

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
COMMITTEE OF THE BOARD MEETING
Administration Building
360 Colborne Street

June 11, 2019
4:30 PM

A G E N D A

I. CALL TO ORDER

A. Introductions

II. AGENDA

A. Superintendent's Announcements

B. Legislative Update

1. Introduction

2. Presentation

3

3. Discussion

4. Action (TBD)

C. FY19 Quarterly Report

1. Introduction

2. Presentation

14

3. Discussion

4. Action (TBD)

D. Latino Consent Decree Parent Advisory Council: Annual Report and Recommendations

1. Introduction

2. Presentation

27

3. Discussion

4. Action (TBD)

E. FY20 Budget Update

1. Introduction

2. Presentation

83

3. Discussion

4. Action (TBD)

III. ADJOURNMENT

IV. WORK SESSION

A. Board Administrator

B. Board Budget Worksheet



Saint Paul
PUBLIC SCHOOLS

Legislative Report

Mary Gilbert Dougherty, Legislative Liaison

June 11, 2019

Special Session Needed To Finish Work

- Legislature Adjourned May 20th
- Special Session Called May 24th
- E-12 Special Session bill passes
 - House 112-14
 - Senate 67-0
- Special Session Ends May 25th after sunrise
- E-12 Billed Signed May 30th
- Other 12 bills signed May 31st

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The Big Three – In Millions

	Governor	House	Senate	Special Session
E-12 Target	\$711	\$900	\$211	\$543
Formula Cost	3% & 2% \$520.5	3% & 2% \$520.5	.5% & .5% \$94.83	2% & 2% \$388.8
Special Ed Tuition	\$90.6 Yes	\$117.8 Yes	\$0 No	\$90.7 Yes
VPK SR+	\$47.1	\$47.1	\$40 in scholarships	\$46.8

Other Key Provisions

	Governor	House	Senate	Special Session
ELL	No change	\$4.48 million	No change	No change
Grow Your Own	No change \$	\$7 million	No change	No Change \$
Teacher Mentor	\$4 million	\$3 million	No funding	\$1.5 million
Full Service Schools	\$4 million	\$15 million	No change	No change
School Safety	\$17.3 million	\$24.370 million	\$74.53 M for FY20-21 only	\$30 million dependent of surplus

SPPS Revenue Comparison FY20

Over Base	Governor	House	Senate	Special Session
Gen Fund	\$9.15 million	\$9.47 million	\$1.55 million	\$6.31 million
VPK/School—266 scholars	Included above	Included above	Not included	\$1.55 million
Special ED	\$1.188 million	\$1.96 million	No Change	\$1.188 million
Other/school safety	\$0.45 million	\$0.735 million	\$1.48 million**	Dependent of forecast
TOTAL	\$10.79 million	\$12.17 million	\$3.05 million	\$9.045 million

Other Grants/Funding of Interest

- Promise Neighborhood — base funding continued
- Early Middle College — \$136,000
- Pregnant & Teen Parents Transportation — \$112,000
- P-Tech School Grants — \$1 million FY
- ∞ ● St. Paul College Savings Account — \$500,000
- On Line Access to Music Education — \$200,000
- MN Center for the Book — \$250,000
- Civics Education Grants — \$150,000
- State wide concurrent enrollment teaching \$400,000 FY20 only

Policy Provisions Dropped from Bill

- Sexual Health Education
- PESLB Licensing Changes
- Student Discipline
- Civics Education and Test
- Lead and Radon Testing and Reporting
- ECFE/ABE teacher contracting/salary provision

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Provisions in Other Bills

- HHS: School linked mental health \$1.2 million in FY 20/21 and \$9.6 million in FY22/23
- Transportation: Lights On bill, no transit increases safe streets for schools \$1 million FY20/21
- Tax Bill: \$10 million in second tier equalization for schools, no "opportunity credits"
- Homework Starts at Home: \$7 million
- Jobs Bill: includes grants for child care, youth skills training, MN Youth program grants, Youth and works, Construction Career Pathways, YMCA, Boys and Girls Club, BBBS, Ujama, HAP, CLUES

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Provisions in Other Bills (cont.)

- Higher Education

- College Possible: \$.5 million per year
- American Indian Scholarships: \$3.5 million per year
- Mn Reconnect: \$1.005 million per year
- Summer Enrichment: \$.25 million per year (grades 3-12)
- Dual Training Competency Grants: \$2 million per year
- Grants for Teacher Candidates and Teacher loan forgiveness — targets teacher of color \$1.45 million per year
- Emergency Assistance for Post-Secondary Students: \$.269 million per year
- Grant for students with intellectual Disabilities: \$.2 million per year
- Concurrent enrollment grants develop new CTE electives: \$.34 million

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Policy Status of Other Committees

- Family Medical Leave — not included
- Safe and Sick Time — not included
- Retainage Changes — Included in Jobs Bill Contractors — Unemployment Insurance requirement
- Pension Issue — multi-employer employees — included in Pension bill

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Questions

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Saint Paul
PUBLIC SCHOOLS

Business & Financial Affairs
Independent School District 625

360 Colborne Street
Saint Paul, MN 55102-3299

Telephone: (651) 767- 8250 • Fax: (651) 293-5207 • www.spps.org

June 7, 2019

To: Board of Directors, Saint Paul Public Schools
From: Marie Schrul, Chief Financial Officer 
Subject: Quarterly Financial Report for the quarter ending March 31, 2019

Attached are the following items for discussion at the Committee of the Board meeting on Tuesday, June 11, 2019:

- Highlights of the quarterly financial report
- Quarterly financial report for the period ending March 31, 2019
- Glossary of financial terms

I look forward to our discussion on this topic at Tuesday's meeting.

COB Action Item

Recommendation: Acceptance of the quarterly financial report for the period ending March 31, 2019.

**SAINT PAUL PUBLIC SCHOOLS
QUARTERLY FINANCIAL REPORT**

FOR THE PERIOD ENDING

March 31, 2019

March 31, 2019 Quarterly Financial Report

The March 31, 2019 Quarterly Financial Report is an update to the Board of Education on the current fiscal year 2018-19 budget and it includes a projection of Revenue, Expenditures and Fund Balance as of June 30, 2019.

A budget is a living, viable document. Once the budget is adopted in June, the Board is asked 3 times during the following year to look at and approve the changes that occur in the District's revenue and expenditures in each of the 7 funds. The final determination, by fund, occurs each fall, following the acceptance of the audit report.

Reminder: the Governmental Accounting Standards Board, known as GASB 54, prescribes the fund balance accounts within the General Fund. The unassigned fund balance in the General Fund is required to maintain a balance of 5% as referred to in Board policy. The fund balance in the Food Service fund is controlled by federal USDA regulations.

Highlights in the report include the following:

Page 1

General Fund: The General Fund includes five fund balance categories. Please refer to the financial definitions sheet for descriptions of fund balances.

Revenue is projected to decrease overall by \$4.8 m due to net changes in the following categories: Local levy sources decreasing by \$2.0 m due to levy adjustments related to enrollment; State aid decreasing by \$6.3 m due to enrollment decline since initial FY19 budget projection last spring 2018; Operating Capital revenue increasing by \$3.3 m due to the sale of the Albion property; and other revenue increasing by \$0.2 m for miscellaneous items.

The District is submitting necessary documentation to the MN Department of Education to allow for 2 snow day waivers in January, which will neutralize the revenue impact for the District.

Expenditures are projected to increase by \$2.2 m. Areas that contribute to the projected increase include: Transportation, Furniture for sites (FMP projects), and FY19 General Fund investments in SPPS Achieves.

These changes result in a projected unassigned fund balance of 6.1%, which is within the 5% Board of Education policy.

Page 2

General Fund Fully-Financed: Revenue is projected to be \$10.8 m less than budgeted due to multi-year grant activity and federal entitlements (Title I, II, III & IV) having less expenditures than budgeted. Federal entitlement revenue is dependent upon expenditure activity. Expenditures are projected to be underspent by \$10.8 million due to multi-year grant activity and lower expenditures of approximately \$3.8m in the federal entitlement programs. Fund balance is projected to slightly increase. Many of the FY19 grants and federal entitlements continue into FY20, and will be finalized in the fiscal year end closeout process as schools and programs submit their final data.

Page 3

Food Service Fund: Revenue is projected to decrease by \$2.1 m due to a projected decrease in meals served due to multiple snow days, a decrease in participation, and a decrease in enrollment. The Community Eligibility Provision provides free breakfast and lunch to all enrolled students and continues in 40 sites for the current year. The Fresh Fruit and Vegetable grant has resumed in FY19 at 23 sites. The CEP program is changing for FY20 and options are being considered for Board recommendation.

Expenditures are projected to be \$2.1 m less than budgeted. Projected reductions are in labor and food cost with the decrease in meals served and improvements in metrics tracking labor based on meals served per hour. Nutrition Services has implemented a strict 4-week cycle menu to better control costs and inventory, as well as increase variety. Breakfast-to-go continues to be available districtwide to students at no charge.

Fund Balance is projected to remain unchanged.

Page 4

Community Service Fund: Revenue is projected to increase by \$0.5 m, with the Community Education Administration program having the largest increase in revenue. Expenditures are projected to decrease by \$0.9 m, with School Readiness and Adult Basic Education having the largest decreases in expenditures. Fund Balance is projected to increase by \$1.3 m. The largest increases are in School Readiness and Adult Basic Education.

Highlights of the December 31, 2018 Quarterly Financial Report (continued)

Page 5

Community Service Fully-Financed Fund: Revenue is projected to be less than budgeted by \$1.3 m mainly due to the following Community Service grant programs: Early Learning Scholarships (\$0.4 m), Day Care (\$0.4 m), and Project Early K (\$0.44 m). Expenditures are projected to decrease by \$1.3 m for those same grant programs. Fund balance is projected to slightly increase.

Page 6

Building Construction Fund: Revenue increased \$15 m from the sale of bonds in May 2019. The sale of FY19 Certificates of Participation totaling \$65.9 m required property title data and therefore, the receipt of the COP funds will be in July 2019 (FY20).

Certificate of Participation expenditures increased with the addition of Como Senior, Linwood-Monroe Upper, Linwood-Monroe Lower, American Indian Magnet and Phalen Lake projects in the FY19 plan. LTFM expenditures have been transferred to the General Fund. Capital Bond expenditures are not anticipated to exceed the available funding. Expenditure projections are based on project information provided by the Facilities Department in April 2019.

The estimated fund balance deficits are projected to be eliminated with the receipt of the FY19 Certificates of Participation funds in July 2019 (FY20). Use of Certificates of Participation funds are restricted to construction approved by the Commissioner of Education in accordance with the District's Desegregation plan specific to: Adams Spanish Immersion, Horace Mann, Humboldt, American Indian Magnet, Obama and Phalen Lake Hmong Studies, Como Senior and Linwood-Monroe Upper and Lower during FY19.

