Envision SPPS:
Align school facilities with well-rounded programs

Board of Education - Special Meeting

Jackie Turner, Chief Operations Officer

October 11, 2021
Agenda

1. Defining a Well-rounded Education
2. The data: Shifting demographics
3. Recommendations: Providing all students with a well-rounded education
4. If we do nothing…
5. Proposed implementation timeline and engagement dates
Well-rounded Education
Generalists focused on core essentials

- Goal: Ensure that standards for all required content areas are routinely taught so that student outcomes improve Minnesota state’s educational standards

- Grounded in core essentials of taught by generalist teachers with expertise:
  - Reading
  - Writing
  - Math
Inspire students to think critically, pursue their dreams and change the world.

Specialist experts

Additional instruction by specialists teachers with expertise:

- Science, Arts
- Social Studies, World Languages
- Accelerated Learning
- Physical Education, Health

Aquaponics system
Enrichment opportunities

- **Larger schools** can provide **enrichment opportunities during school day**, e.g., field trips to museums, theater, orchestras
  - Larger school usually = larger PTO’s that can supplement, help finance trips, e.g., camping, skiing, D.C., etc.
    - More students mean group rates keep expenses down

- **Under-enrolled schools** must provide **enrichment opportunities after the school day**; creates disparities, inequities in access:
  - Trips more expensive leaving more students out
Inspire students to think critically, pursue their dreams and change the world.

### Class size: 25*

<table>
<thead>
<tr>
<th>Large Elementary 600+ students</th>
<th>Small Elementary 251- 450 students</th>
<th>Unsustainable Elementary &lt; 250 students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K-5th Gr. Teachers</strong></td>
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<tr>
<td>Each grade:</td>
<td></td>
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<tr>
<td>4 classes (100 students)</td>
<td>2 classes (50 students) X 2 teachers X 6 grades</td>
<td>Each grade: 1 class (25 students) X 1 teacher X 6 grades</td>
</tr>
<tr>
<td>X 4 teachers X 6 grades</td>
<td>2 teachers X 6 grades</td>
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<tr>
<td>o 24 generalists</td>
<td>12 generalist teachers</td>
<td>6 generalist teachers</td>
</tr>
<tr>
<td>o 4 specialists/ resource teachers</td>
<td>1 specialists/ resource teachers</td>
<td>0 specialists/ resource teachers</td>
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<tr>
<td>o 2 specialists (e.g., literacy coaches)</td>
<td>14 teachers total</td>
<td>5-6 teachers total</td>
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<tr>
<td>o 30 teachers total</td>
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*NOTE: When we define an unsustainable to large schools, we are using a class size of 25 for planning parameters only as an average and should not be seen as conflating contract-based teacher to student ratios.
**EXAMPLES of staffing choices made based on revenue**

<table>
<thead>
<tr>
<th>Class size: 25*</th>
<th><strong>Large Elementary</strong> 600+ students</th>
<th><strong>Small Elementary</strong> 251-450 students</th>
<th><strong>Unsustainable Elementary</strong> &lt; 250 students</th>
</tr>
</thead>
</table>
| **Office staff** | ● 1 principal  
                  ● 1 assistant principal  
                  ● 2 clerks  
                  ● 1 parent engagement | ● 1 principal  
                                      ● 0 assistant principal  
                                      ● 1 clerk  
                                      ● 0-1 parent engagement | ● 1 principal  
                                                                       ● 0 assistant principal  
                                                                       ● 1 clerk  
                                                                       ● 0 parent engagement |
| **Support staff** | ● 1 nurse  
                      ● 1 librarian  
                      ● 1 academic coach  
                      ● 1-+ counselor(s)  
                      ● 1 social worker  
                      ● 1 behavior support  
                      ● 1-2 interventionists  
                      ● 2 additional staff | ● .5-1 nurse  
                                      ● 0-1 librarian  
                                      ● 0-1 academic coach  
                                      ● .5-1 counselor  
                                      ● .5-1 social worker  
                                      ● 1 behavior support  
                                      ● 0-1 interventionists  
                                      ● .5-1 additional staff | ● 0 nurse  
                                                                         ● 0 librarian  
                                                                         ● 0 academic coach  
                                                                         ● .5 counselor (per teacher contract)  
                                                                         ● .5-1 social worker  
                                                                         ● 0 behavior support  
                                                                         ● 0 interventionists  
                                                                         ● 0 additional staff |

*Inspire students to think critically, pursue their dreams and change the world.*
A Well-rounded Education for ALL students
The Data: Shifting demographics
Inspire students to think critically, pursue their dreams and change the world.

