

BALTIMORE CITY PUBLIC SCHOOLS

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*MSAR #11166 – SB 1024/Ch. 607((4)(d)), 2017 and HB 684/Ch. 6((4)(d)), 2017 – and –
MSAR # 11180 – HB 152/Ch. 23, Sec. 17, 2017*

City Schools Financial Recovery Plan – Quarterly Progress Report August 1, 2018

1. Monthly financial reports, winter/spring forecasts, EOY closeouts, subsequent budget

- Please see attachments. Please note that City Schools June 2018 financial results will not be available until the submission of the FY18 financial statements to MSDE, due per COMAR no later than 09/30/18.

2. District will evaluate if schools are meeting needs of students, subsequent actions - grade configurations, programming, school mergers/closings

Q1

- On an annual basis, City Schools conducts a review of its school programs and facilities as part of the portfolio review process. This review considers a range of factors, such as academic performance, climate, quality and distribution of school programming, school enrollment and size, building utilization and condition, school locations and geographic distribution of schools and programs, schools scheduled for closure per the 21st Century Buildings Plan, and the renewal framework for operator-run schools. For 2017-18, the portfolio and renewal process is currently underway, with the portfolio recommendations for the current year scheduled for presentation to the School Board on November 14, 2017. After opportunities for community feedback through school-based and central meetings, the School Board will vote on the recommendations on December 19, 2017. We will provide an update on the status of the annual portfolio recommendations and actions in the next quarterly report.

Q2

- In this year's portfolio review, five schools were approved for closure in the summer of 2018: Coldstream Park Elementary/Middle School, Dr. Carter G. Woodson Elementary/Middle School, Friendship Academy of Engineering and Technology (FAET), Knowledge and Success Academy (KASA), and Rognel Heights Elementary/Middle School. The buildings of Patapsco, Rognel Heights, and Westside will be surplus in summer 2018, with Dr. Carter G. Woodson being surplus in 2020 and the Northwestern building in 2021.
- Two schools were approved for relocation: Bluford Drew Jemison STEM Academy West, to be collocated to the Harlem Park building, and the Stadium School, to be

relocated to the Coldstream building. Two schools were approved for grade reconfigurations in October 2017: Calverton Elementary/Middle School, to become a

grade 3-8 school, and James Mosher Elementary, to become a grade pre-k -2 school, both to become effective when their 21st century buildings are complete. In December, two other grade reconfigurations were approved: Arlington Elementary/Middle School will retain grades 6-8 until the end of the 2018-19 school year, and New Era Academy will become a grades 9-12 school in 2018-19.

- Finally, there were 13 schools up for renewal of their operator contracts this year. Of those schools, eight received 5-year renewals, three received 3-year renewals, one received a 1-year conditional renewal, and one is pending, with the Board vote scheduled for February 13, 2018.
- The Board of School Commissioners voted on recommendations from the 2017-18 portfolio review at its public meeting on December 19, 2017. The outcome of the votes can be found on our website at <http://www.baltimorecityschools.org/Page/33173>

Q3

- In the third quarter, City Schools has begun to prepare for the annual portfolio cycle for 2018-19. This preparation has included debriefing the 2017-18 portfolio cycle, rethinking the portfolio engagement work with schools and communities, assessing our data needs, and drafting goals for the cycle. The work of closing and relocating schools has moved to a specific team that handles all logistical aspects of that work.
- The Board approved a one-year conditional renewal for the remaining charter operator on February 13, 2018. Additionally, a planning committee made up of partners, parents and community members has been meeting to work on creating a plan for a combined school in Sandtown-Winchester community. The committee will also help develop a recommendation for the Board for next year's portfolio process on which school will close at the end of the 2018-2019 school year, either Gilmor Elementary or Pinderhughes Elementary; the facility of the remaining school will become the home of the newly envisioned school developed with the community.

