

**SAINT PAUL PUBLIC SCHOOLS
LATINO CONSENT DECREE 2021-2022 PARENT ADVISORY COUNCIL
SUMMARY REPORT**

OVERVIEW

The 2021-2022 Annual Report is an annual document of the Latino Consent Decree Parent Advisory Council (LCD PAC) and the Latino Consent Decree (LCD) Program.

In this year's summary report, the members of the LCD PAC would like to bring the district's attention to the recommendations from the SY 2019-20 Report that was interrupted due to the ongoing pandemic situation.

Before the pandemic, the Latino Consent Decree (LCD) Program and its Parent Advisory Council reviewed the status of approved recommendations by the Saint Paul Public Schools Committee of the Board (COB) and Superintendents from 2013-2019.

Over this period, June 2013 through June 2019, the Latino Consent Decree Parent Advisory Council (LCD PAC), made 36 recommendations to the Saint Paul Public Schools, its Committee of the Board (COB) Members, Superintendents, departments, directors, and supervisors.

SPPS agreed with the LCD PAC recommendations and had the good intention to implement them in a timely manner. However, 4 strategic recommendations still remain unimplemented and/or partially implemented. The areas of these recommendations are as follows:

- I. Spanish Language Assessment
- II. Student Plan (SP-LCD)
- III. Coordination of LCD Instructional Program, Including Latino/Hispanic Culture
- IV. Staffing: Number of LCD Bilingual Educational Assistants and Number of Qualified Bilingual Teachers

Unimplemented or Partially Implemented Recommendations

I. SPANISH LANGUAGE ASSESSMENT

LEGAL BASIS: Spanish Language Assessment. Section II. B (1) The District shall utilize and accurate, comprehensive and systematic method to assess and interpret the cognitive needs of basic skills (including reading and math) and language proficiency of all Latino students in Saint Paul Public Schools, who meet the definition of “student eligibility” and/or other requirements (Section I. B. 1 - a, b, c, d).

RATIONALE: When Latino/Hispanic students qualify for the Latino Consent Decree program, the ideal course of action is for the school district to begin evaluating them early, and thus be able to measure the oral language proficiency levels of English and Spanish of the students.

What is affecting our Latino/Hispanic students today?

1. Latino/Hispanic students who qualify for Latino Consent Decree (LCD) services receive only one test. This test measures only the language proficiency in English, not in Spanish.
2. Our children's teachers teach today considering only one part of the information (English proficiency). But in fact, they should lead instruction based on both languages.
3. LCD-EL eligible students in the district have been without a Spanish assessment for more than a decade.

Why is this important?

- a. **Early Assessment.** An early assessment will help to identify the language proficiency levels of English and Spanish in our Latino/Hispanic students. Basically, the difference in language proficiency will tell if a Latino student is going to need bilingual support, until he/she makes the transition into English language, or he/she just needs the ELL/LCD teacher to monitor his/her academic performance in English.
- b. **Informed decision.** Teachers in schools will provide academic instruction that is in accordance and relevant to the language proficiency levels that our children know and/or understand.

- c. **Districtwide identification.** This assessment will help the LCD Program and district to effectively identify other Latino children in the schools and request that schools be assisted by bilingual staff and Spanish language resources.

What do we want to change?

That our children have a Spanish test so educators can guide their instruction according to the language proficiency levels.

The LCD PAC sees an opportunity for the Department of Research, Evaluation & Assessment to work in collaboration with other departments in finding a final solution to this overdue recommendation.

We see feasible that by Fall 2023 the district of Saint Paul can:

- Identify a team of educators, including LCD Program Coordinator and LCD District Liaison, to seek an evaluation in Spanish;
- Find a company that can provide this assessment in Spanish;
- Research the costs of this type of assessment, licenses, and professional development;
- other

II. LATINO CONSENT DECREE INDIVIDUAL STUDENT PLAN

LEGAL BASIS: Student Plan (SP-LCD). Section II. C. 2. Consistent with the provisions of Section II (F) within 30 days of the assessment, the team must complete an individual development plan (SP-LCD) for a student.

