investment Earnings on Pension Plan Investments is five years as required by GASB 68.

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**Note 4: Defined Benefit Pension Plans - Statewide (Continued)**

Changes in actuarial assumptions since the 2022 valuation:

The 2023 Tax Finance and Policy Bill, effective July 1, 2025

- The employer contribution rate will increase from 8.75% to 9.5% on July 1, 2025.
- The employee contribution rate will increase from 7.75% to 8% on July 1, 2025
- The pension adjustment rate for school districts and the base budgets for Minnesota State, Perpich Center for Arts Education, and Minnesota Academies will increase to reflect the 0.75% employer contribution rate increase.

The 2024 Omnibus Pensions and Retirement Bill:

- The Normal Retirement Age (NRA) for active and eligible deferred Tier II members will be 65 effective July 1, 2024.
- TRA's amortization date will remain the same at 2048.

**5. Discount Rate**

The discount rate used to measure the total pension liability was 7%. There was no change in the discount rate since the prior measurement date. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the fiscal year 2023 contribution rate, contributions from school districts will be made at contractually required rates (actuarially determined), and contributions from the state will be made at current statutorily required rates. Based on those assumptions, the pension plan's fiduciary net position was not projected to be depleted and, as a result, the Municipal Bond Index Rate was not used in the determination of the Single Equivalent Interest Rate (SEIR).

**6. Net Pension Liability**

On June 30, 2024, The Charter School reported a liability of \$7,793,875 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2023, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The Charter School's proportion of the net pension liability was based on Charter School's contributions to TRA in relation to total system contributions including direct aid from the State of Minnesota, City of Minneapolis and Minneapolis School District. District proportionate share was 0.0944% at the end of the measurement period and 0.0872% for the beginning of the year.

The pension liability amount reflected a reduction due to direct aid provided to TRA. The amount recognized by the district as its proportionate share of the net pension liability, the direct aid, and total portion of the net pension liability that was associated with the district were as follows:

Charter School's Proportionate Share of Net Pension Liability	\$ 7,793,875
State's Proportionate Share of Net Pension Liability Associated with the Charter School	<u>545,968</u>
Total	<u><u>\$ 8,339,843</u></u>

For the year ended June 30, 2024, the Charter School recognized pension expense of \$472,186. It also recognized recognized \$76,347 as an increase to pension expense for the support provided by direct aid.

On June 30, 2024, the Charter School had deferred resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences Between Expected and Actual Economic Experience	\$ 72,371	\$ 109,129
Changes in Actuarial Assumptions	831,984	-
Net Difference Between Projected and Actual Investment Earnings	89,034	-
Changes in Proportion	103,260	-
Contributions Paid to PERA Subsequent to the Measurement Date	<u>574,074</u>	<u>-</u>
Total	<u><u>\$ 1,670,723</u></u>	<u><u>\$ 109,129</u></u>

St. Croix Preparatory School  
Charter School No. 4120  
Stillwater, Minnesota  
Notes to the Financial Statements  
June 30, 2024

**Note 4: Defined Benefit Pension Plans - Statewide (Continued)**

Deferred outflows of resources totaling \$574,074 related to pensions resulting from the Charter School's contributions to TRA subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2024. Deferred outflows of resources and (deferred inflows of resources) will be recognized in pension expense as follows:

2025	\$	82,422
2026		(140,347)
2027		700,785
2028		433,579
2029		(77,034)
Thereafter		(11,885)

**7. Pension Liability Sensitivity**

The following presents the net pension liability of TRA calculated using the discount rate of 7%, as well as what the net pension liability would be if it were calculated using a discount rate that is one percentage point lower (6%) or one percentage point higher (8%) than the current rate.

	Charter School Proportionate Share of NPL		
	1 Percent Decrease (6.0%)	Current (7.0%)	1 Percent Increase (8.0%)
	Teachers Retirement Association	\$ 12,430,658	\$ 7,793,875

The Charter School's proportion of the net pension liability was based on the employer contributions to TRA in relation to TRA's total employer contributions including direct aid contributions from the State of Minnesota, City of Minneapolis, and Minneapolis School District.

**8. Pension Plan Fiduciary Net Position**

Detailed information about the plan's fiduciary net position is available in a separately-issued TRA financial report. That report can be obtained at <https://minnesotatra.org>, by writing to TRA at 60 Empire Drive, Suite 400, St. Paul, MN, 55103-4000; or by calling 651-296-2409 or 800-657-3669.

**B. Public Employees Retirement Association (PERA)**

**1. Plan Description**

The Charter School participates in the following cost-sharing multiple-employer defined benefit pension plans administered by the Public Employees Retirement Association of Minnesota (PERA). PERA's defined benefit pension plans are established and administered in accordance with Minnesota statutes, chapters 353 and 356. PERA's defined benefit pension plans are tax qualified plans under Section 401(a) of the Internal Revenue Code.

General Employees Retirement Plan

All full-time and certain part-time employees of the Charter School are covered by the General Employees Plan. General Employees Plan members belong to the Coordinated Plan. Coordinated Plan members are covered by Social Security.

**2. Benefits Provided**

PERA provides retirement, disability, and death benefits. Benefit provisions are established by state statute and can only be modified by the state Legislature. Vested, terminated employees who are entitled to benefits, but are not receiving them yet, are bound by the provisions in effect at the time they last terminated their public service.

St Croix Preparatory Academy  
Stillwater, Minnesota  
Notes to the Financial Statements  
June 30, 2024

**Note 4: Defined Benefit Pension Plans - Statewide (Continued)**

General Employees Plan Benefits

General Employees Plan benefits are based on a member's highest average salary for any five successive years of allowable service, age, and years of credit at termination of service. Two methods are used to compute benefits for PERA's Coordinated Plan members. Members hired prior to July 1, 1989, receive the higher of Method 1 or Method 2 formulas. Only Method 2 is used for members hired after June 30, 1989. Under Method 1, the accrual rate for Coordinated members is 1.2 percent of average salary for each of the first 10 years of service and 1.7 percent of average salary for each additional year. Under Method 2, the accrual rate for Coordinated members is 1.7 percent for average salary for all years of service. For members hired prior to July 1, 1989 a full annuity is available when age plus years of service equal 90 and normal retirement age is 65. For members hired on or after July 1, 1989 normal retirement age is the age for unreduced Social Security benefits capped at 66.

Benefit increases are provided to benefit recipients each January. The postretirement increase is equal to 50 percent of the cost-of-living adjustment (COLA) announced by the SSA, with a minimum increase of at least 1 percent and a maximum of 1.5 percent. Recipients that have been receiving the annuity or benefit for at least a full year as of the June 30 before the effective date of the increase will receive the full increase. Recipients receiving the annuity or benefit for at least one month but less than a full year as of the June 30 before the effective date of the increase will receive a reduced prorated increase. In 2023, legislation repealed the statute delaying increases for members retiring before full retirement age.

**3. Contributions**

*Minnesota Statutes Chapter 353 sets the rates for employer and employee contributions. Contribution rates can only be modified by the state Legislature.*

General Employees Fund Contributions

Coordinated Plan members were required to contribute 6.50 percent of their annual covered salary in fiscal year 2023 and the Charter School was required to contribute 7.50 percent for Coordinated Plan members. The Charter School's contributions to the General Employees Fund for the years ending June 30, 2024, 2023, and 2022 were \$192,984, \$162,101 and \$146,833, respectively. The Charter School's contributions were equal to the required contributions for each year as set by state statute.

**4. Pension Costs**

General Employees Fund Pension Costs

At June 30, 2024, the Charter School reported a liability of \$1,727,893 for its proportionate share of the General Employees Fund's net pension liability. The Charter School's net pension liability reflected a reduction due to the State of Minnesota's contribution of \$16 million. The State of Minnesota is considered a non-employer contributing entity and the state's contribution meets the definition of a special funding situation. The State of Minnesota's proportionate share of the net pension liability associated with the Charter School totaled \$47,704. The net pension liability was measured as of June 30, 2023, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The Charter School's proportionate share of the net pension liability was based on the Charter School's contributions received by PERA during the measurement period for employer payroll paid dates from July 1, 2023 through June 30, 2024 relative to the total employer contributions received from all of PERA's participating employers. The Charter School's proportionate share was 0.0309 percent at the end of the measurement period and 0.0285 percent for the beginning of the period.

Charter School's Proportionate Share of Net Pension Liability	\$ 1,727,893
State's Proportionate Share of Net Pension Liability Associated with the Charter School	47,704
	\$ 1,775,597
Total	\$ 1,775,597

St. Croix Preparatory School  
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Notes to the Financial Statements  
June 30, 2024

**Note 4: Defined Benefit Pension Plans - Statewide (Continued)**

For the year ended June 30, 2024, the Charter School recognized pension expense of \$714,168 for its proportionate share of the General Employees Plan's pension expense. In addition, the Charter School recognized \$214 as pension expense (and grant revenue) for its proportionate share of the State of Minnesota's contribution of \$16 million to the General Employees Fund.

At June 30, 2024, the Charter School reported its proportionate share of the General Employees Plan's deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences Between Expected and Actual Economic Experience	\$ 55,686	\$ 10,478
Changes in Actuarial Assumptions	246,696	473,601
Net Difference Between Projected and Actual Investment Earnings	-	45,016
Contributions Paid to PERA Subsequent to the Measurement Date	192,984	-
Total	\$ 495,366	\$ 529,095

The \$192,984 reported as deferred outflows of resources related to pensions resulting from the Charter School's contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2025. Other amounts reported as deferred outflows and inflows of resources related to pensions will be recognized in pension expense as follows:

2025	\$ 27,417
2026	(239,797)
2027	23,152
2028	(37,485)

**5. Long-Term Expected Return on Investment**

The State Board of Investment, which manages the investments of PERA, prepares an analysis of the reasonableness on a regular basis of the long-term expected rate of return using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce an expected long-term rate of return by weighting the expected future rates of return by the target asset allocation percentages. The target allocation and best estimates of geometric real rates of return for each major asset class are summarized in the following table:

Asset Class	Target Allocation	Long-term Expected Real Rate of Return
Domestic Equity	33.5 %	5.10 %
International Equity	16.5	5.30
Fixed Income	25.0	0.75
Private Markets	25.0	5.90
Total	100.0 %	

**6. Actuarial Assumptions**

The total pension liability in the June 30, 2023, actuarial valuation was determined using an individual entry-age normal actuarial cost method. The long-term rate of return on pension plan investments used in the determination of the total liability is 7.0 percent. This assumption is based on a review of inflation and investments return assumptions from a number of national investment consulting firms. The review provided a range of return investment return rates deemed to be reasonable by the actuary. An investment return of 7.0 percent was deemed to be within that range of reasonableness for financial reporting purposes.

St Croix Preparatory Academy  
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Notes to the Financial Statements  
June 30, 2024

**Note 4: Defined Benefit Pension Plans - Statewide (Continued)**

Inflation is assumed to be 2.25 percent for the General Employees Plan. Benefit increases after retirement are assumed to be 1.25 percent for the General Employees Plan.

Salary growth assumptions in the General Employees Plan range in annual increments from 10.25 percent after one year of service to 3.0 percent after 27 years of service. Mortality rates for the General Employees Plan are based on the Pub-2010 General Employee

Actuarial assumptions for the General Employees Plan are reviewed every four years. The most recent four-year experience study for the General Employees Plan was completed in 2022. The assumption changes were adopted by the Board and became effective with the July 1, 2023 actuarial valuation.

The following changes in actuarial assumptions and plan provisions occurred in 2023:

General Employees Fund

Changes in Actuarial Assumptions

- The investment return assumption and single discount rate were changed from 6.5 percent to 7.0 percent.

Changes in Plan Provisions

- An additional one-time direct state aid contribution of \$170.1 million will be contributed to the Plan on October 1, 2023.
- The vesting period of those hired after June 30, 2010, was changed from five years of allowable service to three years of allowable service.
- The benefit increase delay for early retirements on or after January 1, 2024, was eliminated.
- A one-time, non-compounding benefit increase of 2.5 percent minus the actual 2024 adjustment will be payable in a lump sum for calendar year 2024 by March 31, 2024.