Shifting Demographics: Births in Minnesota last 10 years*

*Adjusted to school year; Source: Office of Vital Records
Shifting Demographics: Births in St. Paul last 10 years
Inspire students to think critically, pursue their dreams and change the world.

Shifting Demographics: St. Paul residents KINDERGARTEN enrollment; Last 5 years with next 5-year estimate based on births

Source: MN Dept. of Education
Inspire students to think critically, pursue their dreams and change the world.

SPPS Share of Children Living in St. Paul

Source: Minnesota Dept of Education
Recommendations: Providing all students with a well-rounded education
Filtering relevant findings through these CRITERIA:

- **Data**
- **Facilities**
  - Operational efficiency
  - Retain capital investments
  - Requires new capital investments
  - Spatial alignment
- **Equity**
  - Avoid unintended consequences
  - Integration
- **Accessibility:**
  - Physical
  - Program accessibility (transportation)
- **Location and density of students and schools**
- **Enrollment**
- **Market demands**
- **Pathway programming**
- **Financial/funding**
  - Sustainability
- **State statutes/legal (known)**
- **Unknowns**
  - Legislative (state/federal)
  - Cruz-Guzman
Inspire students to think critically, pursue their dreams and change the world.
Total Systemic Impact - Current Snapshot

If all the scenarios are carried forward:

Inspire students to think critically, pursue their dreams and change the world.
Recommendations:
Area A
RECOMMENDATION: RELOCATE
L’Etoile du Nord Lower to LNFI Upper

SUPPORTING INFORMATION:

Enrollment:

- LNFI Lower:
  - SY19-20: 242 students K-2 (+51 PK)
  - SY20-21: 183 students K-2 (+55 PK)
- LNFI Upper:
  - SY19-20: 201 students 3-5
  - SY20-21: 181 students 3-5
- Final enrollment:
  - SY19-20: 443 students K-5 (+51 PK)
  - SY20-21: 364 students K-5 (+55 PK)

Use/Utilization:

- LNFI Lower: 45% | LNFI Upper: 51%
- Combined at LNFI Upper: 77%

OUTCOME:

- LNFI Lower facility repurposed
- Assume PK relocates to a hub (initially or eventually) in event of program growth
**IMPACT:** Relocate LNFI Lower to LNFI Upper

**Impact Indicators for Envision Scenarios (Based on Fall 2020 Enrollments)**

<table>
<thead>
<tr>
<th>Area</th>
<th>Results: Impacted Students</th>
<th>Impacted Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>LNFIw (6/21)</td>
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</table>

- **183 total**
- **0% of district enrollment**

<table>
<thead>
<tr>
<th>RSP students</th>
<th>0%</th>
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<table>
<thead>
<tr>
<th>Hispanic</th>
<th>14%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am_Ind</td>
<td>1%</td>
</tr>
<tr>
<td>Asian</td>
<td>26%</td>
</tr>
<tr>
<td>Black</td>
<td>1%</td>
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<tr>
<td>Pac Isl</td>
<td>21%</td>
</tr>
<tr>
<td>White</td>
<td>42%</td>
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<tr>
<td>Two_+</td>
<td>12%</td>
</tr>
<tr>
<td>FR_Lunch</td>
<td>65%</td>
</tr>
<tr>
<td>Homeless</td>
<td>14%</td>
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<tr>
<td>M_LangL</td>
<td>28%</td>
</tr>
<tr>
<td>SpEd</td>
<td>17%</td>
</tr>
</tbody>
</table>

**Inspire students to think critically, pursue their dreams and change the world.**
RECOMMENDATION: CLOSE Parkway; REPURPOSE building as Hmong Dual Immersion program (see slide 48)

SUPPORTING INFORMATION:

Enrollment:
- Total students affected grades 6-8:
  - SY19-20: 353 students
  - SY20-21: 290 students

Use/Utilization:
- Parkway current: 69%
- Parkway as HDL Upper: 86%
RECOMMENDATION: CLOSE Parkway and REPURPOSE building

OUTCOME:

- Students go to their area middle school
- Parkway becomes Hmong Dual Immersion middle school
Inspire students to think critically, pursue their dreams and change the world.