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Debt Service Fund: Revenue is projected to increase by \$0.5 m as related to levy proceeds for debt service. Escrow funds from the 2016B bond refunding issue were used to pay off the 2008A and 2009B, as well as a principal payment on the 2016B issue. Total expenditures of \$37 m reflect the bond payment schedules. Fund Balance is projected to decrease by \$20.8 m, mainly due to the payoff of the 2008A and 2009B bond issues.

**Saint Paul Public Schools
General Fund
Results of Operations
Budget vs. Projected as of March 31, 2019**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance				
7/1/2018		\$93,982,507		
Revenue	\$561,713,175	556,872,726	(4,840,449)	(0.9%)
Expenditures	555,738,219	557,947,141	(2,208,922)	(0.4%)
Fund Balance 6/30/19		\$92,908,092		

Revenue

Revenue is projected to decrease overall by \$4.8 m due to net changes in the following categories: Local levy sources decreasing by \$2.0 m due to levy adjustments related to enrollment; State aid decreasing by \$6.3 m due to enrollment decline since initial FY19 budget projection last spring 2018; Operating Capital revenue increasing by \$3.3 m due to the sale of the Albion property; and other revenue increasing by \$0.2 m for miscellaneous items. The District is submitting necessary documentation to the MN Department of Education to allow for 2 snow day

Expenditures

Expenditures are projected to increase by \$2.2 m. Areas that contribute to the projected increase include: Transportation, Furniture for sites (FMP projects), and FY19 General Fund investments in SPPS Achieves.

Fund Balance Details

	7/1/2018	6/30/2019	Increase (Decrease)
Nonspendable			
Inventory and Prepaid Expense	3,173,028	3,200,000	26,972
	3,173,028	3,200,000	26,972
Restricted			
Operating Capital	0	0	0
Health & Safety (old law)	310,433	0	(310,433)
Area Learning Centers (ALC)	37,077	0	(37,077)
Long Term Facilities Maintenance	0	0	0
OPEB Revocable Trust	37,797,046	38,297,046	500,000
	38,144,556	38,297,046	152,490
Committed			
Severance Pay	2,538,018	3,038,018	500,000
	2,538,018	3,038,018	500,000
Assigned			
Contractual Obligations	4,489,816	4,500,000	10,184
SSSC Initiatives, transition to SPPS Achieves	6,068,461	6,500,000	431,539
Site Based Operations	7,314,767	7,000,000	(314,767)
Intraschool Activities	3,207,872	3,100,000	(107,872)
	21,080,916	21,100,000	19,084
Unassigned			
Long Term Facilities Mtc (LTFM)	(9,696,173)	(9,696,173)	0
Unassigned	38,742,162	36,969,201	(1,772,961)
Total Fund Balance	\$93,982,507	\$92,908,092	(\$1,074,415)

- Unassigned fund balance is estimated to be \$37.2 million (includes Gen Fund Fully Financed).
- Projected UFARS General Fund expenditures for the year are \$606.9 million (includes Gen Fund Fully Financed).
- Unassigned fund balance on 06/30/19 of \$37.2 million represents 6.1% of current year expenditures which is within the limit of current Board policy.

**Saint Paul Public Schools
Fully Financed General Fund
Results of Operations
Budget vs. Projected as of March 31, 2019**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance				
7/1/2018		\$135,083		
Revenue	59,876,481	49,047,523	(10,828,958)	(18.1%)
Expenditures	59,832,172	48,988,259	10,843,913	18.1%
Fund Balance				
6/30/2019		<u>\$194,347</u>		

Revenue

Revenue is projected to be \$10.8 m less than budgeted due to multi-year grant activity and federal entitlements (Title I, II, III & IV) having less expenditures than budgeted. Federal entitlement revenue is dependent upon expenditure activity.

Expenditures

Expenditures are projected to be underspent by \$10.8 million due to multi-year grant activity and lower expenditures of approximately \$3.8 m in the federal entitlement programs.

Fund Balance

Fund balance is projected to slightly increase. Many of the FY19 grants and federal entitlements continue into FY20, and will be finalized in the fiscal year end closeout process as schools and programs submit their final data.

Saint Paul Public Schools
Food Service Fund
Results of Operations
Budget vs. Projected as of March 31, 2019

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance				
7/1/2018		\$6,638,718		
Revenue	28,954,064	26,823,405	(2,130,659)	(7.4%)
Expenditures	28,954,064	26,824,012	2,130,052	7.4%
Fund Balance				
6/30/2019		<u><u>\$6,638,111</u></u>		

Revenue

Revenue is projected to decrease by \$2.1 m due to a projected decrease in meals served this year due to multiple snow days and a decrease in enrollment. The Community Eligibility Provision (CEP) provides free breakfast and lunch to all enrolled students and continues in 40 sites for the current year. The Fresh Fruit and Vegetable Grant has resumed in FY19 at 23 schools. The CEP program is changing for FY20 and options are being considered for BOE recommendation and approval.

Expenditures

Expenditures are projected to decrease by \$2.1 m. Projected reductions are in labor and food associated with the decrease in meals served and improvements in metrics tracking labor based on meals served per hour. Nutrition services has implemented a strict 4-week cycle menu to better control costs and inventory as well as increase variety. Breakfast to go continues to be available district-wide at no charge.

Fund Balance

No change is projected to fund balance. The projected fund balance is below the maximum allowed fund balance as defined as 3 months of average monthly expenditures.

**Saint Paul Public Schools
Community Service Fund
Results of Operations
Budget vs. Projected as of March 31, 2019**

	<u>Revised Budget</u>	<u>Projected</u>	<u>Budget Variance Favorable (Unfavorable)</u>	
			<u>Dollar</u>	<u>Percent</u>
Fund Balance				
7/1/2018		\$2,692,355		
Revenue	23,270,154	23,785,654	515,500	2.2%
Expenditures	<u>23,421,636</u>	<u>22,522,022</u>	899,614	3.8%
Fund Balance				
6/30/2019		<u><u>\$3,955,987</u></u>		

Revenue

Revenue is projected to increase by \$0.5 m, with the Community Education Administration program having the largest increase in revenue.

Expenditures

Expenditures are projected to decrease by \$0.9 m, with School Readiness and Adult Basic Education having the largest decreases in expenditures.

Fund Balance

Fund Balance is projected to increase by \$1.3 m. The largest increase are in School Readiness and Adult Basic Education.

Saint Paul Public Schools
Fully Financed Community Service Fund
Results of Operations
Budget vs. Projected as of March 31, 2019

	Revised Budget	Projected	Budget Variance	
			Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance				
7/1/2018		\$981,496		
Revenue	6,723,666	5,386,225	(1,337,441)	(19.9%)
Expenditures	6,723,312	5,369,443	1,353,869	20.1%
Fund Balance				
6/30/2019		<u>\$998,279</u>		

Revenue

Revenue is projected to be less than budgeted by \$1.3 m due to the following Community Service grant programs: Early Learning Scholarships (\$0.4 m), Day Care (\$0.4 m), and Project Early K (\$0.44 m)

Expenditures

Expenditures are projected to be less than budgeted by \$1.3 m due to the individual Community Service grant programs noted above.

Fund Balance

Fund balance is projected to slightly increase.

**Saint Paul Public Schools
Building Construction Fund
Results of Operations
Budget vs. Projected as of March 31, 2019**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Capital Bond Issues		(\$27,391,147)		
LTFM		0		
PY Certificates of Participation		68,897,851		
Fund Balance 7/1/18		41,506,704		
Capital Bond Issues	15,000,000	15,000,000	0	0.0%
LTFM	0	0		
Certificates of Participation	0	0	0	N/A
Revenue	15,000,000	15,000,000		
Capital Bond Issues	15,000,000	15,000,000	0	0.0%
LTFM	0	0		
Certificates of Participation	28,621,009	74,805,374	(46,184,365)	(161.4%)
Expenditures	43,621,009	89,805,374		
Capital Bond Issues		(27,391,147) *		
LTFM		0		
PY Certificates of Participation		33,281,485		
2019 Certificates of Participation		(39,189,008) *		
Fund Balance 6/30/19		(33,298,670)		

Revenue

Revenue increased \$15 m from the sale of bonds in May 2019. The sale of FY19 Certificates of Participation totaling \$65.9 m required property title data and therefore, the receipt of the COP funds will be in July 2019 (FY20).

Expenditures

Certificate of Participation expenditures increased with the addition of Como Senior, Linwood-Monroe Upper, Linwood-Monroe Lower, American Indian Magnet and Phalen Lake projects in the FY19 plan. LTFM expenditures have been transferred to the General Fund. Capital Bond expenditures are not anticipated to exceed the available funding. Expenditure projections are based on project information provided by the Facilities Department in April 2019.

Fund Balance

The estimated fund balance deficits are projected to be eliminated with the receipt of the FY19 Certificates of Participation funds in July 2019 (FY20). Use of Certificates of Participation funds are restricted to construction approved by the Commissioner of Education in accordance with the District's Desegregation plan specific to: Adams Spanish Immersion, Horace Mann, Humboldt, American Indian Magnet, Obama and Phalen Lake Hmong Studies, Como Senior and Linwood-Monroe Upper and Lower during FY19.

Saint Paul Public Schools
Debt Service Fund
Results of Operations
Budget vs. Projected as of March 31, 2019

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance		\$23,799,169		
Escrow Balance		40,224,265		
Fund Balance 7/1/18		64,023,434		
Revenue	40,455,800	40,943,942	488,142	1.2%
Refunding - Escrow	0	0	0	0.0%
Revenue	40,455,800	40,943,942		
Expenditures	42,215,396	36,953,761	5,261,635	12.5%
Escrow Payments	24,785,000	24,785,000	0	0.0%
Expenditures	67,000,396	61,738,761		
Fund Balance 6/30/19		27,789,350		
Escrow Balance		15,439,265		
Fund Balance 6/30/19		\$43,228,615		

Revenue

Revenue is projected to increase by \$0.5 m as related to levy proceeds for debt service.

Refunding - Escrow Activity

Escrow funds from the 2016B bond refunding issue were used to pay off the 2008A and 2009B, as well as a principal payment on the 2016B issue.

Expenditures

Total expenditures of \$37 m reflect the bond payment schedules.

Fund Balance

Fund Balance is projected to decrease by \$20.8 m, mainly due to the payoff of the 2008A and 2009B bond issues.