**7. Discount Rate**

The discount rate used to measure the total pension liability in 2023 was 7.0 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at rates set in Minnesota statutes. Based on these assumptions, the fiduciary net position of the General Employees were projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

**8. Pension Liability Sensitivity**

The following presents the Charter School's proportionate share of the net pension liability for all plans it participates in, calculated using the discount rate disclosed in the preceding paragraph, as well as what the Charter School's proportionate share of the net pension liability would be if it were calculated using a discount rate one percentage point lower or one percentage point higher than the current discount rate:

	Charter School Proportionate Share of NPL		
	1 Percent Decrease (6.0%)	Current (7.0%)	1 Percent Increase (8.0%)
General Employees Fund	\$ 3,056,782	\$ 1,727,893	\$ 634,832

**9. Pension Plan Fiduciary Net Position**

Detailed information about each pension plan's fiduciary net position is available in a separately-issued PERA financial report that includes financial statements and required supplementary information. That report may be obtained on the Internet at [www.mnpera.org](http://www.mnpera.org).

St Croix Preparatory Academy  
Stillwater, Minnesota  
Notes to the Financial Statements  
June 30, 2024

**Note 5: Other Information**

**A. Risk Management**

The Charter School is exposed to various risks of loss related to torts: theft of, damage to and destruction of assets; errors and omissions; injuries to employees; and natural disasters for which the Charter School carries commercial insurance. Settled claims have not exceeded this commercial coverage in any of the past three fiscal years. There were no significant reductions in insurance coverage in fiscal year 2024.

Liabilities are reported when it is probable that a loss has occurred, and the amount of the loss can be reasonably estimated. Liabilities, if any, include an amount for claims that have been incurred but not reported (IBNRs). The Charter School's management is not aware of any incurred but not reported claims.

**B. Commitments and Contingencies**

Federal and State Programs

Amounts received or receivable from federal and state agencies are subject to agency audit and adjustment. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable fund. The amount, if any, of funds which may be disallowed by the agencies cannot be determined at this time although the Charter School expects such amounts, if any, to be immaterial.

State Revenues Pledged

The Charter School has pledged all funds, monies, grants, or other distributions received by the Charter School from the state of Minnesota with respect to general student funding, state building lease aid payments, state distributions of Federal Title I funds, or any other funding sources, net of operating expenses of the Charter School required under state or federal laws to provide required educational program expenditures, to repay the \$29.3 million 2016 lease revenue bonds issued by the Building Company in August of 2016. Proceeds from the bonds provided financing to (i) refund the Township's Lease Revenue Bonds Series 2008A, the proceeds of which were used to finance the acquisition, construction, and equipping of an approximately 90,000 square foot kindergarten through grade 12 education facility, located on an approximately 59 acre site at 4260 Stagecoach Trail North in the Township (the Original Facility), (ii) refund the Township's Lease Revenue Bonds Series 2012, the proceeds of which were used to finance the acquisition, construction, and equipping of an approximately 23,000 square foot addition to the Original Facility (the Expansion Facility), (iii) finance the construction of athletic fields and other recreational facilities, which may include an approximately 7,000 square-foot building and tennis courts, all located on approximately 25 acres of the existing site; (iv) fund a debt service reserve fund; and (v) pay the costs of issuing the Bonds. The bonds are payable solely from lease revenues paid by the Charter School to the Building Company revenues and are payable through August 1, 2046. Annual principal and interest payments on the bonds during the year ended June 30, 2024 required 86% of net lease revenues. The total principal and interest remaining to be paid on the bonds is \$38,612,338. Principal and interest debt service expenditures paid for the current year and total customer net revenues were \$1,689,863 and \$1,965,452, respectively.



St Croix Preparatory Academy  
Stillwater, Minnesota  
Notes to the Financial Statements  
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**Note 5: Other Information (Continued)**

Lease Commitments and Terms

Effective with the purchase and construction of the educational site by the Friends of St. Croix Preparatory Academy, the Charter School leased the site from the Friends of St. Croix Preparatory Academy (a blended component unit). Under the terms of the lease agreement, the lease term is for the period beginning September 1, 2009 and ending June 30, 2039. The end of the term of this lease was extended to June 30, 2043 with the first amendment to the lease which was signed on August 15, 2012. The lease agreement was revised effective August 31, 2016 when the 2016 lease revenue bonds were issued. The revised lease extended the term through June 30, 2047. The net annual base rent for the term of the lease agreement is tied closely to the debt service requirements of the Friends of St. Croix Preparatory Academy, including amounts held in escrow as part of the respective loan agreements. In addition, the Charter School is responsible for all interior and exterior repair and maintenance costs as well as all utility costs. The total amount of rent paid by the School to Friends of St. Croix Preparatory Academy under the terms of the lease agreement for fiscal 2023-2024 was \$1,965,452.

For fiscal 2023, the Charter School qualified for state charter school lease aid in the amount of \$1,734,086 based on a statutory cap of \$1,314 per pupil unit. This entitlement is subject to proration by the Minnesota Department of Education to the extent the overall funding that has been provided is insufficient to meet all amounts owed to Minnesota charter schools.

Below is the schedule of future base rents payable in accordance with the lease agreements summarized above:

Year Ending <u>June 30,</u>	<u>Lease Revenue</u>
2025	\$ 1,857,981
2026	1,857,383
2027	1,856,852
2028	1,854,975
2029	1,857,746
2030 - 2034	9,280,813
2035 - 2039	9,284,563
2040 - 2044	9,283,384
2045 - 2047	3,859,576
Total	<u>\$ 40,993,273</u>

The Charter School's ability to make payments under such lease agreements is dependent on its revenues which are in turn, largely dependent on sufficient enrollments being served at the Charter School and on sufficient state aids per student being authorized and received from the state of Minnesota. The Charter School believes that its enrollments and aid entitlements will be sufficient to meet the lease obligations as they become due.

**C. Economic Dependency**

The charter school has a significant amount of revenue (76.9 percent) coming from the State of Minnesota.

St Croix Preparatory Academy  
Stillwater, Minnesota  
Notes to the Financial Statements  
June 30, 2024

**Note 5: Other Information (Continued)**

**D. Income Taxes**

The Charter School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. The Charter School also qualifies as a tax-exempt organization under applicable statutes of the State of Minnesota.

Management believes that it is not reasonably possible for any tax position benefits to increase or decrease significantly over the next 12 months. As of June 30, 2024, there were no income tax related accrued interest or penalties recognized in either the statement of financial position or the statement of activities.

The Charter School files informational returns in the U.S. federal jurisdiction, and in the Minnesota state jurisdiction. U.S. federal returns and Minnesota returns for the prior three fiscal years are closed. No returns are currently under examination in any tax jurisdiction.

REQUIRED SUPPLEMENTARY INFORMATION

ST CROIX PREPATORY ACADEMY  
STILLWATER, MINNESOTA

FOR THE YEAR ENDED  
JUNE 30, 2024

St. Croix Preparatory School  
Stillwater, Minnesota  
Required Supplementary Information  
June 30, 2024

**Schedule of Employer's Share of TRA Net Pension Liability**

Fiscal Year Ending	Charter School's Proportion of the Net Pension Liability	Charter School's Proportionate Share of the Net Pension Liability (a)	State's Proportionate Share of the Net Pension Liability Associated with the Charter School (b)	Total (a+b)	Charter School's Covered Payroll (c)	Charter School's Proportionate Share of the Net Pension Liability as a Percentage of Covered Payroll (a/c)	Plan Fiduciary Net Position as a Percentage of the Total Pension Liability
06/30/23	0.0944 %	\$ 7,793,875	\$ 545,968	\$ 8,339,843	\$ 6,085,216	128.1 %	76.4 %
06/30/22	0.0872	6,982,515	1,040,634	8,023,149	5,400,396	129.3	76.2
06/30/21	0.0865	3,785,499	319,280	4,104,779	5,213,542	72.6	86.6
06/30/20	0.0875	6,464,617	541,567	7,006,184	5,034,621	128.4	75.5
06/30/19	0.0794	5,060,973	447,880	5,060,973	4,515,409	112.1	78.2
06/30/18	0.0771	4,843,191	454,741	4,843,191	4,292,160	112.8	78.1
06/30/17	0.0753	15,031,246	1,453,392	15,031,246	4,075,667	368.8	51.6
06/30/16	0.0765	18,247,075	1,831,996	18,247,075	3,991,373	457.2	44.9
06/30/15	0.0772	4,775,584	585,978	4,775,584	3,908,133	122.2	76.8

**Schedule of Employer's TRA Contributions**

Year Ending	Statutorily Required Contribution (a)	Contributions in Relation to the Statutorily Required Contribution (b)	Contribution Deficiency (Excess) (a-b)	Charter School's Covered Payroll (c)	Contributions as a Percentage of Covered Payroll (b/c)
06/30/24	\$ 574,074	\$ 574,074	\$ -	\$ 6,560,846	8.75 %
06/30/23	520,286	520,286	-	6,085,216	8.55
06/30/22	450,393	450,393	-	5,400,396	8.34
06/30/21	423,861	423,861	-	5,213,542	8.13
06/30/20	398,742	398,742	-	5,034,621	7.92
06/30/19	348,138	348,138	-	4,515,409	7.71
06/30/18	321,912	321,912	-	4,292,160	7.50
06/30/17	305,675	305,675	-	4,075,667	7.50
06/30/16	299,353	299,353	-	3,991,373	7.50
06/30/15	293,110	293,110	-	3,908,133	7.50

St. Croix Preparatory School  
Stillwater, Minnesota  
Required Supplementary Information  
June 30, 2024

**Notes to the Required Supplementary Information - TRA**

Changes in Actuarial Assumptions

2023 - The 2023 Tax Finance and Policy Bill, effective July 1, 2025 and The 2024 Omnibus Pensions and Retirement Bill contained a number of changes

- The employer contribution rate will increase from 8.75% to 9.5% on July 1, 2025.
- The employee contribution rate will increase from 7.75% to 8% on July 1, 2025
- The pension adjustment rate for school districts and the base budgets for Minnesota State, Perpich Center for Arts Education, and Minnesota Academies will increase to reflect the 0.75% employer contribution rate increase.
- The Normal Retirement Age (NRA) for active and eligible deferred Tier II members will be 65 effective July 1, 2024.
- TRA's amortization date will remain the same at 2048.

2022 - No changes noted.

2021 - The investment return assumption was changed from 7.50 percent to 7.00 percent.

2020 - Assumed termination rates were changed to more closely reflect actual experience. The pre-retirement mortality assumption was changed to RP-2014 white collar employee table, male rates set back five years and female rates set back seven years. Generational projection uses the MP-2015 scale. Assumed form of annuity election proportions were changed to more closely reflect actual experience for female retirees.

2019 - No changes noted.

2018 - The mortality projection scale was changed from MP-2015 to MP-2017. The assumed benefit increase was changed from 1.00 percent per year through 2044 and 2.50 percent per year thereafter to 1.25 percent per year.

2017 - The Combined Service Annuity (CSA) loads were changed from 0.8 percent for active members and 60 percent for vested and non-vested deferred members. The revised CSA loads are now 0.0 percent for active member liability, 15.0 percent for vested deferred member liability and 3.0 percent for non-vested deferred member liability. The assumed post-retirement benefit increase rate was changed from 1.0 percent per year for all years to 1.0 percent per year through 2044 and 2.5 percent per year thereafter.

2016 - The assumed post-retirement benefit increase rate was changed from 1.0 percent per year through 2035 and 2.5 percent per year thereafter to 1.0 percent per year for all future years. The assumed investment return was changed from 7.9 percent to 7.5 percent. The single discount rate was changed from 7.9 percent to 7.5 percent. Other assumptions were changed pursuant to the experience study dated June 30, 2015. The assumed future salary increases, payroll growth and inflation were decreased by 0.25 percent to 3.25 percent for payroll growth and 2.50 percent for inflation.

2015 - The cost of living adjustment was not assumed to increase to 2.5 percent but remain at 2.0 percent for all future years. The investment return assumption was changed from 8.25 percent to 8.00 percent.

2014 - The cost of living adjustment was assumed to increase from 2.0 percent annually to 2.5 percent annually on July 1, 2034.

St. Croix Preparatory School  
Stillwater, Minnesota  
Required Supplementary Information  
June 30, 2024

**Notes to the Required Supplementary Information – TRA (Continued)**

Changes in Plan Provisions

2023 - No changes noted.

