

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

May 5, 2015
4:30 PM

A G E N D A

I. AGENDA

A. Legislative Update

1. Introduction
2. Presentation 3
3. Discussion
4. Action (Board Input)

B. Facilities Master Plan Update: Physical Environment and Learning

1. Introduction
2. Presentation 7
3. Discussion
4. Action (Board Input)

C. American Indian Parent Committee Resolution of Concurrence
Time Certain 5:45 p.m.

1. Introduction 33
2. Presentation 37
3. Discussion
4. Action (Acceptance of report)

D. FY 15 Quarterly Report (March 2015)

1. Introduction
2. Presentation 46
3. Discussion
4. Action (Approval of Report)

E. FY 16 Budget Update

1. Introduction

2. Presentation

3. Discussion

4. Action (Acceptance of Report)

F. Communications Demonstration of New MySPPS App

1. Presentation

2. Discussion

G. Standing Item: Policy Update - No Report

H. Standing Item: PLTT Update - No Report

I. Standing Item: SSSC 2.0 Update - No Report

J. Work Session

II. ADJOURNMENT

DATE: May 5, 2015

TO: Board of Education Directors
Valeria Silva, Superintendent
District Staff

FROM: Mary Gilbert

RE: Legislative Update

Big Picture

In order to adjourn by May 18th, the House, Senate, and Governor must agree to **global tax** and spending targets and for each finance division. Then the conference committees (or more likely leadership) will resolve differences. There are very few omnibus finance bills that don't have HUGE differences in spending provisions—and therefore reaching an agreement on many fronts will be difficult. Speaker Daudt is out numbered two to one, but will also want to maintain his leadership position. That means he must have the support of the majority of his caucus to compromise if the bills will be signed by the Governor, or enough moderates in safe seats who are willing to vote with a group of DFLers if there is an agreement with Senate and Governor. Given that the DFL will be laying the ground work for re-taking the majority, the conference committee reports must be a significant improvement to get DFL votes.

The Governor and Sen. Bakk met over the weekend and didn't reach any agreement on targets. This weekend is the fishing opener as well as Mother's Day, so it is unclear whether they'll be targets by then. However, as Sen. Bakk is planning on going to the opener with the Governor they may have an opportunity to get some work done.

The press conference yesterday was a successful effort to provide a unified message for a greater target for E-12 and a bill that provided funding the basics—prior to adding new mandates. Grass roots efforts to reach out to leadership will certainly continue.

Tax Bill

House and Senate tax bills have now both passed with major money and policy differences. The House bill includes \$2.2 billion in tax cuts versus \$460 million in the Senate. Conferees will be named in the next few days. Also, there doesn't have to be a tax bill this year. The following are education related provisions in the tax bills.

- Guts LGA for first class cites (House)
- Increases education credits/subtraction and adds private schools and indexes to inflation (House)
- Requires both TNT notice and ballot language to include local option revenue (\$424 per pupil) and board approved revenue (up to \$300) in the ballot question (House)
- Sales tax exemption for building materials that are purchased by a contractor or subcontractor that have a sales tax exemption for their direct purchases. (House)
- High School League admission exemption extended in (Senate)

E-12 Bill Started Today

Conferees: Wiger, A. Johnson, Dahle, Pratt, Stumpf
Loon, Erickson, Kresha, Dettmer, Peterson

The conference committee is going through the side by sides and discussing same provisions in the bill today. As reported earlier there are substantial differences between the House, Senate, and Governor and the targets for E-12. The entire education community is lobbying leadership to meet the Governor's target, increase the general education formula, fund teacher evaluation and training, and make a substantial investment into preK programs, along with special ed and ELL.

The House approach favors scholarships, although the other language in the bill that raises the cap and provides priority for certain students/families may in fact lower the number of students receiving scholarships. It also strikes the language that allows schools direct enrollment and payment, and freezes pathway II scholarships at current level. The Senate funds a substantial increase in learning readiness dollars and a small increase in scholarships.

The other policy provisions that are different include:

- Teacher licensure
- Student Testing
- LIFO
- Transgender amendment regarding bathrooms and locker rooms
- Elementary disciplinary policy

Major funding Issues:

- Formula
- Delinking compensatory
- Cutting integration aid for St. Paul/Minneapolis and major changes in uses
- Cutting alternative facilities aid for St. Paul/Minneapolis and a few other districts
- Scholarships verses learning readiness verses universal all day K
- QComp
- Facilities

Recap

House target:	\$156 million
Senate target:	\$361 million
Governor:	\$694 million

SPPS for FY16 (Gen Ed, ELL, Special Ed, Ext Time, Indian Ed, breakfast)

House:	\$61 per pupil (0.6%) total increase includes learning readiness and extended time (\$2.34 million)
Senate:	\$83 per pupil plus learning readiness increase (\$3.2 million) plus learning readiness
Governor:	\$118 per pupil

SPPS for FY17 (Gen Ed, ELL, Special Ed, Indian Ed, Breakfast)

House: \$50 per pupil

Senate: \$85 per pupil plus \$4.7 million in learning readiness

Governor: \$151 per pupil –plus all day Pre-K

SPPS Levy Impact

House: \$1.0 million levy increase (net impact of changes to integration, alt facilities and Statewide achievement levy) for pay 16 and a total of \$2.5 million for pay 17.

Senate and Governor: No increase

Gen Ed

House: 0.6% increase each year

Senate and Governor: 1.0% increase each year

Compensatory

House: Delinks compensatory, expands uses and changes formula for growth tied to formula increase to be distributed evenly between all free/reduced students.

Senate and Governor: Current law

Extended Time

House: Increases extended time revenue by \$146 and includes Governor's language on flexibility for high school students.

Senate: Includes flexibility provision

Integration

House: Reduces aid by \$6.1 million and shifts to levy for Minneapolis and St. Paul.

Amends language to specify aid must be used for achievement programs and levy can be used for integration efforts. Sets minimum for administrative use of 5%.

Senate: No change to current law.

QComp

Senate only: Lifts the cap for QComp in FY17 and expands uses.

Learning Readiness

House: Increases by \$9.5 million

Senate: Increase \$8 million in FY16 and \$62 million in FY17 for a total increase of \$70 million, with \$124 million in tails for FY18/19. Requires 550 hours of program content and instruction per year including 100 hours of summer school. This will be an increase for SPPS in FY16 if we continue to get the pathway II scholarships. In FY17, the increase will be \$4.7 million (again-not sure about status of pathway II scholarship).

Principal Academy

House: \$0.25million per year.

Senate: \$0.1 million per year

Reading Corp

House: \$3 million increase per year

Senate: \$2.3 million increase per year

Concurrent Enrollment

House: \$5 million in FY16 and \$8 million in FY17 (total increase of \$9million)

Senate: \$4 million in FY16 and \$4 million in FY17 (total

QComp

Senate only: Takes cap off QComp in FY17 \$19.2 million (\$61 million in tails)

Promise Neighborhood

House: \$200,000

Senate: \$650,000

Full Service Community Schools Grants

Senate only: \$1 million

Facilities

House: Cuts alternative facilities aid from \$20 million in FY2106 to \$11.187 million in FY17 and after. Our aid would be 0.53% of previous years aid. This will result in levy increase for St. Paul.

Senate:

- Establishes a new long-term maintenance levy for districts that are not currently eligible for alternative facilities revenue and phases in over three years \$200 per ADM per year increase each year up to \$400. Puts \$63 million in long-term facilities maintenance aid in FY17 that includes \$212 million in tails for FY18/19.
- Eliminates several provisions of health and safety and merges into new formula
- Eliminates the alternative facilities—rolls into new program
- Rolls the alt. facilities bonding
- Equalizes at 175% but also holds St. Paul harmless with aid during the three-year phase in.

Adult Basic Education

House: Cuts growth factor from 1.03 % to 1.005%, also adds community based providers (this bill never had a hearing). This basically guts the increase we achieved last year to restore the growth factor to 3%. Cuts aid by \$3.39 million (which will be spread among more providers)