Saint Paul Public Schools

Quarterly Report Financial Definitions

Reporting Funds

General Fund

- Consists of all activities that are not accounted for in a special purpose fund. The activities include all regular and special education classroom activities, student and district support services, as well as building and grounds operations and maintenance

General Fund Fully Financed

- Contains budgets with outside funding sources and specific uses. An outside funding source is either a private, state or federal grant or contract for services
- Most grants and contracts require specific financial reporting to ensure that funds are expended within the agreement's terms and conditions

Food Service Fund

- Must be established in a district that maintains a food service program for students
- Food Services are those activities which have as their purpose the preparation and serving of regular and incidental meals, lunches and snacks in connection with school activities

Community Service Fund

- Must be established in a district that provides services to residents in the areas of: Adult Basic Education, Early Childhood Family Education, School Readiness, School Age Care, Adults with Disabilities, general enrichment, youth and senior programs, recreation and other similar services

Community Service Fully Financed

- Contains budgets with outside funding sources and specific uses. An outside funding source is either a private, state or federal grant, or contract for services
- Most grants and contracts require specific financial reporting to ensure that funds are expended within the agreement's terms and conditions

Construction Fund

- Records financial activity relating to a building construction program resulting from the sale of general obligation bonds or certificates of participation by a School District
- Building Construction funds are held in trust and expended only for authorized projects
- Resources may be used for general construction, building additions, architectural and engineering costs or equipment

Debt Service Fund

- Must be established in a district that has outstanding bonded indebtedness, for building construction or operating capital
- Must record activity for initial or refunded bonds. The School Board may authorize the investment of debt funds in certain types of securities as specified by law. The earnings accrued from such investments become a part of the Debt Service Fund

Governmental Accounting Standards Board (GASB) 54 Fund Balance Designations and Definitions

Non-Spendable Fund Balance

- includes amounts not in spendable form (inventory, prepaid expenditures) or
- amounts that are legally or contractually required to be maintained intact

Restricted Fund Balance

- includes amounts that are subject to externally enforceable legal restrictions outside the control of the local government (ex: OPEB trust, ALC)

Committed Fund Balance

- includes amounts constrained for a specific purpose by a government using its highest decision-making authority (School Board). Action by the same group would be required to change the constraints placed on these resources. The action to commit fund balances must occur prior to fiscal year end (ex: Severance)

Assigned Fund Balance

- includes amounts constrained with the intent to be used for a specific purpose. Intent is expressed by the School Board or by a body (committee) or individual authorized by the governing body (ex: School Carryover, SSSC 2.0 initiatives, Contractual Obligations which are mainly encumbrances, i.e. purchase orders that are pending, but not paid by 6/30)

Unassigned Fund Balance

- includes amounts not classified as non-spendable, restricted, committed or assigned
- Board Policy sets the minimum at 5% of the annual General Fund expenditures for that fiscal year



Latino Consent Decree Parent Advisory Council

ANNUAL REPORT & RECOMMENDATIONS
June 11, 2019

OUTLINE

- Welcome & Introductions
- Background
- LCD Annual Report 2018-19
- Questions



Introductions

Sara Reyes
LCD PAC
Liaison

Sandra Hugu
LCD PAC
Chair

Karina Marin
LCD PAC
Vice-Chair

Lily Sandoval
LCD PAC
Secretary



LCD Parent Advisory Council

Josue Sanchez

•Parent

America Virgen

•Parent

Adrian Madariaga

•Parent

Alberto Peroza

•Community

Patricia Perez-Jenkins

•Community

Myrna Abrego

•Parent/staff

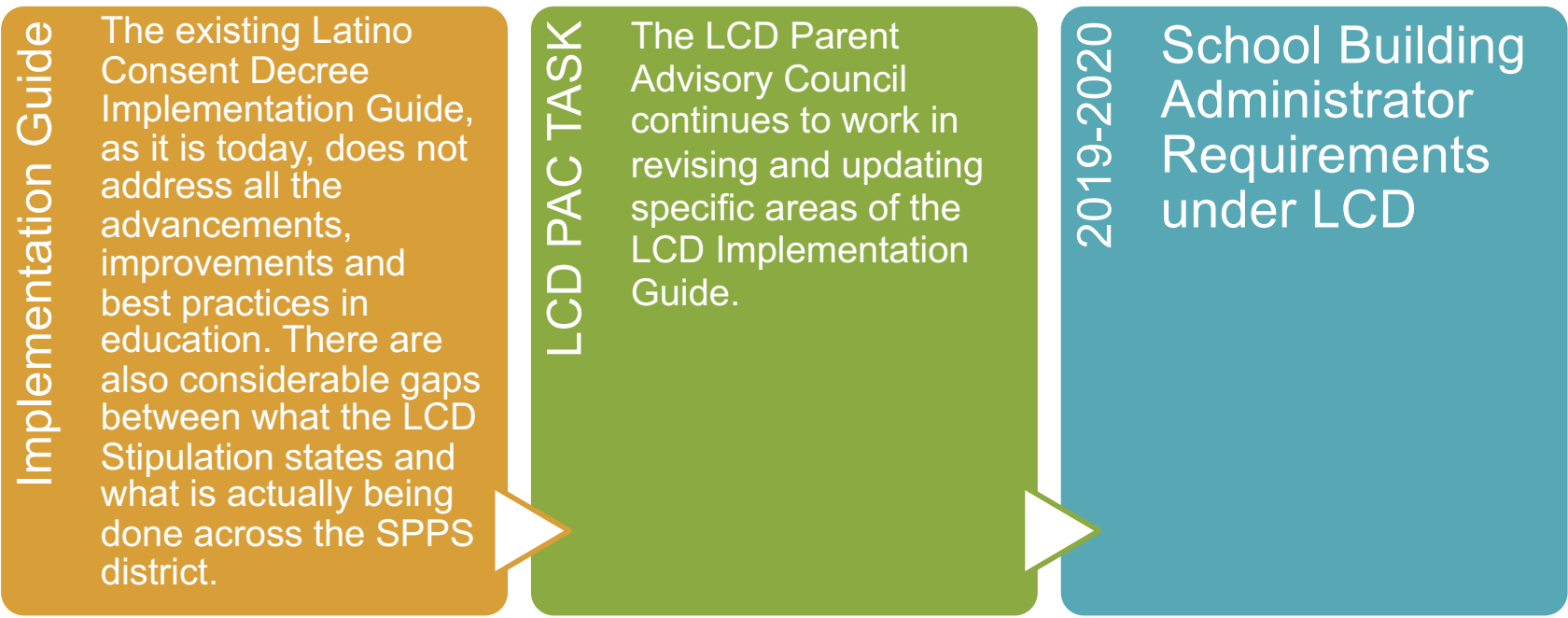
Claudia Perez-Inzunza

•Staff

Maria Steigauf

•Staff

Background: LCD Implementation Guide



RECOMMENDATION 1

School Administrator Guidelines

Implement the school administrator requirements under the Latino Consent Decree Stipulation *(see page 9).*



Implement the school administrator requirements under the Latino Consent Decree Stipulation.

GUIDELINES				
1	2	3	4	
Professional Development	Instructional program at school sites	Roles & Responsibilities	LCD Contact Person	
		5		
		Coordination		

Guideline 1

Be knowledgeable about the Latino Consent Decree (LCD) program, participate in a training and help train key school staff *(page 10).*

- Training must be conducted by November 30 of each school year.
 - Option A: invite LCD to present at the PD for school administrators
 - Option B: one-to-one training of school administrators
 - Option C: training key school staff



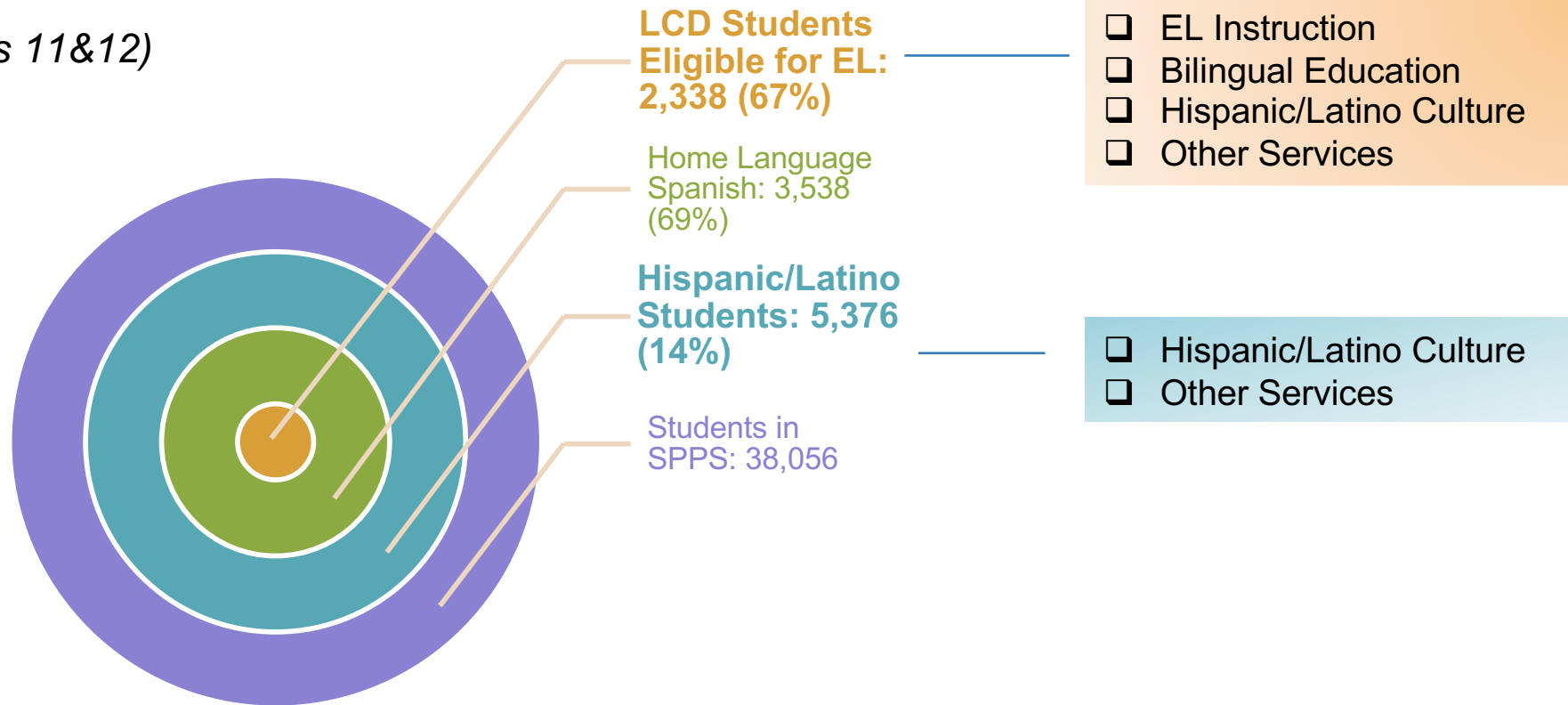
Guideline 2

Be responsible for the coordination of the appropriate instructional program for all eligible students *(page 11)*.