IMPACT: CLOSE Parkway

Impact Indicators For Envision Scenarios (Based on Fall 2020 Enrollments)

<table>
<thead>
<tr>
<th>Area</th>
<th>Results: Impacted Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parkway</td>
<td>290 total</td>
</tr>
<tr>
<td></td>
<td>1% of district enrollment</td>
</tr>
</tbody>
</table>

RSP students

1%

Hispanic Dist:14% Am_Ind Dist: 1% Asian Dist:31% Black Dist: 26% Pac Isl Dist: <1% White Dist: 21% Two_+ Dist: 7%

FR_Lunch Dist: 65% Homeless Dist: 14% MLangL Dist: 28% SpEd Dist: 17%

Inspire students to think critically, pursue their dreams and change the world.
Recommendations:
Area B
RECOMMENDATION: CLOSE Highwood Hills

SUPPORTING INFORMATION:

Enrollment:

- Highwood Hills students:
  - SY19-20: 247 students (+14 PK)
    - 127 students K-2 (+14 PK)
    - 120 students 3-5
  - SY20-21: 175 students (+17PK)
    - 93 students K-2 (+17 PK)
    - 82 students 3-5

Use/Utilization:

- Highwood Hills current: 44%
RECOMMENDATION: CLOSE Highwood Hills

OUTCOME:

- Students will have choice of other Area B community schools and magnet options
- Area B attendance boundaries will need slight adjustments to provide students with community school
- Engage community and neighbors to re-envision how best to repurpose building to meet needs
Where students attending Highwood Hills live

Density Map: Where the 89 Students that attend and live in are located (Darkest areas show larger density of where students live)
Inspire students to think critically, pursue their dreams and change the world.

**IMPACT: CLOSE Highwood Hills**

175 total
1% of district enrollment

11% Hispanic
26% Am_Ind
52% Asian
6% Black
5% Pac_1sl
21% White
7% Two_+
65% FR_Lunch
14% Homeless
28% MLangL
17% SpEd

No date
No date
Recommendations: Area C
RECOMMENDATION: CLOSE John A Johnson MERGE with Bruce Vento

SUPPORTING INFORMATION:

Enrollment at John A Johnson:
- SY19-20: 286 students K-5 (+31 PK)
- SY20-21: 280 students K-5 (+19 PK)

Enrollment at Bruce Vento:
- SY19-20: 408 students K-5 (+78 PK)
- SY20-21: 378 students K-5 (+60 PK)

Final enrollment at Bruce Vento: 803 PK-5

Use/Utilization:
- Bruce Vento current: 70%
- John A Johnson current: 79%
- Bruce Vento and John A Johnson combined at Bruce Vento: 115%
RECOMMENDATION: CLOSE John A Johnson MERGE with Bruce Vento

OUTCOME:

- John A Johnson students move to Bruce Vento
- John A Johnson facility re-envisioned
- The “New” Bruce Vento
  - Previously identified that Vento building should be replaced (2019)
  - Design and construct new building tailored to specific program and neighborhood
**IMPACT: CLOSE John A Johnson**

Inspire students to think critically, pursue their dreams and change the world.

### Impact Indicators For Envision Scenarios (Based on Fall 2020 Enrollments)

<table>
<thead>
<tr>
<th>Area</th>
<th>Results: Impacted Students</th>
<th>Impacted Schools</th>
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<tbody>
<tr>
<td></td>
<td>JAJohnson</td>
<td>Cacioppo</td>
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| 280 total | 1% of district enrollment |

### RISP students

<table>
<thead>
<tr>
<th>Hispanic</th>
<th>Am_Ind</th>
<th>Asian</th>
<th>Black</th>
<th>Pac_Isl</th>
<th>White</th>
<th>Two_+</th>
<th>Dist:</th>
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</thead>
<tbody>
<tr>
<td>13%</td>
<td>2%</td>
<td>24%</td>
<td>39%</td>
<td>&lt;1%</td>
<td>10%</td>
<td>11%</td>
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</table>