Senate and Governor : No change

Breakfast/Lunch Aid

House: No provision

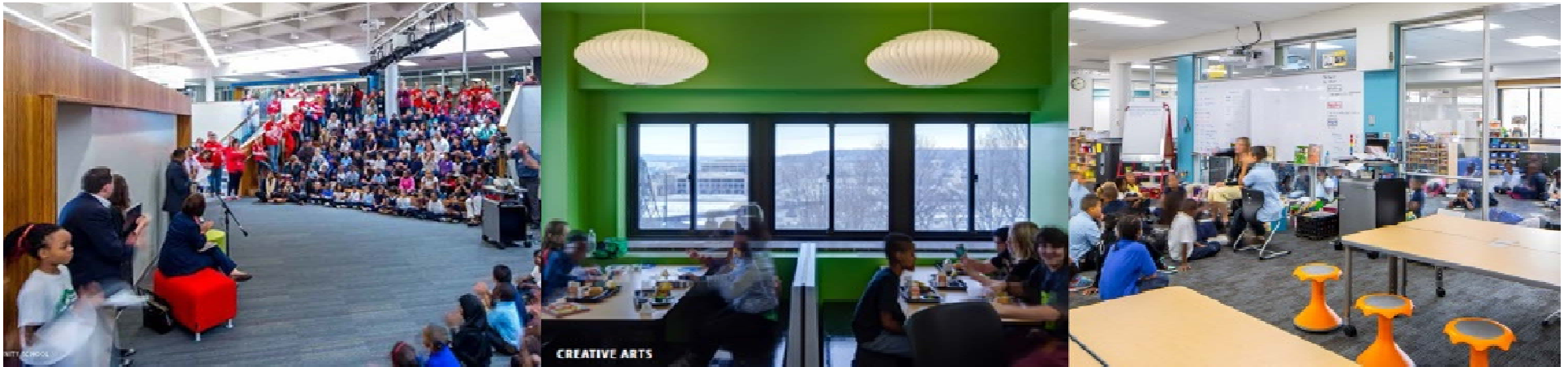
Senate: \$4.1 million

Governor: \$14 million

Facilities Master Planning *for 21st Century Learning*

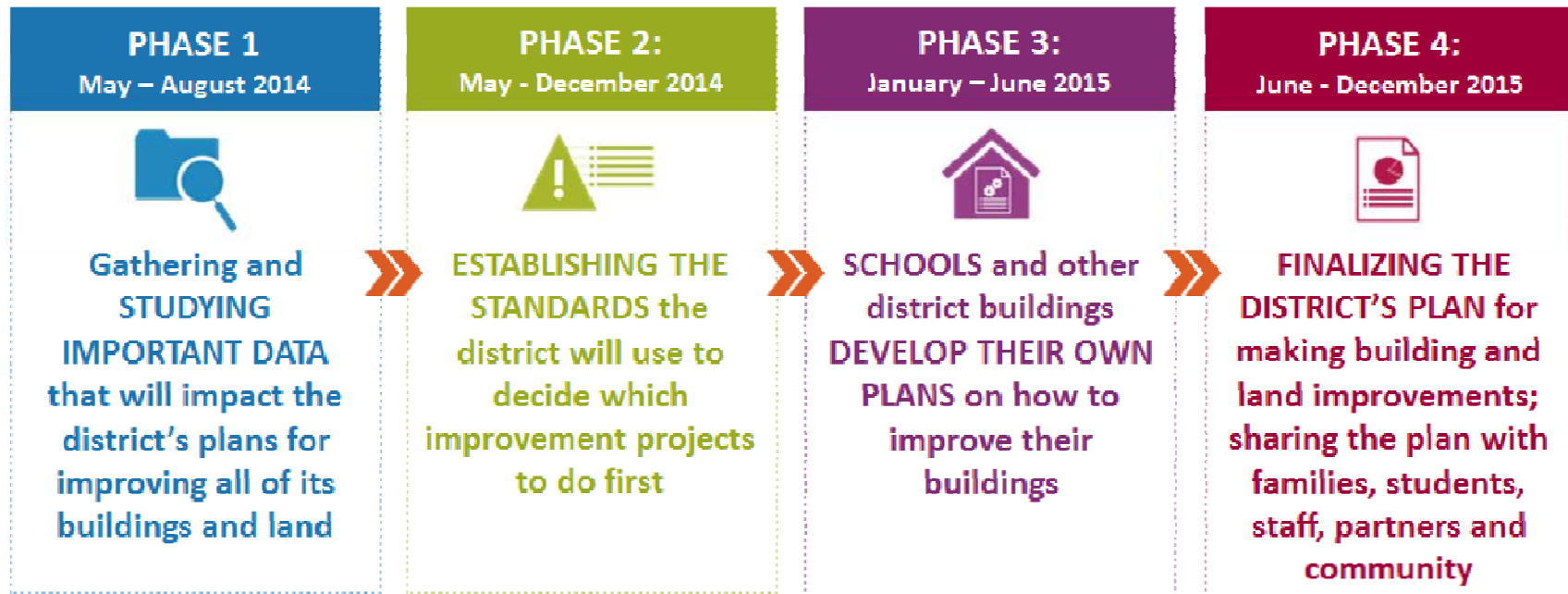
Tom Parent, AIA, LEED AP
Director, Facilities Department

Committee of the Board: May 5, 2015



Facilities Master Plan - Planning Process

May 2014 – December 2015



Facilities Master Plan: BOE Engagement

- **May - July**
 - Background & Influencing Factors
- **August - September**
 - Framework
- **October - December**
 - Plan Refinement & Finalization



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.



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.



DOES THIS BUILDING LOVE OUR CHILDREN?