- EL Instruction
- Bilingual Education
- Hispanic/Latino Culture
- Other services

Hispanic Students Enrolled in SPPS

(pages 11&12)



Guideline 3

Be responsible for carrying out existing and future LCD guidelines and roles and responsibilities as it applies to school staff *(page 16).*

- LCD Bilingual Educational Assistants *(Appendix I p. 21)*
- LCD Teachers' Responsibilities *(Appendix II p.23)*
- Counseling Guidelines *(Appendix III p.24)*

Guideline 4

Be responsible for designating an LCD contact person
(page 16).

- PK-12 Schools staffed with a qualified bilingual bicultural staff.
- Central Office option for schools not staffed with a bilingual bicultural staff.

Guideline 5

Coordination will take place at the district level *(page 17).*



Conclusion *(guidelines 1-5)*

- More resources need to be strategically aligned to support the schools, especially in regards to SPPS Achieves and its initiative 2c (*Recruit and retain more employees who look like our students*).
- EL/LCD Teachers and LCD EAs bring a unique perspective to the education of our Latino students.

Without support from LCD teachers and LCD Bilingual Educational Assistants, it is extremely unlikely that Latino-LCD students, that are either struggling or thriving in transitioning into the English Language, will be successful in academic programs at their grade level.



RECOMMENDATION 2

LCD Districtwide Parent Program

Continue to strengthen the collaboration with community-based organizations and SPPS *(see page 18).*



Continue to strengthen the collaboration with community-based organizations and SPPS

PROGRAMS FOR LATINO PARENTS

Office of Family Engagement
& LCD

CLUES

Amherst H. Wilder
Foundation

**LCD
Parent Academy**

**Sexual Health
Education**

**Latino Leadership Program
(LLP)**



LCD Parent Academy Fall 2018 – Cohort II



Parent Graduates from the following schools:

- Adams
- B. Mays
- Capitol Hill
- Crossroads Montessori
- Dayton's Bluff
- Eastern Heights
- Farnsworth
- Hazel Park
- Jackson
- Riverview
- Wellstone
- Central H.S
- Highland Sr.
- Johnson Sr.
- ECFE

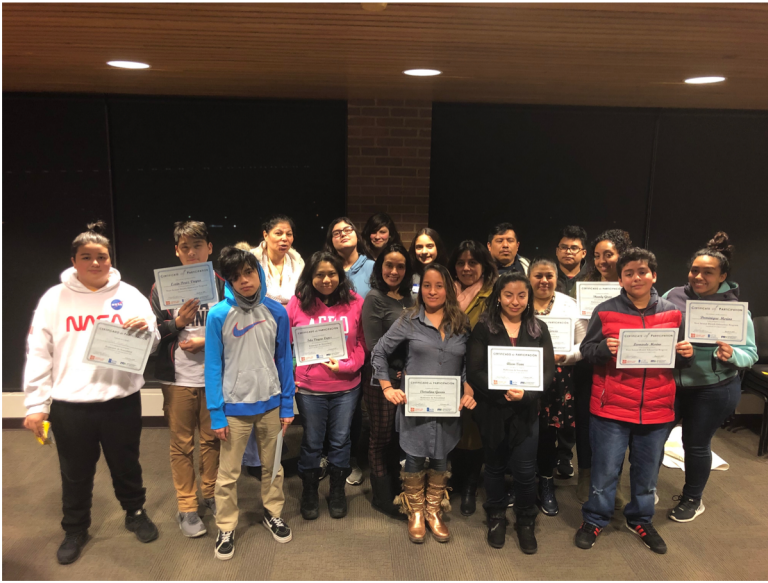


Pre & Post Survey (Fall 2018/Cohort II)

	PRE SURVEY YES, I KNOW	POST SURVEY YES, I KNOW
I KNOW the admission requirements to the university / college.	0%	100%
I KNOW how to calculate the Grade Point Average (GPA).	0%	93%
I KNOW the different types of financial aid available to the university.	0%	93%

(See page 27)

CLUES: Sexual Health Education



Multi-generational sexual health education program to eliminate health disparities.

Parents & Youth from the following schools:

- Adams
- Capitol Hill
- Central H.S.
- Crossroads Montessori
- ECFE
- Hazel Park
- Highland Park Middle School



Amherst H. Wilder Foundation: Latino Leadership Program



AMHERST H.
WILDER
FOUNDATION

ESTABLISHED 1906

Here for good.



SPPS Parent Graduates from the following schools:

- Capitol Hill
- Crossroads Montessori
- ECFE
- Farnsworth
- Four Seasons
- Highland Sr.
- Highland Middle School
- Humboldt
- Linwood
- The Heights Community
- Wellstone

Also serving other metro area schools:

- St Beilde's- St Margaret's
- Saint Pascal Baylon
- Fernbrook Elementray
- Good Shepard
- McDonough Rec Center
- Oak Ridge Elementary
- Community of Peace
- South Saint Paul High School



Questions?



Latino Consent Decree (LCD) Parent Advisory Council Annual Report & Recommendations for School Year 2019-2020

Latino Consent Decree (LCD) Program
Office of Family Engagement & Community Partnerships
Saint Paul Public Schools

J U N E 2 0 1 9

The Annual Report with Recommendations for School Year 2019-20 is prepared by the Latino Consent Decree (LCD) Parent Advisory Council (PAC) of the Saint Paul Public Schools in accordance with the by-laws of the LCD Advisory Council. The members of the Latino Consent Decree (LCD) Parent Advisory Council (PAC), community members, and district representatives submit the report to the Committee of the Board (COB) and the Superintendent of the Saint Paul Public Schools.

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ACKNOWLEDGEMENTS

GENERAL INFORMATION

Parent Advisory Council Members

Member	
Sandra Huge	Chair
Karina Marin	Vice-Chair
Lily Sandoval	Secretary
Josue Sanchez	Parent Member
America Virgen	Parent Member
Adrian Madariaga	Parent Member
Brenda Shelby-Vazquez	Parent Member
Alberto Peroza	Community Member
Patricia Perez-Jenkins	Community Member
Myrna Abrego	Parent Member/ Staff
Claudia Perez Inzunza	Staff
Maetzin Saenz	Staff
Maria Steigauf	Staff
Emily Jacobson	Staff

Office Of Family Engagement & Community Partnerships

Office of Engagement	
Cedrick Baker	Chief of Staff
Heather Kilgore	Director
Latino Consent Decree (LCD) Program	
Pablo Matamoros	LCD Coordinator
Sara Reyes	LCD PAC District Liaison

Latino Consent Decree (LCD) Program

Court Order (Consent Decree)

The Latino Consent Decree (LCD) is a legally binding court order (consent decree) which the Saint Paul Public Schools entered into as part of the settlement of the federal court case of Garcia et al vs. Independent School District 625. The final stipulation for this case (1984) details the full range of responsibilities which the Saint Paul Public Schools have agreed to, regarding the education of Latino students who have limited English proficiency.

Purpose of the Latino Consent Decree

The purpose of the Latino Consent Decree Program shall be to provide for the systematic development of basic cognitive, affective, and psychomotor skills and to bring such Latino students enrolled in the Saint Paul Public Schools to the educational performance level that is expected by the District of non-limited English-speaking students whose primary language is English, and to enable them to perform successfully to the extent of their ability in classes in which instruction is given only in English.

Parent Advisory Council (LCD PAC)

Purpose

The general purpose of the Latino Consent Decree (LCD), Parent Advisory Council (PAC), is to serve as a forum for the expression of concerns and recommendations of Latino parents, representatives of community-based organizations and public school personnel, pertaining to the education of Spanish-speaking students in SPPS.

Function

Assist the Superintendent and Board of Education by providing information and input on needs of Hispanic students in the District.

Responsibility

Review and make recommendations to the Superintendent/Board of Education to assist them in making informed decisions regarding the education of Spanish-speaking students.

SECTION I. RECOMMENDATIONS FOR SCHOOL YEAR 2019-2020

Latino Consent Decree Program

Recommendation 1: Implement the school building administrator requirements under the Latino Consent Decree Stipulation

During the past four years, the Saint Paul Public schools and the Latino Consent Decree (LCD) Program have moved forward with the initiative to review the LCD Stipulation Guide and emphasize greater accountability for LCD students' outcomes. One of the efforts of the SY 2018-19, includes the revision of Building Administrator Guidelines under the consent decree. The following describes specifically the LCD guidelines in regards to building administrator and their support to LCD eligible students and staff. From that perspective, the LCD Council has proposed the following revisions:

Guideline 1: Professional Development for all school administrators and key school staff	Guideline 2: Coordination of the appropriate instructional program	Guideline 3: LCD Guidelines, Roles and Responsibilities	Guideline 4: LCD Contact Person
Be knowledgeable about the Latino Consent Decree (LCD) program, participate in a training and help in training key school staff;	Be responsible for the coordination of the appropriate instructional program (i.e. EL services, Bilingual education, Special Education services, etc.) for all eligible Latino students;	Be responsible for carrying out the existing and future LCD Guidelines, Roles and Responsibilities as it applies to staff, programs and services for LCD eligible students (i.e. scheduling guidelines for LCD Bilingual Educational Assistants);	Be responsible for designating an LCD contact person responsible for communicating the student's educational needs to the Latino Consent Decree district staff;
Guideline 5: Coordination will take place at the district level between the Assistant Superintendents and the Latino Consent Decree district staff.			

Guideline 1: Professional Development for all school administrators and key school staff

Be knowledgeable about the Latino Consent Decree (LCD) program, participate in a training and help in training key school staff.