**IMPACT:**

- **FR_Lunch Dist:** 65%
- **Homeless Dist:** 14%
- **MLangL Dist:** 28%
- **SpEd Dist:** 17%
Recommendations:
Area D
RECOMMENDATION: RELOCATE Cherokee Montessori program MERGE with JJ Hill

Enrollment at JJ Hill:
- SY19-20: 387 students K-5 (+67 PK)
- SY20-21: 382 students K-5 (+46 PK)

Enrollment at Cherokee Montessori:
- SY19-20: 139 students K-5 (+39 PK)
- SY20-21: 146 students K-5 (+31 PK)

Final enrollment at JJ Hill with Cherokee Monts. SY19-20: 526 (+106 PK)

Use/Utilization (SY19-20 enrollment, including PK):
- Cherokee Heights current: 48%
- JJ Hill current: 85%
- Combined Cherokee Heights and JJ Hill at JJ Hill: 123%
RECOMMENDATION: RELOCATE
Cherokee Montessori program
MERGE with JJ Hill

OUTCOME:

- Cherokee reopens as community school in Area D
- Cherokee Montessori relocates with JJ Hill
Inspire students to think critically, pursue their dreams and change the world.

**IMPACT: RELOCATE** Cherokee Montessori program

<table>
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<td></td>
<td>169 total</td>
<td>CherokeeHgts</td>
<td>Cap: 468</td>
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<tr>
<td>RSP students</td>
<td>0%</td>
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<th>Am. Ind</th>
<th>Asian</th>
<th>Black</th>
<th>Pac. Island</th>
<th>White</th>
<th>Two +</th>
<th>Dist: 14%</th>
<th>Dist: 1%</th>
<th>Dist: 31%</th>
<th>Dist: 26%</th>
<th>Dist: &lt;1%</th>
<th>Dist: 21%</th>
<th>Dist: 7%</th>
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<tr>
<td>30%</td>
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<td>FR Lunch</td>
<td>Dist: 65%</td>
<td>Homeless</td>
<td>Dist: 14%</td>
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<td>SpEd</td>
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**Saint Paul Public Schools**
RECOMMENDATION: CLOSE Riverview community MERGE at Cherokee Heights

SUPPORTING INFORMATION:

Enrollment:
- Students at Riverview Community grades K-5:
  - SY19-20: 138 students (+15 PK)
  - SY20-21: 145 students (+15 PK)
- Final enrollment at Cherokee (SY19-20): 138 K-5 (+15 PK)

Use/Utilization:
- Riverview community at Cherokee Heights: 33%
Inspire students to think critically, pursue their dreams and change the world.

**RECOMMENDATION:** CLOSE Riverview community MERGE at Cherokee Heights

**OUTCOME:**

- Riverview community program relocates to Cherokee
- Creates stronger pathway for Humboldt
- Cherokee Heights utilization rate is not impacted but establishes stronger growth potential
IMPACT: CLOSE Riverview community program > students go to new Cherokee community school

145 total
0% of district enrollment

28% Hispanic Dist:14%
5% Am_Ind Dist:1%
7% Asian Dist:31%
33% Black Dist:26%
14% Pac_Isd Dist: <1%
14% White Dist: 21%
14% Two_+ Dist: 7%

83% FR_Lunch Dist: 65%
2% Homeless Dist: 14%
17% MLangL Dist: 28%
18% SpEd Dist: 17%
Recommendations: Area E
RECOMMENDATION: CLOSE Wellstone

- Wellstone Spanish Dual Immersion students MERGE at Riverview
- Wellstone Biosmart students go to district science magnet(s) or community schools

Enrollment:
- Wellstone Spanish Dual Immersion:
  - SY19-20: 242 students K-5 (+39 PK)
  - SY20-21: 234 students K-5 (+35 PK)
- Wellstone BioSmart: students
  - SY19-20: 280 students K-5 (+19 PK)
  - SY20-21: 278 students K-5 (+16 PK)

Use/Utilization
- Riverview SDL and Wellstone SDL at Riverview: 82%
- Wellstone capacity: 580 for re-envisioning
RECOMMENDATION: CLOSE Wellstone

- Wellstone Spanish Dual Immersion **MERGE** at Riverview
- Wellstone BioSmart students go to district science magnet(s) or community schools

OUTCOME:

- Strong Spanish Dual Immersion program at Riverview
  - Miles traveled for Wellstone Spanish Dual Immersion students
    - 61% increases from 2.4 to 3.6 average mile
    - 40% are closer
- Wellstone BioSmart students relocate either at Farnsworth Aerospace, Crossroads Science or community schools
- Wellstone facility re-envisioned
Inspire students to think critically, pursue their dreams and change the world.

