



Saint Paul
PUBLIC SCHOOLS

Txuj Ci Facilities Work Group

Phase 2 - Finalize Vision Presentation to COB

February 4, 2025



Agenda

1. Introduction - Work Group, Phases, Purpose

2. Vision Report

3. Enrollment, Size, and Timeline Parameters

- Timeline
- Role of FMP 2.0 Process
- Administrative Recommendation

1. Next Steps

- BOE Direction on long term - Backing for PK-8 of 1250-1550? Prioritization?
- BOE Direction on interim plan

Introduction

History

- **2002** - First Hmong Language class in SPPS
- **2002-8** - Phalen Lake Hmong class grows into a program (Hmong Studies)
- **2006** - Jackson Hmong Studies and HDL programs start
- **2011** - Dual language immersion program starts at Phalen Lake Elementary
- Ongoing district support for curriculum, materials devpt. In 2017 SPPS collaborated with Sacramento to write standards, start e-books
- **Jan 2020 - April 2021** - HDL workgroup as part of Envision SPPS.
 - Conclusion: strong support for consolidation of the two HDL PK-5 programs into one program, for viability and to sustain. Goal to add a strong, viable well rounded middle school program for a PK-8 model.
- **Fall 2022** - HDL and HS consolidate at Txuj Ci as a City-wide magnet. 6th grade starts at Upper campus
- **Fall 2023** - PK, K-5, 6-7 grade structure on 3 campuses, with new name (Txuj Ci)
- **Early 2024 - Medium-term planning:** Keep HDL and HS together; 2-campus
- **Fall 2024** - PK-4, 5-8 grade structure, based on medium-term decision
- **Winter 2025** - Present **long term planning** vision for single campus PK-8

Purpose of the Long-term Work Group

Find a long-term, feasible facilities solution for accommodating Txuj Ci's PreK-8 enrollment growth, and vision for a school that supports Txuj Ci academics, identity and community.

This group will give input at multiple points toward the vision and character of the long-term home.

Why are we here, now?

Concerns and Opportunities

- Txuj Ci Lower Campus facility is crowded - challenges since 2022
- Enrollments are/will be constrained
- Challenges sustaining 5th grade immersion quality at separate campus
- Growth of SPED at Txuj Ci (2 self-contained classrooms)
- Potential to accept more students attracted to SPPS
- Vision for a facility that supports the programs



Txuj Ci Vision Report



Vision Report Components

1. Vision Statement
2. Values
3. Characteristics / important standards
4. Organization
5. Location framework
6. Size parameters
7. Proposed timeline
8. Conclusions:
 - Options under this Vision are Move/Remodel and Buy/Build
- Appendix
 - Meeting materials
 - Background data

Values

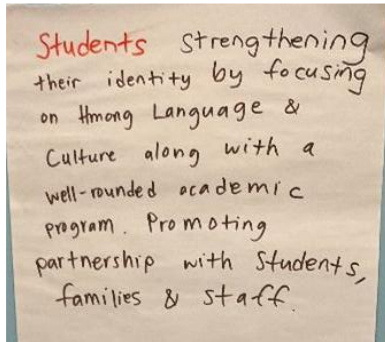
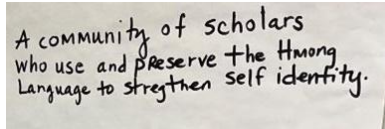
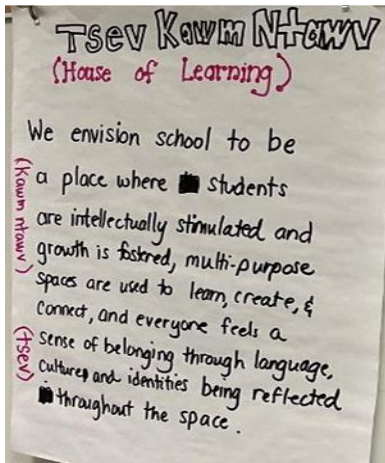
**Language and culture retention * Identity * Community *
Strong well-rounded academic program**

What these meant for medium-term decision:

- Maximize number of grades at one site
- Keep Hmong Dual Language and Hmong Studies together
- Accommodate highest number of families who choose the school
- Space for community and partnership activities
- Space for building-wide assemblies

Vision Statement

Txuj Ci will be a **House of Learning** (*Tsev Kawm Ntawv*); a place for *intellectual stimulation and growth*, working to preserve the Hmong language and culture, and *strengthen self-identity* for students, while *uplifting and cultivating family and community*.



