

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

April 7, 2015
4:30 PM

A G E N D A

I. CALL TO ORDER

A. Introductions

II. AGENDA

A. GASB 68 Accounting & Financial Reporting for Pensions

1. Introduction

2. Presentation

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3. Discussion

4. Action (Acceptance of Report)

B. Update on Plans for Summer Term (S-Term) 2015

1. Introduction

2. Presentation

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3. Discussion

4. Action (None)

C. Review of Asian Student Academic Performance

1. Introduction

2. Presentation

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3. Discussion

4. Action (TBD)

D. Facilities Master Plan Update

1. Introduction

2. Presentation

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3. Discussion

4. Action (Acceptance of Report)

E. FY 2016 Budget Update

1. Introduction
2. Presentation
3. Discussion
4. Action (TBD)

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F. Standing Item: Policy Update - No Presentation

G. Standing Item: PLTT Update - No Presentation

H. Standing Item: SSSC 2.0 Update - No Presentation

I. Work Session

III. ADJOURNMENT

GASB 67/68 Impact on School Districts

St. Paul School District Committee of the Board Meeting
April 7, 2015

Presenters: Jill Schurtz, Christine MacDonald, SPTRFA,
and Jim Riebe, PERA

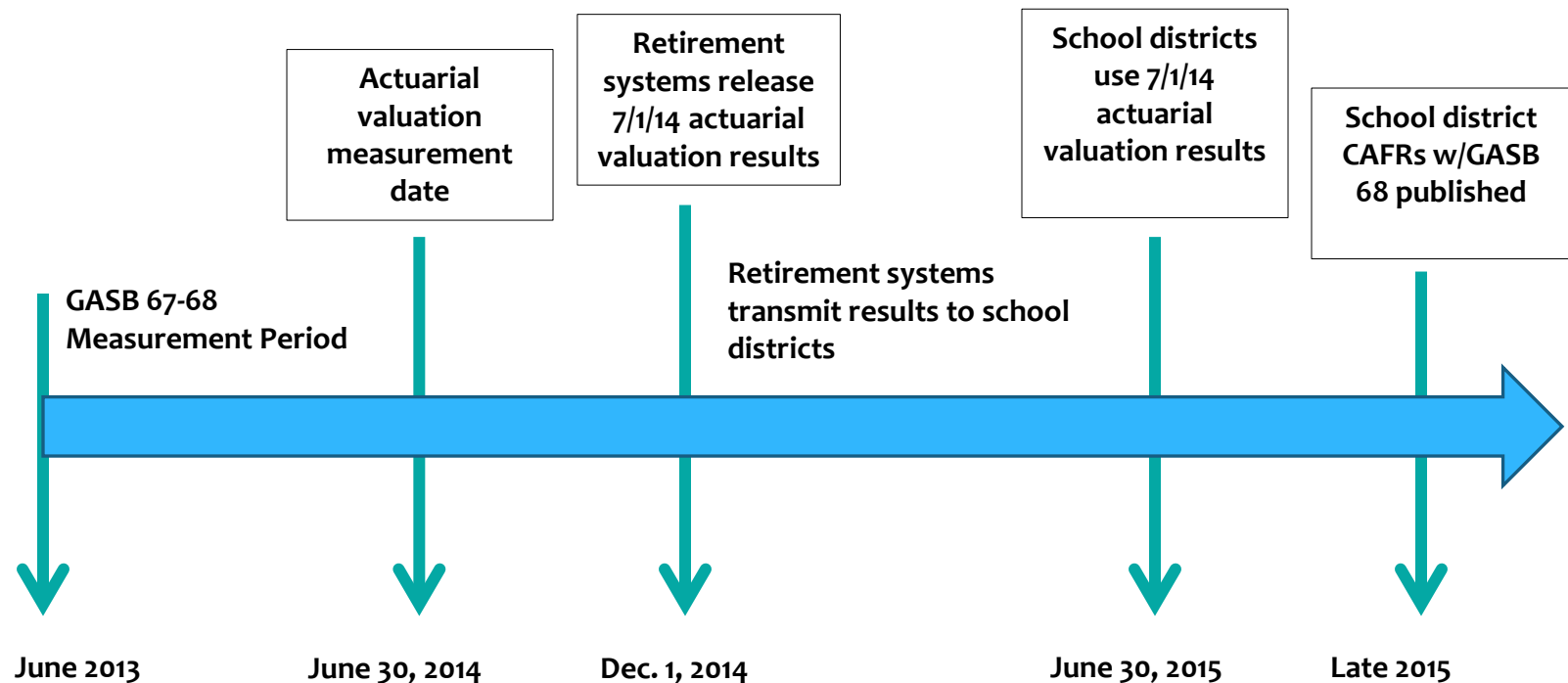
GASB 67/68 – Impact on School Districts

Overview

- * Leading with the Bottom Line:
 - * New GASB Rules impact the reporting of pension liabilities by pension plans and school districts but do not fundamentally change the underlying information or school districts' financial obligations.
- * GASB 67: Financial Reporting for Pension Plans
 - * SPTRFA and PERA implemented the new accounting requirements for the fiscal year ended June 30, 2014.
- * GASB 68: Accounting and Financial Reporting for Pensions
 - * School districts will implement the new accounting requirements for the fiscal year ended June 30, 2015.

GASB 67/68 – Impact on School Districts

When will this happen? GASB 67-68 Timeline:



- Key point: There is a one-year lag in school district reporting of GASB 68 results. Example: School districts, in their FY 2015 reporting, will use FY 2014 actuarial valuation results from SPTRFA and PERA.

GASB 67/68 – Impact on School Districts

Major Reporting Change: Net Pension Liability (NPL)

- * SPPS financial statements will now include net pension liability (NPL) - this is similar to the unfunded liability SPtrFA and PERA have been reporting for many years.
- * Previously, SPPS financial statements reflected only its required pension contributions.
- * Pension expense will be calculated generally as the difference between beginning NPL and ending NPL.
- * SPPS finance team will also be required to provide significantly more footnote disclosures and supplementary information.

GASB 67/68 – Impact on School Districts

What is NPL / How is it Determined and Allocated?

Step 1: Calculate the Total NPL :

	Dollars in Thousands	
	SPTRFA	PERA
Total Pension Liability	\$1,581,227	\$22,102,321
Less: Fiduciary Net Position	\$1,045,435	\$17,404,822
Net Pension Liability	<u>\$535,792</u>	<u>\$4,697,499</u>

Step 2: Determined NPL Allocation to Each “Employer” (based on proportionate share of employer contributions to the pension plan):

	Dollars in Thousands	
	SPTRFA	PERA
St. Paul School District's Fiscal Year 2014 Contributions	\$24,373	\$7,192
Total Plan Fiscal Year 2014 Contributions	\$35,147	\$380,612
St. Paul School District's Fiscal Year 2014 Proportionate Share	69.346%	1.8895%

GASB 67/68 – Impact on School Districts

What is NPL / How is it Determined and Allocated?

- * Step 3: Calculate SPPS proportionate share of SPTRFA and PERA NPL :

	Dollars in Thousands	
	SPTRFA	PERA
Total Pension Liability	\$1,581,227	\$22,102,321
Less: Fiduciary Net Position	\$1,045,435	\$17,404,822
Net Pension Liability	\$535,792	\$4,697,499
Multiplied by SPPS Prop. Share	69.35%	1.89%
SPPS Prop. Share of the NPL	\$371,550	\$88,759
Total NPL Reflected on SPPS Financial Statements (SPTRFA +PERA)	\$460,309	

GASB 67/68 – Impact on School Districts

Key Takeaways

- * **The information disclosed under the new GASB Rules is not new.**
 - * Pension liabilities have always been disclosed by SPTRFA and PERA. What's new is that each school district will report a proportionate share of this liability on their financial statements.
- * **The new rules affect financial reporting, not SPTRFA's or PERA's funded status.**
- * **The reported pension liabilities have NO IMPACT on funding, contribution rates, or local tax levies.**
- * **Pension expenses are NOT crowding out essential services.**
 - * Local government employers and school districts have always budgeted for pension payments.
- * **Pension costs are not bankrupting the school district / city / county.**
 - * Pension liabilities will continue to be paid down by employees and employers through scheduled contributions to the funds – much like amortizing a home mortgage.

GASB 67/68 – Impact on School Districts

Key Takeaways

- * **Pension costs are not bankrupting school districts ...**
 - * Credit rating agencies (Moody's, Fitch, S&P) have made positive comments regarding Minnesota's pension plans – particularly following the 2010 and 2013 pension reforms that reduced Minnesota pension liabilities by \$6.44B.
- * **Minnesota exercises financial discipline**
 - * We have a history of correcting problems proactively and whenever needed. Employer pension contributions in MN are only 2% of state and local spending v. 3.7% nationwide. MN Teachers and other public employees contribute more than most other states.
- * **SPTRFA and the State Board of Investments have highly successful investment programs with proven long-term track records.**

GASB 67/68 – Impact on School Districts

- * Questions?
- * For more information:
 - * Visit www.sptrfa.org or contact SPTRFA at info@sptrfa.org
 - * Visit www.mnpera.org or contact PERA at gasb@mnpera.org



ALT.ed

Saint Paul Public Schools

Committee of the Board Presentation

Summer Term (S-Term) 2015

Presenter: Jon Peterson

Tuesday, April 7, 2015

Summer Term 2015

Purpose Statement

The purpose of Summer Term is to work collaboratively with families, staff, and community partners to provide focused, alternative learning opportunities for Area Learning Center (ALC) eligible students in order to prevent summer learning loss.



Summer Term 2014

A Look Back

- Introduced Moving with Math
- Integrated Culturally Responsive Teaching
- Children's Defense Fund Freedom Schools
- Summer Term 2014 comprehensive program evaluation available



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Summer Term 2015

Summer Term Session (STS) Dates

- Summer Term Session I – **June 15 – July 9**
 - 18 days, 108 ALC hours
 - *No students Friday, July 3rd*
- Summer Term Session II – **July 13 – August 6**
 - 19 days, 114 ALC hours
- CDF Freedom Schools **July 13 – August 21**
 - 30 days, 210 ALC hours
- SPPS Multi-District Programs (MDP) –
Various dates depending on program



Summer Term 2015

Summer Term Schedule

- **Session I and Session II**
 - Six hours daily/five days per week
 - Programming runs for approximately four weeks
 - Teaching staff paid for seven hours per day (includes prep)
- **CDF Freedom Schools – Session II (only)**
 - Seven hours daily/five days per week
 - Programming runs for **six** total weeks
 - Staff paid per program model via employer-employee agreements



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Summer Term 2015

Summer Term Registration

- Only students living in the **Saint Paul Promise Neighborhood** may enroll in STS I and CDF Freedom Schools during STS II.
- All other **students may choose only** one of the following options: STS I, STS II, or CDF Freedom Schools.
- ¹⁷• **Exception:** Students in grades 9-12 who need to recover more than 6 quarter credits may attend both STS I & STS II. Maximum number of recoverable quarter credits is 12.
- **“Jump Up” programming** for grade 8 students provided only during STS II.