2022 - No changes noted.

2021 - No changes noted.

2020 - No changes noted.

2019 - No changes noted.

2018 - The 2018 Omnibus Pension Bill contained a number of changes:

- The COLA was reduced from 2.0% each January 1 to 1.0%, effective January 1, 2019. Beginning January 1, 2024, the COLA will increase 0.1% each year until reaching the ultimate rate of 1.5% in January 1, 2028.

- Beginning July 1, 2024, eligibility for the first COLA changes to normal retirement age (age 65 to 66, depending on date of birth). However, members who retire under Rule of 90 and members who are at least age 62 with 30 years of service credit are exempt.

- The COLA trigger provision, which would have increased the COLA to 2.5% if the funded ratio was at least 90% for two consecutive years, was eliminated.

- Augmentation in the early retirement reduction factors is phased out over a five-year period beginning July 1, 2019 and ending June 30, 2024 (this reduces early retirement benefits). Members who retire and are at least age 62 with 30 years of service are exempt.

- Augmentation on deferred benefits will be reduced to zero percent beginning July 1, 2019. Interest payable on refunds to members was reduced from 4.0% to 3.0%, effective July 1, 2018. Interest due on payments and purchases from members, employers is reduced from 8.5% to 7.5%, effective July 1, 2018.

- The employer contribution rate is increased each July 1 over the next 6 years, (7.71% in 2018, 7.92% in 2019, 8.13% in 2020, 8.34% in 2021, 8.55% in 2022, 8.75% in 2023). In addition, the employee contribution rate will increase from 7.50% to 7.75% on July 1, 2023. The state provides funding for the higher employer contribution rate through an adjustment in the school aid formula.

2017 - No changes noted.

2016 - No changes noted.

2015 - On June 30, 2015, the Duluth Teachers Retirement Fund Association was merged into TRA. This also resulted in a state-provided contribution stream of \$14.377 million until the System becomes fully funded.

2014 - The increase in the post-retirement benefit adjustment (COLA) will be made once the plan is 90% funded (on a market value basis) in two consecutive years, rather than just one year.

St. Croix Preparatory School  
Stillwater, Minnesota  
Required Supplementary Information  
June 30, 2024

**Schedule of Employer's Share of PERA Net Pension Liability**

Fiscal Year Ending	Charter School's Proportion of the Net Pension Liability	Charter School's Proportionate Share of the Net Pension Liability (a)	State's Proportionate Share of the Net Pension Liability Associated with the Charter School (b)	Total (a+b)	Charter School's Covered Payroll (c)	Charter Schools's Proportionate Share of the Net Pension Liability as a Percentage of Covered Payroll (a/c)	Plan Fiduciary Net Position as a Percentage of the Total Pension Liability
06/30/23	0.0309 %	\$ 1,727,893	\$ 47,704	\$ 1,775,597	\$ 2,456,160	70.3	83.1 %
06/30/22	0.0285	2,257,209	66,320	2,323,529	2,161,347	104.4	76.7
06/30/21	0.0272	1,161,562	35,433	1,196,995	1,957,773	59.3	87.0
06/30/20	0.0285	1,708,705	52,728	1,761,433	1,885,747	90.6	79.0
06/30/19	0.0269	1,487,241	46,165	1,533,406	1,899,920	78.3	80.2
06/30/18	0.0263	1,459,016	47,924	1,506,940	1,755,987	83.1	79.5
06/30/17	0.0253	1,615,135	20,327	1,635,462	1,627,573	99.2	75.9
06/30/16	0.0235	1,908,083	24,913	1,932,996	1,459,320	130.8	68.9
06/30/15	0.0247	1,280,082	-	1,280,082	1,442,495	88.7	78.2

**Schedule of Employer's PERA Contributions**

Year Ending	Statutorily Required Contribution (a)	Contributions in Relation to the Statutorily Required Contribution (b)	Contribution Deficiency (Excess) (a-b)	Charter School's Covered Payroll (c)	Contributions as a Percentage of Covered Payroll (b/c)
06/30/24	\$ 192,984	\$ 192,984	\$ -	\$ 2,573,120	7.50 %
06/30/23	184,212	184,212	-	2,456,160	7.50
06/30/22	162,101	162,101	-	2,161,347	7.50
06/30/21	146,833	146,833	-	1,957,773	7.50
06/30/20	141,431	141,431	-	1,885,747	7.50
06/30/19	142,494	142,494	-	1,899,920	7.50
06/30/18	131,699	131,699	-	1,755,987	7.50
06/30/17	122,068	122,068	-	1,627,573	7.50
06/30/16	109,449	109,449	-	1,459,320	7.50
06/30/15	106,384	106,384	-	1,418,453	7.50

St. Croix Preparatory School  
Stillwater, Minnesota  
Required Supplementary Information  
June 30, 2024

**Notes to the Required Supplementary Information - PERA**

Changes in Actuarial Assumptions

2023 - The investment return assumption and single discount rate were changed from 6.5 percent to 7.0 percent.

2022 - The mortality improvement scale was changed from Scale MP-2020 to Scale MP-2021.

2021 - The investment return and single discount rates were changed from 7.50 percent to 6.50 percent for financial reporting purposes. The mortality improvement scale was changed from Scale MP-2019 to Scale MP-2020.

2020 - The price inflation assumption was decreased from 2.50% to 2.25%. The payroll growth assumption was decreased from 3.25% to 3.00%. Assumed salary increase rates were changed as recommended in the June 30, 2019 experience study. The net effect is assumed rates that average 0.25% less than previous rates. Assumed rates of retirement were changed as recommended in the June 30, 2019 experience study. The changes result in more unreduced (normal) retirements and slightly fewer Rule of 90 and early retirements. Assumed rates of termination were changed as recommended in the June 30, 2019 experience study. The new rates are based on service and are generally lower than the previous rates for years 2-5 and slightly higher thereafter. Assumed rates of disability were changed as recommended in the June 30, 2019 experience study. The change results in fewer predicted disability retirements for males and females. The base mortality table for healthy annuitants and employees was changed from the RP-2014 table to the Pub-2010 General Mortality table, with adjustments. The base mortality table for disabled annuitants was changed from the RP-2014 disabled annuitant mortality table to the PUB-2010 General/Teacher disabled annuitant mortality table, with adjustments. The mortality improvement scale was changed from Scale MP-2018 to Scale MP-2019. The assumed spouse age difference was changed from two years older for females to one year older. The assumed number of married male new retirees electing the 100% Joint & Survivor option changed from 35% to 45%. The assumed number of married female new retirees electing the 100% Joint & Survivor option changed from 15% to 30%. The corresponding number of married new retirees electing the Life annuity option was adjusted accordingly.

2019 - The mortality projection scale was changed from MP-2017 to MP-2018.

2018 - The mortality projection scale was changed from MP-2015 to MP-2017. The assumed benefit increase was changed from 1.00 percent per year through 2044 and 2.50 percent per year thereafter to 1.25 percent per year.

2017 - The Combined Service Annuity (CSA) loads were changed from 0.8 percent for active members and 60 percent for vested and non-vested deferred members. The revised CSA loads are now 0.0 percent for active member liability, 15.0 percent for vested deferred member liability and 3.0 percent for non-vested deferred member liability. The assumed post-retirement benefit increase rate was changed from 1.0 percent per year for all years to 1.0 percent per year through 2044 and 2.5 percent per year thereafter.

2016 - The assumed post-retirement benefit increase rate was changed from 1.0 percent per year through 2035 and 2.5 percent per year thereafter to 1.0 percent per year for all future years. The assumed investment return was changed from 7.9 percent to 7.5 percent. The single discount rate was changed from 7.9 percent to 7.5 percent. Other assumptions were changed pursuant to the experience study dated June 30, 2015. The assumed future salary increases, payroll growth and inflation were decreased by 0.25 percent to 3.25 percent for payroll growth and 2.50 percent for inflation.

2015 - The assumed post-retirement benefit increase rate was changed from 1.0 percent per year through 2030 and 2.5 percent per year thereafter to 1.0 percent per year through 2035 and 2.5 percent per year thereafter.



St. Croix Preparatory School  
Stillwater, Minnesota  
Required Supplementary Information  
June 30, 2024

**Notes to the Required Supplementary Information – PERA (Continued)**

Changes in Plan Provisions

2023 - An additional one-time direct state aid contribution of \$170.1 million will be contributed to the Plan on October 1, 2023. The vesting period of those hired after June 30, 2010, was changed from five years of allowable service to three years of allowable service. The benefit increase delay for early retirements on or after January 1, 2024, was eliminated. A one-time, non-compounding benefit increase of 2.5 percent minus the actual 2024 adjustment will be payable in a lump sum for calendar year 2024 by March 31, 2024.

2022 - There were no changes in plan provisions since the previous valuation.

2021 - There were no changes in plan provisions since the previous valuation.

2020 - Augmentation for current privatized members was reduced to 2.0% for the period July 1, 2020 through December 31, 2023 and 0.0% after. Augmentation was eliminated for privatizations occurring after June 30, 2020.

2019 – The employer supplemental contribution was changed prospectively, decreasing from \$31.0 million to \$21.0 million per year. The state’s special funding contribution was changed prospectively, requiring \$16.0 million due per year through 2031.

2018 – The augmentation adjustment in early retirement factors is eliminated over a five-year period starting July 1, 2019, resulting in actuarial equivalence after June 30, 2024. Interest credited on member contributions decreased from 4.00 percent to 3.00 percent, beginning July 1, 2018. Deferred augmentation was changed to 0.00 percent, effective January 1, 2019. Augmentation that has already accrued for deferred members will still apply. Contribution stabilizer provisions were repealed. Postretirement benefit increases were changed from 1.00 percent per year with a provision to increase to 2.50 percent upon attainment of 90.00 percent funding ratio to 50.00 percent of the Social Security Cost of Living Adjustment, not less than 1.00 percent and not more than 1.50 percent, beginning January 1, 2019. For retirements on or after January 1, 2024, the first benefit increase is delayed until the retiree reaches normal retirement age; does not apply to Rule of 90 retirees, disability benefit recipients, or survivors. Actuarial equivalent factors were updated to reflect revised mortality and interest assumptions.

2017 - The State’s contribution for the Minneapolis Employees Retirement Fund equals \$16,000,000 in 2017 and 2018, and \$6,000,000 thereafter. The Employer Supplemental Contribution for the Minneapolis Employees Retirement Fund changed from \$21,000,000 to \$31,000,000 in calendar years 2019 to 2031. The state’s contribution changed from \$16,000,000 to \$6,000,000 in calendar years 2019 to 2031.

2016 - No changes noted.

2015 - On January 1, 2015, the Minneapolis Employees Retirement Fund was merged into the General Employees Fund, which increased the total pension liability by \$1.1 billion and increased the fiduciary plan net position by \$892 million. Upon consolidation, state and employer contributions were revised.