We provide multi-purpose facility spaces / programs that promote *well-rounded learning* and *dynamic creation*, fostering *connection through language, culture and shared values*.

Desired School Characteristics

SITE and ENTRY:

- Exterior amenities – Sports Fields, Play Areas, Gardens
- Parking – adequate but will prioritize use of site appropriately.
- Clear and secure entry sequence.
- Adequate space for Administration to be co-located with counseling, staff collaboration.

IDENTITY

- Space for artifact display, in common or highly visible areas.
- Hmong aspects to the design, branding the building. Interior courtyard.

LEARNING SPACES

- Active space for experiential learning and doing
- Space for study groups. Breakout spaces in common areas.
- Support for multiple levels of student needs: Green Room self-regulation area; Spaces for self-contained Special Education programs
- Current and flexible technology access

Desired School Characteristics

COMMUNITY/ACTIVITY SPACES AT CORE

- Adequate Gym space, multiple spaces and dividable.
- Community Center or Recreation Center needs.
- Family Room – Welcoming space that feels made for families near entry, belonging.
- Staff resource space
- Kitchen facilities for staff and community uses

BUILDING ESSENTIALS

- Consider large families for all common spaces and collaborative use spaces.
- Natural light, connection to nature. Visual transparency for learning spaces.
- Appropriate HVAC – Air Conditioning?
- Restrooms, per SPPS standards