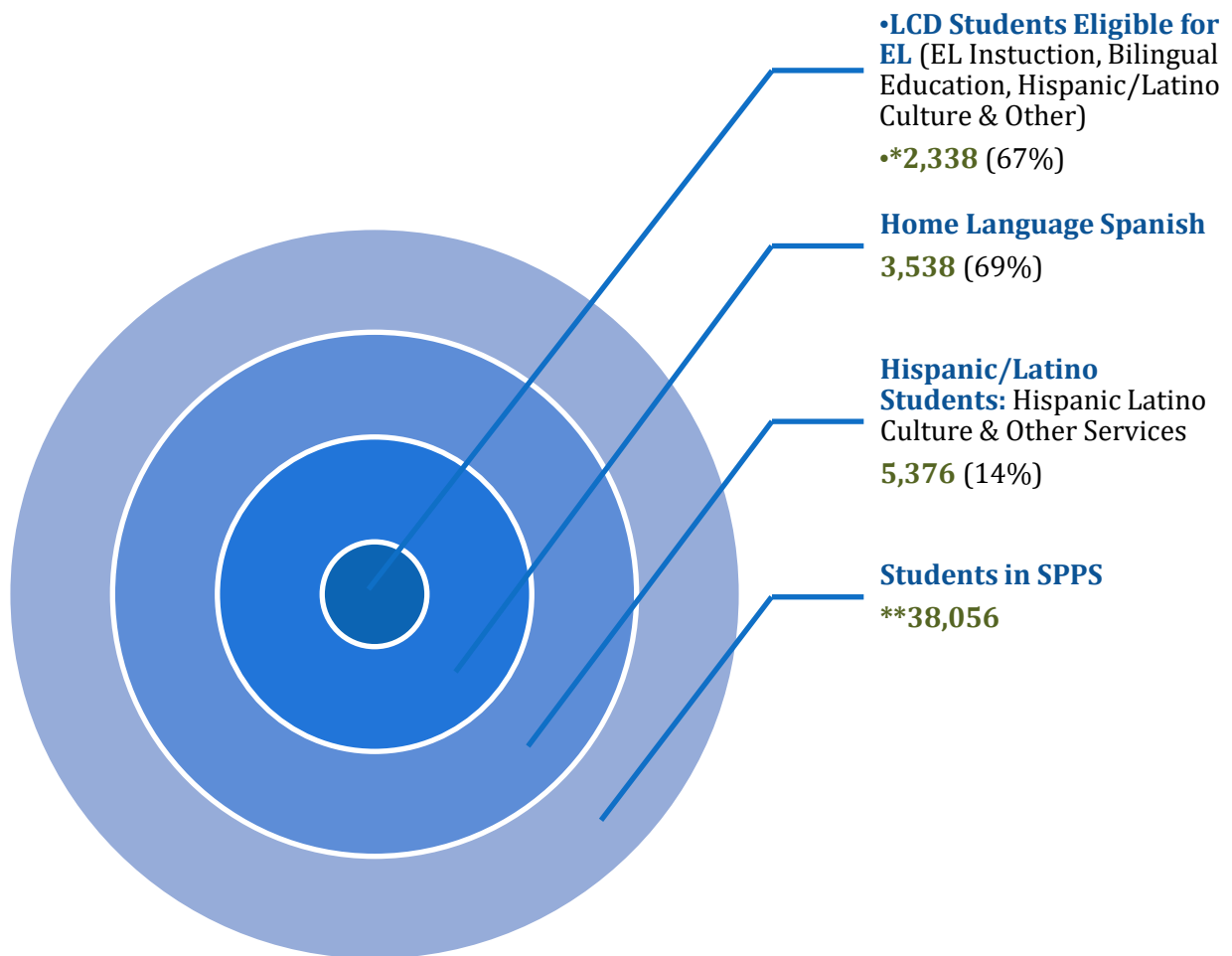
School principals will receive training and be knowledgeable of the Latino Consent Decree Program. The training must be conducted by November 30 of each school year. The LCD program will be responsible for providing this training for all school administrators. School principals are also responsible in helping train key school staff (see option C). The Latino Consent Decree Parent Advisory Council is also suggesting the following options as to how building administrators can meet Guideline 1:

Option A	Option B	Option C
Assistant Superintendents may find it more effective to invite the LCD Program to present at their professional development days for school administrators;	Other school administrators (i.e. School Administrators new to SPPS, not briefed under the provisions of the LCD Stipulation, missed the November 30 th deadline and/or other special cases) may select option C on a first-come, first-served basis;	The LCD district staff shall assist K-12 building administrators in training key school staff and regular classroom teachers regarding the educational needs of LCD/EL students.
<i>Training: topics include, but not limited to cultural and educational need of Latino students; factors of language barriers; EL services; LCD requirements; resources available to meet the needs of Latino eligible students; and the list of LCD eligible students at the school site.</i>		

Guideline 2: Coordination of the appropriate instructional program

Be responsible for the coordination of the appropriate instructional program (i.e. EL services, Bilingual education, Special Education services, etc.) for all eligible Latino students.

As of, October 1, 2018 there were 5,376 (14%) Hispanic students enrolled in grades PK-12 in Saint Paul Public Schools. Of these students, ALL (5,376) are covered, somehow or another, under the mandated decree.



*As of April 30, 2019/Eligible for LCD/MLL
**October 1, 2018 All SPPS Enrollment by Grade, Saint Paul Public Schools Data Center

The following chart shows the difference in services:

EL Instruction	Bilingual Education	Hispanic/Latino Culture	Other Services
a) If English as a Second Language or high intensity language development is necessary, and if so, the amount of time by subject and how this will be accomplished;	b) If Spanish language instruction is necessary for each required subject and other subjects, and if so, the amount of time by subject and how this will be accomplished; c) The extent to which the student needs a program designed to reinforce and develop the student's concepts in Spanish and to reinforce and develop his or her language skills in Spanish;	d) If any and how the student's regular education program includes instruction with regard to the culture, history and heritage of the student and, if not, how this is to be provided;	e) Other cognitive needs, learning environment needs, self-concept and other educational needs of the student; f) Other programs that are necessary to allow the student to meet his or her educational needs and participate effectively in the learning process to the extent of his or her ability.

For the purpose of the stipulation, the following definition shall apply:

- **Latino:** Latino means an individual whether male or female who is of Hispanic origin.
- **Non-EL, Latino students:** Non-EL, Latino students who are fluent in English and whose communication and comprehension skills in Spanish range from none to fluent shall receive equal access to services and classes designed to improve the speaking, understanding, reading and writing of English. Equal access means access on the same basis as students who do not have a primary language other than English.
- **Bilingual individual:** refers to persons who are able to converse in English and in the appropriate primary language with considerable proficiency in those areas of instruction to which they are assigned. This ability includes the ability to speak, read, write and understand both languages. Bilingual individuals who are expected to communicate with parents on school matters must be able to do so in the appropriate primary language.

ELEMENTARY SCHOOLS

Number of Hispanic/Latino students, number of students eligible for EL services and number of LCD staff

School	Hispanic/Latino Students per school	LCD students eligible for English language services	LCD Teacher	LCD EA
Adams Spanish Immersion	304	123	1.0	
American Indian Magnet	99	32		.5
Battle Creek Elementary School	61	29	1.0	1.0
Benjamin E. Mays IB World School	36	14		
Bruce Vento Elementary School	42	22		1.0
Capitol Hill Gifted and Talented Magnet	44	12		
Chelsea Heights Elementary	38	12		
Cherokee Heights Elementary School		34		
Como Park Elementary School	36	18		
Crossroads Elementary Science + Montessori Programs	57	17		1.0
Dayton's Bluff Achievement Plus Elementary	52	23		
Eastern Heights Elementary School	44	17		1.0
Expo for Excellence Elementary	43	6		
Farnsworth Aerospace	43	29		.4
Four Seasons A+ Elementary	73	48		
Frost Lake Elementary	69	46		1.0
Galtier Community School	33	15		
Groveland Park Elementary School	39	13		
Hamline Elementary School	33	14		
Heights Community School	105	61		1.0
Hazel Park Preparatory Academy	41	23		
Highland Park Elementary School	43	18		
Highwood Hills Elementary School	20	14		
Horace Mann School	24	3		
Jackson Preparatory	12	6		
Jie Ming Mandarin Immersion Academy	32	19		
J.J. Hill Montessori	32	8		
John A. Johnson Achievement Plus Elementary	51	24	1.0	
L'Etoile du Nord French Immersion	73	32		1.0
Linwood Monroe Arts Plus	71	41	1.0	
Maxfield Elementary School	32	4		
Mississippi Creative Arts	71	52		.5

Nokomis Montessori Elementary	60	29		
Obama Elementary School	22	9		
Phalen Lake Hmong Studies	36	19	1.0	
Randolph Heights Elementary School	32	7		
Riverview West Side School of Excellence	282	189	1.0	1.0
Saint Paul Music Academy	75	41		
St. Anthony Park Elementary School	48	7		
Wellstone Elementary	297	229	2.0	1.0
TOTAL	2605	1359		

MIDDLE SCHOOLS

Number of Hispanic/Latino students, number of students eligible for EL services and number of LCD staff

School	Hispanic/Latino Students per school	LCD students eligible for English language services	LCD Teacher	LCD EA
American Indian Magnet	99	12		
Battle Creek Middle School	103	44		
Capitol Hill Gifted and Talented Magnet	35	4		
Creative Arts Secondary	37	9		
Farnsworth Aerospace	70	28		
Hazel Park Preparatory Academy	49	20		
Highland Park Middle School	241	60		
Humboldt High School	87	38		
Linwood Monroe Arts Plus	57	21		
Murray Middle School	74	21		
Open World Learning	37	15		
Parkway Montessori & Community Middle School	54	19		
Ramsey Middle School	54	7		
Washington Technology Magnet	117	63		
TOTAL	1,114	361		

HIGH SCHOOLS

Number of Hispanic/Latino students, number of students eligible for EL services and number of LCD staff

School	Hispanic/Latino Students per school	LCD students eligible for English language services	LCD Teacher	LCD EA
Central Senior High School	118	25		1.0
Como Park Senior High School	121	39		1.0
Creative Arts High School	32	9		
Gordon Parks High School	30	23		
Harding Senior High School	277	123		1.0
Highland Park Senior High School	310	100		1.0
Humboldt Senior High School	133	68		.5
Johnson Aerospace & Engineering High School	147	51		1.0
Open World Learning Community	40	15		
LEAP High School	58	64		
Washington Technology Magnet	128	49		
TOTAL	1,394	566		

OTHER SAINT PAUL PUBLIC SCHOOLS PROGRAMS

School	Hispanic/Latino Students per school	LCD students eligible for English language services	LCD Teacher	LCD EA
AGAPE	19	10		
Bridge View School	12	8		
Focus Beyond Transition Services	33	17		
Guadalupe Alternative Program		5		
Gateway to College	19	7		
Journeys Secondary School	4	1		
United Hosp Adol S	1	1		
PreK at Rondo	10	3		
TOTAL	98	52		

Source: MLL - As of 04/30/19

Guideline 3: LCD Guidelines, Roles and Responsibilities

Be responsible for carrying out the existing and future LCD Guidelines, Roles and Responsibilities as it applies to staff, programs and services for LCD eligible students (i.e. scheduling guidelines for LCD Bilingual Educational Assistants).

During the past four years, the LCD Parent Advisory Council has worked in collaboration with the Saint Paul Public Schools District in revising and updating specific areas of the LCD Stipulation Guide, Roles and Responsibilities. As of today, the Saint Paul Public Schools has approved the following revisions (See Appendix I, II and III for details):

Appendix I (page 21)	Appendix II (page 23)	Appendix III (page 24)
Bilingual Educational Assistants' Responsibilities under the Latino Consent Decree	Latino Consent Decree Teacher's Responsibilities under the Consent Decree	Latino Consent Decree Stipulation Counseling Guidelines

Guideline 4: LCD Contact Person/staff

Be responsible for designating an LCD contact person responsible for communicating the student's educational needs to the Latino Consent Decree district staff.