S-Term 2015

Summer Term Employment

- **Applications for Site Administrators** accepted December 22, 2014 - January 9, 2015
- **Applications for Site Leaders** accepted January 12 - 23, 2014
- **Applications for all other S-Term** positions accepted January 26 - February 13, 2015



Summer Term 2015

Summer Term 2015 Sites - Elementary

Area	School/Building	Grade
A	Hazel Park Preparatory School - STS I and STS II CDF Freedom Schools @ Hazel Park Preparatory School STS II	K - 4 K - 8
B	Dayton's Bluff - STS I & STS II American Indian Magnet (AIM) – STS I & STS II	K - 4 K - 4
C	John A. Johnson - STS I & STS II Mississippi Elementary STS I	K - 4
D	Riverview Elementary - STS I and STS II	K - 4 K - 8
E	Chelsea Heights Elementary - STS I & II	K - 4
F1 – Immersion Programs French, Chinese, Hmong and Spanish (STS I only) F1 – Elementary S-Term Program F1 – CDF Freedom Schools	Rondo Education Center - STS I Rondo Education Center - Ben Mays STS I and STS II CDF Freedom Schools @ Rondo Education Center STS II	K - 4 K - 4 K - 8
F2	Expo For Excellence - STS I	K - 4

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Summer Term 2015

S-Term 2015 Sites - Secondary

Area	School/Building	Grade
Middle School	Central High School - STS I & II	5 - 7
High School (includes childcare option)	Harding High School - STS I	9 - 11
High School (includes childcare option)	Harding High School - STS II	8 - 11
High School	Washington Secondary - STS I	9 - 11
High School	Washington Secondary - STS II	8 - 11
Current Gordon Parks/Journeys/River East Special Education	Gordon Parks High School - STS I & II	9 - 12
Current LEAP	LEAP High School STS I	Ages 16 - 21
All-District – Credit Recovery – (seat-based and credit recovery using on-line resources)	Saint Paul College - STS I & II	11 - 12
Credit Recovery Using On-line Resources (includes childcare option)	AGAPE - STS I & II	Ages 16 - 21
Credit Recovery Using On-line Resources (includes childcare option)	Eastside Learning Hub @ Harding - STS I & II	Ages 16 – 21

Summer Term 2015

Timeline

- **January 10** – Announce Summer Term Dates at the School Choice Fair
- **March** – Summer Term Guide and Registration Form
 - Backpack distribution to identified K-5 students
 - Face-to-face distribution at Parent-Teacher Conferences
 - Direct mailing home
 - School Counselor consultations for recommending credit recovery
- **April 15** – Priority Deadline for Registration
- **May 1** – Summer Term enrollment information sent to Transportation
- **May 25** – Operations and Logistics
 - Confirmation letter including session, site assignments, and transportation information mailed to families.
- **June 11** – Professional Development for Staff

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Summer Term (S-Term) 2015 Resources

- <http://alted.spps.org/>
- <http://summer.spps.org/>
- <http://alted.spps.org/freedomschools>

***Summer Term 2015 information will be regularly updated on SPPS websites.**



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Summer Term (S-Term) 2015 DAE Contact Information

- **Jon Peterson**, Director, the Office of College and Career Readiness (OCCR)
651-744-6690 (direct office line)
jon.peterson@spps.org
- **Fatima Lawson**, Principal on Special Assignment, Department of Alternative Education (DAE)
651-744-1366 (direct office line)
fatima.lawson@spps.org

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Asian Students in SPPS

**Presented for:
Committee of the Board**

**Lisa Thao, Office of Equity
Stacey Gray Akyea, Research, Evaluation & Assessment
April 7, 2015**



Background

- Asian Affinity Group began meeting in January 2014
- Purpose of the group:
 - To inform and impact issues for our community
 - To address the academic needs of all students

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Asian Affinity Group Members

- Lisa Thao, Special Projects Coordinator, Equity
- Be Vang, Principal/Mississippi
- Billy Chan, Principal/Eastern Heights
- Christine Vang, Principal/Como Elem
- Yeu Vang, Principal/Jackson
- Bee Lee, Asst. Principal/Phalen
- Xong Moua, Asst. Principal/Washington
- Pang Nhia Yang, Program Evaluator, REA
- Kha Vang, Workforce Mgmt Team Lead, HR
- Silvy Un, Assistant Administrator, Leadership Development
- Shela Her, Placement Coordinator, Student Placement Center
- Lee Vang, Personalized Learning Specialist, OPL
- Maijue Xiong Lochungvu, Personalized Learning Specialist, OPL
- Mai Kou Xiong, Dual Language TOSA, MLL
- Tung Pham, PLC Coach, LEAP
- Director Chue Vue, SPPS School Board

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Affinity Group Inquiry

- An increase of concerns about the academic performance of our Asian students
- An increase of concerns about the absent narrative of Asian students
- A collaborative effort to address the predictably lower academic outcomes among our Asian students



State of the Hmong Community in Minnesota - 2015



A subsidiary of Hmong American Partnership



Inquiry Framework

- Who are our students (demographics)?
- What are the school enrollment patterns of our families (enrollment)?
- How are our students interacting in the school climate (attendance, behavior, courses)?
- What are the achievement patterns (ACCESS, MCA, graduation)?
- To what extent are students college and career ready after SPPS (post-secondary)?

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Who are our students? (Demographics)



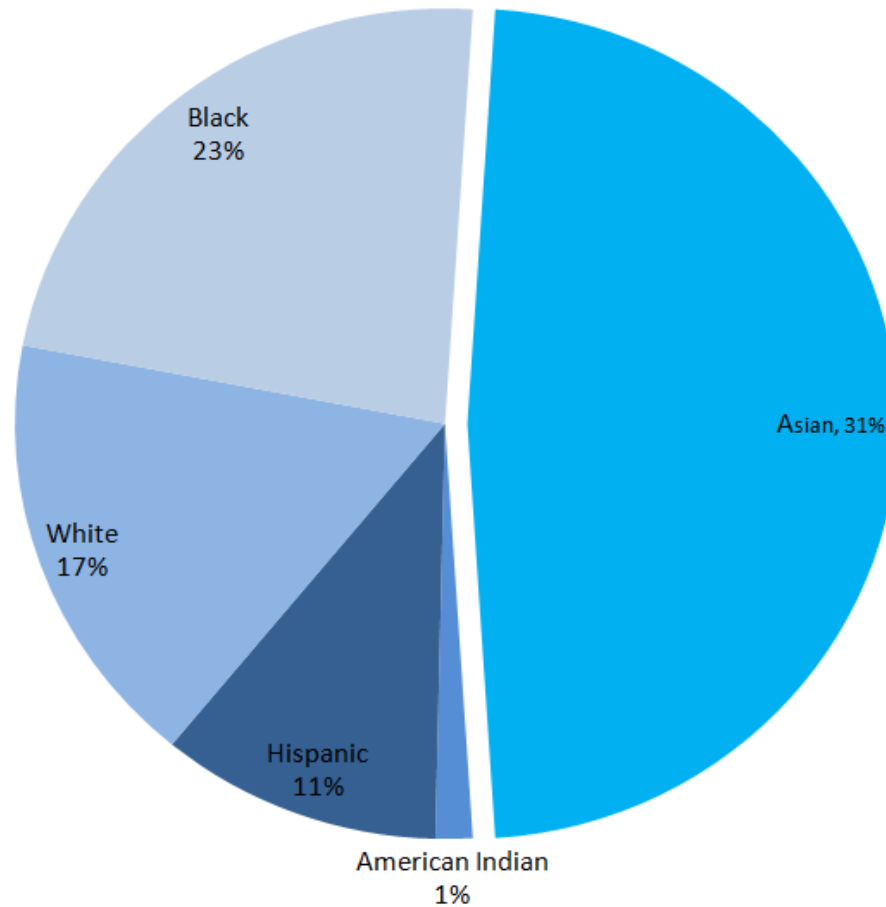


Demographics Summary

- Approximately 1/3 students are Asian.
- More than 1 in 5 students are Hmong.
- Generally, the percentages increase as grades increase; highest percentage at grade 11(40.7%).
- 30 • Almost 3 out of 4 students are identified as EL (69.0%); twice District total (34%).
- Approximately 1 out of 10 students are identified as SPED; below District total (16%).