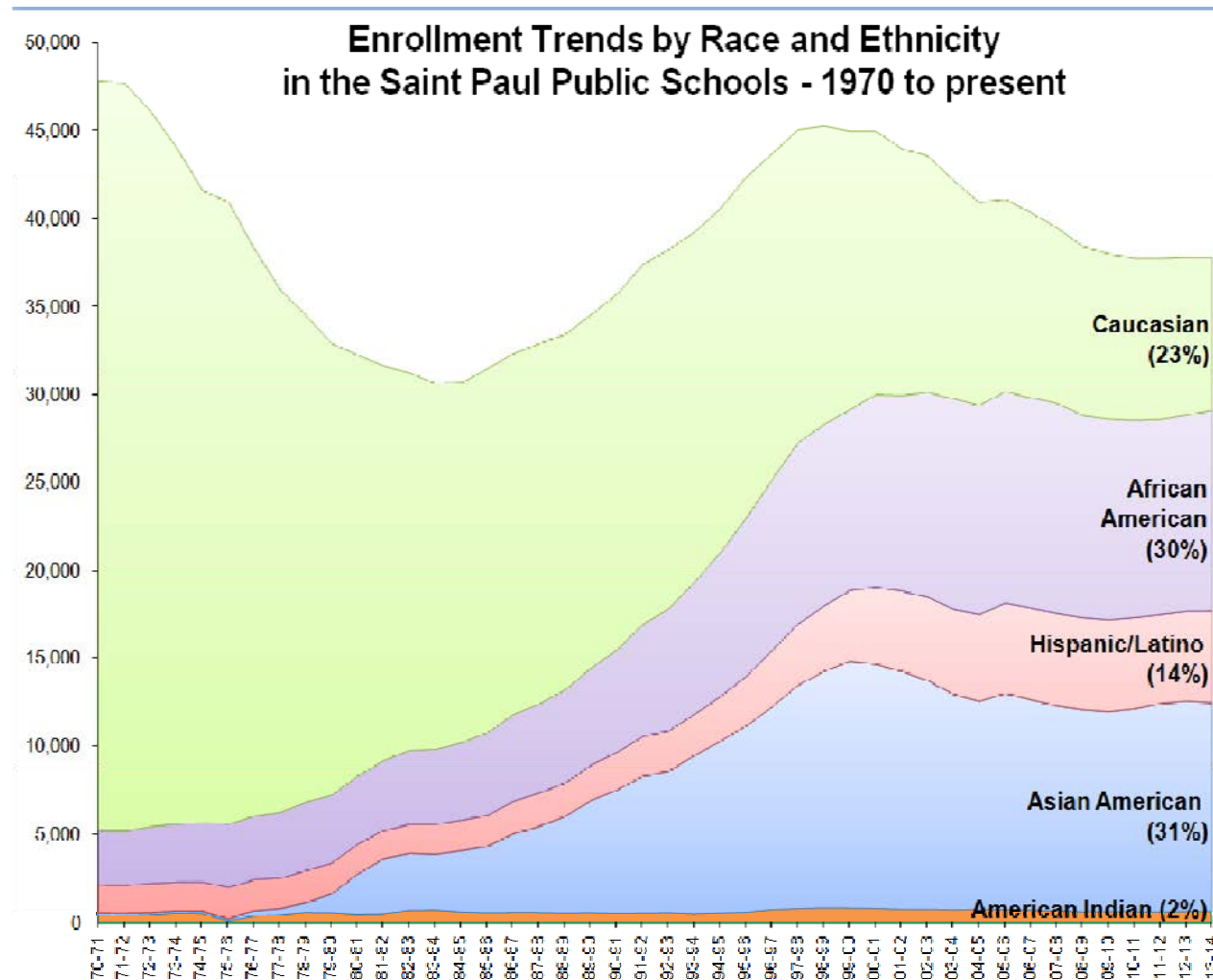


GALTIER COMMUNITY SCHOOL, 2013

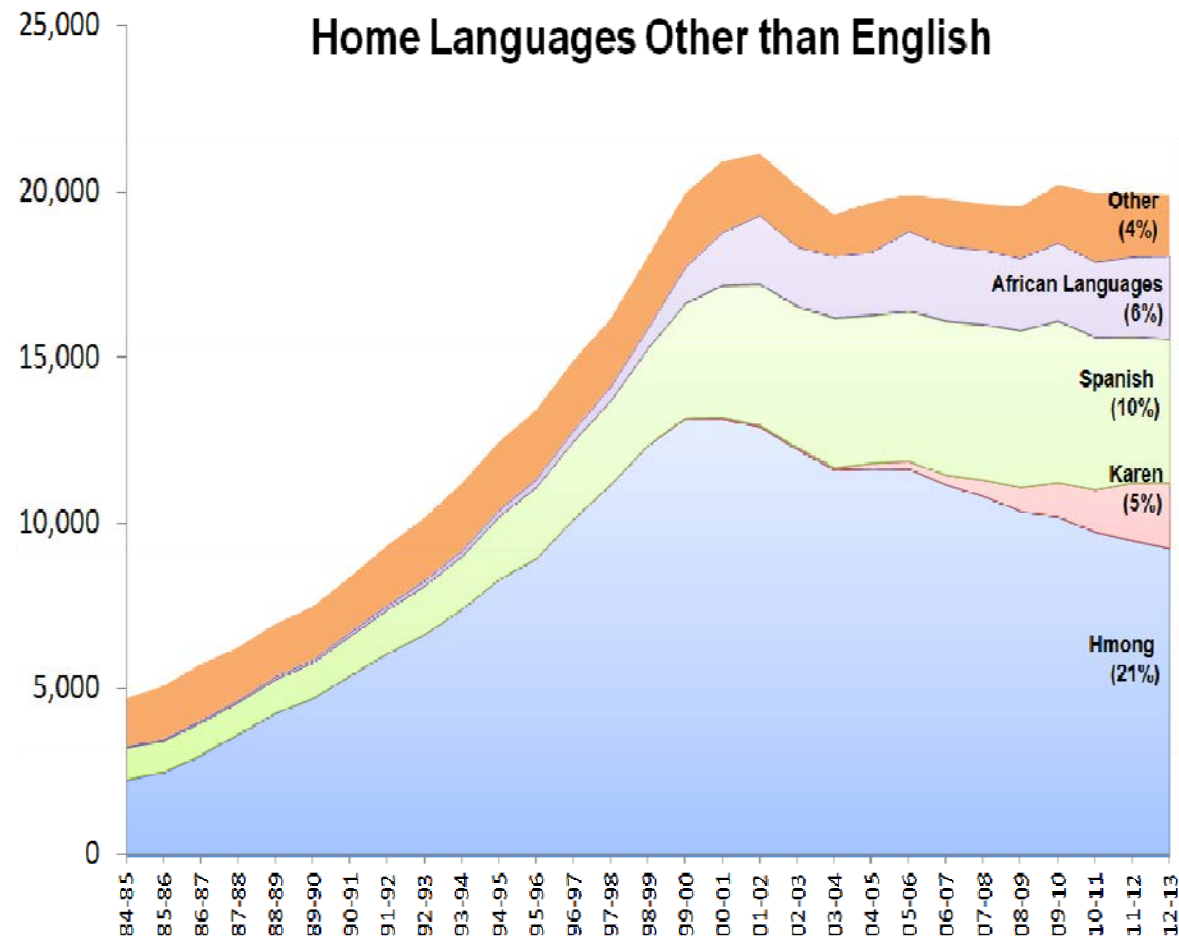
Physical Environment: Student needs



Physical Environment: Student Diversity



Physical Environment: Student Diversity



Then & Now



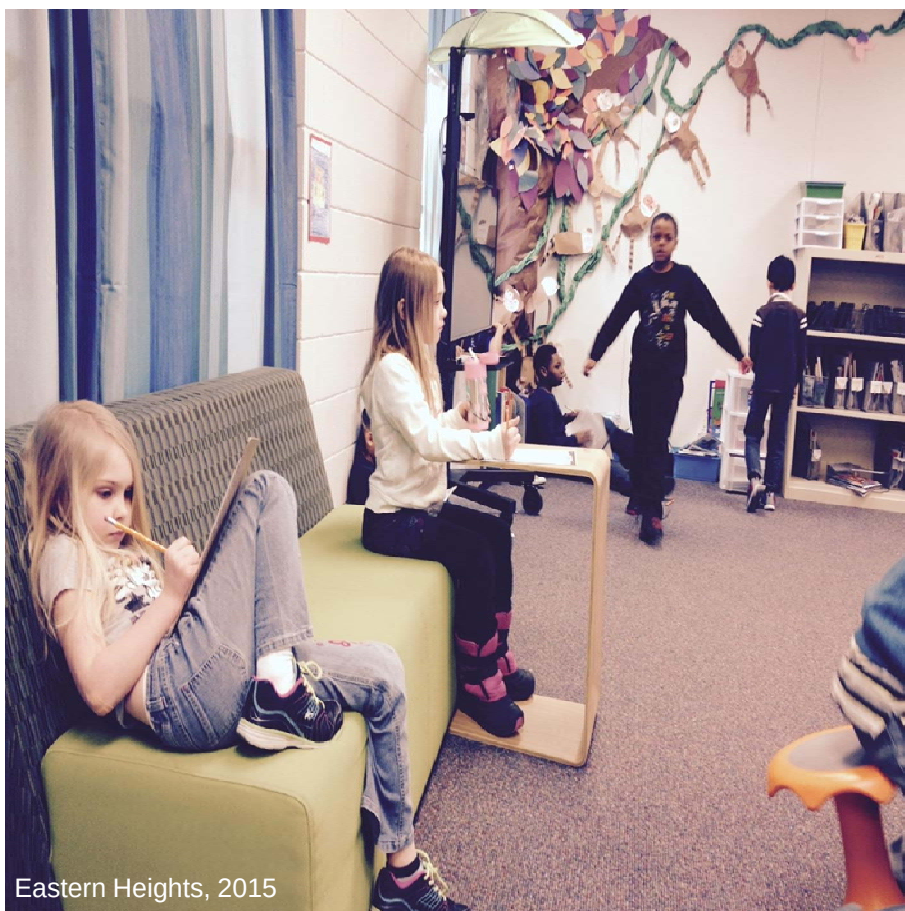
Randolph Heights, 1960 (Minnesota Historical Society)



Randolph Heights, 2015

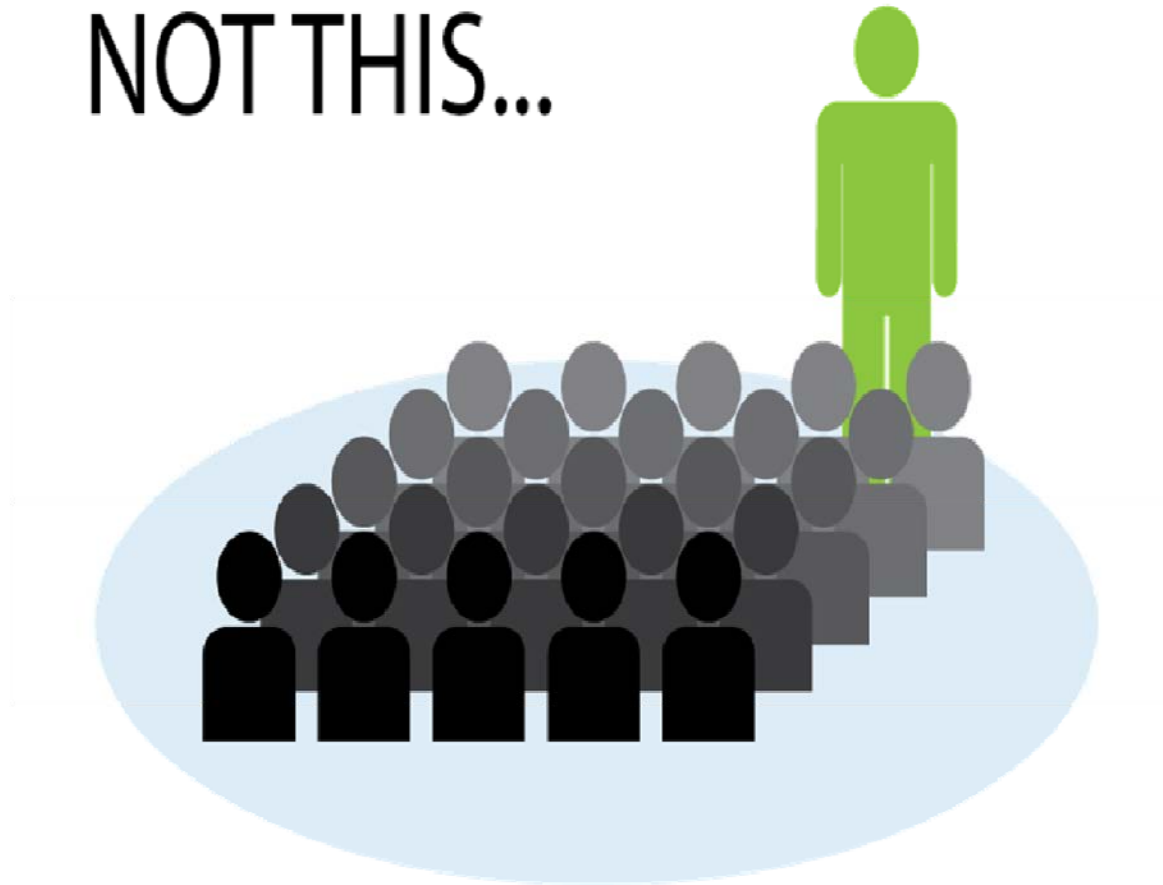
Then & Now

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Physical Environment: Design for Learning

NOT THIS...