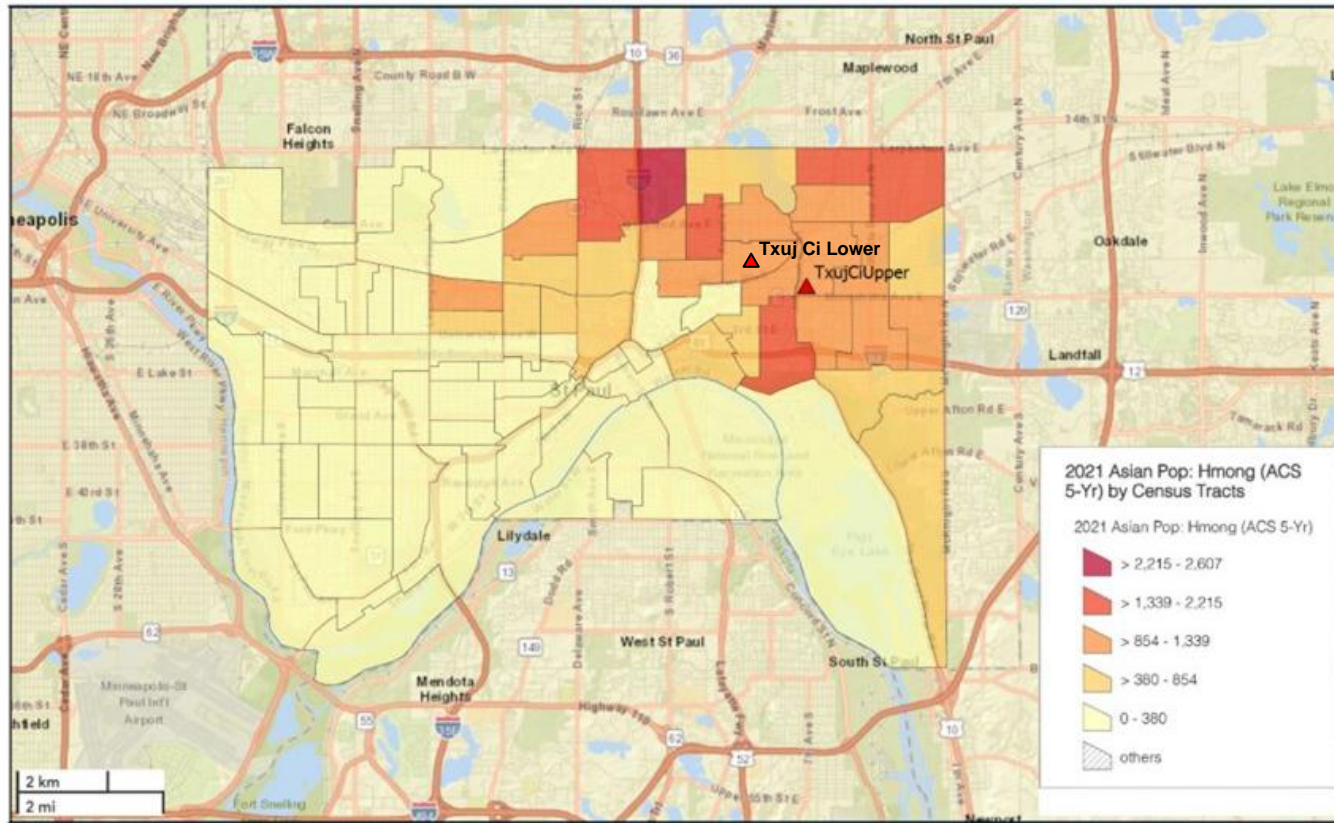
School Organization

Patterns Articulated:

- Shared multifunctional core of gyms, assembly, cafeteria
 - Entry and admin offices linked
 - Smooth flow; interactions, not cross-traffic
 - Separation - PK-5 and 6-8 schools within a school
 - Functions both clustered *and* distributed - specials/Sp Ed, support and media center(s)
 - Multi-story and daylight to occupied spaces
 - Outdoor functions: Playgrounds closer to PK-5, fields to 6-8
 - Parking that is neighborhood-friendly
- red=core yellow=admin blue, green, purple = classrooms



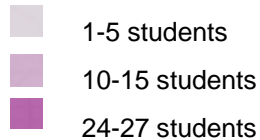
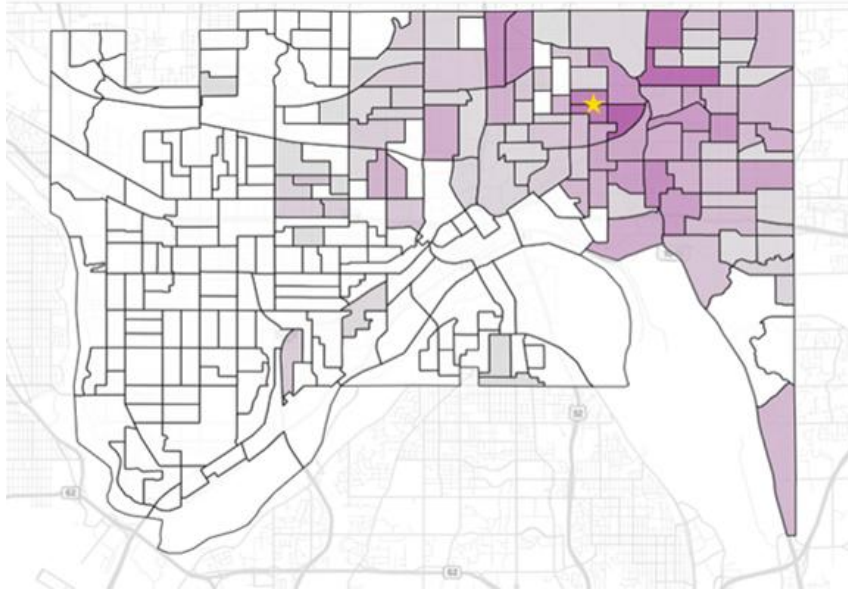
Location - Hmong Population Concentration