Percentage of Students by Race

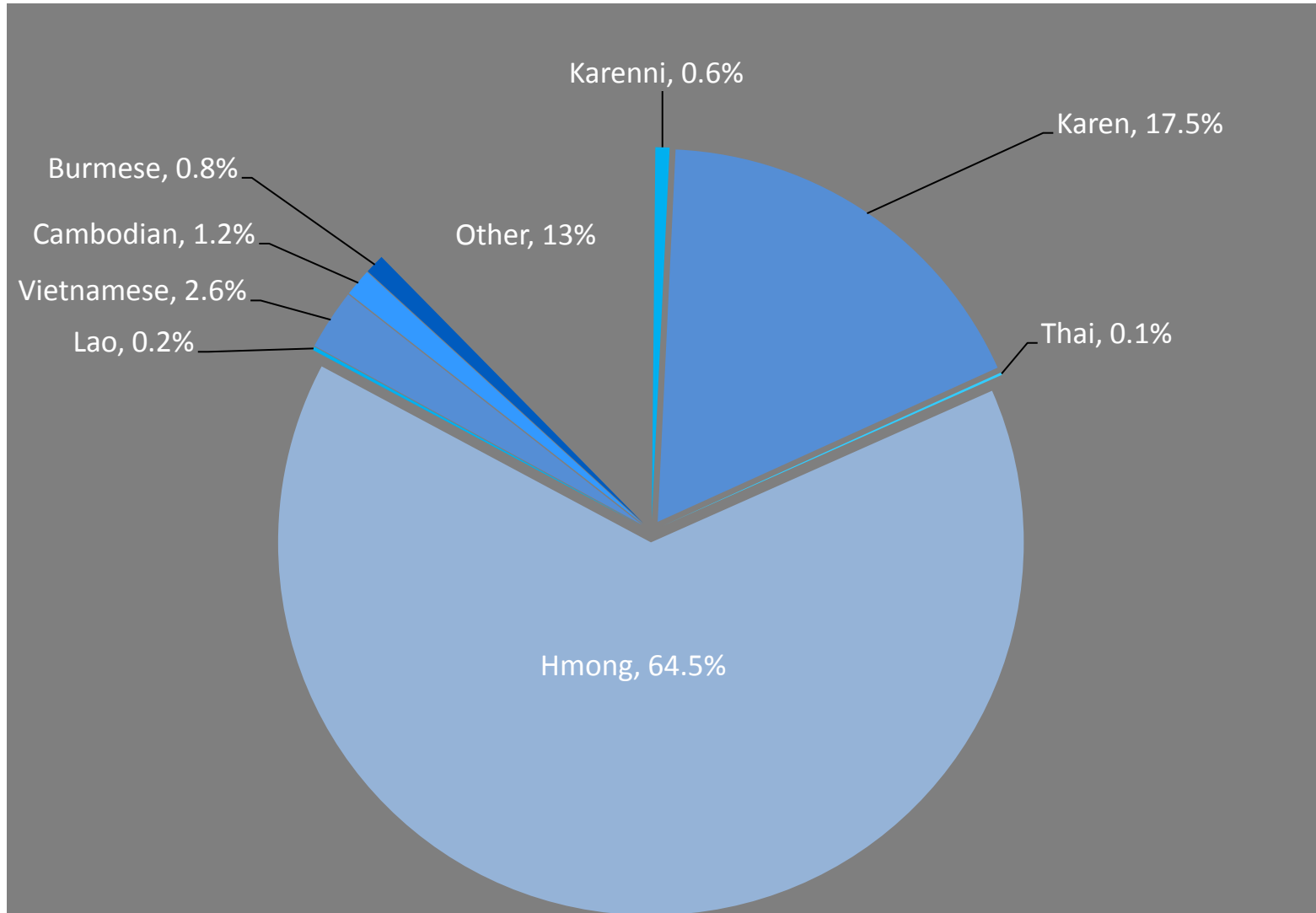


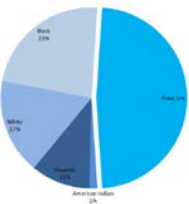
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Asian Racial Population by Home Language

Oct. 1, 2014 Enrollment





Number of Students in SPSS

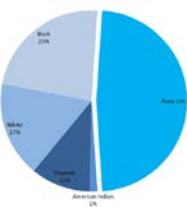
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Grade	2010	2011	2012	2013	2014
EC	120	120	144	171	176
KG	821	851	936	938	984
01	839	841	845	890	904
02	768	870	844	811	877
03	744	768	854	807	816
04	759	773	760	797	782
05	788	772	763	759	780
06	753	833	755	726	737
07	746	774	849	762	766
08	804	799	803	856	789
09	997	1004	975	975	1023
10	1001	1097	1059	1022	1057
11	1074	1045	1116	1093	1086
12	1272	1229	1194	1194	1154
Overall	11486	11776	11897	11801	11931



Percentage of Students in SPPS

Grade	2010	2011	2012	2013	2014
EC	13.4%	15.0%	17.0%	21.4%	22.3%
KG	25.9%	25.9%	26.9%	26.8%	29.4%
01	26.5%	27.0%	26.0%	26.8%	27.2%
02	25.6%	28.1%	27.8%	25.9%	27.3%
03	26.1%	26.2%	28.4%	27.7%	26.8%
04	26.1%	27.6%	26.8%	27.7%	27.7%
05	27.6%	27.7%	28.5%	27.6%	28.0%
06	28.8%	30.3%	28.8%	29.4%	29.6%
07	30.4%	31.3%	32.8%	30.1%	31.5%
08	32.6%	32.1%	32.4%	33.1%	31.4%
09	37.3%	37.5%	37.1%	36.0%	37.0%
10	37.0%	39.9%	39.8%	38.6%	38.3%
11	38.4%	38.8%	41.9%	41.0%	40.7%
12	38.6%	39.1%	38.8%	40.9%	39.9%
Overall	30.3%	31.2%	31.4%	31.2%	31.5%

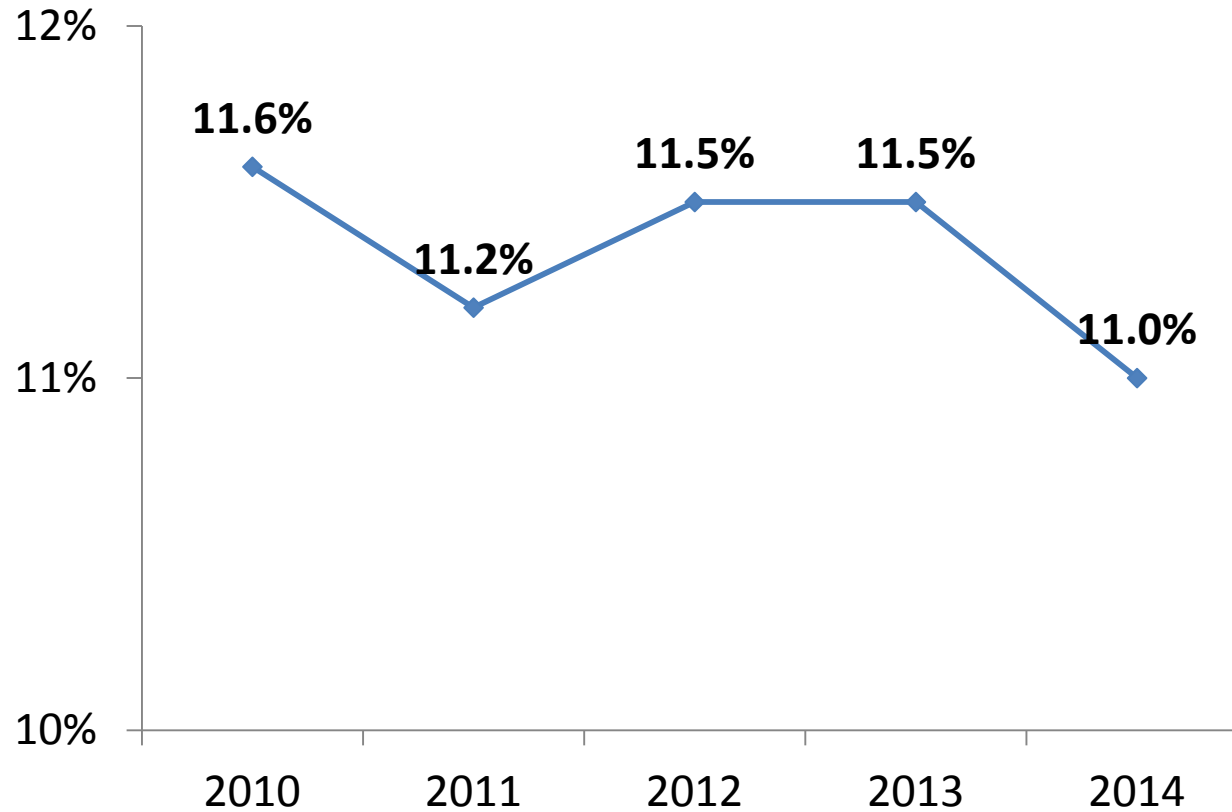


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Identified as SPED

Five Year Trend

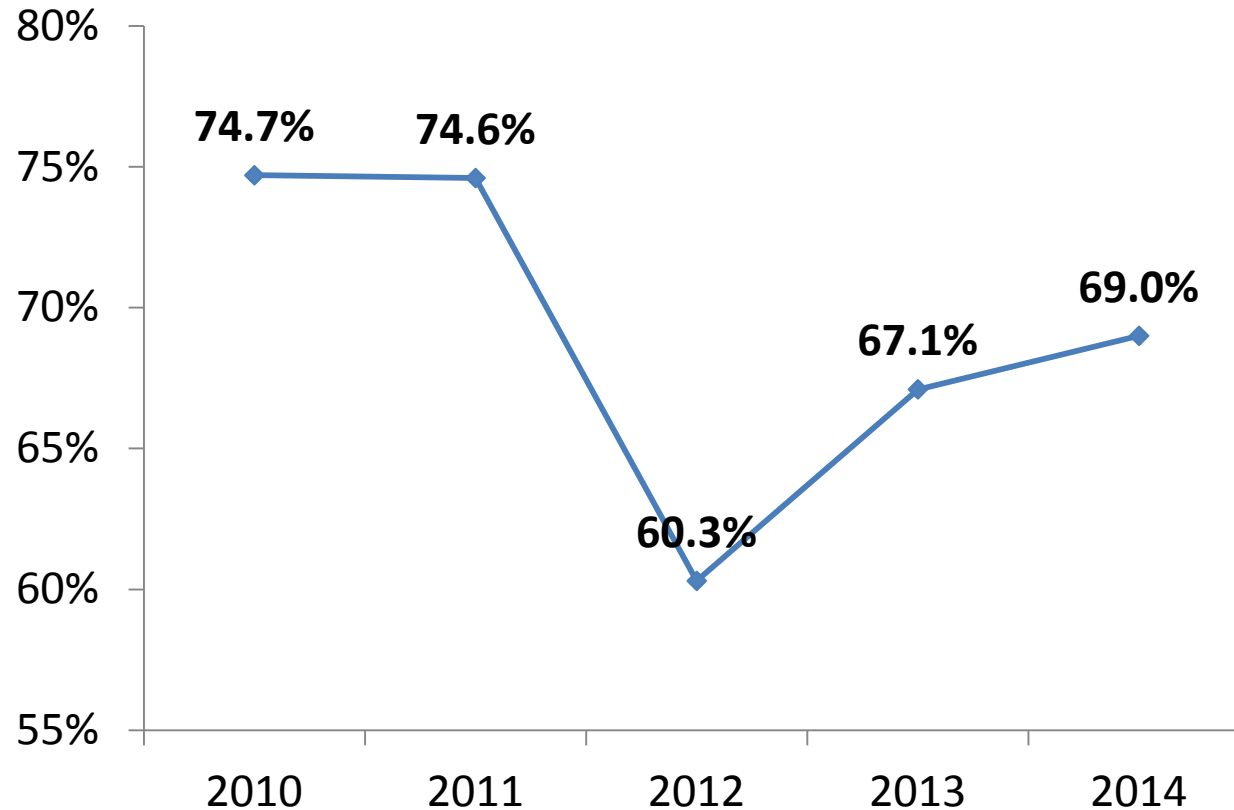


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Identified as English Language Learner