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COMBINING FUND FINANCIAL STATEMENTS, SCHEDULES, AND TABLE

ST CROIX PREPATORY ACADEMY  
STILLWATER, MINNESOTA

FOR THE YEAR ENDED  
JUNE 30, 2024

St Croix Preparatory Academy  
 Stillwater, Minnesota  
 Combining Balance Sheet  
 Nonmajor Governmental Funds  
 June 30, 2024

	Special Revenue		Total Governmental Funds
	Food Service	Community Service	
<b>Assets</b>			
Cash and temporary investments	\$ 542,748	\$ 125,156	\$ 667,904
Accounts receivable	53	-	53
Inventory	6,813	-	6,813
Prepaid items	7,239	-	7,239
	<u>7,239</u>	<u>-</u>	<u>7,239</u>
<b>Total Assets</b>	<u>\$ 556,853</u>	<u>\$ 125,156</u>	<u>\$ 682,009</u>
<b>Liabilities</b>			
Accounts and other payables	\$ 481	\$ 11,601	\$ 12,082
Unearned revenue	29,946	33,478	63,424
<b>Total Liabilities</b>	<u>30,427</u>	<u>45,079</u>	<u>75,506</u>
<b>Fund Balances</b>			
Nonspendable	14,052	-	14,052
Restricted for			
Food service	512,374	-	512,374
Community service	-	80,077	80,077
<b>Total Fund Balances</b>	<u>526,426</u>	<u>80,077</u>	<u>606,503</u>
<b>Total Liabilities and Fund Balances</b>	<u>\$ 556,853</u>	<u>\$ 125,156</u>	<u>\$ 682,009</u>

St Croix Preparatory Academy  
Stillwater, Minnesota  
Combining Statement of Revenues, Expenditures and  
Changes in Fund Balances  
Nonmajor Governmental Funds  
For the Year Ended June 30, 2024

	Special Revenue		Total Governmental Funds
	Food Service	Community Service	
Revenues			
Revenue from federal sources	\$ 227,295	\$ -	\$ 227,295
Revenue from state sources	472,800	-	472,800
Revenue from local sources	665	205,914	206,579
Sales and other conversion of assets	104,232	-	104,232
Total Revenues	<u>804,992</u>	<u>205,914</u>	<u>1,010,906</u>
Expenditures			
Current			
Community education and services	-	223,813	223,813
Food service	714,939	-	714,939
Total Expenditures	<u>714,939</u>	<u>223,813</u>	<u>938,752</u>
Net Change in Fund Balances	90,053	(17,899)	72,154
Fund Balances, July 1	<u>436,373</u>	<u>97,976</u>	<u>534,349</u>
Fund Balances, June 30	<u>\$ 526,426</u>	<u>\$ 80,077</u>	<u>\$ 606,503</u>

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St Croix Preparatory Academy  
Stillwater, Minnesota  
Schedule of Revenues, Expenditures and  
Changes in Fund Balances - Budget and Actual  
Food Service and Community Service Special Revenue Fund  
For the Year Ended June 30, 2024

	Food Service Fund				Community Service Fund			
	Budgeted Amounts		Actual Amounts	Variance with Final Budget	Budgeted Amounts		Actual Amounts	Variance with Final Budget
	Original	Final			Original	Final		
<b>Revenues</b>								
Revenue from federal sources	\$ 180,441	\$ 185,000	\$ 227,295	\$ 42,295	\$ -	\$ -	\$ -	\$ -
Revenue from state sources	43,135	425,883	472,800	46,917	-	-	-	-
Revenue from local sources	-	-	665	665	169,900	193,000	205,914	12,914
Sales and other conversion of assets	518,953	148,000	104,232	(43,768)	-	-	-	-
<b>Total Revenues</b>	<b>742,529</b>	<b>758,883</b>	<b>804,992</b>	<b>46,109</b>	<b>169,900</b>	<b>193,000</b>	<b>205,914</b>	<b>12,914</b>
<b>Expenditures</b>								
<b>Current</b>								
Food service	701,071	650,067	714,939	(64,872)	-	-	-	-
Community education and services	-	-	-	-	172,900	181,500	223,813	(42,313)
<b>Capital outlay</b>								
Food service	20,000	-	-	-	-	-	-	-
Community education and services	-	-	-	-	5,000	-	-	-
<b>Total Expenditures</b>	<b>721,071</b>	<b>650,067</b>	<b>714,939</b>	<b>(64,872)</b>	<b>172,900</b>	<b>181,500</b>	<b>223,813</b>	<b>(42,313)</b>
<b>Net Change in Fund Balances</b>	<b>21,458</b>	<b>108,816</b>	<b>90,053</b>	<b>(18,763)</b>	<b>(3,000)</b>	<b>11,500</b>	<b>(17,899)</b>	<b>(29,399)</b>
<b>Fund Balances, July 1</b>	<b>436,373</b>	<b>436,373</b>	<b>436,373</b>	<b>-</b>	<b>97,976</b>	<b>97,976</b>	<b>97,976</b>	<b>-</b>
<b>Fund Balances, June 30</b>	<b>\$ 457,831</b>	<b>\$ 545,189</b>	<b>\$ 526,426</b>	<b>\$ (18,763)</b>	<b>\$ 94,976</b>	<b>\$ 109,476</b>	<b>\$ 80,077</b>	<b>\$ (29,399)</b>

St Croix Preparatory Academy  
Stillwater, Minnesota  
Schedule of Revenues, Expenditures and  
Changes in Fund Balances - Budget and Actual  
General Fund  
For the Year Ended June 30, 2024

	2024			
	Budgeted Amounts		Actual Amounts	Variance with Final Budget
	Original	Final		
<b>Revenues</b>				
Revenue from federal sources	\$ 561,749	\$ 599,871	\$ 577,014	\$ (22,857)
Revenue from state sources	14,854,945	14,542,478	14,701,458	158,980
Revenue from local sources	806,375	1,136,802	1,161,741	24,939
Interest earned on investments	200,000	225,000	163,202	(61,798)
Sales and other conversion of assets	20,000	27,100	25,345	(1,755)
Total Revenues	<u>16,443,069</u>	<u>16,531,251</u>	<u>16,628,760</u>	<u>97,509</u>
<b>Expenditures</b>				
<b>Current</b>				
<b>Administration</b>				
Salaries	944,041	933,847	936,965	(3,118)
Fringe benefits	193,690	186,118	193,346	(7,228)
Purchased services	-	640	865	(225)
Supplies and materials	7,550	5,100	5,634	(534)
Other	28,000	28,650	28,552	98
Total administration	<u>1,173,281</u>	<u>1,154,355</u>	<u>1,165,362</u>	<u>(11,007)</u>
<b>District support services</b>				
Salaries	718,349	662,782	696,390	(33,608)
Fringe benefits	182,738	188,714	161,567	27,147
Purchased services	321,650	444,705	438,278	6,427
Supplies and materials	163,360	134,477	141,717	(7,240)
Other	8,100	17,875	17,614	261
Total district support services	<u>1,394,197</u>	<u>1,448,553</u>	<u>1,455,566</u>	<u>(7,013)</u>
<b>Elementary and secondary regular instruction</b>				
Salaries	3,981,365	3,983,808	4,086,536	(102,728)
Fringe benefits	983,986	940,028	972,369	(32,341)
Purchased services	215,742	208,783	238,713	(29,930)
Supplies and materials	335,850	343,376	360,854	(17,478)
Other	10,150	8,500	7,778	722
Total elementary and secondary regular instruction	<u>5,527,093</u>	<u>5,484,495</u>	<u>5,666,250</u>	<u>(181,755)</u>
<b>Vocational education instruction</b>				
Salaries	179,958	217,764	192,633	25,131
Fringe benefits	46,654	62,160	54,016	8,144
Purchased services	116,790	127,864	122,661	5,203
Supplies and materials	13,775	19,625	14,177	5,448
Other	800	550	553	247
Total vocational education instruction	<u>357,977</u>	<u>427,963</u>	<u>384,040</u>	<u>44,173</u>
<b>Special education instruction</b>				
Salaries	2,518,348	2,151,145	2,153,256	(2,111)
Fringe benefits	640,866	524,632	512,255	12,377
Purchased services	282,557	397,373	502,003	(104,630)
Supplies and materials	62,160	48,500	56,625	(8,125)
Other	764	2,500	2,228	272
Total special education instruction	<u>3,504,695</u>	<u>3,124,150</u>	<u>3,226,367</u>	<u>(102,217)</u>



St Croix Preparatory Academy  
Stillwater, Minnesota  
Schedule of Revenues, Expenditures and  
Changes in Fund Balances - Budget and Actual (Continued)  
General Fund  
For the Year Ended June 30, 2024

	2024			
	Budgeted Amounts		Actual Amounts	Variance with Final Budget
	Original	Final		
Expenditures (Continued)				
Current (continued)				
Instructional support services				
Salaries	\$ 394,247	\$ 417,938	\$ 492,013	\$ (74,075)
Fringe benefits	69,775	91,898	84,542	7,356
Purchased services	145,410	98,495	46,716	51,779
Supplies and materials	130,529	147,000	124,383	22,617
Other	1,400	300	288	1,112
Total instructional support services	<u>741,361</u>	<u>755,631</u>	<u>747,942</u>	<u>8,789</u>
Pupil support services				
Salaries	191,838	285,934	300,603	(14,669)
Fringe benefits	43,416	72,113	74,471	(2,358)
Purchased services	20,250	26,058	40,353	(14,295)
Supplies and materials	9,050	4,600	4,608	(8)
Other	600	350	330	270
Total pupil support services	<u>265,154</u>	<u>389,055</u>	<u>420,365</u>	<u>(31,060)</u>
Sites and buildings				
Salaries	138,682	228,682	251,385	(22,703)
Fringe benefits	26,853	45,885	45,478	407
Purchased services	859,325	862,550	816,220	46,330
Supplies and materials	117,600	122,000	130,549	(8,549)
Other	350	400	400	-
Total sites and buildings	<u>1,142,810</u>	<u>1,259,517</u>	<u>1,244,032</u>	<u>15,485</u>
Fiscal and other fixed cost programs				
Purchased services	<u>47,000</u>	<u>53,620</u>	<u>53,620</u>	<u>-</u>
Total current	<u>14,153,568</u>	<u>14,097,339</u>	<u>14,363,544</u>	<u>(264,605)</u>
Capital outlay				
District support services	44,025	8,500	121,825	(113,325)
regular instruction	39,750	9,250	3,000	6,250
Instructional support services	40,180	27,500	250,963	(223,463)
Sites and buildings	<u>2,022,737</u>	<u>2,180,452</u>	<u>2,192,035</u>	<u>(11,583)</u>
Total capital outlay	<u>2,146,692</u>	<u>2,225,702</u>	<u>2,567,823</u>	<u>(342,121)</u>
Debt service				
Principal	88,000	192,700	172,462	20,238
Interest and other	-	-	19,488	(19,488)
Total debt service	<u>88,000</u>	<u>192,700</u>	<u>191,950</u>	<u>750</u>
Total Expenditures	<u>16,388,260</u>	<u>16,515,741</u>	<u>17,123,317</u>	<u>(605,976)</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>\$ 54,809</u>	<u>\$ 15,510</u>	<u>\$ (494,557)</u>	<u>\$ (508,467)</u>
Other Financing Sources (Uses)				
Finance purchase issued	-	-	337,745	337,745
Sale of capital assets	-	2,036	2,099	63
Total Other Financing Sources (Uses)	<u>-</u>	<u>2,036</u>	<u>339,844</u>	<u>337,808</u>
Net Change in Fund Balances	54,809	17,546	(154,713)	(170,659)
Fund Balances, July 1	<u>6,092,335</u>	<u>6,092,335</u>	<u>6,092,335</u>	<u>-</u>
Fund Balances, June 30	<u>\$ 6,147,144</u>	<u>\$ 6,109,881</u>	<u>\$ 5,937,622</u>	<u>\$ (170,659)</u>

Fiscal Compliance Report - 6/30/2024

District: ST.CROIX PREPARATORY ACD (4120-7)

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	Audit	UFARS	Audit - UFARS
<b>01 GENERAL FUND</b>			
Total Revenue	\$16,628,760	\$16,628,760	\$0
Total Expenditures	\$17,123,317	\$17,123,312	\$5
<i>Non Spendable:</i>			
4.60 Non Spendable Fund Balance	\$91,765	\$91,765	\$0
<i>Restricted / Reserved:</i>			
4.01 Student Activities	\$1,469	\$1,469	\$0
4.02 Scholarships	\$0	\$0	\$0
4.03 Staff Development	\$0	\$0	\$0
4.07 Capital Projects Levy	\$0	\$0	\$0
4.08 Cooperative Revenue	\$0	\$0	\$0
4.12 Literacy Incentive Aid	\$0	\$0	\$0
4.14 Operating Debt	\$0	\$0	\$0
4.16 Levy Reduction	\$0	\$0	\$0
4.17 Taconite Building Maint	\$0	\$0	\$0
4.20 American Indian Education Aid	\$0	\$0	\$0
4.24 Operating Capital	\$0	\$0	\$0
4.26 \$25 Taconite	\$0	\$0	\$0
4.27 Disabled Accessibility	\$0	\$0	\$0
4.28 Learning & Development	\$0	\$0	\$0
4.34 Area Learning Center	\$0	\$0	\$0
4.35 Contracted Alt. Programs	\$0	\$0	\$0
4.36 State Approved Alt. Program	\$0	\$0	\$0
4.38 Gifted & Talented	\$0	\$0	\$0
4.39 English Learner	\$0	\$0	\$0
4.40 Teacher Development and Evaluation	\$0	\$0	\$0
4.41 Basic Skills Programs	\$0	\$0	\$0
4.43 School Library Aid	\$0	\$0	\$0
4.48 Achievement and Integration	\$0	\$0	\$0
4.49 Safe Schools Levy	\$0	\$0	\$0
4.51 QZAB Payments	\$0	\$0	\$0
4.52 OPEB Liab Not In Trust	\$0	\$0	\$0
4.53 Unfunded Sev & Retiremt Levy	\$0	\$0	\$0
4.59 Basic Skills Extended Time	\$0	\$0	\$0
4.67 LTFM	\$0	\$0	\$0
4.71 Student Support Personnel Aid	\$0	\$0	\$0
4.72 Medical Assistance	\$0	\$0	\$0
<i>Restricted:</i>			
4.64 Restricted Fund Balance	\$0	\$0	\$0
4.75 Title VII Impact Aid	\$0	\$0	\$0
4.76 Payments in Lieu of Taxes	\$0	\$0	\$0
<i>Committed:</i>			
4.18 Committed for Separation	\$0	\$0	\$0
4.61 Committed Fund Balance	\$0	\$0	\$0
<i>Assigned:</i>			
4.62 Assigned Fund Balance	\$167,487	\$167,487	\$0
<i>Unassigned:</i>			
4.22 Unassigned Fund Balance	\$5,676,901	\$5,676,904	(\$3)