PK-12 Schools staffed with a qualified bilingual staff	PK-12 schools, staffed with a qualified bilingual bicultural staff (i.e. EL/LCD teacher, LCD Educational Assistant, bilingual cultural specialist, bilingual family liaison, etc.), should assign one staff member as the main contact person to serve as a key role in the relationship the school has with the Latino families, LCD eligible students and the LCD Program. The LCD district staff shall assist PK-12 building administrators in training key school staff (See <i>Guideline 1: Option C</i>).
Central Office Contact (for PK-12 schools not staffed with a qualified bilingual staff)	In order to support PK-12 schools, not staffed with a qualified bilingual teacher, EL/LCD teacher and/or LCD Educational Assistant, the LCD program has designated the LCD District PAC Liaison and Latino Cultural Specialist as the contact person for information and answers regarding the needs of Latino students and their families. This support is temporary while schools and the school district continue to recruit qualified staff to fulfill this role.

Guideline 5: District Program Coordination

Coordination will take place at the district level between the Assistant Superintendents and the Latino Consent Decree district staff. The purpose of this coordination must include but not be limited to monitoring the implementation of the Latino Consent Decree in grades PK-12.

CONCLUSION

The LCD program and the LCD Parent Advisory Council have already discussed and presented to the Committee of the Board (COB) and Superintendent the concern that the existing number of LCD staff (LCD teachers and LCD Bilingual Educational Assistants) working with EL/LCD eligible students do not support an effective instruction in the classroom. Currently, services from LCD identified staff, very few, are extremely dispersed and fragmented that they represent literally no services for LCD Latino eligible students and support for their families.

Without support from LCD teachers and LCD Bilingual Educational Assistants, it is extremely unlikely that Latino-LCD students, that are either struggling or thriving in transitioning into the English Language, will be successful in academic programs at their grade level.

It is imperative that more resources are strategically aligned to support the schools, especially in regards to SPPS Achieves and its initiative 2c (Recruit and retain more employees who look like our students). EL/LCD Teachers and LCD EAs bring a unique perspective to the education of our students. They are sensitive to Latino students' needs and with appropriate support, training and resources our program and staff will provide an effective, strong and culturally responsive in the primary language of our Latino students.

RECOMMENDATION 2: Continue to strengthen the collaboration with community-based organizations and Saint Paul Public Schools district programs and schools.

The involvement of Latino/Hispanic parents is necessary to ensure that their children's educational needs are being met. All Latino/Hispanic parents are encouraged to participate in the educational process and work with everyone, especially teachers and schools.

The Latino Consent Decree Parent Advisory Council strongly recommends to continue strengthening the collaboration with community-based organizations, district programs and schools, such as: Amherst H. Wilder Foundation (Latino Leadership Program); Office of Family Engagement (Parent Academy Program) and CLUES (Sexual Health Education). The impact and support that these organizations, departments and programs offer to Latino/Hispanic families and their children in Saint Paul Public Schools are very positive and highly valued.

In June 2018, the LCD Parent Advisory Council recommended Saint Paul Public Schools to continue supporting the collaboration with community organizations and its programs for Latino parents in SPPS. The following evaluations have been developed to support the benefits and the positive impact of these programs in our families and children. (Please see Appendix IV: LCD-Parent Academy; Appendix V: CLUES; Appendix VI: Latino Leadership Program).

Section II. LCD Attendance Summary Report SY 2018-2019

The 2018-2019 LCD family attendance report uses an overall view of the total number of people, including parents, community members, organizations, children, youth and SPPS staff that regularly attend the meetings.

ATTENDANCE SUMMARY REPORT 2018-2019				
	DATE	ADULTS	YOUTH PROGRAM 13-16	CHILDREN
LCD PARENT ADVISORY COUNCIL				
LCD PAC 1	09/11/18	17		8
LCD PAC 2	10/09/18	13		5
LCD PAC 3	11/07/18	13		3
LCD PAC 4	12/04/18	14		4
LCD PAC 5	01/15/19	10		3
LCD PAC 6	02/05/19		SNOW DAY	
LCD PAC 7	03/05/19	8		6
LCD PAC 8	04/09/19	10		2
LCD PAC 9	05/07/19	10		5
LCD PAC 10 COB Presentation	06/11/19			
LCD PARENT ACADEMY PROGRAM				
LCD Parent Academy Program	10/01/18	18		21
LCD Parent Academy Program	10/08/18	17		17
LCD Parent Academy Program	10/15/18	18		19
LCD Parent Academy Program	10/22/18	16		16
LCD Parent Academy Program	10/29/18	16		13
LCD Parent Academy Program Graduation	11/05/18	17		26
CLUES				
Sexual Education Program	02/14/19	8	9	8
Sexual Education Program	02/21/19	9	9	9
Sexual Education Program	02/28/19	6	7	7
Sexual Education Program	03/07/19	7	5	9
Sexual Education Program	03/14/19	8	9	12
AMHERST H. WILDER FOUNDATION				
Latino Leadership Program	04/17/19	25		26
Latino Leadership Program	04/24/19	26		29
Latino Leadership Program	05/01/19	26		29
Latino Leadership Program	05/08/19	25		29
Latino Leadership Program	05/15/19	26		29
Latino Leadership Program	05/22/19	25		29
Latino Leadership Program	05/29/19	25		29
LCD/OFECF EVENTS/MEETINGS				
LCD Parent Training	09/20/18	15		6
All PAC's Meeting	04/15/19	8		4
LATINO COMMUNITY OUTREACH EVENTS				
5 De Mayo Parade	5/4/19	100+		
Latino Senior Recognition			CANCELED	
TOTAL		878		

*Not included: LCD PAC 10 COB Presentation (June 11, 2019).

LATINO CONSENT DECREE (LCD) GUIDELINES

The following sections describe the most current LCD program guidelines, roles and responsibilities that are needed to meet the basic LCD requirements at all SPPS school sites.

This guide (Phase1) is intended to assist all SPPS school administrators in implementing current guidelines required under the sections of the Latino Consent Decree Stipulation.

APPENDIX

Appendix I: Bilingual Educational Assistants' Responsibilities Under the Latino Consent Decree *(Responsibilities, Schedules & Professional Development)*

The following describes specifically the LCD district guidelines in regards to the responsibilities under the Latino Consent Decree for LCD Bilingual Educational Assistants and support in the schools to LCD eligible students and Latino parents.

Guideline	<i>The LCD EA staff is responsible for:</i>
1	interpreting for parents at school conferences with teachers and other personnel;
2	assisting in locating additional interpreters for conferences as needed;
3	being knowledgeable about the Latino Consent Decree Stipulation & communicate with parents about the LCD services to parents;
4	making home visits (as needed an/or by request);
5	interpreting information from schools on current activities in school including both special events as well as other information typically included in school newsletters or other school notices;
6	making follow-up contacts when important school notices have been sent home;
7	contacting teachers to communicate Latino/Hispanic parent concerns, questions or vice versa;
8	promoting parent attendance and involvement at the Latino Parent Advisory Council (LCD PAC) meetings;
9	maintaining a weekly log of parent contacts to be submitted to the Latino Consent Decree Program;
10	communicating with the LCD District Program Coordinator in all of the above matters.

Scheduling Guidelines for LCD Bilingual Educational Assistants

<i>Spanish speaking LCD EAs should:</i>	Monitoring
be scheduled so that they are able to support Spanish speaking LCD-EL students at WIDA proficiency levels 1-3. This supplemental support should be provided in an academic subject area.	District MLL TOSAs will regularly monitor the alignment of the LCD EA schedules in elementary and secondary schools to insure they are maximizing their time in the classroom to support LCD students at WIDA levels 1-3.

Professional Development for LCD Bilingual Educational Assistants

MLL Bilingual EA Professional Development	All LCD Bilingual Educational Assistants meet 2-3 times a year as part of their professional development with MLL.
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Appendix II: Latino Consent Decree Teacher's Responsibilities Under the Consent Decree

The following describes the essential functions for all LCD teachers directly responsible for providing services to LCD eligible students. These responsibilities apply to all existing identified and newly hired LCD teachers.

Guideline	<i>The LCD Teacher is responsible for:</i>
1	working with the schools to monitor the implementation of the Latino Consent Decree (LCD) program and services;
2	Completing an online questionnaire, especially designed for LCD staff;
3	attending all training workshops for Latino Consent Decree (LCD) teachers provided by the school district;
4	becoming familiar with the Latino Consent Decree (LCD) Stipulation and procedures;
5	assisting school staff with the identification of incoming Latino students who are eligible for Latino Consent Decree (LCD) services;
6	providing Spanish language instruction in subject areas such as reading, math, language arts, science, etc.
7	monitoring and collaborating with other service providers, such as Special Education, when a LCD student, in grades K-5, reaches Categories III (EL only) or IV (English Language Development);
8	reviewing the student language proficiency when a Latino Consent Decree (LCD) student is referred to special education for child study;
9	assisting the school in administering the WIDA (W-APT/ACCESS) exam and/or other Language proficiency tests when necessary;
10	attending training sessions in administering the WIDA (W-APT/ACCESS) exam and/or other Language proficiency tests necessary for the implementation of the Latino Consent Decree (LCD);
11	encouraging Latino Consent Decree (LCD) students to become involved in extracurricular activities, such as sports, music, student council, etc.

Appendix III: Latino Consent Decree Stipulation Counseling Guidelines

The following describes specifically the district guidelines in regards to counseling and support in the schools to LCD eligible students.

Counseling Guidelines	
1. Access to Elective Courses	School counselors will encourage students to enroll in elective classes in which students who qualify for the Latino Decree program and / or who identify as Latino or Hispanic have not been traditionally represented.
2. Access to Advanced Courses	School counselors will encourage and advocate for Latino students to have equitable access to all types of subjects, classes and opportunities otherwise known as Career and Technical Education (CTE), Advanced Placement (AP), International Baccalaureate (IB), College in the School (CIS), Concurrent Enrollment, Post-Secondary Enrollment Options (PSEO), Seals of Bilingualism and other existing or similar classes.
3. Schedule	School counselors will coordinate closely with Latino Consent Decree teachers in determining students' schedule.
4. Professional Development	School counselors will receive training and be knowledgeable of the Latino Consent Decree Program. The training must be conducted by November 30 of each school year. The LCD program will be responsible for providing this training for counselors.
5. Program Coordination	Coordination will take place at the district level between the administrator assigned to the Office of College and Career Readiness (OCCR), district lead counselors, and the Latino Consent Decree district staff.
6. Monitoring Graduation Requirements	School counselors will monitor Latino Consent Decree students credit records to ensure all graduation requirements are fulfilled.

Appendix IV: LCD Parent Academy

Introduction

Saint Paul Public Schools' (SPPS) Latino Consent Decree (LCD) Parent Academy Program is designed especially for Latino parents/guardians of children that attend SPPS. This program provides Latino families with the necessary tools to support the success of their child's education.