Physical Environment: Design for Learning



Physical Environment + Personalized Learning

Transform the teaching and learning experience at Saint Paul Public Schools to be **student-centered**, **customizable** and **technology-enriched** in order to meet the diverse needs of all students.



Physical Environment: Eastern Heights



Physical Environment + Research



TECHNOLOGY INTEGRATION 

Student-Centered Learning Environments: How and Why

MARCH 29, 2011



The Effect of the Physical Learning Environment on Teaching and Learning

Can the physical environment
have an impact on
the learning environment?



Physical Environment + Research - SPPS

Beginning in 2012, the Office of Personalized Learning, the office of Research, Evaluation and Assessment, and the Facilities Department have conducted pre- and post-occupancy surveys to identify impact of different furniture on the learning process. Preliminary results indicate furniture has greater support for:

- Student interactions
- Flexibility in different learning structures
- Student group work
- Students' physical needs



Physical Environment + Research - SPPS

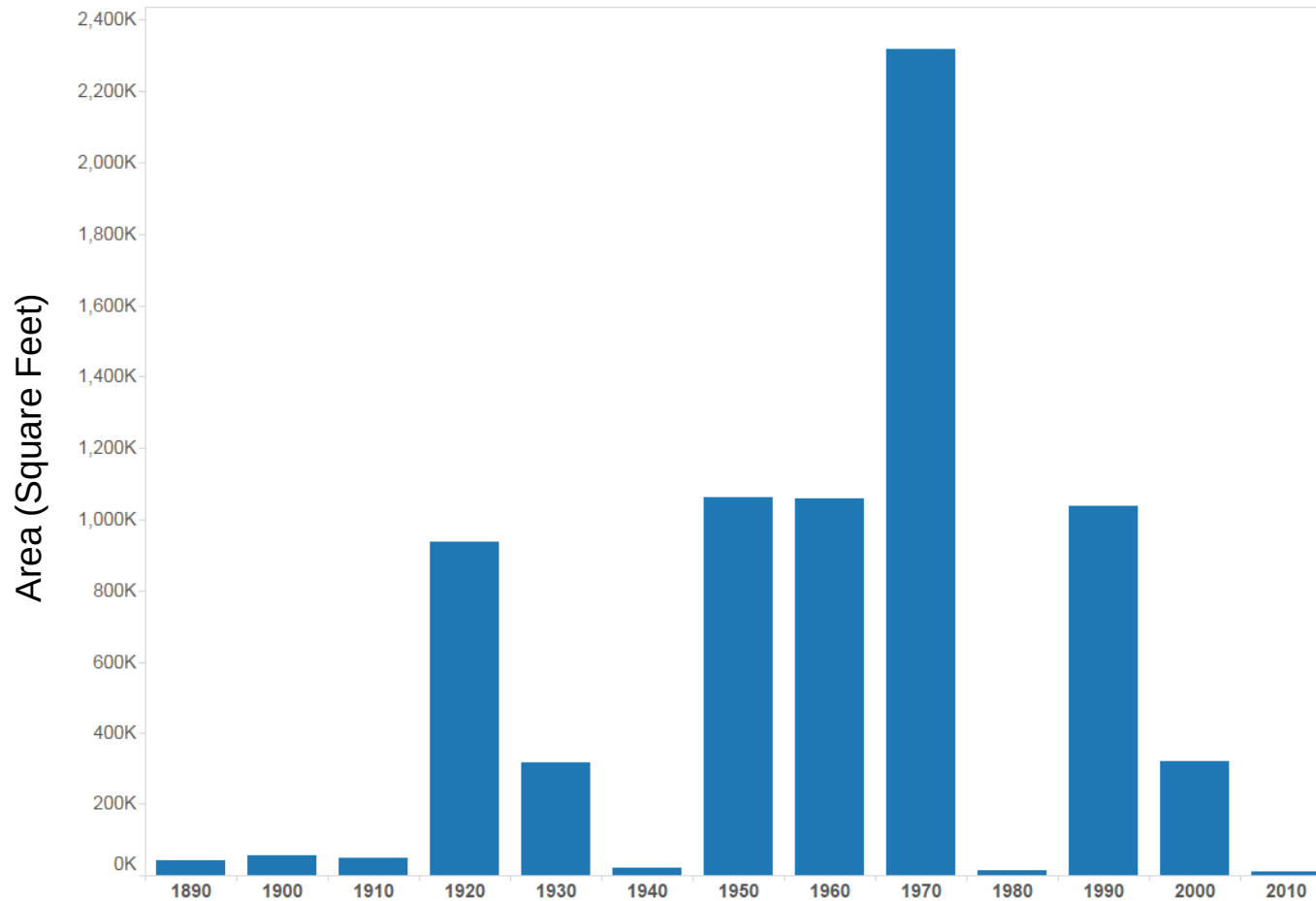
“Students really enjoy the wiggly chairs and they have allowed students who have struggled in the past to stay on task or in a seat to be focused while being able to move.”

25

“I see the social studies form horseshoes, much like a senate. I see reading classes create alternative spaces for engaged and focused or independent or group work. I’ve seen math and English classes pod tables for interactive group work.”



SPPS Portfolio: Investments that last



± 1 million square feet of SPPS turns 100 years old by 2025



Facility Principles and Standards



Facility Standards



Design learning environments to address short and longer term modifications in response to educational program – hourly/daily and longer term/yearly changes in use.

Flexible/Adaptable Space



The school organization and its individual spaces will be designed to allow interdisciplinary and collaborative learning, and strengthen natural connections between subject areas. Learning Spaces grouped with other facilities allow teachers of different subjects to collaborate with an identified group of students.

Interdisciplinary Learning



Select colors, interior finishes and furniture which contribute to the quality of the learning environment and are appropriate to the use of the space. Select materials (furniture and finishes) that are healthy and non-toxic.

Furniture/Finishes for Learning



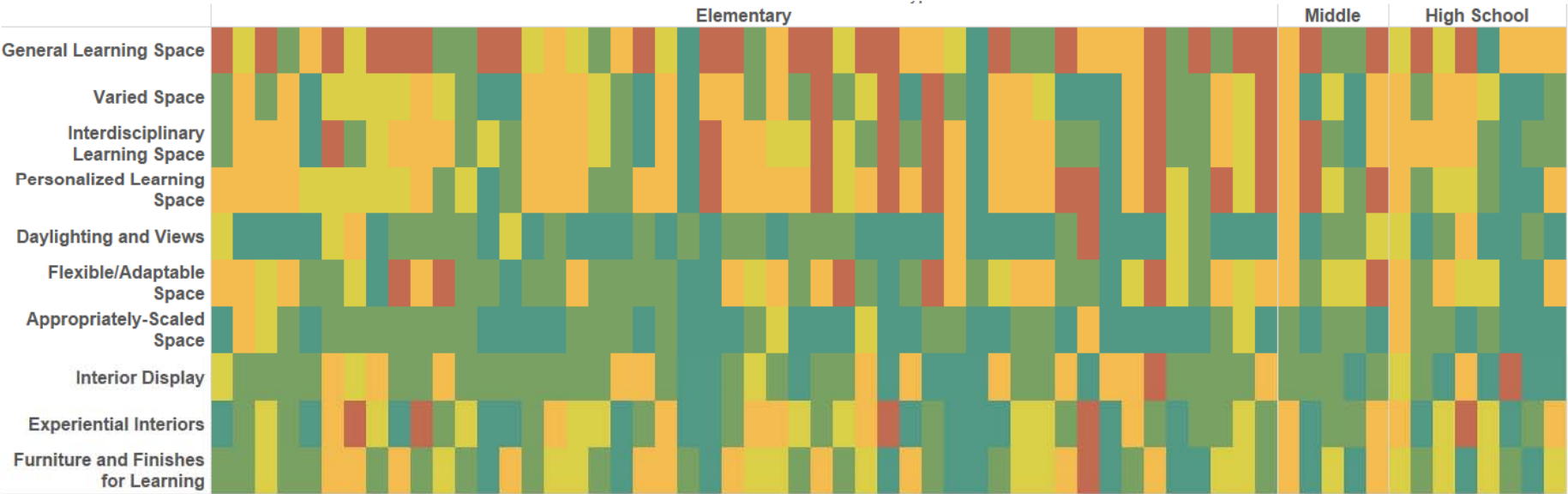
Design facilities that support efforts to personalize learning for all students. Recognize learner needs for places that allow them to take initiative and explore their interest, and for a place they can make their own.