Five Year Trend

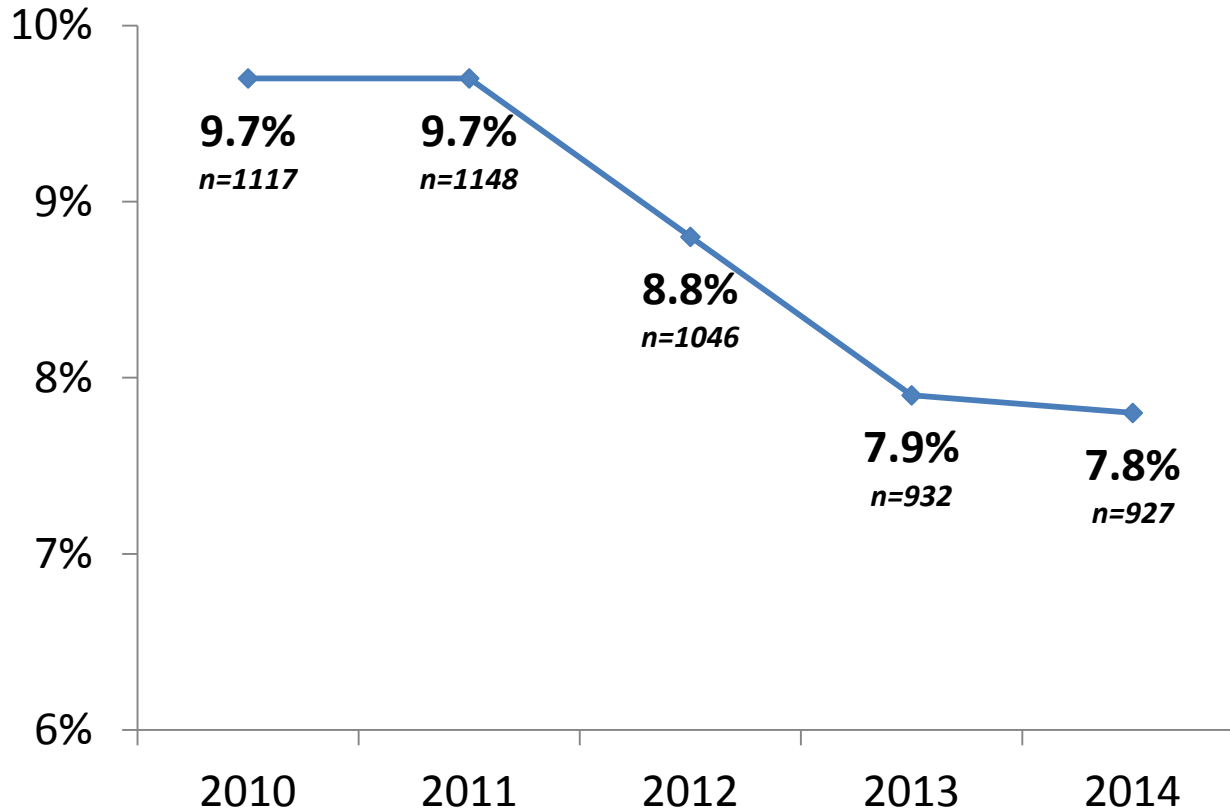


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English Language Learner Identified as SPED

Five Year Trend



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What are the school choice patterns of our families? (Enrollment)





Enrollment Summary

- More than half of students live in areas A and C.
- More students are from out of district (3%) than area D (2%).
- Approximately 4000 St. Paul resident students enroll outside of SPPS (highest ten):

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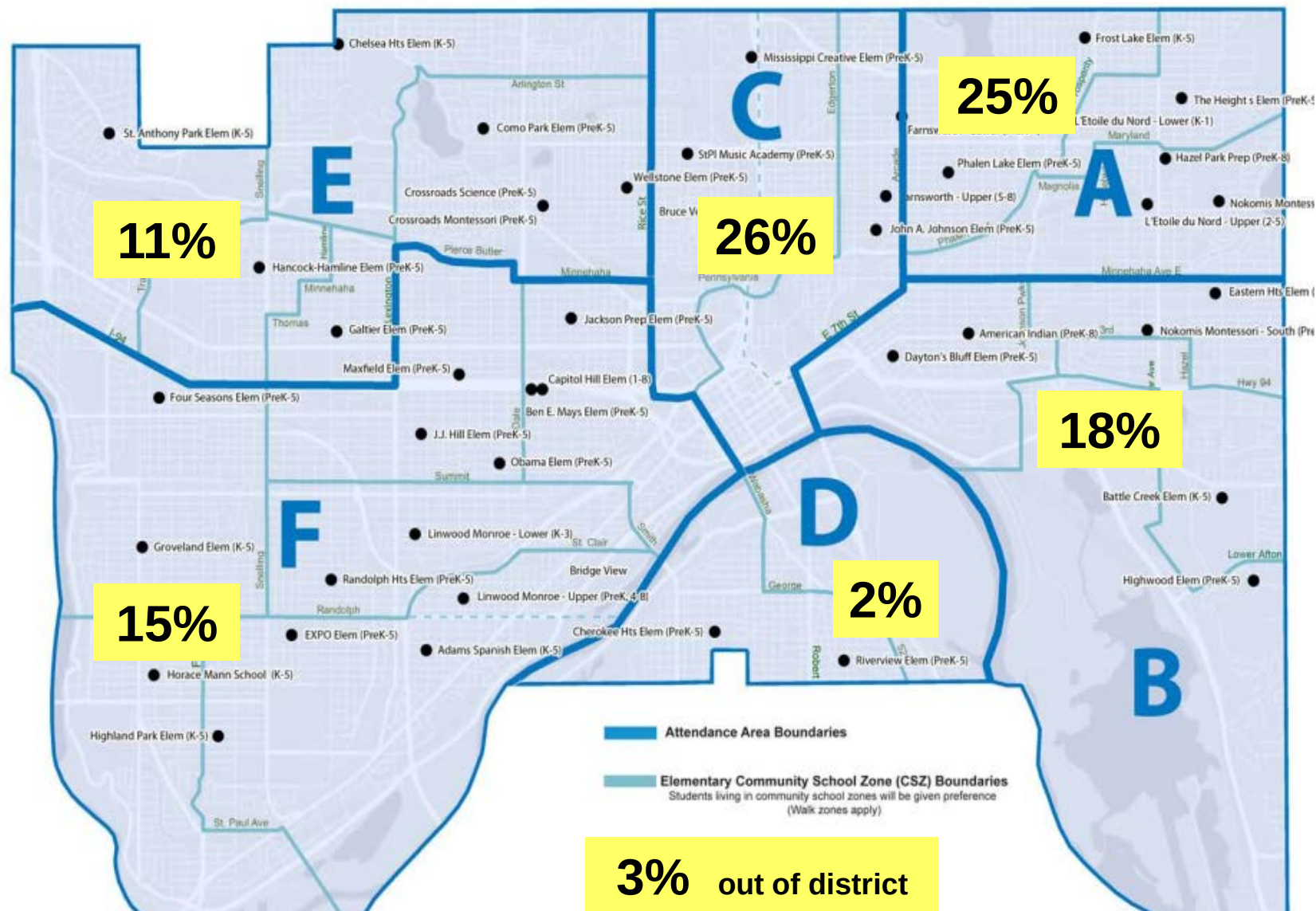
1.	HMONG COLLEGE PREP ACADEMY	907
2.	COMMUNITY SCHOOL OF EXCELLENCE	827
3.	HOPE COMMUNITY ACADEMY	417
4.	COMMUNITY OF PEACE ACADEMY	330
5.	COLLEGE PREPARATORY ELEMENTARY	205
6.	ROSEVILLE PUBLIC SCHOOL DISTRICT	185
7.	ACHIEVE LANGUAGE ACADEMY	182
8.	NORTH ST PAUL-MAPLEWOOD OAKDALE DIS	156
9.	URBAN ACADEMY CHARTER SCHOOL	130
10.	ST. PAUL CITY SCHOOL	123



Student Enrollment by Resident Area

	Out of District		Area A		Area B		Area C		Area D		Area E		Area F	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
American Indian	48	7%	90	13%	99	14%	127	18%	47	7%	113	16%	170	24%
Asian	359	3%	3068	25%	2182	18%	3164	26%	283	2%	1376	11%	1862	15%
Hispanic	267	5%	1238	23%	916	17%	762	14%	789	14%	560	10%	933	17%
Black	622	5%	1631	14%	1877	16%	2122	18%	629	5%	1626	14%	3260	28%
White	442	5%	928	10%	775	9%	549	6%	327	4%	1948	22%	3983	44%





How are our students interacting in the school climate? (Attendance, Behavior, Courses)

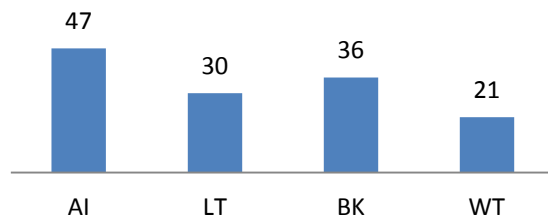




Attendance, Behavior & Courses Summary

- There is a steady trend of lowest absence rates
- Very small percentages of students suspended and more males suspended than females
- Suspensions occur at middle grades
- 43• Approximately 1 in 4 students identified in grades K-5; but less receiving services
- Approximately 1 in 5 students passing advanced courses, consistently higher for females
- Approximately 10% of staff, considerably lower than student population





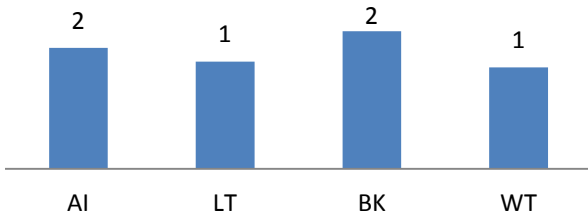
Percent Absent 11 or more days

2013 – 2014

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	Female	Male	All Asian Students
KG	22%	20%	21%
1	15%	14%	14%
2	10%	12%	11%
3	9%	10%	10%
4	9%	12%	11%
5	7%	9%	8%
6	7%	8%	7%
7	6%	12%	9%
8	10%	14%	12%
9	9%	14%	16%
10	14%	19%	24%
11	23%	22%	22%
12	29%	28%	29%





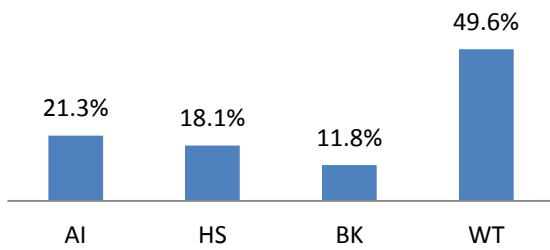
Suspensions by Gender

2013 – 2014

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	Female	Male	All Asian Students
KG	*	*	*
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5	*	*	*
6	*	*	*
7	2%	1%	1%
8	0%	3%	2%
9	1%	3%	2%
10	*	*	*
11	*	*	*
12	*	*	*
District Total	0%	1%	1%