Q4

- The larger goal of City Schools' portfolio review is to review the equity, quality of, and access to education in the district such that every child has high-quality options in schooling. In the fourth quarter, City Schools has begun the internal process for the annual portfolio review cycle for 2018-19. This includes onboarding of offices and data collection as well as meetings with the interdisciplinary portfolio team. This team has been meeting weekly in order to review a wide variety of data in order to determine where City Schools can most effectively make changes in its portfolio to meet those larger goals. Work on a broader engagement strategy continues, with plans to increase time and deepen opportunities for communities to engage in the process.\
- Work with the Sandtown community to develop a recommendation for one high-quality school in the area continues. A planning committee of core interested parents, community members, and partners meets every two weeks. Additionally, a survey has been developed to help understand what community members want from this new school. The survey has been used for door-to-door canvassing and community events, and will be

used throughout the late summer to continue to gain preferences from a wider group of community members. Planning committee members will be developing a recommendation, which will then be shared as part of the process with the School Board which begins in November.

- Engagement regarding renewal for schools going through the process in the 2018-19 school year was begun with outreach to internal and external stakeholders. Meetings included debriefings with operators, the Charter and Operator-led Schools Advisory Board and internal offices that partner in renewal. Updates to the measures and rubric used to evaluate schools were finalized with input from these stakeholders, and were presented to the Board's Teaching and Learning committee, then to the full Board of School Commissioners for approval in June. Eight schools will be going through renewal in 2018-19. An orientation meeting was held with these schools to discuss the process for 2018-19.

Q1

- Principal Supervisors (Instruction and Learning Executive Directors - ILEDs) regularly review the progress of individual schools both from a quantitative and a qualitative basis. This is done in coordination with district instructional support staff and the school leadership team. This review, which occurs at least once per month, usually involves a walkthrough of the school with an analysis of student outcomes. Actions and next steps are planned so that particular areas of need – classrooms, grades, subjects, teachers, climate, curriculum, particular students, etc. – are addressed. This ongoing feedback between the ILED and the principal with their team forms the basis of day-to-day school evaluation and subsequent actions.

Q2

- During the second quarter of the 2017-2018 school year, there was an emphasis on math progress exhibited through ANET assessments (review and instructional changes) along with preparation for an increased literacy emphasis via our districtwide Blueprint implementation strategy.

Q3

- During the third quarter of the 2017-2018 school year, ILEDs worked with schools to make plans for the 2018-19 school year. This was achieved through strategic planning, a general assessment of the current programming and alignment of district priorities, schools needs and each school's budget. Additionally, the schools office continue to monitor school-level progress through both qualitative and quantitative measures.

Q4

- During the fourth quarter of the 2017-2018 school year, ILEDs continued to work with schools to make plans for the 2018-19 school year. Planning was executed at the CAO/CoSch Institute, where CLNs spent two days focused on academic planning. Additionally, there has been an emphasis on leadership staffing, ensuring that students will have the highest quality principal leaders. The schools office continues to monitor school-level progress through both qualitative and quantitative measures.

3. Review organization and staffing structure to improve effectiveness and identify efficiencies, work with JOC/BTU to fully utilize current positions

Q1

- The FY18 agenda for the BTU Joint Oversight Committee (JOC) includes a review of the current roles of Lead and Model Teacher positions. This agenda was set in the September 2017 JOC monthly meeting.

Prior to the FY19 budget development process, the Office of Human Capital will provide summary data to all division chiefs for each division’s current district office staffing levels. These data will include, for example, spans of control for all managers, directors, executive directors, and chiefs; and ratios of district office staff counts (overall and by position level) to district-wide staff and student counts.

Q2

- On January 16, 2018, the Office of Human Capital provided each division chief with a strategic budget planning guide to support FY19 budget development. The document presents guiding questions related to positions, organizational structure, and alignment of resources to strategic goals. In each division chief’s guide, the Office of Human Capital provided summary data on current district office staffing levels, comparing the division to district averages. The data included number of positions by management level; average direct and total spans of control for managers, directors, executive directors, and chiefs; and ratios of position counts to school, staff, and student counts. An example is shown below.