The curriculum for the Parent Academy was adopted from the Parent Institute of Quality Education (PIQE) Program in San Diego, California. PIQE is a research-based model that has consistently shown its impact on increasing graduation rates for students of color. Significantly more of PIQE participants' students go on to college.

The LCD-Parent Academy Education Program Fall 2018: *LCD-PA Cohort II*, continued to be well-received. SPPS Latino parents engaged in powerful conversations about the future of their children as it relates specifically to high school graduation and post-secondary education. This opportunity is available through the LCD Program, Office of Family Engagement and Community Partnerships.

Program Objectives

To encourage and support Latino parents of elementary, middle and high school children in Saint Paul Public Schools to take a participatory role in their children's education by:

- Learning how to navigate the school system
- Collaborating with teachers, counselor and principals
- Encouraging college attendance beginning in kindergarten
- Supporting their child's emotional and social development
- Creating a supportive home learning environment

Topics

The Latino Consent Decree Parent Academy assists Latino parents in navigating the SPPS system to become strong advocates for their child's education and make the best informed

decisions. While attending the Latino Consent Decree (LCD) Parent Academy families learn about:

- ☐ Decision: Choose College
- ☐ Academic Preparation
- ☐ College Entrance Exams
- ☐ Postsecondary Institutions
- ☐ Financial Aid

Districtwide Participants

Families that attended the LCD PA Fall Program came from the following school sites:

ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL	OTHER
Adams	Farnsworth	Central	ECFE
B Mays		Highland Sr.	City of Saint Paul
Capitol Hill		Johnson Sr.	
Crossroads Montessori			
Dayton's Bluff			
Eastern Heights			
Farnsworth			
Hazel Park			
Jackson			
Riverview			
Wellstone			

Recruitment/Registration/Graduation

- ☐ Registered: 29
- ☐ Met attendance graduation requirements of 4 sessions: 18

Pre & Post Survey Fall 2018

Overall results continue to indicate parents show a significant difference in reported knowledge after participating in the LCD Parent Academy Program.

PRE & POST SURVEY– FALL 2018 – COHORT II

October 1-November 5, 2018

	PRE SURVEY	POST SURVEY
	YES, I KNOW	YES, I KNOW
1. I UNDERSTAND and can navigate the public education system (PreK-12) in Saint Paul Schools.	8%	87%
2. I FEEL confident to speak with the principal of my child's school for reasons other than disciplinary or behavioral reasons for the child.	22%	100%
3. I FEEL with the confidence to talk with my child's teacher for reasons other than disciplinary or behavioral reasons.	50%	100%
4. I AM familiar with the ACCESS English test.	0%	81%
5. I UNDERSTAND and know how to review my children's academic report.	15%	87%
6. I UNDERSTAND and know how to review the MCA scores.	8%	87%
7. I UNDERSTAND and know how to review the classes my child is taking at school.	37%	93%
8. I often talk about the importance of attending college or another higher education option after high school.	43%	87%
9. I UNDERSTAND how extracurricular activities can be important in my child's education.	29%	100%
10. I KNOW how to identify the academic level my children should be in, based on the grade level Academic Standards.	15%	100%
11. I am familiar with the classes my children must take at school, especially for admission to a university or college.	15%	93%
12. I KNOW the admission requirements to the university / college.	0%	100%
13. I UNDERSTAND the importance of positive self-esteem and effective communication.	36%	100%
14. I UNDERSTAND the importance of good grades in academic success.	29%	93%
15. I KNOW how to calculate the Grade Point Average (GPA).	0%	93%
16. I KNOW about SAT or ACT university entrance exams.	0%	93%
17. I UNDERSTAND the importance of being in communication with the school, particularly with teachers and academic advisors.	36%	93%
18. I UNDERSTAND the benefits of going to college.	36%	87%
19. I KNOW how to identify the major systems of higher education in Minnesota.	8%	93%
20. I KNOW the different types of financial aid available to the university.	0%	93%

Appendix V: CLUES

CLUES

(Comunidades Latinas Unidas en Servicio)

Hablemos de Sexualidad

February - March 2019

By Margaret Peyton

Sexual Health Program Supervisor

Background

CLUES was awarded funding from the Minnesota Department of Health's Eliminating Health Disparities Initiative in July 2016 to start this multi-generational sexual health education program. Since receiving this grant, CLUES has facilitated workshops for parents and teens in partnership with a number of local schools and non-profit organizations, including the SPPS office of Family Engagement & Community Partnerships. CLUES formed a partnership with the SPPS program in the fall of 2016 and together SPPS and CLUES hosted a series of four, parent workshops in February/March 2017. The participants' responses were very positive and together, CLUES and SPPS decided to repeat the program with the addition of teen workshops alongside the parent workshops. The program was repeated a second time, with both parents and teens, in February/March 2018 and a third time in February/March 2019.

Program Objectives

- To increase parent-child communication about the topic of sexuality
- To increase knowledge of protective behaviors, and risk behaviors, related to STI's and pregnancy.
- To build awareness around consent and diverse sexual identities.

Topics

- ☐ Consent and boundaries
- ☐ Gender and sexual orientation
- ☐ Healthy relationships
- ☐ Anatomy and physiology of the sexual/reproductive systems
- ☐ STI's and HIV
- ☐ Contraception methods and abstinence
- ☐ Media messages and body image
- ☐ Communication and building trust between parent and child (parents only)

Summary of the post evaluation

- **Parents:** on the post-survey, all participants either agreed or strongly agreed that they, as parents, are their child's primary sexuality educators. On a scale of 0-10, parents ranked their comfort in talking about sexuality at an average of 8.86. All parents surveyed were able to name at least one important strategy for maintaining open communication with their kids.
- **Youth:** On the post-survey, all participants reported knowing where to go for additional sexual health information. Students identified more actions that show respect in a romantic relationship, such as "listen to your partners decisions", "talking to them about how they feel," "ask," "respect what they believe in," and "making intentions known." Post-quiz results showed an increase in understanding of HIV, and the ability to name at least two contraceptive methods from memory.

Attendance: 18

- Parents: 9
- Youth: 9

Schools

SPPS

Adams
Capitol Hill
Central High School
Crossroads Montessori
E.C.F.E
Hazel Park Prep
Highland Park Middle School

Parent Testimonials

- “muy buena información adquirida. Agradecida por este tipo de programa”
- “buena charla, buen material, la expositora tiene mucho manejo del tema y es dinámica, buena comida, tal ves una o dos charlas más para profundizar en el tema”
- “felicidades a los facilitadores. Realmente ayudaron a mejorar mi relación con mi hijo. Gracias”

(these 'testimonios' were taken from the 'additional comments' section of the post-evaluation)

Issues, comments, or next steps

We're happy to announce that CLUES funding for the Sexual Health Program was renewed, giving us the opportunity to continue this partnership. We will be meeting in the coming month to talk about the winter/spring 2020 dates for the next session of this program.

Appendix VI: Latino Leadership Program (LLP)

Amherst H. Wilder Foundation
Latino Leadership Program (LLP)
April - May 2019

By John Connell
Program Developer
Wilder Center for Communities

Background Information about the program (introduction)

The Latino Leadership Program (LLP) brings together community members for a 6-week Spanish-language program that equips participants with leadership skills, strengthens their leadership ability, builds their confidence, and helps participants to find their voice in order to make change in their community. Rather than define issues for participants, we give them the tools that they then can use to take action on the issues they care about. The majority of LLP participants are parents with children in the Saint Paul Public Schools system and after participating in LLP, becoming active in advocating for new school policies and other reforms. By making connections and building a network of leaders, this program will inspire action and sustain their passion way beyond the program.

Program Objectives

LLP provides participants the tools, skills, and learning experiences that are key to discovering one's leadership potential and the confidence to take on leadership roles in the community. Topics covered include: leadership styles, teamwork, conflict resolution, public speaking, and goal-setting for community action.

Topics

Topics covered include: leadership styles, teamwork, dispute resolution, public speaking, and goal-setting for community action.

Summary of the post evaluation

In the program's most recent evaluation, participants were asked what impact, if any, being in the Latino Leadership Program had on their involvement in their children's education. The most common themes included helping youth set goals and monitoring their progress, advocating for resources for their children, and volunteering at their children's school. In addition, several participants were engaging in activities to improve the overall school system for Latino youth.

After a decade and more than 300 participants, the LLP's graduates have used the skills they have learned to address challenges and authentically engage in community life on multiple levels. Some examples include:

- Chairing and serving as Board Members for the Latino Consent Decree, St. Paul Public Schools, which reports directly to the School Board.
- Writing articles in La Prensa on the redistricting of school boundaries (which resulted in the Ward not being redistricted).
- Meeting with legislators about the Dream Act and driver's license access needs for undocumented residents; organizing marches and sleep-ins, introducing a bill into the Legislature on driver license access in MN.
- And, many past participants have become facilitators and teach in St. Paul Public Schools' Parent Academy.

Attendance

The Latino Leadership Program is a seven weeks program focused on individuals who are beginning their involvement—or seeking more involvement—in the community. LLP accepts approximately 30 individuals who live or work in St. Paul into the program each year. Sessions are free for all participants with transportation and childcare provided to remove barriers to participation and are conducted and facilitated in Spanish by a Latina community leader to meet the skill-building and community engagement needs and interests of participants.

Participants: 26

SPPS	OTHER
Capitol Hill	St Benilde's – St Margaret's
Crossroads Montessori	Saint Pascal Baylon
ECFE	Fernbrook Elementary
Farnsworth	Good Shepard
Four Seasons	McDonough Rec Center
Highland Park High School	Oak Ridge Elementary
Highland Park Middle School	Shakopee E
Humboldt	Otsego
Linwood Monroe	Community of Peace Academy
The Heights Community	South Saint Paul High School
Wellstone	City of Saint Paul

Parent Testimonials

Below are some examples of how LLP Alumni are using their experience and connections.

- For Fernando, being in the program has changed his perspective about himself and what he is capable of. He took what he learned and used it at his church where he now has a greater leadership role and level of involvement. One thing he really appreciated from the program is that they not only learned about leadership theories but had the chance to practice them.
- Jose started facilitating with the University of MN Extension after LLP and volunteered himself to be an LLP co-facilitator with Victoria after he noticed that LLP needed more male leadership and voices.
- Monica used to be a quiet stay-at-home-mom. But after joining the program she became active in the community. Over the last several years, she has become more involved in

her children's school and the driver's license movement. Additionally, Monica became the President of the Latino Consent Decree for many years, advocating for better educational services for Latino students. Furthermore, Monica has become a well-known Latino artist in the community, hosts a local Spanish radio station, and she teaches art classes for seniors at CENTRO.

Issues, comments, or next steps

With a recent grant from the McKnight Foundation, we hope to expand by; 1) adding a Latino Leadership Program 2.0 or a more advance 6 weeks program to support alumni; and 2) adding a community advisory group that meets monthly to provide future strategic direction. Based on our experience with building inspired, informed and involved communities through our community leadership programs, we will provide an LLP 2.0 that includes understanding of how local government works including structure, processes and connections to key people of influence and who have decision-making power.