Number and Percentage of Students Identified as Gifted & Talented

Oct. 1, 2014

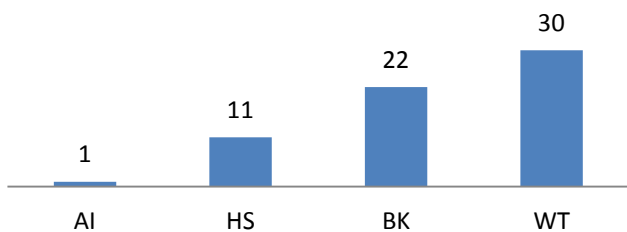
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	#	%
K-5	1277	24.8%
6-8	432	18.8%
9-12	592	13.7%
All Grades	2301	19.6%



Number and Percentage of Students Passing Advanced Courses

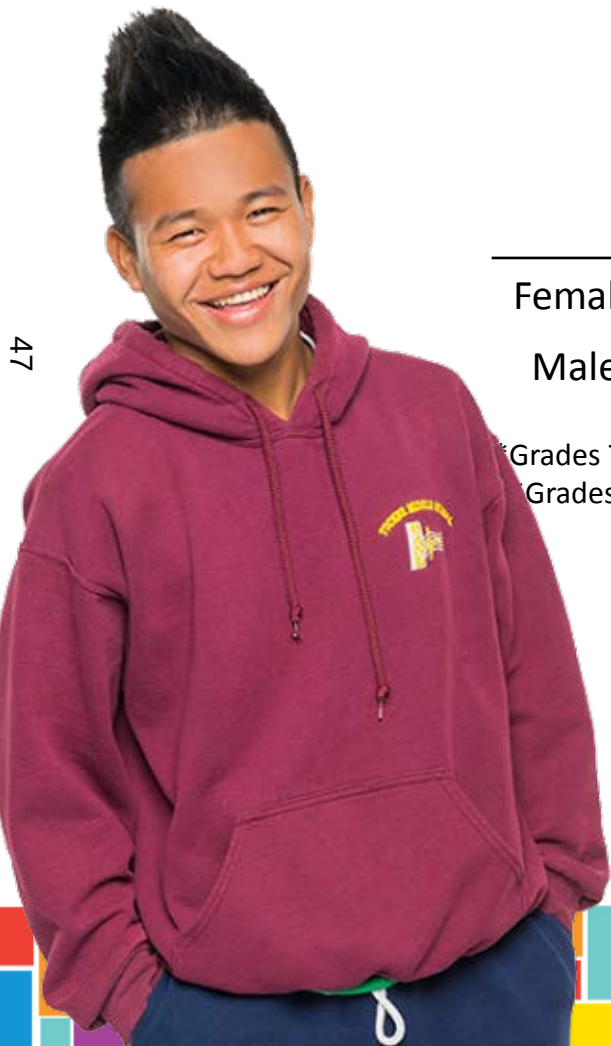
2010 – 2014



	2009-10*		2010-11*		2011-12*		2012-13*		2013-14**	
	%	#	%	#	%	#	%	#	%	#
Female	19%	1641	20%	1615	20%	1652	20%	1713	19%	1753
Male	17%	1409	18%	1468	17%	1447	18%	1519	17%	1582

*Grades 7-12

**Grades 6-12



Employees by Race

	Building Administrators	Instructional Staff	All Other
American Indian	3 (2.4%)	58 (1.1%)	2 (1.4%)
Asian	12 (9.8%)	462 (9.5%)	7 (5.0%)
Hispanic	7 (5.7%)	247 (5.0%)	5 (3.6%)
Black	27 (22.1%)	482 (9.9%)	24 (17.3%)
White	73 (59%)	3630 (74.5%)	100 (72.4%)
Not Reported		8 (0.0)	



Asian Administrators at SPPS Administrators Academy, August 2014

What are the achievement patterns? (ACCESS, MCA, Graduation)





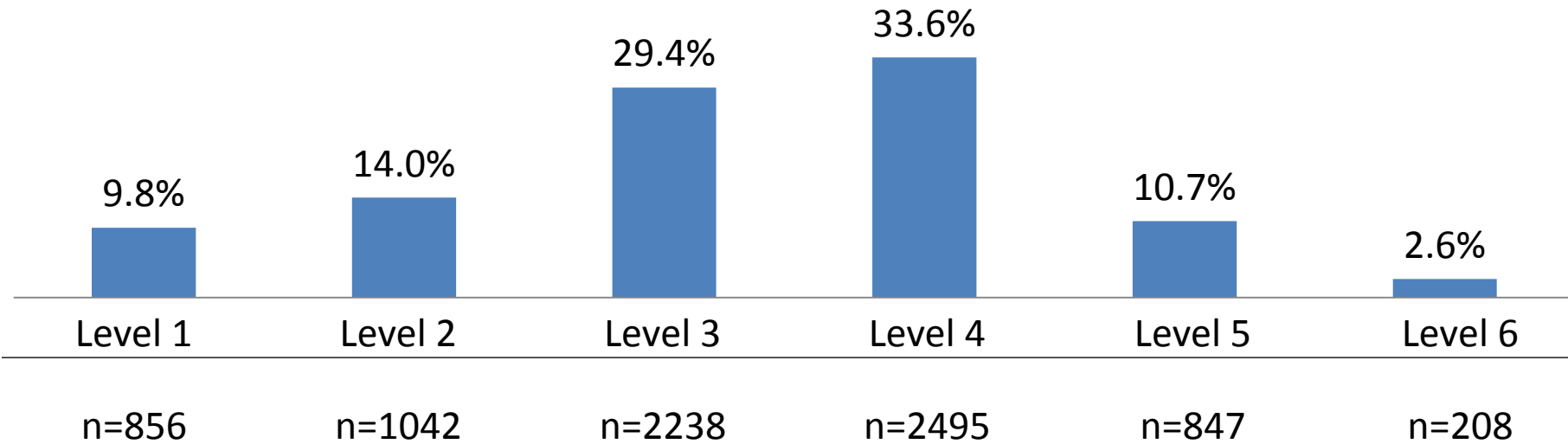
ACCESS, MCA & Graduation Summary

- Approximately 1/3 EL at level 3 and another 1/3 at level 4.
- MCA math proficiency is highest at grade 5 (45.6%); lowest at grade 11 (25.5%).
- Almost 4 out of 5 student graduating in four years; higher for students with Southeast Asian Home language.
- Graduation is considerably higher for females than males.



ACCESS Composite by Level

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Spring 2014 MCA Reading Proficiency by Grade

	Does Not Meet	Partially Meets	Meets	Exceeds
Grade 3	51.4%	21.8%	23.7%	3.1%
Grade 4	48.6%	32.6%	16.1%	2.7%
Grade 5	33.2%	28.7%	33.4%	4.7%
Grade 6	42.3%	22.6%	28.2%	6.9%
Grade 7	47.1%	26.3%	21.4%	5.2%
Grade 8	50.2%	26.2%	20.5%	3.2%
Grade 10	41.0%	27.1%	25.7%	6.2%

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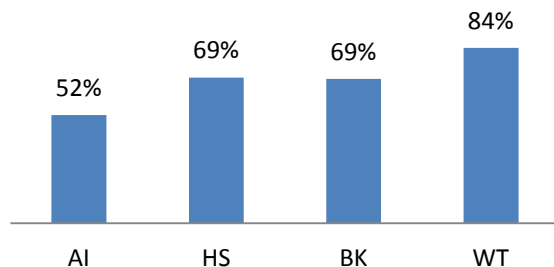


Spring 2014 MCA Math Proficiency by Grade

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	Does Not Meet	Partially Meets	Meets	Exceeds
Grade 3	34.1%	26.3%	31.1%	8.5%
Grade 4	31.0%	24.0%	32.5%	12.5%
Grade 5	29.4%	25%	34.3%	11.3%
Grade 6	37.6%	29.4%	27.7%	5.3%
Grade 7	29.7%	30%	30.2%	10.1%
Grade 8	29.9%	27.2%	29.1%	13.8%
Grade 11	48.8%	25.7%	20.3%	5.2%





2014 Graduation Rate by Gender

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	Asian		Southeast Asian Home Language*	
	#	%	#	%
Female	464	82%	430	88%
Male	431	74%	409	78%
Total	895	78%	839	83%

**Note: The eight most prevalent Southeast Asian languages are – Cambodian, Hmong, Lao, Thai, Vietnamese, Burmese, Karen and Karenni*



To What Extent are Students College and Career Ready After SPPS? (Post-secondary)

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Post-secondary Summary

- More than half of students are enrolling in post-secondary consistently.
- Percentage of students enrolling in college has decreased in the last two years; coinciding with increasing graduation rates.
- Most students currently attending post-secondary attend a 2-year school.
- Students attending 4-year post-secondary, attend a public school within the state.

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Average ACT Composite Score for 12th grade students

		2010	2011	2012	2013	2014
American	Female	*	18	16	20	18
Indian	Male	*	25	20	16	19
Asian	Female	18	18	18	18	17
	Male	18	18	18	17	18
Hispanic	Female	18	17	18	17	18
	Male	18	18	18	19	19
Black	Female	17	17	17	17	18
	Male	17	18	17	17	18
White	Female	24	24	24	25	24
	Male	25	25	25	26	25



Percentage of Students Enrolling in Post-secondary by Graduating Class

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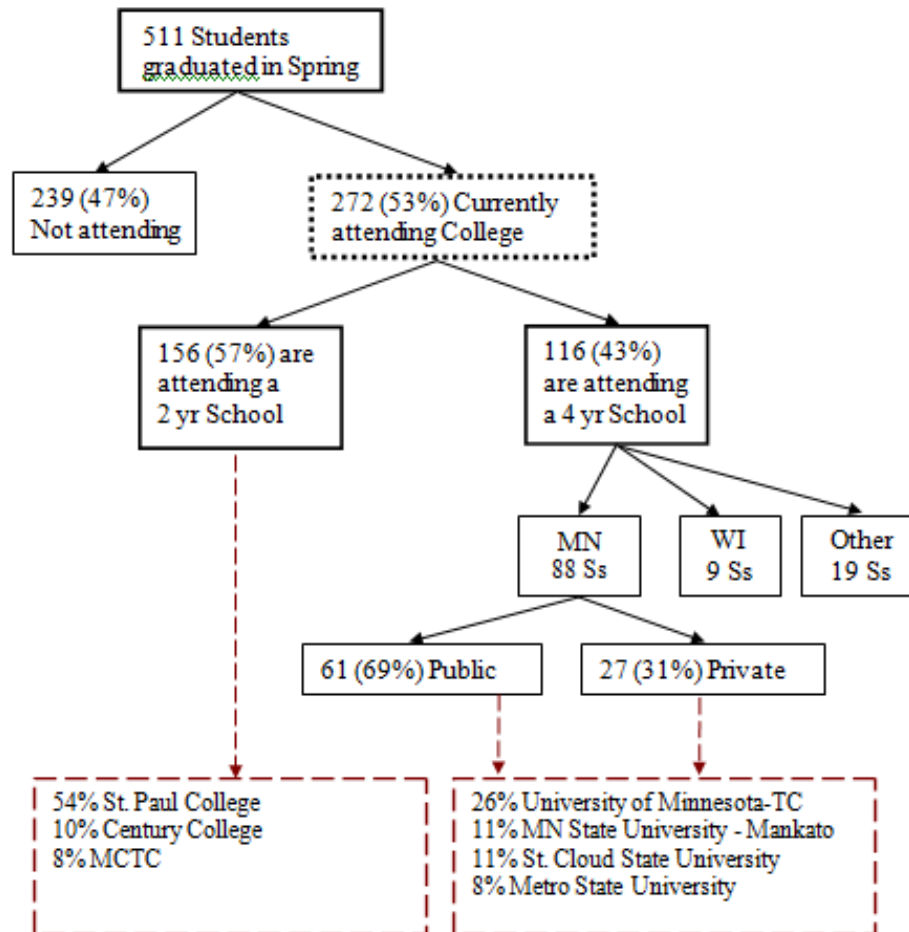