Spans of Control by Supervisor Title

Title	# with Title in Division		Direct Span of Control		Total Span of Control	
	Division Average	District Average	Division Average	District Average	Division Average	District Average
Chief Officer	1		9	8.1	58	132.8
ED	2	4.3	4.5	5.8	15.5	46.4
Director	5	5.7	4.6	5.2	5.4	19.2
Manager Supervisor Coordinator	8	13.9	2.75	3.5	2.75	6.1

Title	Ratio to total # of schools	Ratio to total # of staff	Ratio to total # of students
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	Division Average	District Average	Division Average	District Average	Division Average	District Average
ED	1 : 89	1 : 41	1 : 5,500	1 : 2,538	1 : 40,296	1 : 18,598
Director	1 : 35	1 : 31	1 : 2,200	1 : 1,941	1 : 16,118	1 : 14,222
Manager Supervisor Coordinator	1 : 22	1 : 13	1 : 1,375	1 : 792	1 : 10,074	1 : 5,803

Q3

- As part of the FY19 budget development process, all division chiefs considered a range of guiding questions, including questions related to positions, organizational structure, and alignment of resources to strategic goals. Between February 23 and March 6, division chiefs each presented multiple proposals to the Chief Executive Officer and fellow cabinet members to outline plans for their divisions. These plans were required to address alignment with the Blueprint for Student Success, improved customer service, and increasing efficiency. Context for this budget development process included a review of decreases in centralized staffing in the last several years. Between FY12 and FY18, while the district’s student enrollment decreased by 4 percentage points, the number of full-time equivalent employees funded centrally in City Schools decreased by five times as much – compromising City Schools ability to provide key supports to our schools. In developing the FY19 budget City Schools worked hard to ensure available resources are focused on strategies to improve student outcomes – prioritizing investments in the Blueprint for Student Success. Specifically, through reprioritized Title I funds and implementation of a comprehensive plan to fundraise from the philanthropic community, the FY19 budget includes the creation of 20 full-time Literacy Coaches and 20 full-time Student Wholeness Associates – school based positions that will work in the literacy and whole child intensive learning sites.

Q4

- The BTU Joint Oversight Committee (JOC) concluded its work for the 2017-2018 school year, which included reviews of the recent and current implementation of the Model and Lead teacher pathways. Specifically, the JOC directed the BTU Joint Governing Panel (JGP) to collect feedback from teachers on motivations for and barriers to applying for the Model and Lead teacher pathways.

4. Continue to analyze and track the staffing and position landscape throughout the year and assess impact on financial outlook

Q1

- The district initiated a position management work group, staffed by the Offices of Human Capital, Finance, and IT, that will meet monthly to explore additional ways to monitor and assess the staffing and position landscape.
- The Office of Human Capital identified certain job titles in which to maintain vacancies between the beginning of the 2017-2018 school year and the annual enrollment

adjustment period, given historical information indicating that positions in the same job titles were likely to be reduced during the enrollment adjustment period.

Q2

- The Office of Human Capital identified certain job titles in which to maintain vacancies between the beginning of the 2017-2018 school year and the annual enrollment adjustment period, given historical information indicating that positions in the same job titles were likely to be reduced during the enrollment adjustment period.
- District office staff facilitated matches with staff and schools during the enrollment adjustment process in October and November 2017. Through this process, the district reduced the number of school-based staff without funded positions from 118 at the end of October 2017 to only 41 (25 of which were Hall Monitor staff) at the beginning of December 2017.
- By February 2018, the Office of Human Capital will identify any remaining FY18 district office vacancies for which the hiring manager/department do not intend to fill the vacancy during the remainder of the fiscal year.