Personalized Learning Space



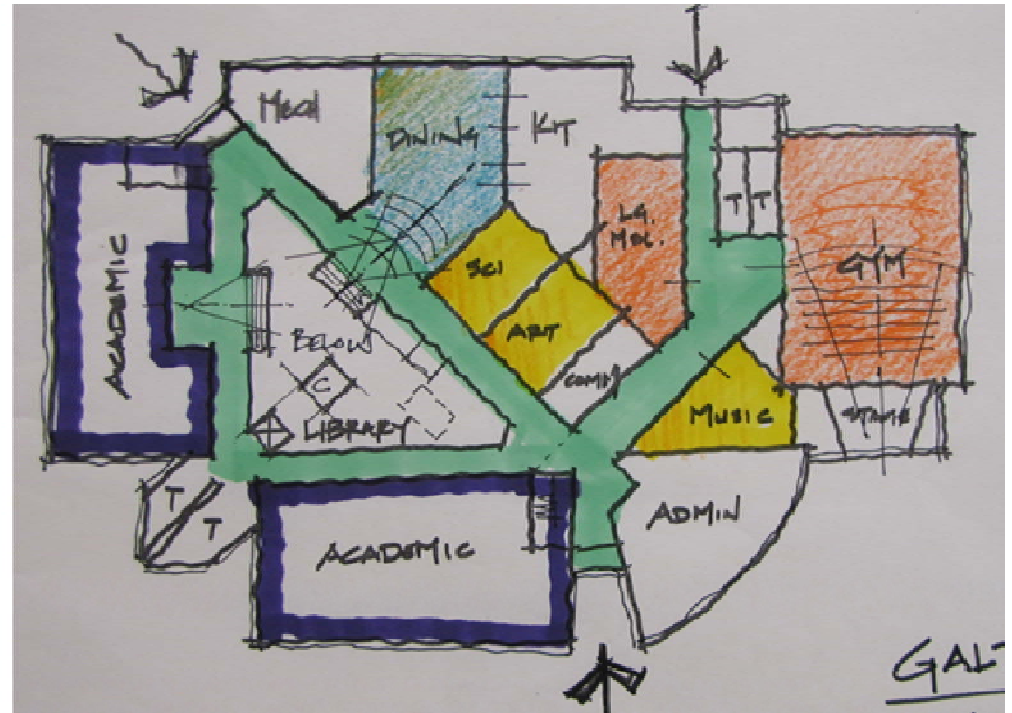
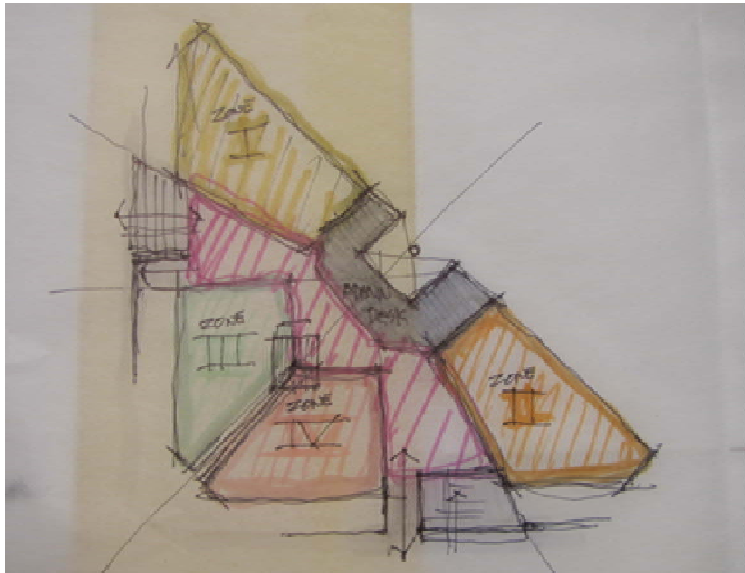
Facility Standards

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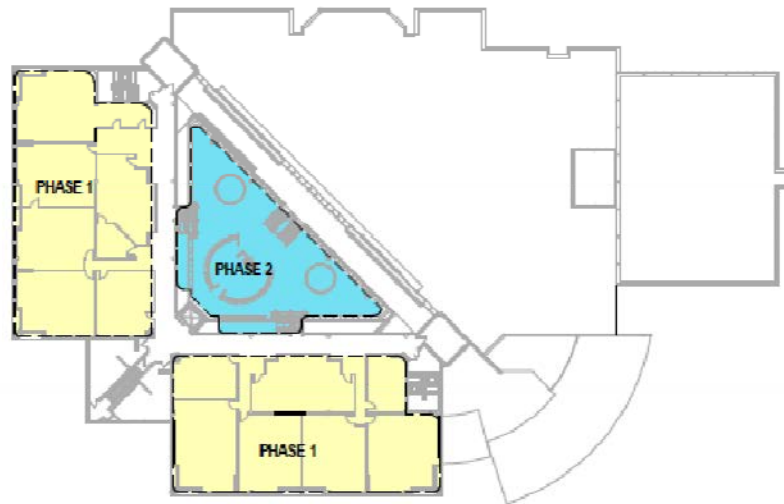


May workshops: Preliminary floor plans

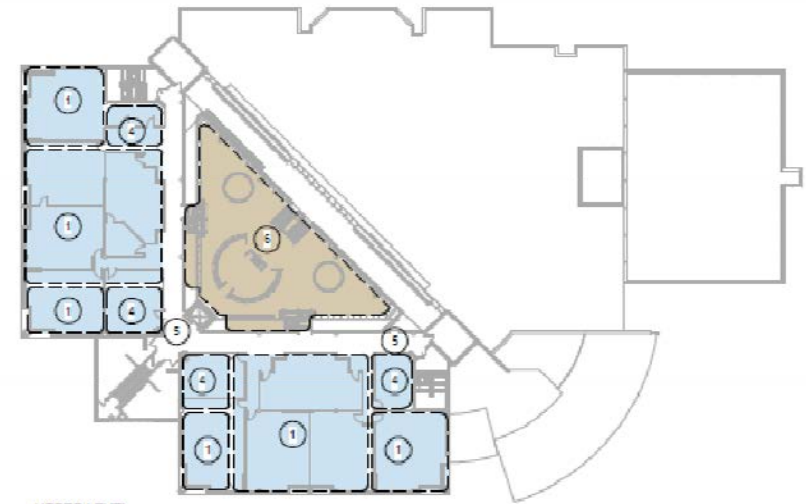
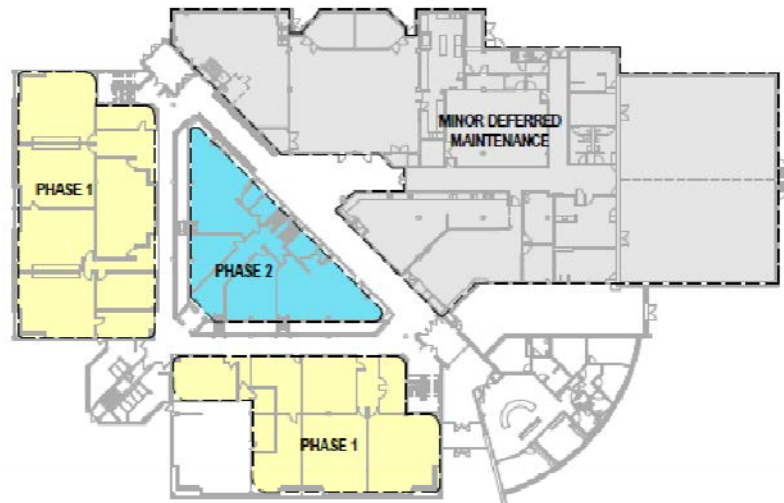
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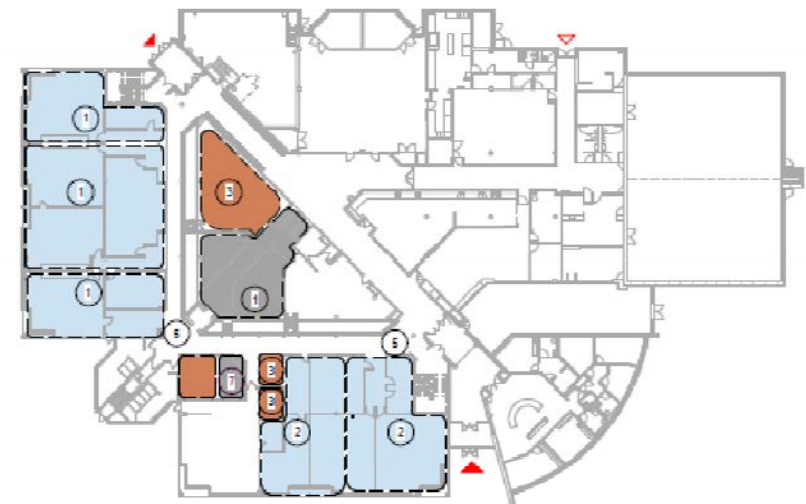
Final floor plans (Fall 2015)



UPPER LEVEL



UPPER LEVEL



Questions?

Contact information:

651-744-1800

facilities@spps.org

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



Saint Paul Public School Indian Education Title VII Parent Committee
Resolution to the Saint Paul Public Schools Board of Education
For the 2014-15 School Year
Prepared by Title VII American Indian Education Parent Committee
April 29, 2015

With this Resolution of Concurrence, the Saint Paul Public Schools Indian Education/Title VII Parent Committee acknowledges the ongoing collaborative efforts of the Parent Committee, the Indian Education Department, and the Saint Paul Public School District in working toward better outcomes for all American Indian students in Saint Paul. This Resolution recognizes ongoing efforts on the part of the District and Indian Education, and we enter into this year's Resolution with a spirit of working in partnership with the District and Indian Education to continue to advance our mutual goals. The Parent Committee also wishes to assert our community's priorities for the upcoming school year (and beyond) and to make several specific requests of the District as described below.