St. Paul Hispanic population - 2020 By Census Block Groups

Hispanic Population

- 0 - 80
- > 81 - 178
- > 179 - 360
- > 361 - 697
- > 695 - 1,175
St. Paul Hispanic population - 2020 By Census Block Groups

Hispanic Population

- 0 - 80
- > 81 - 178
- > 179 - 360
- > 361-697
- > 695 - 1,175
Inspire students to think critically, pursue their dreams and change the world.

**IMPACT:** Relocate Wellstone Spanish DL to Riverview

234 total
1% of district enrollment

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<tbody>
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<td>14%</td>
<td>1%</td>
<td>31%</td>
<td>26%</td>
<td>&lt;1%</td>
<td>21%</td>
<td>7%</td>
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<tbody>
<tr>
<td>65%</td>
<td>14%</td>
<td>26%</td>
<td>17%</td>
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</table>

1% of 14,010 in district

Saint Paul Public Schools
**IMPACT:** Riverview community program closes; becomes citywide Spanish 2-way

<table>
<thead>
<tr>
<th>Area</th>
<th>Results: Impacted Students</th>
<th>Impact Indicators For Envision Scenarios (Based on Fall 2020 Enrollments)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Riverview</td>
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<table>
<thead>
<tr>
<th></th>
<th>Hispanic</th>
<th>Am_Ind</th>
<th>Asian</th>
<th>Black</th>
<th>Pac_Ind</th>
<th>White</th>
<th>Two_+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dist.</td>
<td>14%</td>
<td>1%</td>
<td>31%</td>
<td>26%</td>
<td>&lt;1%</td>
<td>21%</td>
<td>7%</td>
<td>492</td>
</tr>
</tbody>
</table>

0% of district enrollment

2% RSP students

75% FR_Lunch
14% Homeless
61% MLangL
13% SpEd

Saint Paul Public Schools
RECOMMENDATION: CLOSE Galtier and MERGE at Hamline

SUPPORTING INFORMATION:

Enrollment:
- Galtier:
  - SY19-21: 204 students K-5 (+38 PK)
  - SY20-21: 157 students K-5 (+32 PK)
- Hamline:
  - SY19-21: 257 students K-5 (+29 PK)
  - SY20-21: 207 students K-5 (+28 PK)
- Final enrollment SY19-21: 461 students K-5 (+67 PK)

Use/Utilization:
- Galtier current: 61% | Hamline current: 42%
- Combined at Hamline: 78% (SY19-20)
RECOMMENDATION: CLOSE Galtier MERGE at Hamline

OUTCOME:

- Galtier students relocate to Hamline
- Hamline-Galtier envisions new school community program
- Hamline-Galtier programs merge
- Galtier facility re-envisioned
  - Option for Early Childhood hub
- All students east of Snelling get bused
Inspire students to think critically, pursue their dreams and change the world.

IMPACT: Relocate Galtier to Hamline

157 total
0% of district enrollment
RECOMMENDATION: CLOSE: LEAP High School

SUPPORTING INFORMATION:

Enrollment:
- Grades 9-12:
  - SY19-21: 176 students
  - SY20-21: 144 students

Use/Utilization:
- LEAP current: we do not analyze LEAP in the same way we do typical secondary buildings because of its unique programming, but if we did it would be 44%
RECOMMENDATION: CLOSE: LEAP

High School

OUTCOME:
- Students select area high school language academy and/or other alternative program
- LEAP facility re-envisioned
Inspire students to think critically, pursue their dreams and change the world.