Q3

- With the three-year commitment of \$180M that City Schools is receiving from FY18 to FY20 from the State of Maryland and City of Baltimore and the cost savings and reductions in staffing that City Schools put in place in FY18, the district was able to propose a relatively stable budget for FY19. For the first time in the last few years, City Schools will not be proposing a budget based on significant budget cuts. With the FY19 budget the district is utilizing a combination of general fund dollars, reprioritized Title I funds and support from the philanthropic community to facilitate additional investment into the “Blueprint for Success” in the form of 20 Literacy Coaches, 20 Student Wholeness Room Associates, 1 Blueprint Literacy Coordinator, 1 Social Emotional Learning Coordinator and 1 Restorative Practices Coordinator. There is also an emphasis in this proposed budget on improving facilities maintenance by creating 16 Stationary Boiler Maintenance worker positions as part of the annual \$3M increase in facilities preventive maintenance funding that is required by the MOU for the 21st Century Initiative. City Schools is proposing these investments while continuing to reduce reliance on funds from fund balance. In the proposed FY19 budget, the district is suggesting a fund balance contribution of \$15M, which is down from the \$21M utilized in FY18. The Board of School Commissioners is scheduled to vote on the proposed budget on May 8, 2018, followed by a Baltimore City Council vote in late May.
- In April, all school and district office budgets were reconciled to identify next steps with respect to recruitment and staffing for vacant and newly created positions and reassignment to or application to other roles for employees in abolished positions.
- Upon Board approval of the FY19 budget, staff in positions that are no longer funded after June 30, 2018 will receive notification of the change with guidance on next steps.

Q4

- For each employee whose existing (2017-2018) position was not funded in the Board-approved Fiscal Year 2019 budget, the district notified the employee by May 2018 of

next steps for transitioning out of the 2017-2018 position either by separating from the district or through placement or selection into a different position for Fiscal Year 2019.

- The Human Capital Office and hiring managers have collaborated to prioritize hiring for new positions aligned with the “Blueprint for Success”: 20 Literacy Coaches, 20 Student Wholeness Room Associates, 1 Blueprint Literacy Coordinator, 1 Social Emotional Learning Coordinator and 1 Restorative Practices Coordinator. As individuals have been hired for these positions, offices have facilitated training to support employees’ early success in these new roles.

5. Compensation study to assess district office salaries and benefits in comparison to other jurisdictions

Q1

- The Office of Human Capital developed a Request for Proposals (RFP) for the completion of a comparative compensation study to assess district office salaries and benefits. District office staff include unaffiliated staff members who last received salary increases more than 5 years ago. The purpose of the compensation study is to do a market analysis in order to determine the appropriate salary range for City Schools positions and align as necessary. The RFP will be released and a vendor will be selected this quarter.

Q2

- The Office of Human Capital began internal reviews of compensation rates for unaffiliated positions in the central office during this quarter to inform the compensation study that will be completed during Quarter 3 by a vendor. Results will inform final FY19 budgets for central office divisions.

Q3

- The Office of Human Capital continued internal reviews of compensation rates for unaffiliated positions in the central office during this quarter as part of its compensation study. The district reviewed various publicly available data from other Maryland districts, including data from the Maryland State Department of Education. To date, reviews have indicated that the district’s unaffiliated staff, whose salaries have not increased in more than five years, are often not competitive with peer jurisdictions or the market. The Human Capital Office is developing a series of recommendations for consideration in FY19.
- During Quarter 3, the Board approved a revised compensation policy and regulations that require an annual recommendation to the Board on salary adjustments for unaffiliated staff members.

Q4

- Completed reviews indicated that the district’s unaffiliated staff, whose salaries have not increased in more than five years, are often not competitive with peer jurisdictions. Specifically, when comparing current positions in categories (i.e., chief officer, executive director, director, legal counsel, manager, analyst, specialist, administrative assistant to a chief officer), there are consistent gaps. The Human Capital and Finance Offices made recommendations for FY19 consideration, and the district will be adjusting the ranges for

unaffiliated positions across the board to ensure that it can continue to attract and retain high-quality staff.

- In Fiscal Year 2019, the district will commission a second phase compensation study to determine the feasibility of an interval structure for unaffiliated positions while identifying any specific job titles for which a range adjustment is needed in order to become or remain sufficiently competitive with peer jurisdictions.