This Resolution is part of the process that is required as a part of the Minnesota American Indian Education Act of 1988 (Minnesota Statute 124D.78, subd. 2). This Resolution will be presented for the discussion with the Committee of the Board of Education for Saint Paul Public Schools on May 5, 2015. We will look forward to receiving the District's administrative response. Then, the final Resolution will be submitted with the District's administrative response to the Minnesota Department of Education.

This Resolution requests that Saint Paul Public Schools work with the Parent Committee and the Office of Indian Education on the following:

The Parent Committee is extremely concerned about the **attendance** and **graduation rates** of American Indian students in SPPS.

Based upon the following data regarding the Native American high school students currently enrolled in Saint Paul Public Schools, a very large percent of our students are struggling and we are looking for cooperation and collaboration to turn these dismal statistics around. It should be noted that some Indian Education (IE) students represented in this data are represented in two school lists, and their names have been left in the count.

Native American students in Saint Paul Public Schools' high schools

School (grade level)	# of IE students enrolled throughout the 2014-15 school year	# of IE students who have failed or received an incomplete, one or more classes this school year	Percentage of IE students who have failed one or more classes
Central Senior High (9-12)	25	18	72%
Como Senior High (9-12)	36	25	69%
Harding Senior High (9-12)	79	60	76%
Highland Senior High (9-12)	17	9	53%
Humboldt Secondary (6-12)	24	16	67%
Johnson Senior High (9-12)	19	14	74%
Washington Technology (6-12)	21	15	71%

- We request that the Research, Evaluation, and Assessment Department work with the Parent Committee and Indian Education to **develop a reporting structure to ensure that we receive timely and consistent information on all Native students**. The Parent Committee is requesting summary data about attendance and progress toward graduation on a semi-annual basis by grade level. We believe Indian Education should receive individual student data on all Native students at the beginning of the school year and every other month thereafter and that Indian Education uses this data to ensure their supplemental services are targeted to the students who need them most. (We realize that Native students' data is often suppressed and invisible because of the small numbers in most schools. However, there is a HUGE need to proactively look at Native student data so we can intervene earlier and prevent truancy and failure and support student engagement in school and academic success.)
- We believe that there may be **Native students, who are eligible for, but not receiving, the interventions that are available to address truancy, behavior issues, and academic failure**, for example, through the Student Assistance Team process. Better training and education is needed to help District and school staff understands that Indian Education services are supplemental and Native students should therefore be served by all of the standard programs. Interventions that are used for students of any other race, i.e., **role clarification is needed** at the school level and among staff specialists regarding the purpose and role of Indian Education staff and

programs. In person communication/training plus written documentation of these roles is important.

- We also request **additional resources to support home visiting, Check and Connect, and/or other advocacy staff to serve Native students.**
- Finally, we request that the District work with the Parent Committee, Indian Education, and the community to **better understand and address the basic needs of these students and their families** and to develop better wraparound systems to serve and engage these students who are struggling with truancy and not on track to graduate.

With regard to the District's **racial equity code**, we request:

- The District update its policy to ban the wearing or display of **racist mascots** in all SPPS sites and programs by students and staff. Specifically, we are in support of the Harding student resolution to ban the R-word and other racist paraphernalia at Harding and we want to ensure it is implemented District-wide as official policy with staff and student outreach, engagement, and education as needed to ensure it is enforced and that the reasons behind the ban are communicated effectively and empathetically to ultimately build the District community's inclusiveness.
- We want to learn more about the **racial equity teams** and ask some critical question like: what are these teams actually doing? How will it impact Native students? How is SPPS ensuring that the racial equity process is not a binary (African American vs. white) issue? We would like to invite Rev Hillstrom and/or other appropriate District representatives to meet with our Parent Committee to discuss these topics.

With regard to culture and language, we request that the District **fund a 1.0 FTE for a Lakota/Dakota language teacher** to allow for one full-time teacher at each site – AIMS and Harding – and for more advanced language instruction. (Currently there is 1.0 FTE split between the two schools and only one level of Lakota is offered.) We also support current and ongoing conversations among American Indian Studies, Indian Education, Harding, and higher education institutions to offer more PSEO history classes, special needs English classes, etc. Additional staffing and resources to support these alternatives to meet our students' needs would also be supported by the Parent Committee.

With regard to the **demonstration grant** that Indian Education received, we are excited about this opportunity and want to encourage the District and Indian Education to use these resources to design, implement, and study a rigorous model for American Indian AVID as well as the early childhood language immersion program. There are parents on our committee who have expertise that could assist with this process. In addition, we request that Indian Education move swiftly to put a **strong program design, logic model, and evaluation plan** in place and to communicate this to the Parent Committee so we understand and can be strong advocates for this program. We also do not want this opportunity to pass by without a strong showing from SPPS Indian Education in terms of what is able to be accomplished during the grant period. We are requesting the **District's matching funding (that we believe may have been committed during the grant application process, but which we couldn't confirm) to support these efforts plus providing technical assistance, support, and oversight** as needed

from staff across various departments with relevant expertise to ensure the best experience possible for our students and families as well as successful outcomes. We would like to acknowledge that the Office of Early Learning and Education has already been very supportive and helpful in hiring and training staff as well as providing space for the program. We would also recommend that the District's second language learning experts and other staff with relevant expertise be brought in as needed to help Indian Education design and implement a program that is culturally responsive and uses best practices in terms of curriculum and pedagogy.

We request that the District reinstate the **quarterly wraparound meeting** with various District departments and/or implement other strategies to **ensure the District's administrative response to our Resolution is attended to and that data-based decision-making is used to ensure each Native student's individual needs are met**. We request that a Parent Committee members be invited to participate in that meeting, and that the District provide an update on their progress toward completion of the administrative response after each meeting.

This Resolution of Concurrence is hereby presented to the Committee of the Board, St. Paul Public Schools Board on this _____ day of May, 2015.

Concur:

_____, Title VII Chair

_____, Title VII Vice Chair

_____, Title VII Secretary

_____, Title VII Committee Member

_____, Title VII Committee Member

_____, Title VII Committee Member

_____, Title VII Committee Member

_____, Title VII Committee Member

Indian Education Title XII Parent Committee – Resolution to the Board of Education

2014-2015

Submitted May 5th, 2015



Overview

- Resolution of Concurrence
- Acknowledges ongoing efforts of the District and Indian Education to advance mutual goals
- Resolution is part of a required process (Minnesota Indian Education Act 1988, state statute 124D.78, subd. 2)
- 5 recommendations related to attendance and graduation, racial equity, language instruction, new demonstration grant, and wraparound meetings. Discussion to follow.



Priority 1: Attendance and Graduation

Reporting Structure

- Request that Research, Evaluation, and Assessment work with Parent Committee and Indian Ed to **develop a reporting structure** to ensure timely information on Native students is available.

Providing Services

- Provide training for district staff and role clarification
- Indian Education is supplemental, this should be clarified
- Request additional supports to serve Native students



Priority 2: Racial Equity Code

Ban on Racism in Sports

- Requesting a ban on wearing racist mascot and imagery in all SPPS sites and programs
- Support of Harding student resolution to ban the R-word and related imagery on campus

Racial Equity Teams

- What are these team?
- How will they impact Native students?
- Requesting a meeting with Rev Hillstrom and others to discuss these issues



Priority 3: Fund 1.0 Lakota Language Instructor

- Currently Indian Education funds 1.0 Lakota instructor who splits time between AIMS and Harding
- Requesting an additional instructor so that one will teach full time at AIMS, one will teach full time at Harding
- AIMS has new language requirements
- Harding would be able to expand it's current offering of one section of Lakota Language



Priority 3: Fund 1.0 Lakota Language Instructor

- With consideration to the Lakota Language position at Harding, these offerings should provide more rigor (ex. Offering Lakota 1, 2, and 3 so students can advance) and meet language standards for college entrance



Priority 4: Match Demonstration Grant

- Request Indian Education put a strong program design, logic model, and evaluation plan in place
- Request the District's matching funding to support this grant, and provide technical and logistical assistance, support and oversight as needed
- Acknowledges the Office of Early Learning and Education has been supportive in hiring, training, and providing space



Priority 5: Reinstate Quarterly Wraparound Meetings

- Requesting a reinstatement of wraparound meetings to ensure the districts administrative response to our resolution is attended to
- Requesting Christine Osorio or John Bobolink report the results of process and response to Parent Committee on quarterly basis



**Pidamaya. Miigwech. Wa'iniginapsana.
Thank you.**

Questions and Discussion



May 4, 2015

To: Board of Directors, Saint Paul Public Schools
From: Marie Schrul, Chief Financial Officer 
Subject: Quarterly Financial Report for the quarter ending March 31, 2015

Attached are the following items for discussion at the Committee of the Board meeting on Tuesday, May 5, 2015:

- Highlights of the quarterly financial report
- Quarterly financial report for the period ending March 31, 2015
- Glossary of financial terms

We look forward to our discussion on this topic at the Tuesday meeting.