IMPACT: CLOSE LEAP High School
Recommendations: Area F
RECOMMENDATION: CLOSE Jackson

- Jackson Hmong Dual Language (HDL) MERGE at Phalen Lake HDL
- Jackson Community MERGE at Maxfield

SUPPORTING INFORMATION:

Enrollment - Jackson HDL:
- SY19-20: 161 K-5 (+20 PK)
- SY20-21: 139 K-5 (+20 PK)

Enrollment - Jackson Cmty:
- SY19-20: 135 K-5 (+18 PK)
- SY20-21: 130 K-5 (+13 PK)

Use/Utilization:
- Jackson current: 77%
- Phalen current: 86%
- Jackson HDL and Phalen Lake at Phalen Lake: 109% (SY19-20)
- Maxfield current: 56%
- Jackson community and Maxfield at Maxfield: 85% (SY19-20)
RECOMMENDATION: Jackson Hmong Dual Language (HDL) MERGE at Phalen Lake HDL

SUPPORTING INFORMATION:

Enrollment - Jackson HDL: Enrollment - Phalen Lake HDL:

Final new Phalen Lake enrollment (SY 19-20):
452 K-5 (+40 PK)

Use/Utilization:
- Jackson HDL and Phalen Lake at Phalen Lake: 109% (SY19-20)
RECOMMENDATION: CLOSE Jackson Hmong Dual Language (HDL) MERGE at Phalen Lake HDL

OUTCOME:

- Jackson facility re-envisioned
- Stronger HDL program
  - Citywide busing provided
- Parkway repurposed for Hmong Language & Culture middle school program
  - 1 mile from Phalen (lower campus) to Parkway (upper campus)
RECOMMENDATION: Relocate Jackson HDL to Phalen Lake

Impact Indicators For Envision Scenarios (Based on Fall 2020 Enrollments)

139 total
1% of district enrollment

Hispanic Dist: 14%
Am_Ind Dist: 1%
Asian Dist: 31%
Black Dist: 26%
Pac_Isl Dist: <1%
White Dist: 21%
Two_+ Dist: 7%

FR_Lunch Dist: 65%
Homeless Dist: 14%
MLangL Dist: 28%
SpEd Dist: 17%

Inspire students to think critically, pursue their dreams and change the world.
RECOMMENDATION: CLOSE Jackson Community and MERGE at Maxfield

SUPPORTING INFORMATION:

Enrollment - Jackson Community:
- SY19-20: 135 K-5 (+18 PK)
- SY20-21: 130 K-5 (+13 PK)

Enrollment - Maxfield:
- SY19-20: 258 K-5 (+37 PK)
- SY20-21: 237 K-5 (+30 PK)

Final Maxfield enrollment (SY19-20): 393 K-5 (+55 PK)

Use/Utilization:
- Jackson community and Maxfield at Maxfield: 85% (SY19-20)
RECOMMENDATION: CLOSE Jackson Community and MERGE at Maxfield

OUTCOME:

- Assumes PK remains at Maxfield
- Maxfield-Jackson school re-envisions new school community program
- Historical Rondo neighborhood
- Promise Neighborhood
RECOMMENDATION: Relocate Jackson community school to Maxfield

130 total
1% of district enrollment

1% of 14,010 in district

Hispanic Dist: 14%
Am_Ind Dist: 1%
Asian Dist: 31%
Black Dist: 26%
Pac_Isl Dist: 1%
White Dist: 21%
Two_+ Dist: 7%

3 % 1 % 41% 44% 4 % 7 % 81 % 41 % 12 %
RECOMMENDATION: CLOSE Obama and REPURPOSE site

SUPPORTING INFORMATION:

Enrollment:
- SY19-20: 294 K-5 (+56 PK)
- SY20-21: 266 K-5 (+47 PK)

Use/Utilization:
- Building capacity: 875
- Current utilization: 40%
RECOMMENDATION: CLOSE Obama and REPURPOSE site

OUTCOME:
● Current Obama students will go to their community school or magnet options
● Repurposed site reopens as (see next slide for details):
  ○ PK-5 Montessori
  ○ Middle grades program
RECOMMENDATION: REOPEN Obama as PK-5 Montessori program and 6-8 middle grades:

1. Merge JJ Hill and Cherokee programs
2. Relocate Cherokee/JJ Hill at Obama
3. Grow Obama grades 6-8

OUTCOME:

- PreK-5 Montessori program
- 6-8 middle grades program (not Montessori)
- East tower capacity: ~475
- West tower capacity: ~400
- Obama: 85% utilization rate (PK-8)
RECOMMENDATION: RELOCATE newly merged JJ Hill/Cherokee program to Obama once remodeling complete

OUTCOME:

- East tower: Montessori program
- West tower: Middle grades 6-8 (not Montessori)
  - 6th grade Montessori students districtwide pathway to Obama fall 2025 (Crossroads, JJ Hill, Nokomis North and South)
Inspire students to think critically, pursue their dreams and change the world.