October 02, 2023

Location - Txuj Ci Families 2023-24

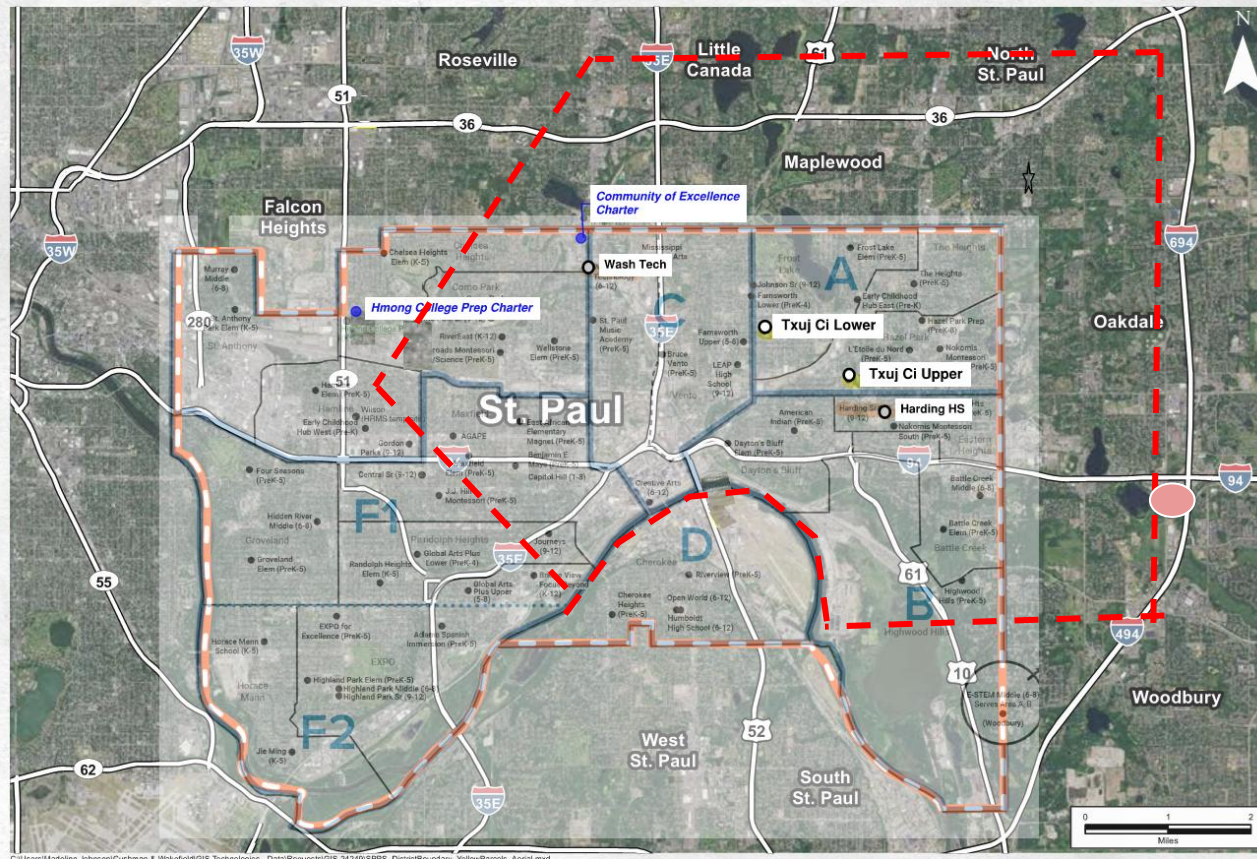
Txuj Ci Lower Students



Txuj Ci Upper Students



Location - Desirable Limits

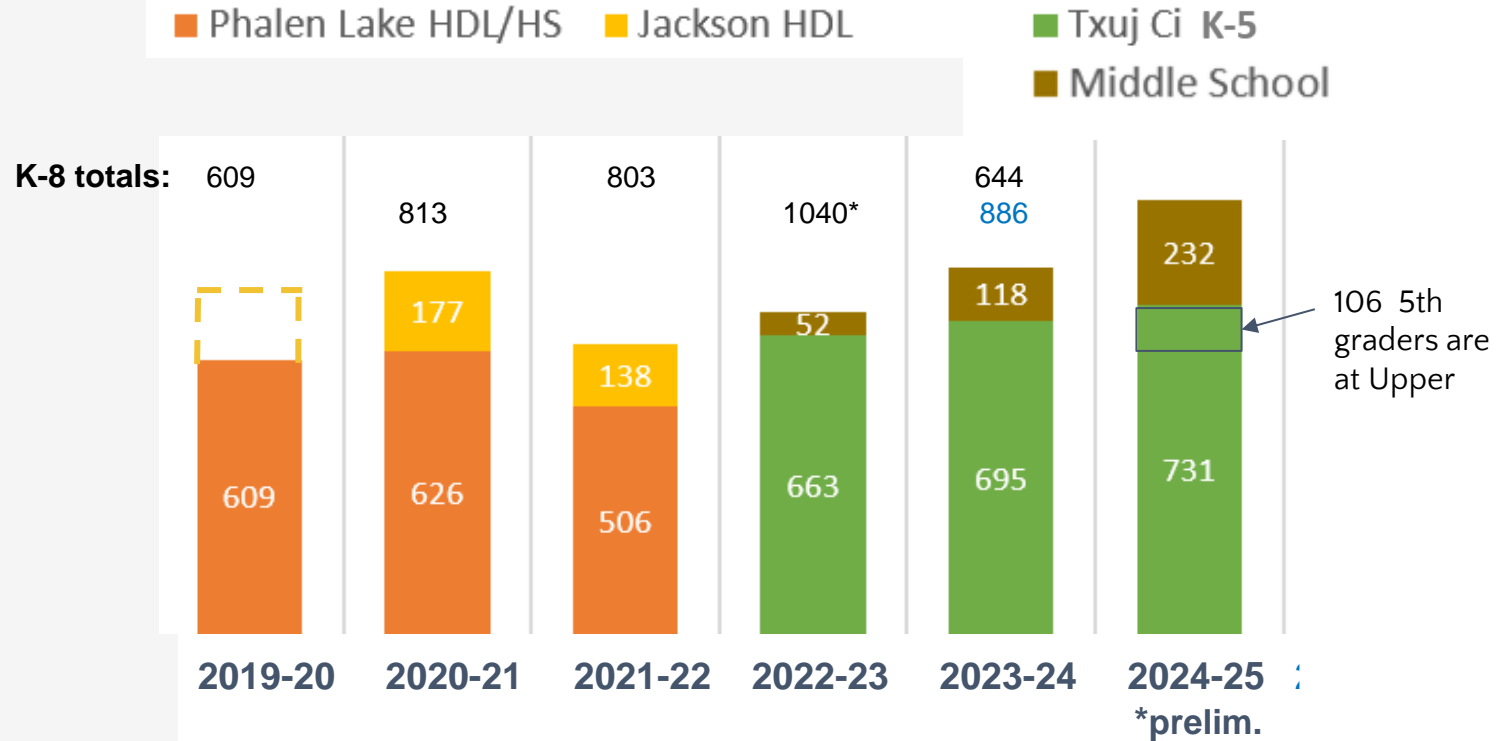


Factors:

- Community ties
- Efficiency for buses
- Proximity to families
- Proximity to staff homes, for retention
- Community Partnerships
- Near pathway high schools

Enrollment, Size, and Site Parameters

Txuj Ci Enrollment History



Grade Level Planning: Minimums

Current Enrollment (1/14/2025; 91 above projection for K-8)

PK	K	1	2	3	4	5	6	7	8	TOTAL
64	134	147	119	112	121	106	96	82	59	1,040

Modeled Smallest Sustainable PK-8 (330 in Middle Grades 6-8)

PK	K	1	2	3	4	5	6	7	8	TOTAL
120	140	137	134	132	129	127	114	112	109	1,254

Grade Level Planning: Well Rounded

Current Enrollment (SY24-25)

PK	K	1	2	3	4	5	6	7	8	TOTAL
64	134	147	119	112	121	106	96	82	59	1,040

Modeled PK-8 with 440+ in Middle Grades (supports well-rounded education)

PK	K	1	2	3	4	5	6	7	8	TOTAL
140	170	166	163	159	156	153	150	147	144	1,548

Planning Parameters - Size and Site PK-8

Smallest Sustainable PK-8

Projected Enrollment: **1,250** PK-8 on One Campus

Site Size	Approx. SF	Approximate Cost (2024)
15 acres	185,000 SF	\$100M - \$110M

Well - Rounded PK-8

Projected Enrollment: **1,550** PK-8 on One Campus

Site Size	Approx. SF	Approximate Cost (2024)
20 acres	230,000 SF	\$110M - \$130M

Possible Outcomes

Board of Education approval will be required to move forward with either of two possible outcomes for a single PK-8

1. We **move the program** to another SPPS building where (with renovation/additions) all grades can be together. Because of the size, that would require another SPPS school to move or close
2. We **buy or build** a new school where all grades can be together

A third option considered earlier, to remain at multiple campuses and adapt/improve, is not consistent with the vision.