COB Action Item

Recommendation: Acceptance of the quarterly financial report for the period ending March 31, 2015

March 31, 2015 Quarterly Financial Report

The March 31, 2015 Quarterly Financial Report is an update to the Board of Education on the current fiscal year 2014-15 budget and it includes a projection of Revenue, Expenditures and Fund Balance as of June 30, 2015.

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 fund balance accounts within the General Fund are prescribed by the Governmental Accounting Standards Board, known as GASB 54. The unassigned fund balance in the General Fund is the balance of 5% 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, which includes the five fund balance categories. Please refer to the financial definitions sheet for descriptions of fund balances.

General Fund revenue is projected to have a decrease of \$7.1 million in the areas of: Special Education (\$5.6m), State Aid (\$0.7m), and (\$0.8m) of Early Learning Scholarship revenue that was reallocated to the Community Service Fund as required by UFARS reporting.

General Fund expenditures are projected to be under spent by \$16.9 million in the areas of: Alternative Facilities "Pay As You Go" anticipated fund balance due to project timing (\$6.7m), Personalized Learning Through Technology (\$0.4m), Intraschool (\$1.5m), and operational savings in various programs, including Transportation.

These changes result in a projected unassigned fund balance of 5.2% which is within the 5% BOE policy for unassigned fund balance.

Page 2 - General Fund, Fully Financed - the fully financed fund must have expenditures equal to revenue. No change in fund balance is anticipated at this time.

Page 3 - Food Service Fund – Revenue is decreasing by \$0.7m due to decreases in participation, however, reimbursement rates have offset most of the revenue loss in this fund. Expenditures are projected to slightly increase due to food expenditures. In addition, a phase out of the Fresh Fruit and Vegetable Program is anticipated in April as grant funding is spent down. Fund balance is projected to decrease by \$0.8m.

Page 4 - Community Service Fund – Revenue is projected to have minimal change as compared to budget. Expenditures are projected to increase by \$0.4m to support additional community service programming. Fund balance is projected to decrease by \$0.4m.

Page 5 - Community Service, Fully Financed – Revenue is projected to have minimal change and expenditures are projected to decrease by \$0.4m due to overall reduced salary and non-salary expenditures. Fund balance is projected to increase by \$0.4m.

Page 6 - Building Construction Fund – Revenue is projected to decrease slightly as less interest is generated due to the expedited rate of spending proceeds. Expenditures are projected to increase by \$4.0m as projects are completed in preparation for the Facilities Master Plan. Fund balance is projected to decrease by \$13.3m as the remaining alternative facilities proceeds are fully spent and capital projects are completed.

Page 7 - Debt Service – Fund balance is projected to decrease by \$13.1m due to the net effect of the escrow activity for bond refunding and the net increase of revenue over expenditures.

**SAINT PAUL PUBLIC SCHOOLS
QUARTERLY FINANCIAL REPORT**

**FOR THE PERIOD ENDING
March 31, 2015**

**Saint Paul Public Schools
General Fund
Results of Operations
Budget vs. Projected as of March 31, 2015**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2014	\$98,550,301	\$98,550,301		
Revenue	\$528,328,579	521,181,000	(7,147,579)	(1.35%)
Expenditures	549,633,788	532,707,000	16,926,788	3.08%
Fund Balance 6/30/2015	<u>\$77,245,092</u>	<u>\$87,024,301</u>	<u>\$9,779,209</u>	<u>12.66%</u>

Revenue

Revenue is projected to decrease by \$7.1m or 1.35% in the areas of Special Education (\$5.6m), State Aid (\$0.7m) and (\$0.8m) of Early Learning Scholarship revenue that was reallocated to the Community Service Fund as required by UFARS reporting.

Expenditures

Expenditures are projected to be under spent by \$16.9m in the areas of Alternative Facilities "Pay As You Go" anticipated fund balance due to project timing (\$6.7m), Personalized Learning Through Technology (\$0.4m), Intrасchool (\$1.5m), and operational savings in various programs, including Transportation.

Fund Balance Details

	7/1/2014	6/30/2015	Increase (Decrease)
Nonspendable			
Inventory and Prepaid Expense	1,426,764	1,426,764	0
	1,426,764	1,426,764	0
Restricted			
Operating Capital	6,701,153	3,900,000	(2,801,153)
Health and Safety	(1,241,315)	(1,200,000)	41,315
Alternative Facilities Program	0	6,700,000	6,700,000
OPEB Revocable Trust	4,521,182	8,670,000	4,148,818
	9,981,020	18,070,000	8,088,980
Committed			
Severance Pay	2,538,018	2,538,018	0
Retiree Health Insurance	25,377,730	22,377,730	(3,000,000)
	27,915,748	24,915,748	(3,000,000)
Assigned			
Contractual Obligations	4,517,166	4,200,000	(317,166)
Next Year's Operations	8,100,000	2,500,000	(5,600,000)
Strong Schools Initiative	5,300,000	1,200,000	(4,100,000)
Site Based Operations	1,739,131	2,000,000	260,869
Personalized Learning	3,022,008	400,000	(2,622,008)
Intrасchool Activities	2,543,069	2,500,000	(43,069)
	25,221,374	12,800,000	(12,421,374)
Unassigned			
Unassigned	34,005,395	29,811,789	(4,193,606)
	34,005,395	29,811,789	(4,193,606)
Total Fund Balance	<u>\$98,550,301</u>	<u>\$87,024,301</u>	<u>(\$11,526,000)</u>

- Unassigned fund balance is estimated to be \$29.8 million in the General Fund.
- Projected UFARS General Fund expenditures for the year are \$578 million.
- Unassigned fund balance on 06/30/15 of \$29.8 million represents 5.2% 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, 2015**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2014	\$267,538	\$267,538		
Revenue	53,090,540	45,300,000	(7,790,540)	(14.67%)
Expenditures	53,090,540	45,300,000	7,790,540	14.67%
Fund Balance 6/30/2015	<u>\$267,538</u>	<u>\$267,538</u>		

Revenue

Revenue is projected to be under budget by about \$7.8m or 14.7% due to lower expenditures in several budgets, including federal grants (\$6.5m) and private grants (\$1.3m). Explanations on which grants will be under spent in larger amounts are reflected in the expenditure paragraph below.

Expenditures

Expenditures are projected to be under budget by \$7.8m or 14.7% due to lower expenditures for federal and private grants. Salary and fringe benefits will be under budget by \$3.5m; contracted services will be under spent by \$1.3m and supplies, etc will be under spent by about \$3m. Title programs will be under spent by about \$3.8m and Special Ed federal grants will be under spent by about \$1.1m. Other federal direct grants will be under spent by about \$1.6m. Private grants will be under spent by about \$1.3m; this includes various 3M grants, St. Paul Foundation, RKMC Leadership, Parent Academy and EMID Partnership.

Fund Balance

Fund balance is projected to remain unchanged at \$0.3m.

**Saint Paul Public Schools
Food Service Fund
Results of Operations
Budget vs. Projected as of March 31, 2015**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2014	\$2,913,182	\$2,913,182		
Revenue	26,321,100	25,663,233	(657,867)	(2.50%)
Expenditures	26,321,100	26,435,536	(114,436)	(0.43%)
Fund Balance 6/30/2015	<u>\$2,913,182</u>	<u>\$2,140,879</u>		

Revenue

Revenue is projected to decrease by \$0.7m or 2.5% due to a decrease in participation (5.0% for breakfast and 2.2% for lunch). Reimbursement rates have increased this year by slightly over 2% to assist in offsetting the decrease in participation. Menu changes and other plans are currently in progress to increase participation.

Expenditures

Expenditures are projected to increase by \$0.1m or .43% over budget. Much of this increase is in food expense. In addition, the Fresh Fruit and Vegetable Program (FFVP) will be phased out this school year as grant funding is spent down by April.

Fund Balance

Fund Balance is projected to decrease by \$0.8m.

**Saint Paul Public Schools
Community Service Fund
Results of Operations
Budget vs. Projected as of March 31, 2015**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2014	\$2,597,641	\$2,597,641		
Revenue	20,879,998	20,845,046	(34,952)	(0.17%)
Expenditures	20,804,172	21,217,793	(413,621)	(1.99%)
Fund Balance 6/30/2015	<u>\$2,673,467</u>	<u>\$2,224,894</u>		

Revenue

Revenue is projected to have minimal change as compared to the revised budget.

Expenditures

Expenditures are projected to increase by \$0.4m or 2%. This is due to increased hourly licensed and non licensed staff necessary for additional Community Service programming along with increased contractual services across Community Service programs.

Fund Balance

Fund Balance is projected to decrease by \$0.4m.