**02 FOOD SERVICES**

Total Revenue	\$804,992	\$804,989	\$3
Total Expenditures	\$714,939	\$714,937	\$2
<i>Non Spendable:</i>			

**06 BUILDING CONSTRUCTION**

	Audit	UFARS	Audit - UFARS
Total Revenue	\$0	\$0	\$0
Total Expenditures	\$0	\$0	\$0
<i>Non Spendable:</i>			
4.60 Non Spendable Fund Balance	\$0	\$0	\$0
<i>Restricted / Reserved:</i>			
4.07 Capital Projects Levy	\$0	\$0	\$0
4.13 Funded by COP/FP	\$0	\$0	\$0
4.67 LTFM	\$0	\$0	\$0
<i>Restricted:</i>			
4.64 Restricted Fund Balance	\$0	\$0	\$0
<i>Unassigned:</i>			
4.63 Unassigned Fund Balance	\$0	\$0	\$0

**07 DEBT SERVICE**

Total Revenue	\$0	\$0	\$0
Total Expenditures	\$0	\$0	\$0
<i>Non Spendable:</i>			
4.60 Non Spendable Fund Balance	\$0	\$0	\$0
<i>Restricted / Reserved:</i>			
4.25 Bond Refundings	\$0	\$0	\$0
4.33 Maximum Effort Loan Aid	\$0	\$0	\$0
4.51 QZAB Payments	\$0	\$0	\$0
4.67 LTFM	\$0	\$0	\$0
<i>Restricted:</i>			
4.64 Restricted Fund Balance	\$0	\$0	\$0
<i>Unassigned:</i>			
4.63 Unassigned Fund Balance	\$0	\$0	\$0

**08 TRUST**

Total Revenue	\$0	\$0	\$0
Total Expenditures	\$0	\$0	\$0
<i>Restricted / Reserved:</i>			
4.01 Student Activities	\$0	\$0	\$0
4.02 Scholarships	\$0	\$0	\$0
4.22 Unassigned Fund Balance (Net Assets)	\$0	\$0	\$0

**18 CUSTODIAL**

Total Revenue	\$0	\$0	\$0
Total Expenditures	\$0	\$0	\$0
<i>Restricted / Reserved:</i>			
4.01 Student Activities	\$0	\$0	\$0
4.02 Scholarships	\$0	\$0	\$0
4.48 Achievement and Integration	\$0	\$0	\$0
4.64 Restricted Fund Balance	\$0	\$0	\$0

**20 INTERNAL SERVICE**

Total Revenue	\$0	\$0	\$0
Total Expenditures	\$0	\$0	\$0
4.22 Unassigned Fund Balance (Net Assets)	\$0	\$0	\$0

**21 25 OPEB REVOCABLE TRUST**

Total Revenue	\$0	\$0	\$0
Total Expenditures	\$0	\$0	\$0

4.60 Non Spendable Fund Balance <i>Restricted / Reserved:</i>	\$7,239	<u>\$7,239</u>	<u>\$0</u>
4.52 OPEB Liab Not In Trust <i>Restricted:</i>	\$0	<u>\$0</u>	<u>\$0</u>
4.64 Restricted Fund Balance <i>Unassigned:</i>	\$519,187	<u>\$519,187</u>	<u>\$0</u>
4.63 Unassigned Fund Balance	\$0	<u>\$0</u>	<u>\$0</u>

**04 COMMUNITY SERVICE**

Total Revenue	\$205,914	<u>\$205,914</u>	<u>\$0</u>
Total Expenditures <i>Non Spendable:</i>	\$223,813	<u>\$223,813</u>	<u>\$0</u>
4.60 Non Spendable Fund Balance <i>Restricted / Reserved:</i>	\$0	<u>\$0</u>	<u>\$0</u>
4.26 \$25 Taconite	\$0	<u>\$0</u>	<u>\$0</u>
4.31 Community Education	\$0	<u>\$0</u>	<u>\$0</u>
4.32 E.C.F.E	\$0	<u>\$0</u>	<u>\$0</u>
4.40 Teacher Development and Evaluation	\$0	<u>\$0</u>	<u>\$0</u>
4.44 School Readiness	\$0	<u>\$0</u>	<u>\$0</u>
4.47 Adult Basic Education	\$0	<u>\$0</u>	<u>\$0</u>
4.52 OPEB Liab Not In Trust <i>Restricted:</i>	\$0	<u>\$0</u>	<u>\$0</u>
4.64 Restricted Fund Balance <i>Unassigned:</i>	\$80,077	<u>\$80,077</u>	<u>\$0</u>
4.63 Unassigned Fund Balance	\$0	<u>\$0</u>	<u>\$0</u>

4.22 Unassigned Fund Balance (Net Assets)	\$0	<u>\$0</u>	<u>\$0</u>
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**45 OPEB IRREVOCABLE TRUST**

Total Revenue	\$0	<u>\$0</u>	<u>\$0</u>
Total Expenditures	\$0	<u>\$0</u>	<u>\$0</u>
4.22 Unassigned Fund Balance (Net Assets)	\$0	<u>\$0</u>	<u>\$0</u>

**47 OPEB DEBT SERVICE**

Total Revenue	\$0	<u>\$0</u>	<u>\$0</u>
Total Expenditures <i>Non Spendable:</i>	\$0	<u>\$0</u>	<u>\$0</u>
4.60 Non Spendable Fund Balance <i>Restricted:</i>	\$0	<u>\$0</u>	<u>\$0</u>
4.25 Bond Refundings	\$0	<u>\$0</u>	<u>\$0</u>
4.64 Restricted Fund Balance <i>Unassigned:</i>	\$0	<u>\$0</u>	<u>\$0</u>
4.63 Unassigned Fund Balance	\$0	<u>\$0</u>	<u>\$0</u>

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OTHER REQUIRED REPORTS  
ST CROIX PREPATORY ACADEMY  
STILLWATER, MINNESOTA

FOR THE YEAR ENDED  
JUNE 30, 2024

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**INDEPENDENT AUDITOR'S REPORT  
ON MINNESOTA LEGAL COMPLIANCE**

Members of the Board of Education  
St Croix Preparatory Academy  
Stillwater, Minnesota

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of St Croix Preparatory Academy, (the Charter School), Stillwater, Minnesota as of and for the year ended June 30, 2024 and the related notes to the financial statements, and have issued our report thereon dated October 28, 2024.

In connection with our audit, nothing came to our attention that caused us to believe that the Charter School failed to comply with the provisions of the uniform financial accounting and reporting standards, and charter schools sections of the *Minnesota Legal Compliance Audit Guide for Charter Schools*, promulgated by the State Auditor pursuant to Minn. Stat. § 6.65, insofar as they relate to accounting matters. However, our audit was not directed primarily toward obtaining knowledge of such noncompliance. Accordingly, had we performed additional procedures, other matters may have come to our attention regarding the Charter School's noncompliance with the above referenced provisions.

The purpose of this report is solely to describe the scope of our testing of compliance and the results of that testing, and not to provide an opinion on compliance. Accordingly, this communication is not suitable for any other purpose.



**Abdo**  
Minneapolis, Minnesota  
October 28, 2024

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Members of the Board of Education  
St Croix Preparatory Academy  
Stillwater, Minnesota

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the St Croix Preparatory Academy, (the Charter School), Stillwater, Minnesota, as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the Charter School's basic financial statements, and have issued our report thereon dated October 28, 2024.

**Report on Internal Control over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the Charter School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter School's internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matter that is required to be reported under *Government Auditing Standards* or Minnesota statutes.



## Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

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**Abdo**  
Minneapolis, Minnesota  
October 28, 2024

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FEDERAL FINANCIAL AWARD PROGRAMS

ST CROIX PREPATORY ACADEMY  
STILLWATER, MINNESOTA

FOR THE YEAR ENDED  
JUNE 30, 2024

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**INDEPENDENT AUDITOR’S REPORT ON COMPLIANCE  
FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER  
COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

Members of the Board of Education  
St Croix Preparatory Academy  
Stillwater, Minnesota

**Report on Compliance for Each Major Federal Program**

**Opinion on Each Major Federal Program**

We have audited the St Croix Preparatory Academy (the Charter School), Stillwater, Minnesota compliance with the types of compliance requirements described in the OMB Compliance Supplement that could have a direct and material effect on each of the Charter School’s major federal programs for the year ended June 30, 2024. The Charter School’s major Federal programs are identified in the summary of auditor’s results section of the accompanying Schedule of Findings, Responses and Questioned Costs.

In our opinion, the Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2024.

**Basis for Opinion on Each Major Federal Program**

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor’s

Responsibilities for the Audit of Compliance section of our report. We are required to be independent of the Charter School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the Charter School’s compliance with the compliance requirements referred to above.

**Responsibilities of Management for Compliance**

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Charter School’s federal programs.

## **Auditor's Responsibilities for the Audit of Compliance**

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Charter School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Charter School's compliance with the requirements of each major federal program as a whole. In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Charter School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the Charter School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

### **Report on Internal Control Over Compliance**

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.



Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



**Abdo**  
Minneapolis, Minnesota  
October 28, 2024



St Croix Preparatory Academy  
 Stillwater, Minnesota  
 Schedule of Expenditures of Federal Awards  
 June 30, 2024

Administering Department	Grant Name	Federal Domestic Assistance Number	Federal Program Clusters	Subtotals	Federal Expenditures
U.S. Department of Education					
MN Department of Education	Title I Grants to Local Educational Agencies	84.010			\$ 22,100
MN Department of Education	Supporting Effective Instruction State Grants	84.367			11,053
MN Department of Education	COVID-19 - Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D		\$ 293,857	
MN Department of Education	COVID-19 - American Rescue Plan - Elementary and Secondary School Emergency Relief (ARP ESSER)	84.425U		<u>40,467</u>	334,324
MN Department of Education	Special Education (IDEA, Part B)	84.027	\$ 204,472		
MN Department of Education	Special Education Preschool Grants	84.173	<u>5,065</u>		
	Total Special Education (IDEA) Cluster				<u>209,537</u>
Total U.S. Department of Education					<u>577,014</u>
U.S. Department of Agriculture					
MN Department of Education	School Breakfast Program	10.553	26,650		
MN Department of Education	National School Lunch Program	10.555	<u>200,051</u>		
	Total Child Nutrition Cluster				226,701
MN Department of Agriculture	Local Food for Cooperative Agreement Program	10.185			<u>594</u>
Total U.S. Department of Agriculture					<u>227,295</u>
Total					<u>\$ 804,309</u>



St Croix Preparatory Academy  
Stillwater, Minnesota  
Notes Schedule of Expenditures of Federal Awards  
June 30, 2024

**Note 1: Basis of Presentation**

The accompanying schedule of expenditures of federal awards includes the federal grant activity of St Croix Preparatory Academy (the Charter School) under programs of the federal government for the year ended June 30, 2024. The information in this schedule is presented in accordance with the requirement of the Uniform Guidance, *Audits of States, Local Governments, and Non-Profit Organizations*. Because the schedule presents only a selected portion of operations of the Charter School, it is not intended to and does not present the financial position, changes in net position or cash flows of the Charter School.