	2008	2009	2010	2011	2012	2013	2014
American Indian	29	41	50	54	68	58	68
Asian	65	63	66	69	64	58	57
Hispanic	46	47	51	51	46	49	43
Black	69	67	70	67	64	59	53
White	71	72	72	72	70	72	66



SPPS 2014 Graduates

Post- secondary Enrollment (fall 2014)



John Autey/Pioneer Press



Conclusion:

Emerging Themes

- Asian students comprise the largest student racial group in SPPS; mostly Hmong home language
- Families are heavily concentrated in the north and east regions of the district.
- Considerably high attendance and low suspensions
- Make up 2/3 of emergent bilingual students (EL); mostly levels 3 and 4.

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Conclusion:

Emerging Themes

- Considerable numbers of students are enrolled outside of SPPS.
- In general, less than half students are proficient on state assessments and other achievement measures.
- As graduation rates increase, post-secondary enrollment is decreasing.
- There appears to be a gender gap.

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Next Steps

- Continue analysis with emphasis on student voice
- Identify and address systemic barriers that serve to maintain the status quo for academic outcomes
- Continue engagement with Asian Affinity group
- 29 • Participate in a broader community conversation focused on supporting Asian students in SPPS
- Engage in a research collaboration with Dr. Bic Ngo, University of Minnesota.



Questions



ACT College Readiness Benchmarks

The Benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. These college courses include English composition, college algebra, introductory social science courses, and biology. Based on a sample of 214 institutions and more than 230,000 students from across the United States, the Benchmarks are median course placement values for these institutions and as such represent a *typical* set of expectations. The ACT College Readiness Benchmarks are:

College Course	ACT Subject-Area Test	ACT Explore® Benchmark Grade 8	ACT Explore® Benchmark Grade 9	ACT Plan® Benchmark	The ACT® Benchmark
English Composition	English	13	14	15	18
College Algebra	Mathematics	17	18	19	22
Social Sciences	Reading	16	17	18	22
Biology	Science	18	19	20	23



Facilities Master Planning *for 21st Century Learning*

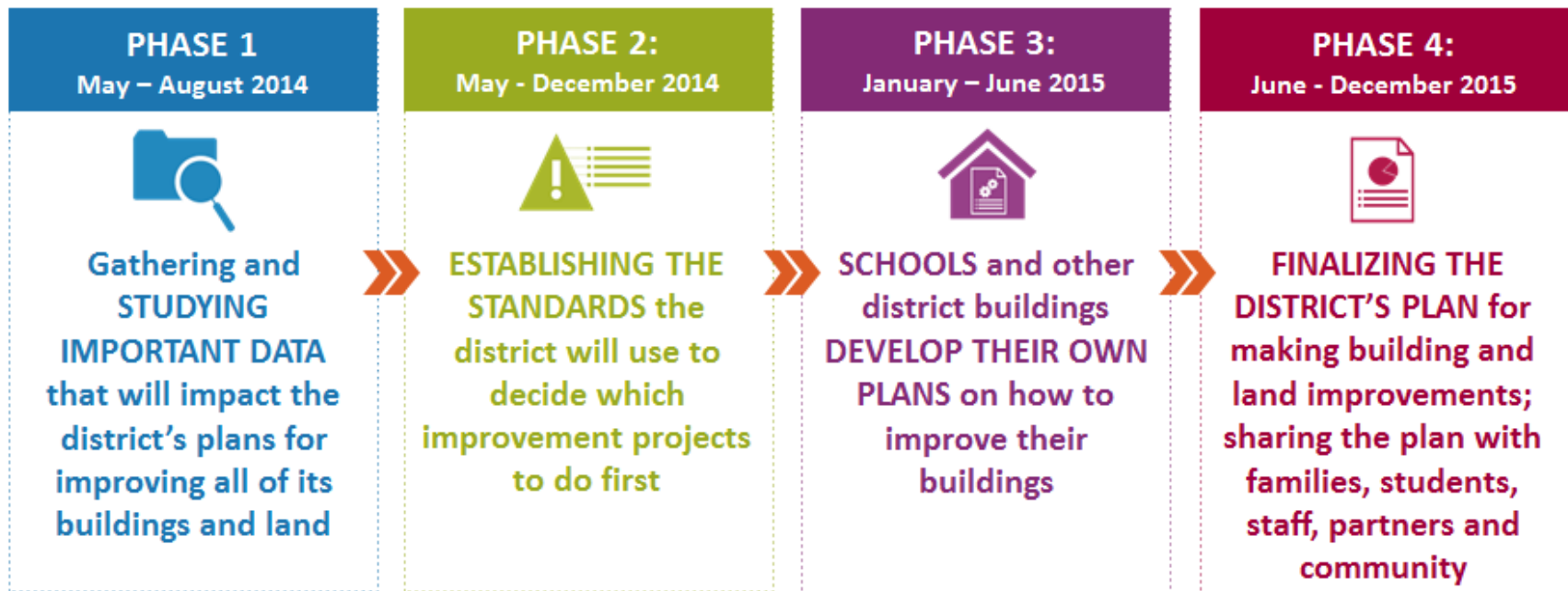
Tom Parent, AIA, LEED AP
Director, Facilities Department

Committee of the Board: April 7, 2015



Facilities Master Plan - Planning Process

May 2014 – December 2015



Facilities Master Plan

VISION

We envision versatile, equitable, healthy environments that balance the factors creating authentic, engaging, and personalized learning experiences to sustain our academic mission and deepen connections to our communities and world.

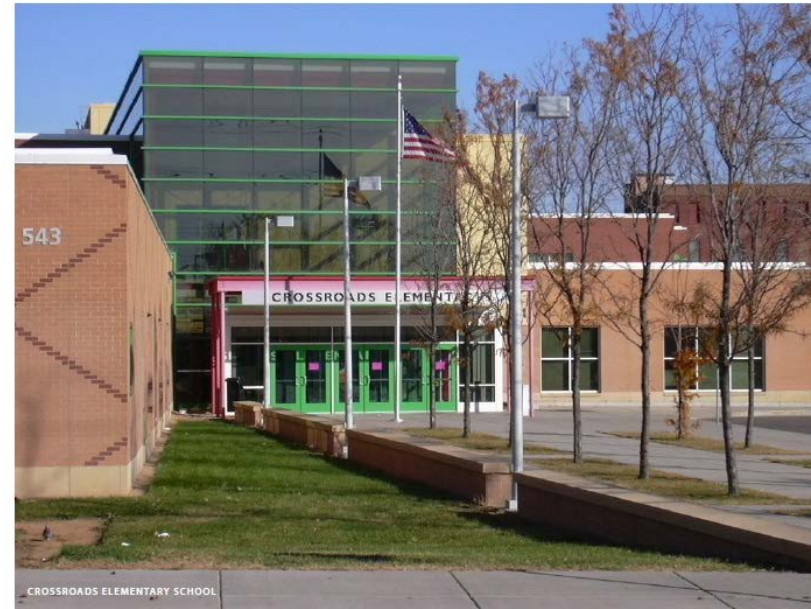


Facility Principles and Standards



Overarching Themes

1. Quality of instructional space and enhancing the built environment's role in creating school culture.
2. Equity of building systems and conditions.
3. Alignment of growth and capacity.



School Teams

- Principal
- Assistant principal
- Head engineer
- Teachers
- Parents
- Students
- Community members
- **TOTAL Actual Participants: 465**

Workshops

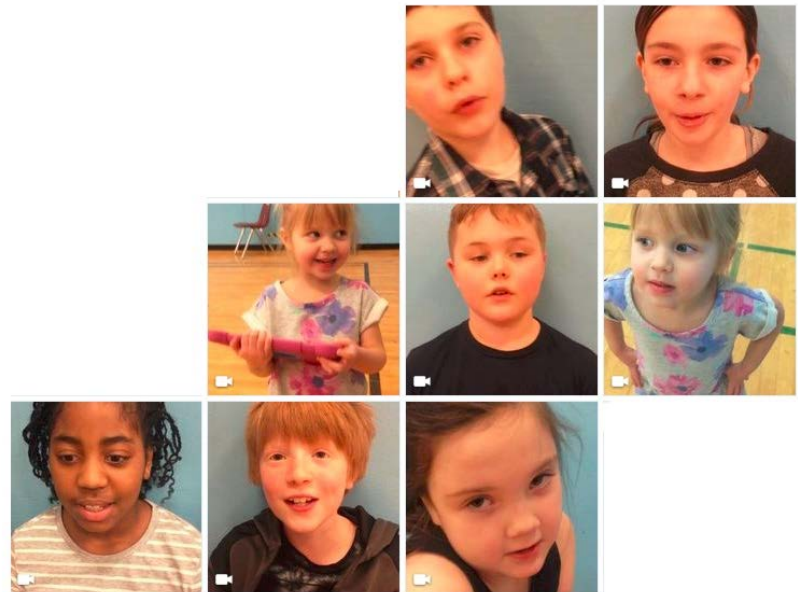
- Two, 4-hour sessions:
March & May
- Working with schools
within particular
pathways