IMPACT: RELOCATE newly merged JJ Hill/Cherokee program to Obama

Impact Indicators For Envision Scenarios (Based on Fall 2020 Enrollments)

Results: Impacted Students

CherokeeHghts
JJHill

553 total
2% of district enrollment

RSP students

1%

Hispanic 14%
Am_Ind 1%
Asian 31%
Black 26%
Pac_Is1 1%
White 21%
Two_+ 7%

FR_Lunch 65%
Homeless 14%
MLangL 28%
SpEd 17%

47% 1% 23% 14%
Inspire students to think critically, pursue their dreams and change the world.

IMPACT: CLOSE Obama and reopen as Montessori program
### Racial diversity at new Obama middle school

**Impact Indicators For Envision Scenarios (Based on Fall 2020 Enrollments)**

<table>
<thead>
<tr>
<th>Impact</th>
<th>Impacted Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>CherokeeHghts</td>
<td>Cap:160</td>
</tr>
<tr>
<td>Crossroads</td>
<td>Cap:743</td>
</tr>
<tr>
<td>NokomisS</td>
<td>Cap:373</td>
</tr>
<tr>
<td>NokomisN</td>
<td>Cap:108</td>
</tr>
<tr>
<td>JJHill</td>
<td>Cap:533</td>
</tr>
</tbody>
</table>

**1,423 total**

4% of district enrollment

| RSP students | 6% |

<table>
<thead>
<tr>
<th>Hispanic</th>
<th>Am_Ind</th>
<th>Asian</th>
<th>Black</th>
<th>Pac_Isl</th>
<th>White</th>
<th>Two_+</th>
<th>Dist: 14%</th>
<th>Dist: 1%</th>
<th>Dist: 31%</th>
<th>Dist: 26%</th>
<th>Dist: &lt;1%</th>
<th>Dist: 21%</th>
<th>Dist: 7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>11%</td>
<td>1%</td>
<td>27%</td>
<td>23%</td>
<td>No data</td>
<td>25%</td>
<td>13%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FR Lunch</th>
<th>Homeless</th>
<th>MLangL</th>
<th>SpEd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dist: 65%</td>
<td>Dist: 14%</td>
<td>Dist: 28%</td>
<td>Dist: 17%</td>
</tr>
<tr>
<td>59%</td>
<td>3%</td>
<td>38%</td>
<td>16%</td>
</tr>
</tbody>
</table>
RECOMMENDATION: Expanding Capitol Hill pathway from Highland Sr. to other High Schools

OUTCOME:
- Capitol Hill 8th grade students pathway to community high schools
- Language programs pathways assessed for alternative locations besides Highland Senior, if needed
- Current 5th graders first to pathway to community high school in fall 2025
- Highland Sr. capacity can accommodate community students and anticipated enrollment from Highland Bridge development (Ford Plant)
Inspire students to think critically, pursue their dreams and change the world.

**RECOMMENDATION:** Expanding Capitol Hill pathway from Highland Sr. to other high schools

- Central: AP, CE, IB (MYP & DP), PSEO
- Como: AP, CE, PSEO
- Creative Arts: AP, PSEO
- Harding: CE, IB (MYP, DP & CP), PSEO
- Highland: CE, IB (MYP & DP), PSEO

**Secondary advanced learning opportunities (college credit-earning opportunities)**

- Humboldt: AP, CE, PSEO
- Johnson: AP, CE, PLTW, PSEO
- Open World Learning: AP, PSEO
- Washington: AP, CE, PLTW, PSEO

**KEY:** AP = Advanced Placement | CE = Concurrent Enrollment | IB = International Baccalaureate; MYP = Middle Years Programme; DP = Diploma Programme; CP = Career-related Programme | PSEO = Postsecondary Enrollment Options | PLTW = Project Lead the Way
Recommendations overview - At start of school fall 2022

- 10 Schools programs will have expanded or changed due to parent requests or program consolidations
  - Bruce Vento
  - Cherokee Heights
  - Galtier
  - Hamline
  - JJ Hill
  - LNFI Upper
  - LNFI Lower
  - Parkway
  - Phalen
  - Riverview