**Note 2: Summary of Significant Accounting Policies for Expenditures**

The accompanying Schedule of Expenditures of Federal Awards is presented using the modified accrual basis of accounting for governmental funds, which is described in Note 1C to the Charter School's financial statements. This activity is reported in the General fund, Building Company, and nonmajor governmental funds.

**Note 3: Pass-through Entity Identifying Numbers**

Pass-through entity identifying numbers are presented where available.

**Note 4: Subrecipients**

No federal expenditures presented in this schedule were provided to subrecipients.

**Note 5: Indirect Cost Rate**

During the year ended June 30, 2024, the Charter School did not elect to use the 10 percent de minimis indirect cost rate.

St Croix Preparatory Academy  
 Stillwater, Minnesota  
 Schedule of Findings, Responses and Questioned Costs  
 June 30, 2024

**Section I - Summary of Auditor's Results**

**Financial Statements**

Type of auditor's report issued	Unmodified
Internal control over financial reporting	
Material weaknesses identified?	No
Significant deficiencies identified not considered to be material weaknesses?	None reported
Noncompliance material to financial statements noted?	No

**Federal Awards**

Internal control over major programs	
Material weaknesses identified?	No
Significant deficiencies identified not considered to be material weaknesses?	None reported
Type of auditor's report issued on compliance for major programs	Unmodified
Any audit findings disclosed that are required to be reported in accordance with section 516(a) of Uniform Guidance?	No

**Identification of Major Programs/Projects**

	<b>CFDA No.</b>
Department of Education	
Education Stabilization Fund Under The Coronavirus Aid, Relief, and Economic Security Act	84.425D
Education Stabilization Fund Under The Coronavirus Aid, Relief, and Economic Security Act	84.425U
Dollar threshold used to distinguish between Type A and Type B Programs	\$ 750,000
Auditee qualified as low-risk auditee?	No

**Section II - Financial Statement Findings**

There are no financial statement findings noted for the current fiscal year.

**Section III - Major Federal Award Findings and Questioned Costs**

There were no Federal Award findings in the current fiscal year.

**Section IV - Schedule of Prior Year Audit Findings**

In the prior year, 2023-001 is the only reported finding for late payment of claims.

St Croix Preparatory Academy  
Stillwater, Minnesota  
Schedule of Prior Year Findings  
June 30, 2024

<b><u>Finding</u></b>	<b><u>Description</u></b>
<b>2023-001</b>	<b>Prompt Payment of Local Government Bills</b>
<i>Condition:</i>	There was one payment to a vendor that was not paid within 35 days of the date of receipt.
<i>Criteria:</i>	Minnesota statute §471.425 requires the School to pay bills within 35 days from receipt. If the invoice is not paid within 35 days, interest at 1.50 percent per month is to be added to the amount due.
<i>Cause:</i>	The invoice was not processed and paid within 35 days.
<i>Effect:</i>	The School is out of compliance with Minnesota statute.
<i>Recommendation:</i>	We recommend that the School develop policies and procedures related to the accounts payable cycle. These policies and procedures should include payment terms that are outlined within State statutes. Implementing this recommendation will not result in any additional cost to the School.
<i>Current Status:</i>	The School has corrected this finding in the current year.



Members Present: P. McDowell, K. Gutierrez, D. Smith, T. Gulbransen

Members Absent:

Ex-officio Members Present:

Guests: J. Gutierrez

---

Meeting began at 2:30 pm

1) Reading of SCPA Finance Committee Main Objective – Jon Gutierrez

2) Committee roles confirmed

- Paul - would like to transition of the committee, so efforts to find a new chair of the finance committee in the next few months will begin. Skills recommended include -- organized, listener, balancing approach, and high level thinking.
- Finance Committee member recruitment
  - Jon adding something to Prep Weekly for the next couple of weeks
  - Danielle has 2 parents who are potentially interested

3) Alignment on Annual Calendar – for future discussion

4) Foundation support for School events

- The Foundation has very few restrictions on financially supporting school events, but the Foundation would have to approve the purpose and anticipated expenditure.

5) Develop more formal communication to Board of Directors

- Meeting minutes will be regularly included in the board packet; and there will be a standing agenda item reserved for Finance Committee communication.
- The Finance Committee will check with the Board to see if there are other ways to assist/communicate with the Board.
- Foundation/Endowment/Building Company. A brief overview was presented. Further training will be provided.
- Rita Thorson. – a request that R. Thorson, current school board member, be the liaison from the Foundation Board to the School Board. This can be a topic of discussion for the Foundation at their next board meeting.

6) Preliminary YE review

- Jon reviewed Building Company and School Organizational Flow

- Friends of St. Croix Preparatory Academy. Per state statute, the affiliated building company is required to meet at least one time per year. Given there are no large construction projects, this annual meeting is brief and used to address long term strategy. Note: Affiliated building companies are not required to follow open meeting law.
- Risks. Current financial risks remain the same:
  - Fundraising/Development fluctuation – fundraising and development expectations are built into the budget, so meeting those goals are important.
  - Enrollment – enrollment provides the revenue stream, so these numbers are closely monitored.
  - Inflation – this currently impacts all expenditures
  - Health Insurance Costs- Kelly will explore alternate brokers including ADP Services and Consulting
- Where are we at competitively with compensation
  - Charters - Very Competitive
  - Traditional Districts - Not Competitive
  - Compensation Committee is benchmarking SCPA Compensation with traditional districts again because we are in direct competition with traditional districts. The last benchmarking work was completed in 2022.

## 7) Building company financial presentation

- FY24 Interest earnings increased from FY23 thru moving cash into higher interest earning vehicles (approved investment funds and CDS)
- Kelly will research retiring some of the longer term bonds early and provide a cost/benefit analysis to the Finance Committee
- Kelly will provide an updated life cycle replacement schedule to the Finance Committee.

## 6) Meeting adjourned with the next meeting occurring on Tuesday, November 12

Submitted by K. Gutierrez, St. Croix Preparatory Academy



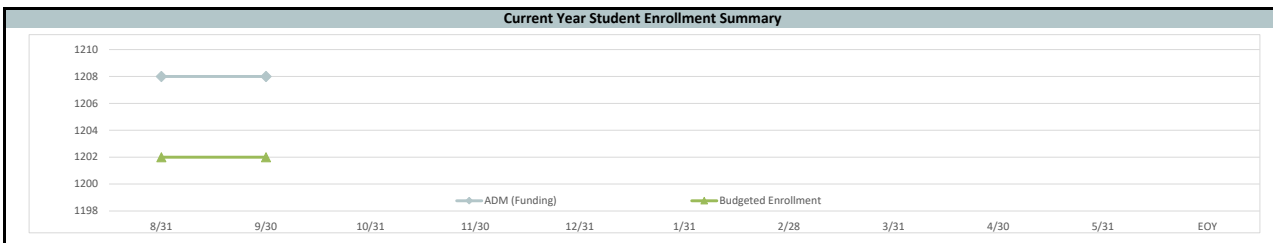
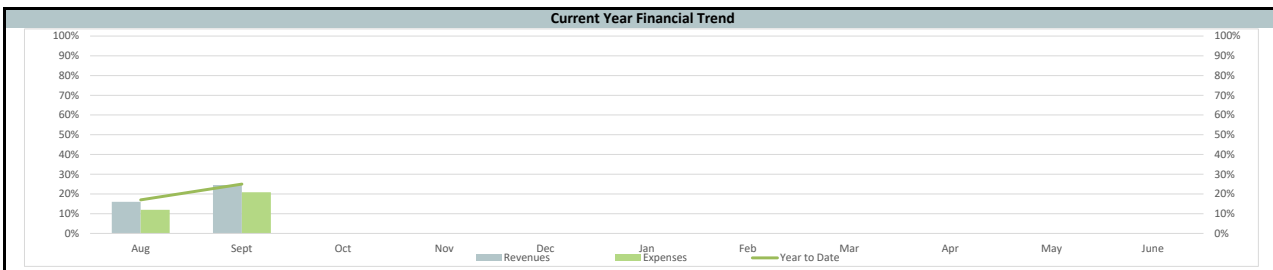
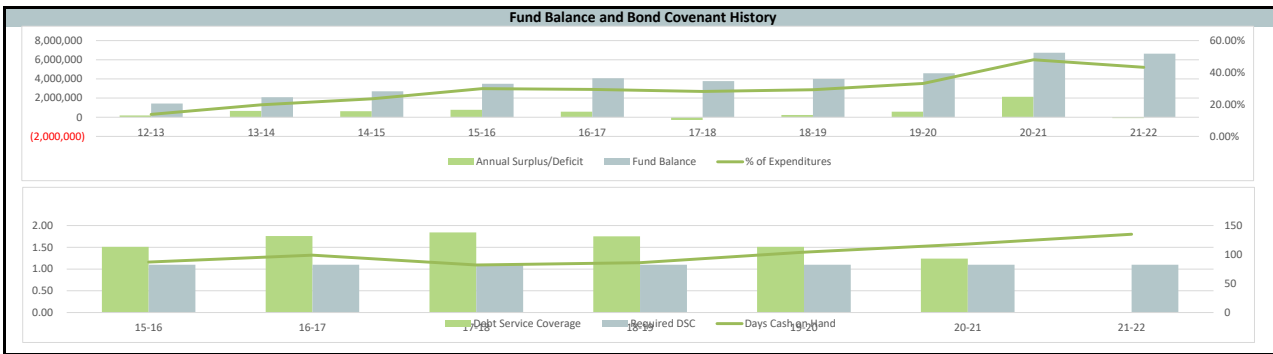
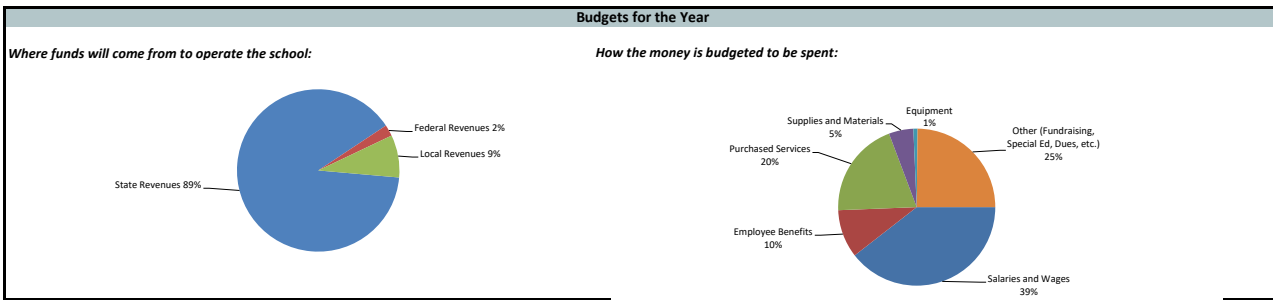
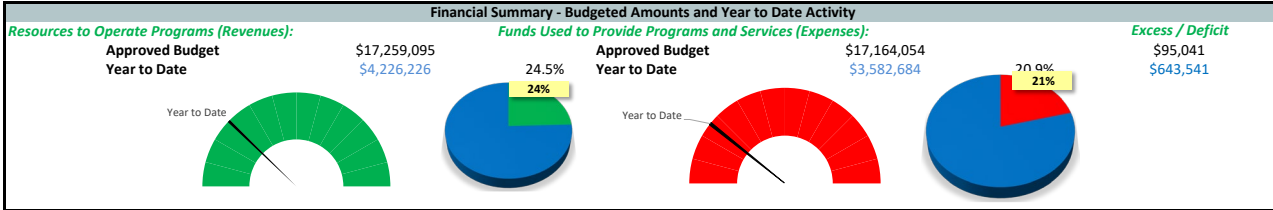
# **st. croix** preparatory academy