RATIONALE: When Latino/Hispanic students qualify for the Latino Consent Decree (LCD) program, they should have a specific individual academic plan. To put it into perspective, the LCD stipulation suggests the creation of a process similar to what is developed by the district special education, but modified to meet the requirements of EL Latino students.

Individual development plan (SP-LCD) - LCD Flag

We understand that our children's information comes from different sources or databases. This information reaches a common platform called 'Campus.' When a teacher logs in to Campus he/she will see a 'blue flag.' This flag indicates that a student qualifies for LCD. However, when the teacher clicks on it, he/she will find out that the Latino' student's tab (LCD Flag) is literally empty.

Why is this important?

The LCD Individual Plan basically should address at least the following:

1. If Spanish language instruction and/or support is necessary;
2. If English as a Second Language is necessary;
3. If instruction regarding the student's culture, history, and heritage is provided;
4. If our children need reinforcement in developing concepts in Spanish;
5. Other needs

What do we want to change?

We all want to get the best results for our children. Much of the information already exists and so does the LCD Flag. That said, we need this information to be channeled into one place so it helps educators in guiding our children's learning. Perhaps, one way to move forward with this recommendation is to align the LCD Individual Plan with the school district 4.1 initiative:

Strengthen college and career curriculum, instruction, pathways and personal planning.

III. COORDINATION OF INSTRUCTIONAL PROGRAM AT SCHOOL LEVEL

Background information: Because the delivery of LCD services at the school level is impacted by several district departments, in 2020 SPPS created a Leadership Team. This was a way to coordinate expectations and support across multiple departments and divisions. The purpose of this team was to ensure that principals and other staff received consistent communication about the LCD program. The organization of the LCD Leadership Team was described below, with

district staff in the center column meeting quarterly to plan and coordinate information for school staff in the right column.

| Executive Leadership | LCD Leadership Team | School-based Staff |
|----------------------|--|--|
| Chief of Schools | <ul style="list-style-type: none"> Assistant Superintendent, LCD Liaison | <ul style="list-style-type: none"> LCD school guidelines (Principals) |
| Chief of Staff | <ul style="list-style-type: none"> Director, OFECP LCD Coordinator LCD Liaison and Council | <ul style="list-style-type: none"> LCD Contact in schools |
| Chief of Academics | <ul style="list-style-type: none"> Director, MLL Assistant Superintendent, OTL Director, OCCR | <ul style="list-style-type: none"> EL/LCd Teachers LCD Bilingual EAs Social Studies Counselors |

RECOMMENDATION: The LCD Leadership Team is vital to the success of the LCD Program. Due to the unforeseen pandemic full implementation was not possible at that time. We are looking to resume moving forward with further collaboration amongst other responsible departments and team members.

What are the LCD services?

The Latino Consent Decree (LCD) Program consists of three main areas: English as a Second Language, Bilingual Education, and General services.

1. *English as a Second Language.* EL services to LCD-EL eligible students are provided by the Multilingual Language Learner (MLL) Department. All EL requirements under the LCD Stipulation are being met.
2. *Bilingual Education.* This area needs immediate attention. The lack of a language proficiency test (Recommendation I) in Spanish, the number of LCD Bilingual Assistants, and the number of Qualified LCD teachers across the district, are major factors.
 - a. Under the same area (bilingual education), we also have the Latino/Hispanic Culture. There is insufficient information to say to what extent this service is offered through all schools and grades. The LCD PAC is aware that there have been some advances, but needs more evidence.

3. *General/Other Services.* These services can be classified as general support (for all students) but with focus on all Latino/Hispanic students. For example, counseling and guidance services as needed.

What do we want to change?

Ensure that the LCD program is implemented in a manner that meets its goal of advancing Latino/Hispanic students, closing the achievement gap, and being in alignment with the district's strategic plan.

IV. STAFFING

LEGAL BASIS: Section III. B. 2. To meet the District's obligations under this Section the District agrees to hire the number of qualified bilingual teachers and home liaisons necessary to meet the educational needs of Latino students resulting from the assessments and determined by the team pursuant to the provisions of Section II.