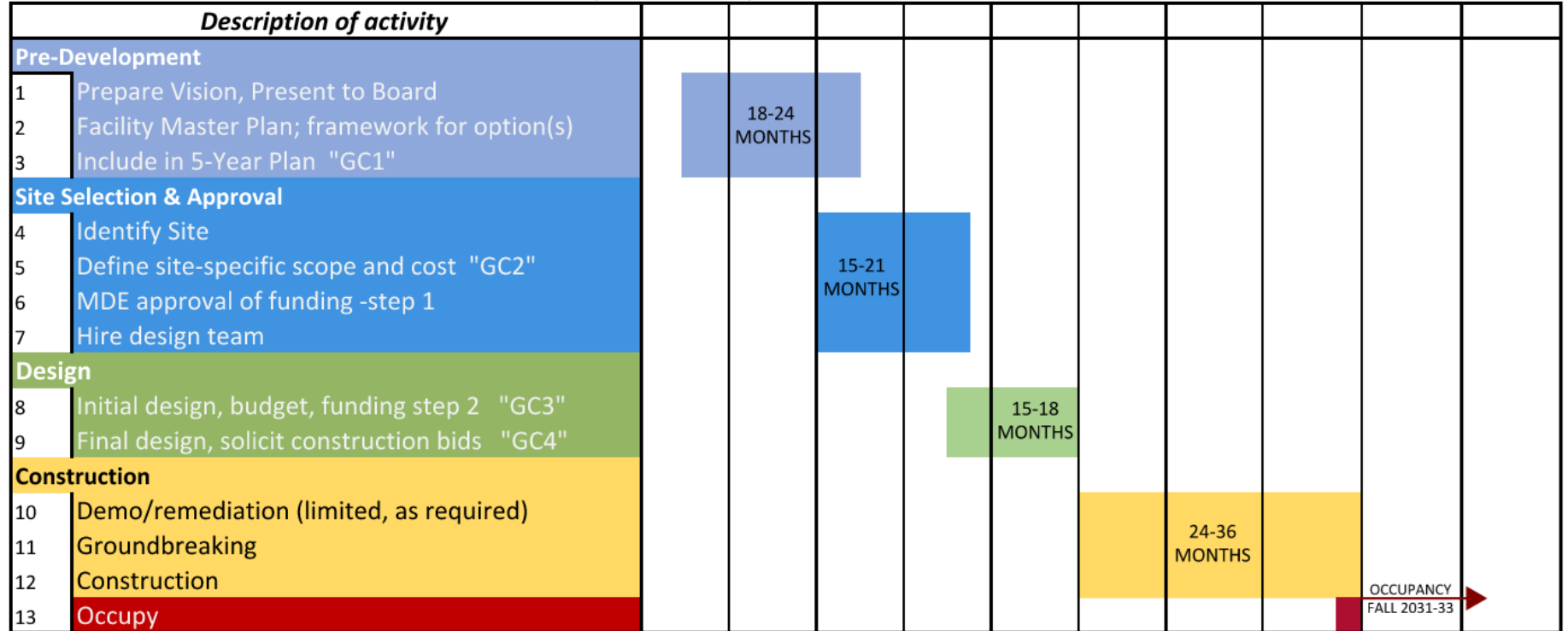
Linked to FMP decisions

Txuj Ci options are interwoven with other District decisions and thus the Facility Master Plan is important for next steps:

1. Interdependence - Move/remodel option could require another program to close or relocate. We don't make decisions that impact other programs without their involvement
2. Existing commitments - other needed facility improvements
3. Articulation of 8th grade to high school and potential impacts on those school facilities
4. Demographics and Utilization - what is the impact of adding space to a system with overall oversupply?

Possible Preliminary Timeline

TXUJ CI - Pre-K - 8 School Facility - Timeline Range



Timeline Examples

Approval, Design and Construction process	American Indian Magnet	Bruce Vento Elementary
	Phased construction on occupied site	New construction on occupied site
Board of Education Prioritizes (GC2)	2017	2017
Start of Design	2018	2019
Start of Construction (GC4)	2020	2023
Completion of Construction	2024	2025

Suggested Next Steps:

1. Incorporate this vision and the two options into the FMP process and timeline
2. Re-engage with the stakeholders regarding a mid-term plan for Txuj Ci operations
3. Request BOE direction by March



Ua Tsuag!

Thank You!