6. Convene a working group with outside partners to explore potential solutions to reduce transportation costs over the long term

Q1

- A stakeholder briefing was held in October with Maryland State Delegate Brooke Lierman and Marc Stein of the Baltimore Education Research Consortium; the meeting was open to the entire City General Assembly delegation and City Council members. In attendance were the Chief of Staff, Chief Operating Officer, as well as, key transportation and legislative staff. Meeting topics included a presentation and discussion of City Schools' specialized transportation and the formation of a Transportation Workgroup. Next steps include identification and selection of members of an ongoing working group to study City Schools' transportation landscape and help advise on solutions.

Q2

- The first Transportation Workgroup meeting was held January 22, 2018 with 16 attendees. The group was given an overview of City Schools' yellow bus and specialized transportation. Members of the workgroup include representatives from:
 - o Special Education Citizen's Advisory Committee
 - o Public Justice Center
 - o School Principals
 - o Active and former Directors of student transportation from other Maryland jurisdictions
 - o MTA
 - o Morgan State University Professor of Transportation
 - o Baltimore Education Research Coalition
 - o Office of Special Education
 - o City Schools
- Topics of interest for further review expressed by members were:
 - o Decision processes for determining whether a student receives service
 - o Program location
 - o Taxi cabs
 - o Ride times

Q3

- The third meeting of the Transportation Workgroup was held on April 26, 2018. Topics covered thus far have included an overview of City Schools' transportation and challenges, and transportation of students who are homeless, as well as presentations from Baltimore County Public Schools and Philadelphia Public Schools on their student transportation operations and challenges, as well as City Schools' transportation of students with disabilities and City Schools yellow bus contract. The workgroup will

continue to meet in the next quarter as the group develops recommendations for City Schools to consider.

Q4

- The fourth and fifth meetings of the Transportation Workgroup were held on May 31 and June 28, 2018. Topics covered in these two sessions were use of alternative vehicles to transport students, taxi cab rates charged to transport students, organizational structure of City Schools' Office of Pupil Transportation, where students live in relation to the location of their school, and decision-making processes that determine a student's transportation needs. The work group listened to and asked questions of two guest panels: families of students with disabilities and school and district staff who administer student transportation in City Schools, Baltimore County and Carroll County. The workgroup will continue to meet as the group develops recommendations for City Schools to consider.

7. Analyze the effectiveness of the revised temporary employee position guidelines in reducing costs and gaining efficiencies

Q1

- The Offices of Human Capital and Finance will be reviewing temporary employee costs to see if there are more efficient ways to utilize staff that would reduce expenditures as part of the FY19 budget development.

Q2

- The Office of Human Capital revised the Budget Guidance document provided to school leaders to guide their FY19 budget development. The revised document provides notice that any temporary staff funded in FY19 would be reviewed during the first quarter of FY19 to ensure alignment with existing guidance on the employment of temporary staff.
- District office staff reviewed and determined a need to expand upon guidance regarding temporary staff and stipends that was released in August 2015. The Office of Human Capital is currently revising this guidance to release a more comprehensive update to the guidance before the start of FY19.

Q3

- The Office of Human Capital has requested to include an update to the district's current policy on temporary employment on the July agenda of the Board of School Commissioners' Policy Committee. Planned updates to guidance on temporary employment will be aligned with a revised policy to be implemented before the 2018-2019 school year.

Q4

- In July 2018, the Board of School Commissioners' Policy Committee reviewed a proposed temporary employment policy and proposed temporary employment regulations. The proposed policy and regulations are intended to guide and limit the use of temporary employees to specific situations while ensuring that temporary employees are not hired in place of full-time and/or full-year employees.

8. Partner with Center Baltimore Partnership to issue RFP re: cost benefit analysis to retain district headquarters at North Avenue

Q1

- City Schools partnered with The Central Baltimore Partnership to release a Request for Proposal (RFP) for the 200 East North Avenue Economic Development Assessment in August 2017.
- City Schools and CBP will seek competitive proposals from qualified industry professionals to prepare a comprehensive comparative cost benefit analysis of retaining the Baltimore City Public Schools (City Schools) headquarters at 200 E. North Avenue (“Site”) or relocating.