Stillwater, MN  
District 4120

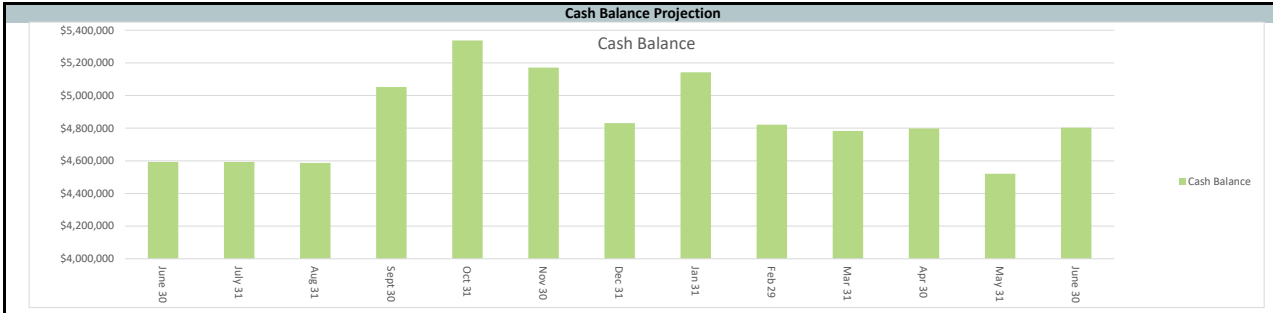
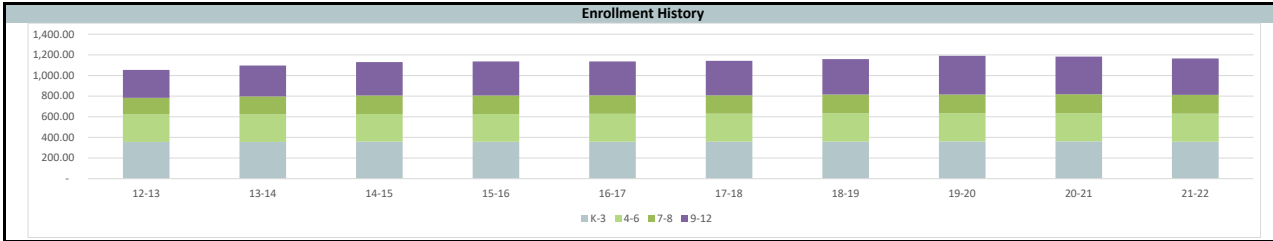
September 2024  
Financial Report



**St. Croix Preparatory Academy  
Stillwater, MN  
Financial Report Dashboard  
As of September 30, 2024**



**St. Croix Preparatory Academy  
Stillwater, MN  
Financial Report Dashboard  
As of September 30, 2024**





St. Croix Preparatory Academy  
Stillwater, Minnesota

Balance Sheet  
as of September 30, 2024

	Unaudited Balance June 30, 2024	YTD
<b>Assets</b>		
<b>Current Assets</b>		
Cash and Investments	4,592,518	6,332,698
Accounts Receivable	113,463	284,707
Interest Receivable	175,735	
Due from Other Funds	362,757	17,108
PY State Aids Receivable	1,994,376	301,762
CY State Aids Receivable		363,208
PY Federal Aids Receivable	53,830	(2,013)
CY Federal Aids Receivable		71,803
Due from Other Governments		0
Inventory	6,813	6,813
Prepaid Items and Deposits	99,004	4,931
<b>Total Current Assets</b>	<b>7,398,497</b>	<b>7,381,018</b>
<b>Total All Assets</b>	<b>7,398,497</b>	<b>7,381,018</b>
<b>Liabilities and Fund Balance</b>		
<b>Current Liabilities</b>		
Salaries and Wages Payable	447,920	
Summer Salaries Payable		64,039
Line of Credit		100,000
Accounts Payable	222,571	113,346
Payroll Deductions and Contributions	120,455	(134,890)
Summer Benefits Payables		20,908
Deferred Revenue	63,424	29,946
<b>Total Current Liabilities</b>	<b>854,370</b>	<b>193,350</b>
<b>Fund Balance</b>		
Unassigned Fund Balance	5,697,130	5,697,130
Food Service Restricted Fund Balance	526,426	526,426
Community Service Restricted Fund Balance	80,077	80,077
Assigned Fund Balance	240,494	240,494
Change in Fund Balance		643,541
<b>Total Fund Balance</b>	<b>6,544,127</b>	<b>7,187,668</b>
<b>Total Liabilities and Fund Balance</b>	<b>7,398,497</b>	<b>7,381,018</b>

St. Croix Preparatory Academy  
Stillwater, Minnesota  
Statement of Revenues and Expenditures  
as of September 30, 2024

=3/12

25%

	Year to Date Activity - 1208 ADM	Reforecasted Budget 1190 ADM's 11.08.24	Original Budget 1202 ADM 06.30.24	Variance in Reforecasted to Adopted Budget	Variance in Revised to Adopted Budget	Percent of Reforecasted Budget
<b>General Fund - 01</b>						
<b>Revenues</b>						
<b>State Revenues</b>						
211 General Education Aid	2,748,594	9,736,732	9,854,705	(117,973)	(117,973)	28.2%
213 Shared Time Aid		0				
F335 Quality Compensation	0	310,104	300,900	9,204	9,204	0.0%
F317 EL Cross-Subsidy Aid	0	475	667	(192)	(192)	0.0%
F348 Charter School Lease Aid	0	1,748,671	1,767,593	(18,922)	(18,922)	0.0%
317 Long Term Facilities Maintenance	0	171,706	173,606	(1,900)	(1,900)	0.0%
201 Endowment Aid	39,914	79,828	49,671	30,157	30,157	50.0%
212 Literacy Aid	0	80,051	80,051	0	0	0.0%
360 Special Education Aid	542,618	2,534,149	2,566,887	(32,738)	(32,738)	21.4%
343 Library Resource Aid	0	21,268	20,866	21,268	403	0.0%
373 Student Support Aid	0	22,549	20,000	22,549	2,549	0.0%
356 READ Act Aid	14,402	48,008		79,828	48,008	
357 TCHR Comp READ Act Trng		43,344		80,051	43,344	
370 Other Miscellaneous State Aids/Adjustments	0	0	0	0	0	0.0%
PY Over/Under	0	0	0	0	0	
CY State Aids Receivable/(Deferred Revenue)	363,208	0	0	0	0	0.0%
<b>Total State Revenues</b>	<b>3,708,736</b>	<b>14,796,884</b>	<b>14,834,945</b>	<b>(38,061)</b>	<b>(37,869)</b>	<b>25.1%</b>
<b>Federal Revenues</b>						
401/414/433 Title Programs	10,221	45,711	43,500	2,211	2,211	22.4%
419/420/425 Federal Special Education Aid	61,582	197,454	206,100	(8,646)	(8,646)	31.2%
<b>Total Federal Revenues</b>	<b>71,803</b>	<b>243,165</b>	<b>249,600</b>	<b>(6,435)</b>	<b>(6,435)</b>	<b>29.5%</b>
<b>Local Revenues</b>						
Var. Fees from Patrons (5)	67,359	117,000	105,000	12,000	12,000	57.6%
Var. Extracurricular Fees (6)	104,578	360,000	358,000	2,000	2,000	29.0%
Var. Field Trips (12)	3,767	40,000	40,000	0	0	9.4%
Var. Fundraising - Development (1)	133,555	400,000	400,000	0	0	33.4%
Var. Fundraising - Parent Group (2)	24,861	38,000	42,050	(4,050)	(4,050)	65.4%
Var. Fundraising - Booster Club (3)	1,069	15,500	23,500	(8,000)	(8,000)	6.9%
Var. Fundraising - Other (4)	1,014	19,000	11,000	8,000	8,000	5.3%
071 Third Party Billing	0	2,000	2,000	0	0	0.0%
092 Interest Earnings	12,718	207,000	230,000	(23,000)	(23,000)	6.1%
096 Other Donations and Gifts	0	0	0	0	0	0.0%
099 Miscellaneous Revenues (14)	0	0	0	0	0	0.0%
622/624 Resale of Goods/Equipment	325	0	0	0	0	0.0%
<b>Total Local Revenues</b>	<b>349,246</b>	<b>1,198,500</b>	<b>1,211,550</b>	<b>(13,050)</b>	<b>(13,050)</b>	<b>29.1%</b>
<b>Total Revenues</b>	<b>4,129,785</b>	<b>16,238,550</b>	<b>16,296,095</b>	<b>(57,546)</b>	<b>(57,354)</b>	<b>25.4%</b>

**St. Croix Preparatory Academy**  
**Stillwater, Minnesota**  
**Statement of Revenues and Expenditures**  
**as of September 30, 2024**

	=3/12				25%	
	Year to Date Activity - 1208 ADM	Reforecasted Budget 1190 ADM's 11.08.24	Original Budget 1202 ADM 06.30.24	Variance in Reforecasted to Adopted Budget	Variance in Revised to Adopted Budget	Percent of Reforecasted Budget
<b>Expenditures</b>						
100's Salaries and Wages	1,238,509	6,111,313	6,111,313	0	0	20.3%
Salaries and Benefits, Estimated YTD Accrual	84,947	0	0	0	0	0.0%
200's Employee Benefits	311,597	1,617,557	1,617,557	0	0	19.3%
305/315 Contracted Services	125,449	666,000	651,866	14,134	14,134	18.8%
320 Communications Services	17,066	69,000	68,000	1,000	1,000	24.7%
329 Postage	132	2,000	2,000	0	0	6.6%
330 Utilities	45,911	290,000	290,000	0	0	15.8%
340 Property and Liability Insurance	62,608	62,608	58,750	3,858	3,858	100.0%
350 Repairs and Maintenance	87,678	262,000	257,000	5,000	5,000	33.5%
360 Contracted Transportation for Field Trips	0	27,000	27,000	0	0	0.0%
366 Travel, Conferences, and Staff Training	2,470	20,000	20,000	0	0	12.3%
369/394 Field Trips / Registration Fees	4,634	14,750	14,750	0	0	31.4%
348-570 Building Lease	490,998	1,963,992	1,963,992	0	0	25.0%
401/455/465 General Supplies	35,685	84,000	90,450	(6,450)	(6,450)	42.5%
P 810 Maintenance Supplies	22,228	116,360	116,360	0	0	19.1%
405/406 Software & Licensing	124,400	154,000	154,000	0	0	80.8%
430/456/466 Instructional Supplies	12,180	63,420	63,420	0	0	19.2%
460 Textbooks and Workbooks	14,758	12,946	5,946	7,000	7,000	114.0%
461 Standardized Tests	0	31,000	31,000	0	0	0.0%
490 Food Purchased	2,792	20,000	20,000	0	0	14.0%
520 Building Improvement	91,990	0	0	0	0	0.0%
530/535/589 Other Equipment (Furniture)	26,895	23,600	10,600	13,000	13,000	114.0%
555/556 Technology Equipment	7,667	9,000	11,000	(2,000)	(2,000)	85.2%
580/581 Equipment Leases	50,120	100,000	80,000	20,000	20,000	50.1%
820 Dues and Memberships	3,977	38,000	38,000	0	0	10.5%
C 217 Graduation	917	24,000	24,000	0	0	3.8%
C 399 COVID-19 Related Expenditures	0	0	0	0	0	0.0%
Var. Extracurricular Activities (6)	31,543	418,000	418,000	0	0	7.5%
Var. Fundraising - Development (1)	(7,952)	450,000	450,000	0	0	-1.8%
Var. Fundraising - Parent Group (2)	1,370	38,000	42,050	(4,050)	(4,050)	3.6%
Var. Fundraising - Booster Club (3)	0	15,500	23,500	(8,000)	(8,000)	0.0%
Var. Fundraising - Other (4)	2,500	19,000	11,000	8,000	8,000	13.2%
335 Q Comp Expenditures (Excludes Sped Q Comp)	47,225	330,000	300,900	29,100	29,100	14.3%
372 Third Party Billing PRG 400	377	2,000	2,000	0	0	18.9%
P422 ADSIS	47,533	427,400	427,400	0	0	11.1%
740 State Special Ed Expenditures / ESY (Includes Q Comp)	367,926	2,539,600	2,539,600	0	0	14.5%
401/414/433 Title Programs	10,221	45,711	43,500	2,211	2,211	22.4%
151-154/174 CARES/CRF/WC	0	0	0	0	0	#DIV/0!
419/420/425 Federal Special Education Program	61,582	197,454	206,100	(8,646)	(8,646)	31.2%
<b>Subtotal Expenditures</b>	<b>3,427,933</b>	<b>16,265,211</b>	<b>16,191,054</b>	<b>74,157</b>	<b>74,157</b>	<b>21.1%</b>
Transfers to Other Funds	0	0	0	0	0	
<b>Total Expenditures</b>	<b>3,427,933</b>	<b>16,265,211</b>	<b>16,191,054</b>	<b>74,157</b>	<b>74,157</b>	<b>21.1%</b>
<b>General Fund Change in Fund Balance</b>	<b>701,853</b>	<b>(26,661)</b>	<b>105,041</b>	<b>(131,703)</b>	<b>(131,511)</b>	
Beginning General Fund Balance, July 1	<b>6,300,674</b>	<b>6,115,021</b>	<b>6,300,674</b>			
<b>Projected General Fund Balance, June 30</b>	<b>7,002,527</b>	<b>6,088,360</b>	<b>6,405,715</b>			