- 5 sites closed and available for future programs, community partnerships, early childhood expansion or temporary space during construction, or other district needs
  - Highwood Hills
  - LEAP
  - J A Johnson
  - Wellstone
  - Jackson

- 1 high school pathway change due to neighborhood expansion: Capitol Hill
  - Obama

Inspire students to think critically, pursue their dreams and change the world.
Total Systemic Impact - Current Snapshot

If all the scenarios are carried forward:

<table>
<thead>
<tr>
<th>Impact Indicators For Envision Scenarios (Based on Fall 2020 Enrollments)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area</strong></td>
</tr>
<tr>
<td>A</td>
</tr>
</tbody>
</table>
| B | Riverview | Cap B | C
| D | LEAP | Cap D | G
| E | Galtier | Cap E | H
| F | CherokeeHgts | Cap F |
| G | HighwoodHills | Cap GH |
| H | Jackson | Cap J | I
| I | Parkway | Cap S | J
| J | JAJohnson | Cap J |
| K | Obama | Cap O |
| L | JJHill | Cap H |
| M | Wellstone | Cap W |

2,949 total students
9% of district enrollment

10% of 14,010 in district

<table>
<thead>
<tr>
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<th>Black Dist:26%</th>
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<th>Two_+ Dist:7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>19%</td>
<td>1%</td>
<td>22%</td>
<td>32%</td>
<td>0%</td>
<td>16%</td>
<td>10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FR_Lunch Dist: 65%</th>
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<th>MLangL Dist: 28%</th>
<th>SpEd Dist: 17%</th>
</tr>
</thead>
</table>
How schools have been supported

● Subsidizing school budgets
  ○ Fall/spring adjustments (building & district)
● Provided marketing and recruitment support
● Targeted outreach campaigns
● Facility enhancements
● Expanded/modified transportation
● Leveraged partnerships
● Expanded programming to increase enrollment
If we do nothing...
Inspire students to think critically, pursue their dreams and change the world.
Engagement Dates
### Proposed Implementation Timeline

<table>
<thead>
<tr>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-planning/Design</strong></td>
<td><strong>Continue Fact Finding via</strong></td>
<td><strong>Phasing</strong></td>
<td><strong>Full Implementation</strong></td>
</tr>
<tr>
<td>• <strong>Nov.-late winter:</strong> Workgroups research and review data; develop findings</td>
<td>qualitative data</td>
<td>Begin implementation of</td>
<td>Primary recommendations</td>
</tr>
<tr>
<td>• <strong>Winter/Spring:</strong> Project Sponsor and Core Planning Team reviews findings and develops recommendations</td>
<td>Address high-priority findings</td>
<td>recommendations</td>
<td>fully implemented</td>
</tr>
<tr>
<td>• <strong>Spring:</strong> Superintendent Gothard/Executive Sponsor reviews findings</td>
<td>Strategic and targeted engagement, e.g., focus groups, surveys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Spring/Summer 2021:</strong> Board of Ed. receives progress updates</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** The Envision SPPS planning process will closely monitor the evolving impact of COVID-19 to school communities and the District to inform short- and long-term planning.
Engagement Dates

PUBLIC-WIDE SESSIONS

- Public Information Sessions: Oct. 26 and Nov. 8; 6-7:30 p.m.
  - Virtual; questions submitted in real time through chat function
- Listening Sessions: Oct. 28 and Nov. 11; 5:30-7:30 p.m.
  - At 360 Colborne and live streamed
  - Sign-up upon arrival; time-limited comments; interpreters on site
  - COVID-19 protocols: masking required, social distancing to extent possible
- Language-specific (Hmong, Karen, Somali, Spanish) info sessions: Week of Nov. 1

AFFECTED SCHOOL COMMUNITIES

- Oct. - Nov.: Administration meets directly with affected school communities and targeted stakeholders
- Winter/spring 2021-22: Consult>Involve>Collaborate with affected school communities to start Envisioning new school programs
Board of Education meeting dates

- Work sessions: Oct. 18, Nov. 1, Nov. 15, Nov. 29
- Committee of the Board: Nov. 9
- Regular BOE: Oct. 19
- BOE vote: Nov. 16
QUESTIONS

Email: envision@spps.org
Website: spps.org/envision