**Saint Paul Public Schools
Fully Financed Community Service Fund
Results of Operations
Budget vs. Projected as of March 31, 2015**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2014	\$425,194	\$425,194		
Revenue	6,838,434	6,814,436	(23,998)	(0.35%)
Expenditures	<u>6,838,434</u>	<u>6,413,585</u>	<u>424,849</u>	<u>6.21%</u>
Fund Balance 6/30/2015	<u>\$425,194</u>	<u>\$826,045</u>		

Revenue

Revenue is projected to have minimal change as compared to the revised budget.

Expenditures

Expenditures are projected to decrease by \$0.4m or 6.2% due to overall reduced salary and non-salary expenditures .

Fund Balance

Fund Balance is projected to increase by \$0.4m.

**Saint Paul Public Schools
Building Construction Fund
Results of Operations
Budget vs. Projected as of March 31, 2015**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2014	\$29,503,204	\$29,503,204		
Revenue	15,100,000	15,059,000	(41,000)	(0.27%)
Expenditures	24,272,906	28,320,295	(4,047,389)	(16.67%)
Fund Balance 6/30/2015	<u>\$20,330,298</u>	<u>\$16,241,909</u>		

Revenue

Revenue is projected to slightly decrease due to less interest being generated. This is due to the increased rate of bond proceeds being spent down.

Expenditures

Expenditures are projected to increase by \$4.0m, or 16.7% as projects are completed at an expedited rate in preparation for the Facilities Master Plan.

Fund Balance

Fund balance is projected to decrease by \$13.3m as the remaining alternative facilities proceeds are fully spent and capital projects are completed in preparation for the Facilities Master Plan.

**Saint Paul Public Schools
Debt Service Fund
Results of Operations
Budget vs. Projected as of March 31, 2015**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2014	\$58,324,113	\$58,324,113		
Revenue	45,091,000	45,522,000	431,000	0.96%
Escrow Activity	17,470,000	17,070,000	(400,000)	(2.29%)
Expenditures	41,517,000	41,518,000	(1,000)	(0.00%)
Fund Balance 6/30/2015	<u>\$44,428,113</u>	<u>\$45,258,113</u>		

Revenue

Revenue is projected to increase slightly due to cellular tower rental income. Proceeds from rentals must first be applied against the District's outstanding debt.

Escrow Activity for Refunding

Escrow activity relates to bond refundings that are held in escrow until the debt to be refunded can be retired. During February 2015, the 2004B bond issue was refunded/retired. The decrease of \$ 0.4m is related to an increase in bond proceeds investment earnings.

Expenditures

Expenditures in the Debt Service fund are the result of scheduled debt redemptions which have structured debt payments to retire principle and interest.

Fund Balance

Fund balance is projected to decrease by \$13.1m due to the net effect of the escrow activity for refunding and the net increase in of revenue over expenditures.

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 Funded

- 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, prepaids)
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

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 (Severance, Retirees Health Ins – Gen Fund)

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

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



FY16 General Fund Budget Update

Committee of the Board
May 5, 2015

Marie Schrul
Chief Financial Officer

Purpose

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



Agenda

- Framing the discussion: *Strong Schools, Strong Communities 2.0*
- FY 2015-16 Budget Guidelines
- General Budget Information
- Fund Balance
- FY 2015-16 General Fund Big Picture
- 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



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

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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.



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 General Fund - Fund Balance Categories

Projected as of June 30, 2015

Description	Amt (\$M)
Non-spendable Includes amounts not in spendable form (Inventory, Prepays)	\$1.4
Restricted Includes amounts that are subject to externally enforceable legal restrictions outside the control of the local government (OPEB revocable trust, Health & Safety, Operating Capital)	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, Intraschool Carryover, 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 2015-2016 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)



FY16 General Fund

Big Picture - Expenditures

Area	FY15 Adopted	FY16 Preliminary	Change	Percent Change
Schools	\$246.1	\$249.3	3.2	1.3%
School Service Support	185.0	175.1	(9.9)	(5.3%)
District-wide Support	102.0	104.6	2.6*	2.5%
Central Administration	4.1	3.9	(0.2)	(5.0%)
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



FY16 General Fund Budget Reductions & Impact

Central Administration Programs

Program Category	FY15 Adopted	FY16 Proposed	Reduction Amount	Reduction %	Inflation Amt Not Allocated	% Total Reduction
Central Administration	\$4,071,021	\$3,866,970	(\$204,051)	(5.0%)	(\$81,420)	(7.0%)

02

- Board of Education
- Superintendent's Office
- Chief Executive Officer
- Chief Academics Officer
- Chief of Operations
- General Counsel
- Office of Elementary and Secondary Education

All Central Administration programs had a 5% reduction, and an additional 2% reduction as no inflationary funding was allocated

Overall Impact: FTE reductions, Fees for Service reductions, Other non-salary reductions



FY16 General Fund Budget Reductions & Impact

District-wide Support Programs

Program Category	FY15 Adopted	FY16 Proposed	Difference Amount	% Change	Inflation Amt Not Allocated	% Total Change
District-wide Support	\$102,018,439	\$104,576,036	\$2,557,597	2.5%*	(\$661,591)	1.9%

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> •Office of Engagement •Finance •Enterprise Resource Planning •Office of Equity •Out for Equity •Multicultural Resource Center •Family & Community Engagement | <ul style="list-style-type: none"> •Communications •MIS •Human Resources •Research & Evaluation •Referendum Technology •Technology Infrastructure •Operations & Maintenance | <ul style="list-style-type: none"> •Grounds •Custodial •Safety & Security •Facility Planning/Leases/Health & Safety •Employee Benefits •Insurance |
|--|--|---|

***There is a 2.5% funding increase due to restricted funding for alternative facilities and health & safety, plus inflationary increases for employee benefits, insurance, and utilities**



FY16 General Fund Budget Reductions & Impact

District-wide Support Programs (continued)

District-wide Support programs that had a **5% reduction**, and **an additional 2% reduction as no inflationary funding was allocated**:

- Office of Engagement
- Finance
- Enterprise Resource Planning
- Family & Community Engagement
- Communications
- Human Resources
- Research & Evaluation
- Grounds

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District-wide programs that were impacted by another funding source reduction:

- Office of Equity – Title I reduction, resulting in a **22.4% overall reduction**
- Family & Community Engagement – Title I reduction, resulting in an **additional 12.4% reduction**

Overall Impact: FTE reductions, Fees for service reductions, Delays in support services to schools & programs



FY16 General Fund Budget Reductions & Impact

District-wide Support Programs (continued)

District-wide Support programs that had a **2% reduction as no inflationary funding was allocated:**

- MIS
- Referendum Technology
- Technology Infrastructure

73 District-wide Support programs that had limited inflationary increases or targeted reductions:

- Operations & Maintenance
- Custodial
- Safety & Security

Overall Impact: FTE reductions, Fees for service reductions, Delays in support services to schools & programs



FY16 General Fund Budget Reductions & Impact

School Service Support Programs

Program Category	FY15 Adopted	FY16 Proposed	Reduction Amount	Reduction %	Inflation Amt Not Allocated	% Total Reduction
School Svc Support	\$184,977,526	\$175,097,185	(\$9,880,341)	(5.3%)	(\$3,102,819)	(7.0%)

- Student Placement
- Indian Education
- Valley Branch
- Am Indian Studies
- TDAS
- MLL
- Substitutes
- Athletics
- Pre-K Support

- Referendum Family Ed
- School to Work
- Special Education
- Third Party Reimb.
- Instructional Services
- Staff Development
- Leadership Development
- Achievement Plus
- Career in Education

- Counseling/Guidance
- OCCR
- Student Wellness
- Attendance Action Ctr
- Alt to Suspension
- Transportation
- Referendum – PLTT
- Peer Assistance/Review



FY16 General Fund Budget Reductions & Impact

School Service Support Programs (continued)

School Service Support programs that had a 5% reduction, and an additional 2% reduction as no inflationary funding was allocated:

- Student Placement Center
- Valley Branch
- Substitutes
- Referendum Family Education
- Instructional Services
- Third Party Reimb.
- Peer Assistance/Review
- Counseling & Guidance Svcs
- Attendance Action Center

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School Service Support programs that were impacted by another funding source reduction:

- Instructional Services – Title I reduction, resulting in an additional 16.1% reduction

Overall Impact: FTE reductions, Fees for service reductions, Delays in support services to schools & programs



FY16 General Fund Budget Reductions & Impact

School Service Support Programs (continued)

School Service Support programs that had a **2% reduction as no inflationary funding was allocated:**

- Indian Education
- American Indian Studies
- Alternative to Suspension
- Achievement Plus
- Student Wellness

⁷⁶ School Service Support programs that had limited inflationary increases or targeted reductions:

- TDAS
- MLL
- Athletics
- Pre-K Support
- Special Education
- Staff Development
- Career in Education
- OCCR
- Transportation

Overall Impact: FTE reductions, Fees for service reductions, Delays in support services to schools & programs





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



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 14	District-wide	360
April 15	Special Education	360
April 24	Somali	360
May 1	Karen	Washington
May 5	Latino Consent Decree	360
May 6	American Indian, Gender and Sexual Diversity, and Hmong	360
May 14	Parents of African American	360

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Questions?