St. Croix Preparatory Academy  
Stillwater, Minnesota  
Statement of Revenues and Expenditures  
as of September 30, 2024

	=3/12				25%	
	Year to Date Activity - 1208 ADM	Reforecasted Budget 1190 ADM's 11.08.24	Original Budget 1202 ADM 06.30.24	Variance in Reforecasted to Adopted Budget	Variance in Revised to Adopted Budget	Percent of Reforecasted Budget
<b>Food Service Fund - 02</b>						
<b>Revenues</b>						
State Revenues	0	504,000	39,550	464,450	464,450	0.0%
Federal Revenues	0	144,000	197,750	(53,750)	(53,750)	0.0%
Sale of Lunches and Other Local Revenues	18,615	87,000	553,700	(466,700)	(466,700)	21.4%
Sale of Equipment	0	0	0	0	0	0.0%
<b>Total Revenues</b>	<b>18,615</b>	<b>735,000</b>	<b>791,000</b>	<b>(56,000)</b>	<b>(56,000)</b>	<b>2.5%</b>
<b>Expenditures</b>						
Salaries and Wages	47,035	307,000	355,500	(48,500)	125,375	15.3%
Employee Benefits	13,993	79,000	79,000	0	37,306	17.7%
Team Meals	0	0	0	0	(12,500)	0.0%
Purchased Services	858	8,500	7,900	600	(1,500)	10.1%
Supplies and Materials (Inc. A la Carte and Milk)	48,316	323,100	323,900	(800)	223,728	15.0%
Capital	0	15,000	15,800	(800)	(5,000)	0.0%
Dues and Memberships	620	1,400	7,900	(6,500)	(300)	0.0%
<b>Total Expenditures</b>	<b>110,821</b>	<b>734,000</b>	<b>790,000</b>	<b>(56,000)</b>	<b>236,209</b>	<b>15.1%</b>
<b>Food Service Fund Change in Fund Balance</b>	<b>(92,207)</b>	<b>1,000</b>	<b>1,000</b>	<b>0</b>	<b>(292,209)</b>	
Beginning Food Service Fund Balance, July 1	573,656	436,374	573,656			
<b>Projected Food Service Fund Balance, June 30</b>	<b>481,449</b>	<b>437,374</b>	<b>574,656</b>			

St. Croix Preparatory Academy  
Stillwater, Minnesota  
Statement of Revenues and Expenditures  
as of September 30, 2024

=3/12

25%

Year to Date Activity - 1208 ADM	Reforecasted Budget 1190 ADM's 11.08.24	Original Budget 1202 ADM 06.30.24	Variance in Reforecasted to Adopted Budget	Variance in Revised to Adopted Budget	Percent of Reforecasted Budget
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**Community Service Fund - 04**

**Revenues**

Participation Fees	77,826	163,000	172,000	(9,000)	(9,000)	47.7%
<b>Total Revenues</b>	<b>77,826</b>	<b>163,000</b>	<b>172,000</b>	<b>(9,000)</b>	<b>(9,000)</b>	<b>47.7%</b>

**Expenditures**

Salaries and Wages	19,092	28,450	27,450	1,000	1,000	67.1%
Employee Benefits	2,497	4,300	9,150	(4,850)	(4,850)	58.1%
Purchased Services	14,431	29,400	36,600	(7,200)	(7,200)	49.1%
Supplies and Materials	7,912	61,250	64,050	(2,800)	(2,800)	12.9%
Equipment	0	1,000	7,320	(6,320)	(6,320)	0.0%
Other	0	45,600	38,430	7,170	7,170	0.0%
<b>Total Expenditures</b>	<b>43,931</b>	<b>170,000</b>	<b>183,000</b>	<b>(13,000)</b>	<b>(13,000)</b>	<b>25.8%</b>

**Community Service Fund Change in Fund Balance**

	<b>33,895</b>	<b>(7,000)</b>	<b>(11,000)</b>	<b>4,000</b>	<b>4,000</b>
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Beginning Community Service Fund Balance, July 1

	103,555	103,555	94,755
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**Projected Community Service Fund Balance, June 30**

	<b>137,450</b>	<b>96,555</b>	<b>83,755</b>
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**St. Croix Preparatory Academy**  
**Stillwater, Minnesota**  
**Statement of Revenues and Expenditures**  
**as of September 30, 2024**

	=3/12				25%	
	Year to Date Activity - 1208 ADM	Reforecasted Budget 1190 ADM's 11.08.24	Original Budget 1202 ADM 06.30.24	Variance in Reforecasted to Adopted Budget	Variance in Revised to Adopted Budget	Percent of Reforecasted Budget
<b>Total All Funds</b>						
<b>Revenues</b>						
State Revenues	3,708,736	15,300,884	14,874,495	426,389	426,389	24.2%
Federal Revenues	71,803	387,165	447,350	(60,185)	(60,185)	18.5%
Local Revenues	445,686	1,448,500	1,937,250	(488,750)	(488,750)	30.8%
Transfer In	0	0	0	0	0	0.0%
<b>Total Revenues</b>	<b>4,226,226</b>	<b>17,136,550</b>	<b>17,259,095</b>	<b>(122,546)</b>	<b>(122,546)</b>	<b>24.7%</b>
	<small>4,226,226</small>	<small>17,136,550</small>	<small>17,259,095</small>	<small>(122,546)</small>		
<b>Expenditures</b>						
Salaries and Wages	1,436,808	6,776,763	6,795,163	(18,401)	(18,401)	21.2%
Employee Benefits	328,086	1,700,857	1,705,707	(4,850)	(4,850)	19.3%
Purchased Services	852,235	3,415,250	3,397,858	17,392	17,392	25.0%
Supplies and Materials	268,270	866,076	869,126	(3,050)	(3,050)	31.0%
Equipment	176,671	148,600	124,720	23,880	23,880	118.9%
Other (Fundraising, Special Ed, Dues, etc.)	520,615	4,261,665	4,271,480	(9,815)	(9,815)	12.2%
Transfer Out	0	0	0	0	0	0.0%
<b>Total Expenditures</b>	<b>3,582,684</b>	<b>17,169,211</b>	<b>17,164,054</b>	<b>5,157</b>	<b>5,157</b>	<b>20.9%</b>
	<small>3,582,684</small>	<small>17,169,211</small>	<small>17,164,054</small>	<small>5,157</small>		
Total Revenues All Funds	4,226,226	17,136,550	17,259,095	(122,546)	(122,546)	24.7%
Total Expenditures All Funds	3,582,684	17,169,211	17,164,054	5,157	5,157	20.9%
<b>Change in Fund Balance - All Funds</b>	<b>643,541</b>	<b>(32,661)</b>	<b>95,041</b>	<b>(127,703)</b>	<b>(127,703)</b>	
<b>Beginning Fund Balance, All Funds, July 1</b>	<b>6,969,085</b>	<b>6,654,950</b>	<b>6,969,085</b>			
<b>Projected Fund Balance, All Funds, June 30</b>	<b>7,612,626</b>	<b>6,622,289</b>	<b>7,064,126</b>			
Debt Service Coverage Ratio		1.58	1.14			
Fund Balance Reserve as Percentage of Annual Expenditures		40.4%	41.2%			

**St. Croix Prep. Academy**  
**Cash Flow Projection Summary**  
**2024 - 2025 School Year**

Period Ending	Cash Inflows (Revenues)							Cash Outflows (Expenditures)					Cash Balance	
	State Aid Payments	Federal Aid Payments	Local Revenues	Food Service	Prior Year State and Federal Holdback	Line of Credit Draw	Total Receipts	Payroll Expenditures	Other Expenditures	Food Service	Line of Credit Repayment	Total Expenses		
													<b>Beginning Balance</b>	<b>\$ 4,592,518</b>
Jul 31	948,189	-	33,461	-	-	-	981,650	439,341	843,825	4,451	-	1,287,618	4,286,550	
Aug 31	1,220,836	-	199,623	10,355	1,536,140	100,000	3,066,955	475,869	1,051,526	37,078	-	1,564,473	5,789,031	
Sept 30	1,176,503	-	193,860	16,439	566,774	-	1,953,576	536,613	823,438	49,858	-	1,409,909	6,332,698	
Oct 31	1,161,906	56,160	87,178	79,100	303,803	-	1,688,147	738,585	625,920	79,000	-	1,443,505	6,577,341	
Nov 30	1,102,753	-	87,178	79,100	-	-	1,269,031	738,585	625,920	79,000	-	1,443,505	6,402,868	
Dec 31	1,101,431	-	87,178	79,100	-	-	1,267,709	738,585	625,920	79,000	-	1,443,505	6,227,072	
Jan 31	1,101,431	56,160	87,178	79,100	36,306	-	1,360,175	738,585	625,920	79,000	-	1,443,505	6,143,743	
Feb 28	1,102,753	-	87,178	79,100	15,672	-	1,284,703	738,585	625,920	79,000	-	1,443,505	5,984,942	
Mar 31	1,141,344	-	87,178	79,100	-	-	1,307,623	738,585	625,920	79,000	-	1,443,505	5,849,060	
Apr 30	1,101,431	56,160	87,178	79,100	80,906	-	1,404,776	738,585	625,920	79,000	-	1,443,505	5,810,331	
May 31	1,102,753	-	87,178	79,100	-	-	1,269,031	738,585	625,920	79,000	-	1,443,505	5,635,858	
June 30	1,101,431	56,160	87,178	79,100	-	-	1,323,869	738,585	625,920	79,000	-	1,443,505	5,516,223	
Projected	13,362,761	224,640	1,211,550	711,900	2,539,600	-	18,050,451	8,863,019	7,511,035	790,000	-	17,164,054		
Totals	13,362,761	224,640	1,211,550	738,694	2,539,600	-	18,177,245	8,099,088	8,352,066	802,387	-	17,253,541		

Assumptions 10% State Aid Holdback

This cash flow projection is to be used only to show that if we follow our working budget for the year that we will not encounter cash flow issues and that we will be able to maintain normal operations. It is not meant to be used to accurately predict what expenditures will be incurred in the short-term. Due to the manner in which MDE regulates the funding, abrupt changes may occur in the amounts of the payments. However, the total amount of the state aids should be reasonable given a stable budget.

## **Board Report**

St. Croix Prep Academy Foundation

October 31, 2024

Submitted by Bobbi Giles, Foundation Consultant

### **Review of Development/Consultant Activities**

1. Annual Fund
  - a. Fall Appeal Letter completed
  - b. Remittance Slip completed
  - c. Appeal on Letterhead with Co-Founder Signatures
  - d. Donor/Prospect maillist compiled
  - e. Acknowledgement Letter nearly completed
2. Donor/Prospect Mail List
  - a. Alumni
  - b. Past Parents
  - c. Current Parents
  - d. All donors
  - e. Administration
  - f. Grandparents
  - g. Board Members
  - h. Retirees
3. Case For Support (Case Statement)
  - a. 17 constituents interviewed
  - b. Written Statement nearly completed
  - c. Design nearly completed
  - d. Final, final, final edits to be completed
  - e. 10 page piece
4. Fundraising Manual
  - a. Eight pages completed
  - b. Estimated 30 pages
  - c. Estimated Completion Date: 12/2/24
5. Board Development
  - a. Meetings with SCPA Leaders completed
  - b. 20 Prospects identified
  - c. 13 Prospects recommended
  - d. Prospect meetings currently underway
6. Recruitment of Director
  - a. Meeting with FR Professional at St. Thomas
  - b. Meeting with Search Firm
  - c. Job Description completed