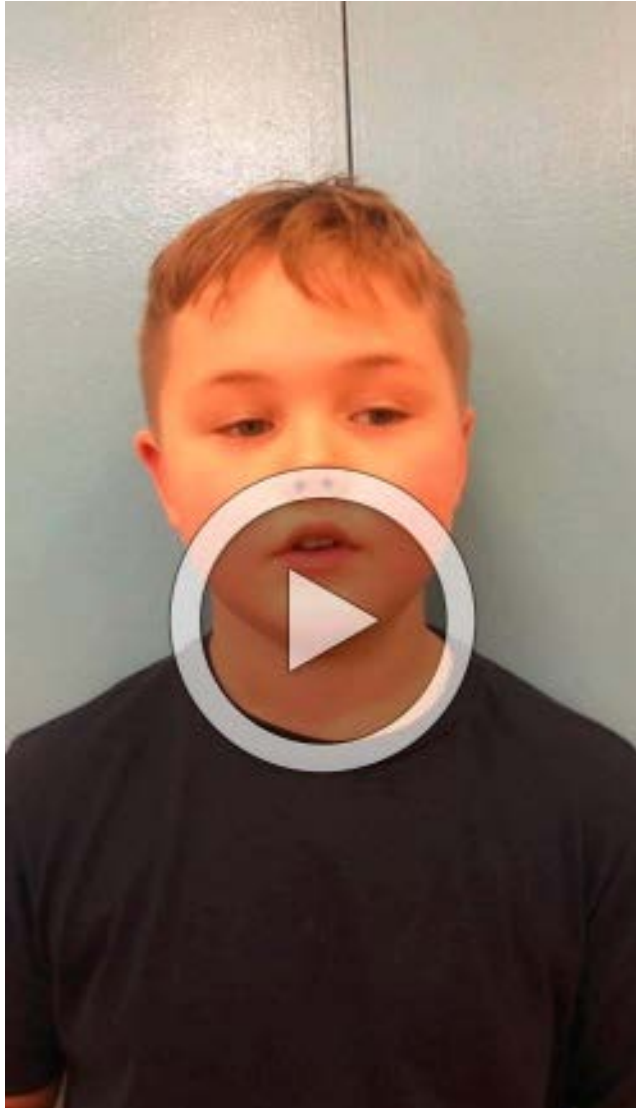


FMP School Site Workshops

April & May, 2015

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Emerging Themes

- **Area A:** Large **gathering spaces**; **better signage** for main office locations, entrances
- **Area B:** Capacities of buildings and classrooms being overcrowded; **not enough space** for program support; **transportation conflicts** (pedestrians, buses, vehicles); **cafeteria space** to serve students
- **Areas C & D:** **Larger classrooms** to allow for flexibility; more **natural light** in learning spaces; better **defined main entrances**
- **Area E:** Varied, **flexible space** to work collaboratively; clear, **recognizable, welcoming entries** that are equitable between bus and parent drop off; classrooms with **daylight** and **views**



Emerging Themes

- **Area F1:** Large, **flexible gathering spaces** and assembly areas; **updates** to spaces: **furniture**, windows, fixtures, flooring; buildings' **appearance**
- **Area F2:** Better **defined entrances** to buildings; more classroom **space**
- **Alternative Learning:** More **classrooms of greater size**; **full kitchens** for expanded lunch options
- **Creative Arts:** Adequate **variety of performance spaces**; buildings that reflect the **creative, dynamic energy** of students



Emerging Themes

- **Language Immersion:** **Flexibility** in **classroom** for small and large groups, break-out groups outside classrooms; **softer lighting, acoustics** in corridors and classrooms to create more **calming** school environment
- **Montessori:** More **parking** for staff and parents; better **parent drop off** areas; **outdoor classroom space**; assembly space for whole school; monument signs



Framework for March workshop

- Major program elements remain:
 - Grade levels served per building (eg. PreK-5, 6-8, etc.)
 - Exception: Adding PreK where possible
- Attendance boundaries; Class size ratios
- Special Education service models
- Programs and Pathways (IB, Dual Immersion, Montessori, etc.)



Framework for March workshop

- Joint Use sites and specifics
- Not everything discussed will get funded
- Need to understand big picture to:
 - Align resources
 - Explore if need additional resources
- SPPS is striving for **equity in all of our facilities**



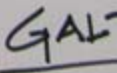
What now...

The Facilities team will:

- Review site information, floor plans, and facilities condition data
- Apply district facilities standards to school priorities
- Develop framework for comparing buildings across the district
- Take information provided from workshops to guide future of the school

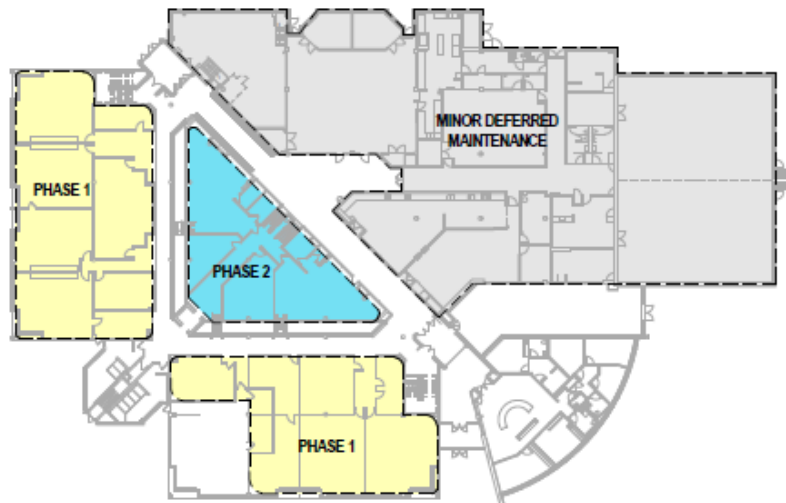
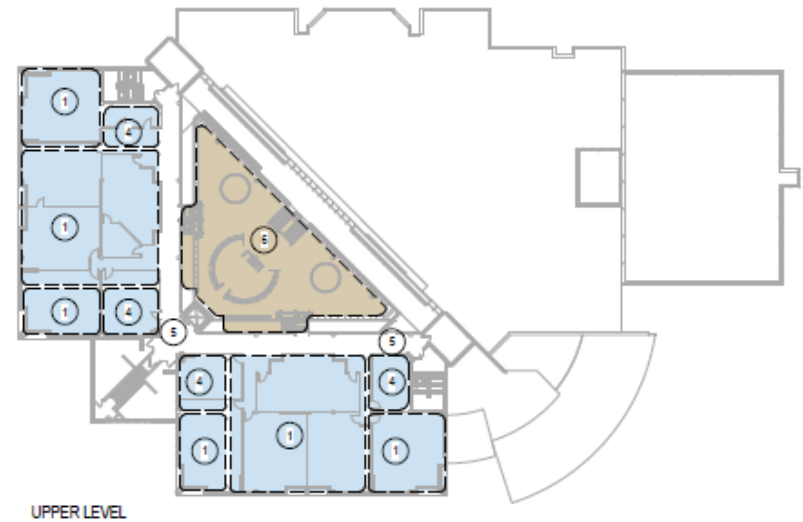


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Final floor plans (fall 2015)

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Next steps: BOE

- **Spring - Summer 2015 (BOE updates)**
 - May COB: The physical environment and learning
 - June COB: Facility issues at secondary schools
 - July COB: Facility issues at elementary schools
- **Summer 2015**
 - Facilities Dept.: Refining floorplans, creating cost-estimate scenarios, and reviewing construction efficiencies



Next steps: BOE

- **Fall 2015 (BOE input)**
 - Review funding and resource allocation
 - Establish district-level prioritization
 - Review schedule and time-sensitive action(s)
- **December 2015**
 - Facilities Master Plan completed
 - Recommendations provided for BOE action

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Questions?

Contact information:

651-744-1800

facilities@spps.org

<http://facilities.spps.org/fmp>





FY16 General Fund Budget Update

Committee of the Board
April 7, 2015

Marie Schrul
Chief Financial Officer

Purpose

To provide an update on the FY 2015-2016
General Fund budget to the Board of Education



Agenda

- Framing the discussion: *Strong Schools, Strong Communities 2.0*
- FY 2015-16 Budget Guidelines
- General Budget Information
- FY 2015-16 General Fund Big Picture
- Fund Balance
- Staffing the Schools
- Title I
- Other Influencing Factors
- FY 2015-16 Budget Adoption Schedule
- Community Engagement Information



Strong Schools, Strong Communities 2.0

Goal 1: Achievement for all students



∞ **Goal 2: Alignment** of school programs

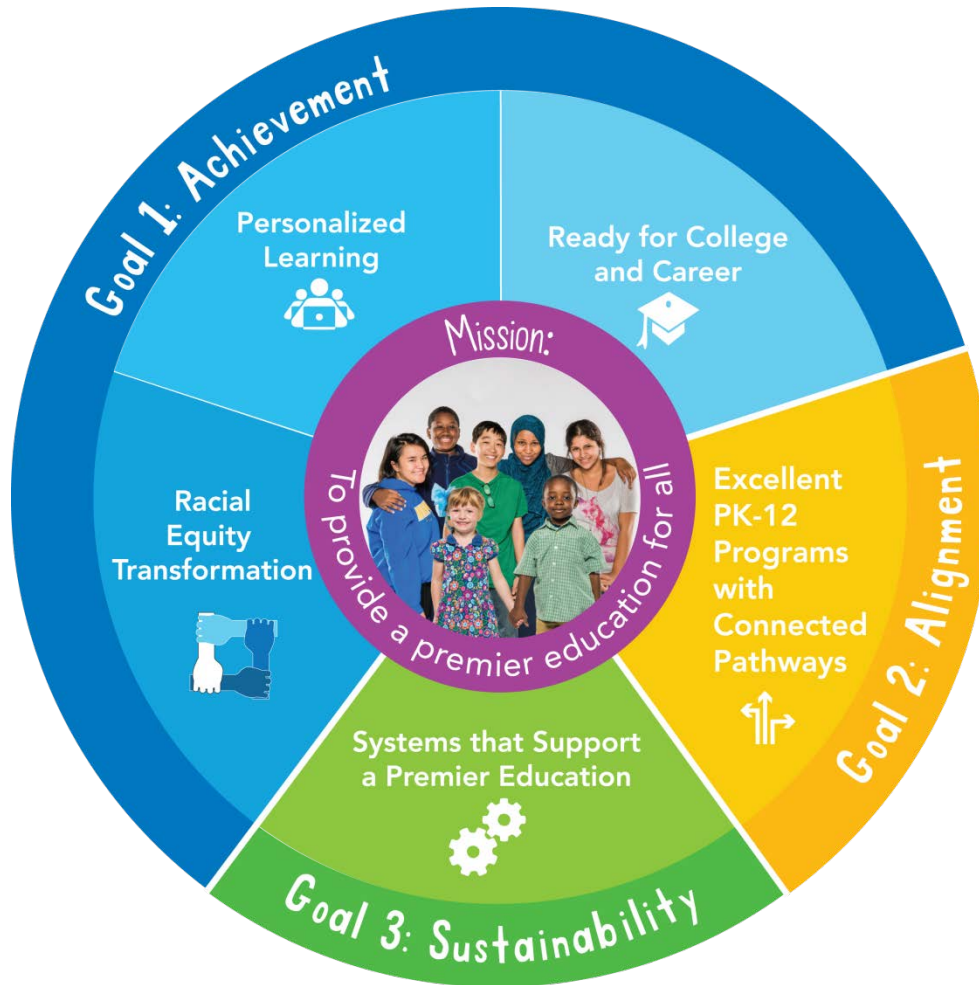


Goal 3: Sustainability to optimize classroom resources and academics



SSSC 2.0 Focus Areas

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Focus Areas

- Racial Equity Transformation
- Personalized Learning
- Ready for College and Career
- Excellent PK-12 Programs with Connected Pathways
- Systems that Support a Premier Education

FY 2015-16 Budget Guidelines

- SSSC 2.0 Plan is first consideration in funding.
- Class size ranges will determine teacher FTEs.
- Budget built on current laws.
- Blended Site-Based and Centralized funding method will be used for schools.
- A table detailing the average salary and benefits will be provided for budget preparations.
- **The budget should maintain an unassigned fund balance of at least five percent (5%) of the general fund expenditures in accordance with the BOE policy.**
- Non-School programs will be reported into three (3) categories: Central Administration, District-wide Support, and School Service Support.
- Fully Financed budgets with anticipated revenues and expenditures over \$500,000 for the 2015-2016 school year will be included in the Adopted budget.
- The FY 2015-16 budget must be approved by the Board of Education by June 30, 2015.