Section I. D. Bilingual individuals. It refers to persons who are able to converse in English and in the appropriate primary language with considerable proficiency in those areas of instruction to which they are assigned. This ability includes the ability to speak, read, write and understand both languages. Bilingual individuals who are expected to communicate with parents on school matters must be able to do so in the appropriate language.

Section I. H. Qualified bilingual educator teacher. It means a teacher who meets all of the following requirements: 1. The teacher is qualified under state law to teach the subject and grade to which he or she is assigned. 2. The teacher has the necessary competences to teach all component parts of bilingual education as indicated by college course work, workshops completed, self-reported mastery of skills in bilingual competencies listed on the District's bilingual teacher competency checklist. 3. The teacher is able to converse in English and in the appropriate primary language with considerable proficiency in those areas of instruction to which he or she is assigned as measured by different assessment instruments. This ability includes the ability to speak, understand, read and write both languages. 4. The teacher is able to communicate with parents on school matters in the appropriate primary language.

RATIONALE: The Latino Consent Decree (LCD) program has already discussed the concern that the existing services from Bilingual individuals (LCD Bilingual Educational Assistants) and Qualified bilingual teachers to LCD-EL students do not support maximum success of these students. Currently, services from our LCD staff, during the day, are dispersed and in some cases non-existent.

A. Number of LCD Bilingual Educational Assistants

Why is it important to us and for our children?

1. The time LCD EA professionals spend with our children in the classroom is key in supporting them during the content area.
2. LCD EAs support our children individually, during classes (virtual and/or in person), or in small groups;
3. LCD EA professionals provide academic support to our children in English and Spanish as needed, so they can understand the content;
4. LCD EA professionals in schools also benefit Latino/Hispanic parents as they have the same rights to receive that support. For example, at parent-teacher conferences.

What are the challenges that exist today?

1. The number of bilingual LCD EAs (21) is minimal compared to the number of LCD eligible students (2,251) who need support in the schools.
2. The hiring process of bilingual assistants does not advance according to the number of Latino/Hispanic students (4,930) that are under the LCD program.
3. Today, our *21 LCD Bilingual Assistants are only in 29 of 56+schools/programs. This means that if one of our children is not in any of those 29 schools, they do not receive any type of bilingual support.

There are 21 LCD EAs at 29 school sites. The list of schools is as follows:

| SCHOOL | FULL/PART TIME | LANGUAGE |
|------------------------------------|----------------|------------|
| 1. Adams Spanish Immersion | 1.0 | Spanish I |
| 2. Farnsworth Aerospace Lower | .5 | Spanish I |
| 3. Farnsworth Aerospace Upper | .5 | Spanish I |
| 4. Four Seasons A+ | .5 | Spanish I |
| 5. Global Arts Plus - Upper | 1.0 | Spanish I |
| 6. Harding Senior High | 1.5 | Spanish I |
| 7. Hazel Park Prep Academy | .5 | Spanish I |
| 8. Highland Park Middle | 1.0 | Spanish I |
| 9. Open School (6-12) | 1.0 | Spanish I |
| 10. Washington Tech Sec Magnet | 1.0 | Spanish I |
| 11. Eastern Heights Elementary | .5 | Spanish II |
| 12. American Indian Magnet | .5 | Spanish II |
| 13. Battle Creek Elementary | 1.0 | Spanish II |
| 14. Bruce F Vento Elementary | 0.5 | Spanish II |
| 15. Central Senior High | .5 | Spanish II |
| 16. Como Park Senior High | .5 | Spanish II |
| 17. Frost Lake Elementary | 1.0 | Spanish II |
| 18. Highland Park Senior High | 1.0 | Spanish II |
| 19. Humboldt Secondary School | .5 | Spanish II |
| 20. Johnson Senior High | 1.0 | Spanish II |
| 21. L'Etoile du Nord Lower | .5 | Spanish II |
| 22. L'Etoile du Nord Upper | .5 | Spanish II |
| 23. Mississippi Creative Arts Elem | 1.0 | Spanish II |
| 24. MLL/360 | 1.0 | Spanish II |
| 25. Riverview School of Excellence | 1.0 | Spanish II |
| 26. St. Paul Music Academy | 1.0 | Spanish II |
| 27. The Heights Community School | 1.0 | Spanish II |
| 28. Wellstone Elementary | 1.0 | Spanish II |
| 29. Online School Elementary | 0.5 | Spanish II |

What do we want to change?