The analysis will include existing and future operating costs, near- and mid-term capital costs, deferred maintenance, operational efficiencies and inefficiencies, space planning, and conceptual test fit for a new location. City Schools will only consider relocation options that, when including all costs including relocation costs, reduce City Schools’ operating costs for its central office functions or result in a relocation plan that is cost neutral but results in office space that more effectively support City Schools’ operations and its capacity to deliver on its mission and vision. In addition, the consultant will complete a highest and best use analysis for 200 E. North, including an estimate of value.

The Respondents to the 200 East North Ave Economic Assessment RFP are to provide a presentation of their proposal to a select committee the first week of November.

Q2

- A panel was established by The Central Baltimore Partnership including: Baltimore Partnership, Baltimore Development Corporation, Baltimore City Public Schools and City representation. The panel has reviewed RFPs and will make a selection in January for the analysis.

Q3

- Cushman & Wakefield and JRS Architects (the team) have been selected as the team to provide the Economic Development Assessment for the Baltimore City Public Schools (BCPS) headquarters at 200 East North Avenue.
- The team will provide a multiple scope of services to complete the Highest and Best Use study, approximately 16 weeks from engagement, with a final report delivery date target on or before July 30, 2018.

Q4

- Cushman & Wakefield and JRS Architects delivered the Market Demand Programming Study on Tuesday, July 24, 2018. The Committee presented their preliminary findings on July 25, 2018. A final report will be submitted by the end of September.

The Executive Summary findings highlighted the following features of the 200 East North Avenue location:

- Incredibly diverse demographic base in the local neighborhoods
- Excellent access to mass transportation (Light Right / Penn Station)

- A location that is central to colleges, universities, and local healthcare
- A lack of medical services in the area to support developing communities and businesses
- A current facility that can be revitalized and upgraded for use as General Office space
- A location that can be used for possible redevelopment into multifamily living units for seniors
- Potential to convert the first floor into a large supermarket to support communities and businesses
- The Alice G. Pinderhughes legacy for Baltimore City and Baltimore City Schools employees

9. Negotiations with bargaining units (specific reference to AU and pathway progression)

Q1

- At its October 24 public meeting, the Board of School Commissioners approved a three-year collective bargaining agreement ratified earlier this month by the Baltimore Teachers Union. Protracted negotiations for this agreement began over a year and a half ago, with the district maintaining the position that revisiting salary scales to identify cost savings would be necessary to maintain the long-term financial sustainability of the contract.

This position ultimately led to impasse and a mediator's recommendation to reopen the agreement in FY18 to discuss a potential COLA or stipend only and a reopener in FY19 to discuss changes to salary scales. While the mediator's recommendation did not go as far as the district hoped it would to address the continued escalation of salaries, ultimately, the district and union agreed to move forward with the recommendation, with the understanding that the district would pursue the cost savings it needs long-term through the FY19 contract reopener. In addition, the district and union agreed to work in the meantime through the Joint Oversight Committee (JOC), a provision in the collective bargaining agreement, to address AU accrual and pathway progression. The approved agreement also included the approximately \$4M in annualized, recurring cost-savings through changes in health care employee contributions and plan design changes, set to begin in 2019, that had previously been mentioned and tentatively agreed to by the two parties.

Negotiations are ongoing between City Schools and all of the district's other employee bargaining units.

Q2

- Following a fall 2017 agreement aligning with the mediator's recommendation, the district and the Baltimore Teachers Union have continued negotiations over a potential COLA or stipend for FY18 and over potential changes to salary scales beginning in FY19.
- Negotiations are also ongoing between City Schools and each of the district's other employee bargaining units.

- The district resumed monthly meetings of its Joint Health Insurance Committee in January 2018, reflecting a shared interest among the district and its union partners to identify and implement, as applicable, options that may reduce shared health care costs while maintaining a well-rounded benefits plan for employees.