The Adopted budget will be published on the Business Office website (<http://businessoffice.spps.org/2015-16>).



General Budget Information

- FY 2015-16 General Fund revenue is relatively flat compared to current year
- The budget meets required contractual obligations
- 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 Comp Ed 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 2015-16 General Fund

Preliminary Big Picture

	FY15 Adopted (in millions)	FY16 Preliminary (in millions)	Difference	% Change
Revenue	\$ 529.1	\$530.4	\$ 1.3	0.25%
Use of Fund Balance	8.1	2.5*	(5.6)	(69.1%)
Expenditures	537.2	532.9	(4.3)	(0.8%)
Balance	\$0	\$0		

*The ending FY 2014-15 (June 30, 2015) Unassigned Fund Balance is projected to be 5.2% (as of the December 2014 quarterly report). The \$2.5m use of fund balance for FY2015-16 has been accounted for in the projection.



FY16 General Fund

Big Picture - Revenue

General Fund	FY15 Adopted	FY 16 Preliminary	\$ Difference	% Change
Revenue Comparison	\$529.1	\$ 530.4	\$ 1.3	0.25%

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General Fund	FY 15 Adopted	FY 16 Preliminary	\$ Difference	% Change
General Education (All Other Sources)	\$ 402.5	\$ 400.5	(\$ 2.0)	(0.5%)
Alt Facilities Levy (Pay as you Go)	9.7	12.0	2.3	23.7%
OPEB Levy	16.1	17.9	1.8	11.2%
Integration Revenue	16.3	16.4	0.1	0.6%
Operating Capital/Health & Safety	14.6	15.4	0.8	5.5%
Compensatory Education Aid	69.9	68.2	(1.7)	(2.4%)
Totals	\$ 529.1	\$ 530.4	\$ 1.3	0.25%



Fund Balance Explanation

- Fund Balance is a residual, assets over liabilities (think of it as equity).
- Fund balance can be part Restricted and part Unrestricted.
- Additional revenue will increase fund balance while additional expenditures will decrease it.
- It plays an essential role to mitigate current and future risks.
- Unrestricted (unassigned) fund balance level is crucial in long term financial planning.
- Credit agencies monitor Unassigned fund balance to determine creditworthiness. They favor an increased level of fund balance.
- **SPPS Board Policy sets an Unassigned General Fund balance of at least 5% of annual general fund expenditures**



The District's Fund Balance Categories

Projected as of June 30, 2015

Description	Amt (\$M)
Non-spendable Includes amounts not in spendable form (Inventory, Prepaids)	\$1.4
Restricted Includes amounts that are subject to externally enforceable legal restrictions outside the control of the local government (OPEB trust)	15.9
Committed Includes amounts constrained for a specific purpose using its highest decision-making authority, the School Board (Severance, Retiree Health Insurance)	27.9
Assigned Includes amounts constrained with the intent to be used for a specific purpose, authorized by the School Board or individual authorized by the governing body (Next Year Operations, SSSC 2.0 Initiatives, Site Carryover)	14.8
Unassigned Board Policy sets the minimum at 5% of annual General Fund expenditures	30.0 or 5.2%
Total Fund Balance (estimated as of June 30, 2015)	\$90.0



FY 2015-16 General Fund Fund Balance Recap

Description	Amount (\$M)
Projected Revenue	\$530.4
Projected Use of Fund Balance	2.5
Projected Expenditures	532.9
Unassigned Fund Balance (estimated as of 6/30/15)	30.0
Percent of Unassigned Fund Balance	5.2%

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FY 2015-2016 General Fund

Projected Shortfall

Maintaining FY 2014-2015 levels (no changes)

Description	Amt (\$M)
Inflationary increases to all expenditures (i.e. salary & benefit increases, utilities, contracts, supplies, and equipment)	\$14.7
If the District retained all one-time only expenditures and expenditures for school & program transitions	6.3
Additional projected FY16 contractual commitments for Kdgn class size & Board resolutions	<u>2.8</u>
Total	\$23.8
Inflation offset by a projected revenue increase	-1.3
Unassigned Fund balance available to offset costs	<u>-2.5</u>
Total Shortfall	\$20.0

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Preliminary Plan to Address FY 2015-2016 General Fund Projected Shortfall

Description	Amount (\$M)
Most District departmental/program budgets will receive 0% inflationary increases along with a 5% reduction	\$(7.0)
Reducing 1 time only expenditures that supported school and program transitions in the 2014 – 2015 school year	(4.5)
Reducing program budgets that have decreasing revenues	(4.7)
Reducing program budgets that have had operational efficiencies	<u>(3.8)</u>
Total Reduction	\$(20.0)

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FY16 General Fund

Big Picture - Expenditures

66	Area	FY15 Adopted	FY16 Preliminary	Change	Percent Change
	Schools	\$246.1	\$248.6	2.5	1.0%
	School Service Support	185.0	175.3	(9.7)	(5.2%)
	District-wide Support	102.0	105.1	3.1*	3.0%
	Central Administration	4.1	3.9	(0.2)	(4.8%)
	Total	\$537.2	\$ 532.9		

* District-wide support: there is a funding increase due to restricted funding for alternative facilities and health & safety, plus inflationary increases for employee benefits, insurance, and utilities





Staffing the Schools

Funding for SSSC 2.0

SSSC 2.0 Class Size Ranges

Higher Poverty Sites

Grade	FY16 Target Ranges
Pre-K	20
KG	20 – 24
1 – 3	22 – 25
4 – 5	25 – 28
6 – 8	29 – 33
9 - 12	30 - 35

Higher Poverty threshold is the top 30 schools per the teacher's contract
Effective FY2015-16, the Target Range for KG changed to 20-24

SSSC 2.0 Class Size Ranges

Lower Poverty Sites

Grade	FY16 Target Ranges
Pre-K	20
KG	22 - 26
1 – 3	22 – 27
4 – 5	25 – 29
6 – 8	29 – 35
9 - 12	30 - 37



FY16 Staffing Criteria

Site Configurations

- PreK – 5
- K – 8
- Dual Campus
- 6 – 8
- 6 – 12
- 9 - 12

Staffing Categories

- Principal
- Assistant Principal
- Administrative Intern
- Clerk
 - Minimum
 - Additional 10 month
 - Mobility
 - Attendance
- Learning Support (Counselors)
- Library Support
- SSSC 2.0 Site Staff for Program Articulation



FY2015-16 Additional Site Staffing Supports per Board Resolution

Position	FY 15 FTEs	FY16 Add'l FTEs	Total Add'l FTES
Licensed Media Specialists	10	5	15
Elementary School Counselors	10	5	15
Licensed School Nurses	7	-	7
School Social Workers	5	-	5
Total	32 FTEs	10 FTEs	42 FTEs

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School Budget Worksheets/Allocations

- Summary page of allocations
- Includes Special Education staffing detail
- Includes MLL staffing detail
- Includes Class Size staffing detail
- SSSC 2.0 Program Articulation support
 - Dual Immersion
 - AP/IB/MYP/PYP
 - Aerospace
 - iPad accessories



FY 2015-16 Title I Budget Projection

- Reduction of **\$3.9** million
 - **\$2.1** million in carryover funds from post ARRA funding are gone creating a funding cliff
 - Without post ARRA funds and special waivers, impacts of TI reductions would have been felt sooner
 - **\$1.8** million in Title I funds due to MN receiving less of the federal share
 - MN has less students in poverty as compared to other states with higher concentrations of poverty
 - FY 16 budget base estimated on previous year **reduction of 6%.**



FY 2015-16 New Title I Budget Model

- To minimize impact directly to schools, programs took majority of Title I cuts, schools only 2%
- New model to distribute TI funds to schools to lessen the impact of cuts
- Tiered approach funds all eligible TI schools and minimizes the impact on schools with high concentrations of poverty

Title I Model to Allocate Funds to Schools			
Percentage Concentration - ($\geq$)	75% F & R	50% F & R	40% F & R
Percent of the PPFU	100%	93%	70%
Per Pupil Amount	\$540.00	\$500.00	\$380.00



Other Influencing Factors

- 3rd quarter projections impact fiscal year end 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
- Funding has not kept up with inflation



FY 2015-16 Proposed Budget Adoption Schedule

Date	Description
09FEB-09MAR	Administration to consult with schools on FY 2015-16 planning (enrollment, class size, space) prior to budget distribution
02MAR	Presentation to District leadership at Cabinet meeting
03MAR	Presentation of the FY 2015-16 Preliminary General Fund budget to the Committee of the Board
27MAR	Distribute school allocations Distribute General Fund program allocations
30MAR–22JUN	Presentations to various groups
24APR	School budgets returned General Fund program budgets returned
Mid-APR	HR Staffing worksheets due
23JUN	Budget adopted by Board of Education

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Engagement Information

- Principal toolkit includes:
 - Allocation worksheet with directions and supporting documentation
 - Talking Points
 - Powerpoint draft that can be tailored to their site to use with staff and community
 - Budget Video
- Business office website (businessoffice.spps.org)
 - FAQ & who to contact
 - Board presentations posted in Budget section
- Community meetings scheduled through Office of Family & Community Engagement (dates on next slide)

Family Engagement Meetings

Date	Group	Location
April 7	Latino Consent Decree	360
April 8	American Indian, Gender and Sexual Diversity, and Hmong	360
April 9	Parents of African American	360
April 10	Karen and Somali	360
April 14	District-wide	360
April 15	Special Education	360

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Questions?