ACKNOWLEDGEMENTS

The Latino Consent Decree (LCD) Parent Advisory Council would like to acknowledge the following organizations, programs and staff for their collaboration and support.

COMMUNITY ORGANIZATIONS	
Amherst H. Wilder Foundation	Nou Yang, Victoria Campoverde, Coulette Columbus-Powers
CLUES	Margaret Payton, Mayra Davila
SPPS DEPARTMENTS, PROGRAMS & SCHOOLS	
Department of Equity	Myla Pope
Office of Family Engagement & Community Partnerships (OFCEP)	Heather Kilgore
Office of Multilingual Learning (MLL)	Dr Yeu Vang
Office of Teaching and Learning	Hans Ott, Amanda Herrera-Gundale
LCD Parent Academy Program	Pablo Matamoros, Sara Reyes
Special Education	Jacqueline Kelly



Saint Paul
PUBLIC SCHOOLS

FY 2019-20 Budget Update Committee of the Board

Marie Schrul, Chief Financial Officer

June 11, 2019

FY 2019-20 Budget: Influencing Factors

- Fiscal Year end projections vs. actual revenue & expenditures impact fund balance
- Enrollment fluctuations impact revenue, class size and building capacity
- Contractual settlements impact expenditure levels
- Legislative adjustments impact revenue
- Previous year's October 1 Free & Reduced lunch count impacts revenue
- Bond ratings
- Inflation

School Allocations

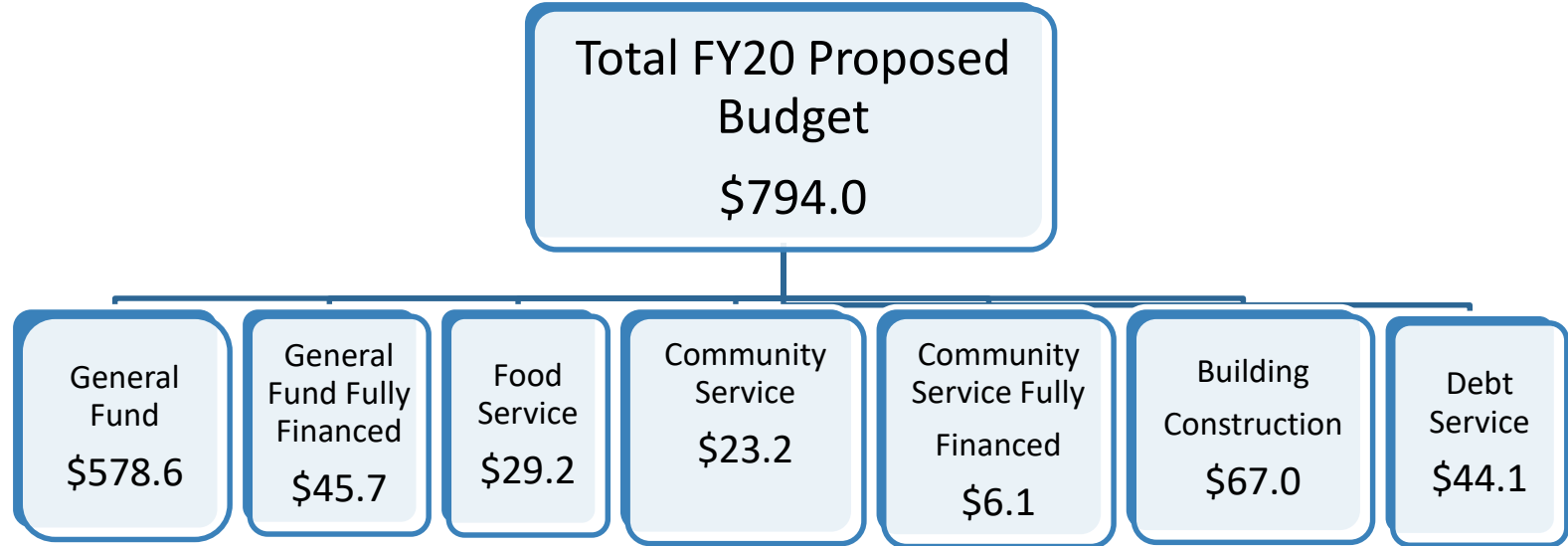
- All schools do not receive the same amount of money per pupil because:
 - Some school funding is categorical (it has specific criteria on its spending)
 - Funding for Compensatory Education and Title I follow the students on a one year delay (previous year's Oct 1 count)
 - Higher poverty schools have greater access to categorical dollars than lower poverty sites
- School enrollment affects the dollars allocated

FY 2019-20 General Fund

Projected Revenue (as of 6/10/19)

Projected Revenue Changes:	Amount \$M
Referendum levy increase	\$17.3
State Aid decrease (due to enrollment decline)	(6.9)
Compensatory Education decrease (based on 10/1/18 Free & Reduced lunch count)	(5.5)
∞ Special Education – Non-legislative increase	1.4
Other Adjustments (Levy, Pension & ALC)	1.8
State Aid increase (assumption of 2% increase on formula)	5.2
Special Education – Legislative increase	2.2
Voluntary Pre-Kindergarten	2.3
Total FY20 Projected Revenue Increase	\$17.8

FY20 Proposed Budget (Expenditures)



FY20 Proposed Budget numbers reflected in millions

General Fund Budget Categories

Category	Description
Schools	Refers to all budgets for school sites in SPPS
School Service Support	Refers to program budgets that provide direct support services to schools (ex: Transportation, MLL, Special Education, Student Placement Center)
Districtwide Support	Refers to program budgets that provide support to all areas of the District (ex: Operations, Human Resources, Employee Benefits, Technology Services)
Administration	Refers to program budgets necessary to support governance, policy, and staff support to the Superintendent (ex: Board of Education, Superintendent, Legal Counsel)

∞

FY20 Proposed General Fund

Big Picture – Expenditures

Area	FY19 Adopted	FY20 Proposed	FY19 vs FY20 Difference	% Diff
Schools	\$247,054,701	\$258,819,579	\$11,764,878	4.8%
School Service Support	\$188,226,477	\$199,842,551	\$11,616,074	6.2%
District-wide Support*	\$107,705,160	\$116,188,942	\$ 8,483,782	7.9%
Administration	\$3,575,872	\$3,775,579	\$199,707	5.6%
Total	\$546,562,210	\$578,626,651		

*Adjusted to reflect UFARS reporting requirements for LTFM in General Fund

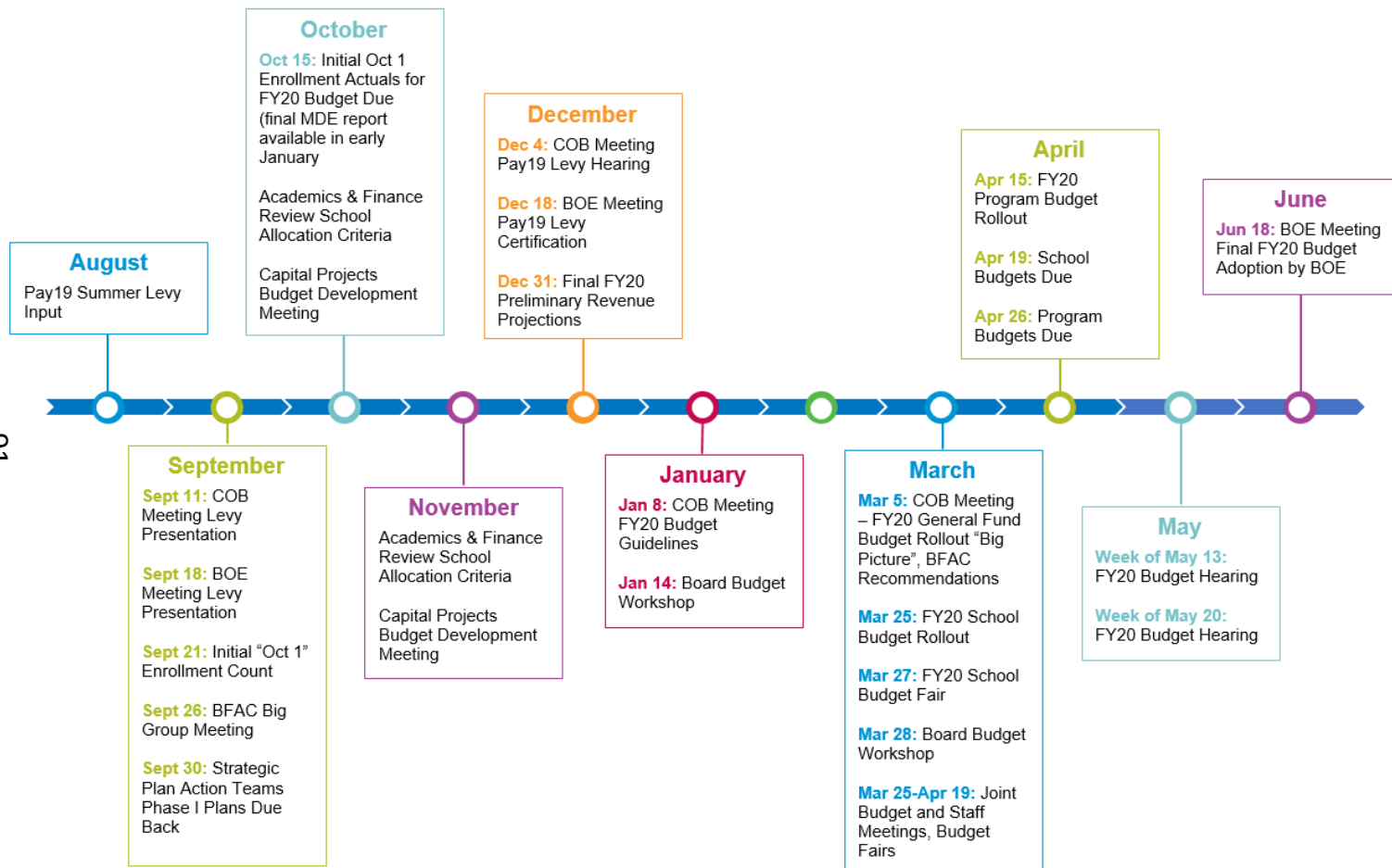
FY 2019-20 Staffing Impacts (as of 6/10/19)

FTE Reductions Related to Budget:		FTEs
Teachers		-27
Educational Assistants		-12
Teaching Assistants		-19
As of 6/10/19: there are 241.7 FTE Teacher, 17.39 EA, and 38.11 TA job openings		
*Staff may move from building to building based on resources/funding.		
Total FY20 FTE Reductions		-58

08

FY 2019-20 Budget Development Timeline

91



Questions?