That our children have the necessary academic support in the content areas by increasing the hiring of bilingual LCD Educational Assistants for schools in the district. This is in alignment with the LCD Stipulation and the district commitment to maintaining a necessary number of bilingual staff to assist Latino children in the district's schools. Also, we are asking schools, with Latino Consent Decree Educational Assistants, that intentionally review and align their daily class schedules, not only to reflect the time they spend with our children during the instructional time, but also to support them in other areas of their educational needs

B. Number of Qualified Bilingual Teachers

RATIONALE: As previously mentioned in letter A, the existing number of LCD teachers working with EL/LCD eligible students today is practically nonexistent.

Why is it important for our Latino children?

1. EL-LCD teachers can teach English as a Second Language (MN License) and support other content areas by using his/her Spanish skills as well.
2. LCD teachers will be able to provide a truly culturally relevant instruction to our children, especially for those students who are struggling in transitioning into the English Language.

What are the problems we are facing today?

1. The hiring of qualified bilingual teachers for the LCD program is non-existent.
2. Only 8 teachers are currently under the LCD job code for the entire school district.
3. There are over 4,930 Latino/Hispanic students in the district and 2,251 of them need some type of bilingual support in the schools.

What do we want to change?

That our Latino students have the academic and culturally relevant instruction that our children need by increasing the number of LCD qualified bilingual teachers based on the need, especially in guiding schools when they need to fill a position. Once again, the LCD Stipulation says that the district must maintain a sufficient number of qualified bilingual teachers.

PARENT PROGRAM

In Saint Paul Public Schools, we recognize that our mission to provide a premier education for all depends on broad-based support – from students, families, staff, partner organizations and community members. The Office of Family Engagement & Community Partnerships works to build this support.

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

RECOMMENDATION: Resume and continue to strengthen collaboration with community organizations, SPPS district schools and programs.

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

IN SUMMARY

The Latino Consent Decree Parent Advisory Council would like the Saint Paul Public Schools to ensure that the LCD program is implemented in a manner that meets its goal of advancing Latino/Hispanic students, closing the achievement gap, and being in alignment with the district's strategic plan.

These recommendations have been already approved by previous board members, and superintendents. Therefore, the district must be reminded of its legal commitment under the stipulation.

Based on the information that has been presented today, we would like to see an action plan. We know you cannot give us an answer today but we want your commitment here and now.

Finally, the LCD PAC members are aware that this cannot be accomplished by one single person and/or department. We are all in this together. As parents of Saint Paul Public Schools Latino/Hispanic students, we want to know how we can help you so that the implementation of these recommendations become reality.

Parent Advisory Council Members

| Name | Membership |
|-----------------------------|---------------------|
| Karina Marin | Co-Chair |
| Silverio Ríos | Co-Chair |
| Adrian Madariaga | Parent Member |
| Anibar Yoan Sanchez Fuentes | Parent Member |
| America Virgen | Parent Member |
| Perla Hernandez | Parent Member |
| Rosa Isela Salinas Jasso | Parent Member |
| Sandra Hüge | Parent Member |
| Claudia Perez-Inzunza | Staff Member |
| Maria Steigauf | Staff Member |
| Martha Higuera | Staff/Parent Member |
| Myrna Abrego | Staff/Parent Member |
| Patricia Perez-Jenkins | Community Member |
| Alberto Peroza | Community Member |

Office Of Family Engagement & Community Partnerships

| | |
|-------------------------------|--------------------------------------|
| Office of Engagement | |
| Cedrick Baker | Chief of Staff |
| Jackie Turner | Chief of Administration & Operations |
| Dana Abrams | OFE Director |
| Latino Consent Decree Program | |
| Pablo Matamoros | LCD Program Coordinator |
| Sara Patricia Reyes | LCD PAC District Liaison |