Q3

- In April, the district and the Baltimore Teachers Union ratified a successor collective bargaining agreement that extends through June 30, 2019. The agreement included a 1% cost of living increase effective (retroactively to) July 1, 2017 and a 1.5% cost of living increase effective January 1, 2019. This agreement retains cost saving measures negotiated in 2017 related to health care.
- Negotiations are also ongoing between City Schools and each of the district's other employee bargaining units.
- The district has continued monthly meetings of its Joint Health Insurance Committee since January 2018. This Committee has provided input on the requests for proposals for several of City Schools' health care plans.

Q4

- In June, the district and the administrators' union ratified a successor collective bargaining agreement that extends through June 30, 2019. The agreement included a 1% cost of living increase effective (retroactively to) July 1, 2017 and a 1.5% cost of living increase effective January 1, 2019. This agreement retains cost saving measures negotiated in 2017 related to health care.
- Negotiations are also ongoing between City Schools and each of the district's other employee bargaining units: CUB, FOP, and Local 44.
- The district has continued monthly meetings of its Joint Health Insurance Committee since January 2018.
- The district completed a Request for Proposal process for our Rx plan and, as a result of the process, the district will save approximately \$2.7M in FY19.

10. Review FSF model, identify ways to enhance equity, efficacy, and transparency

Q1

- City Schools has partnered with outside consulting firm Education Resource Strategies to perform a review of the per pupil funding mechanism we currently use to fund our schools called Fair Student Funding (FSF). The FSF review is designed to assess implications of our funding model on equity across our schools. Through the review we are working to ensure FSF is providing adequate funding to every school and student and that funding is provided to students based on need. Another key goal of this work is to increase transparency of how our schools are funded while ensuring school leaders have the flexibility to foster strategic school design. A Design Advisory Team was assembled to incorporate input from several central office departments and some principals. In addition, principal focus groups and community outreach events are taking place from October to December in order to solicit feedback on the current funding model and options

potential changes we are considering making to FSF. Once decisions are made we will also engage school communities and the broader community to make sure they understand the resulting funding formula.

Q2

- On January 23, Baltimore City's Board of School Commissioners voted to approve the new Fair Student Funding model for the next year while holding schools harmless for any reductions they may have received due to the change in funding. The new model includes weights for poverty, concentrations of poverty, baseline services, high schools and gifted and talented programming. The model represents City Schools' commitment to equity, and reflects the district's values as well as the feedback received from the community and school leaders. City Schools will continue to solicit feedback from all stakeholders on the new funding model over the next year so that a final recommendation can be made to the Board for the FY20 budget.

Q3

- Following the implementation of the new Fair Student Funding model in January, City Schools has rolled out allocations to schools utilizing the new funding model for the development of their 2018-2019 school year budgets. City Schools will continue to engage stakeholders for feedback on the updated funding model in preparation for making revisions to the 2019-2020 school year budget allocations.

Q4

- City Schools will perform a review of the application of the new funding model and its effect on schools in this quarter. In addition to engaging the community and school leaders for feedback on the implementation and transparency of the model, the district will examine the distribution of funding to determine if the updated model achieved the goals of providing greater equity and the opportunity for strategic school design.

11. Pursue grants and philanthropic partnerships and funding opportunities

General Partnerships

Q1

- As part of the Financial Recovery Plan we indicated that the district would continue to pursue philanthropic partnerships and funding opportunities that support City Schools. Our most notable recent partnerships are with the Heart of America Foundation, the Baltimore Ravens, and Under Armour. Through these partnerships, we have been able to complete significant beautification projects in five schools in the past year – Westport Academy, James McHenry Elementary, George Washington Elementary, Thomas Johnson Elementary, and Renaissance Academy. We have also been able to provide uniforms to all our high school varsity athletes and coaches, and connect our coaches and athletic directors to high quality professional development.

Q3

- Heart of America and Under Armour agreed to undertake beautification projects this Spring at three schools: Harlem Park, Collington Square and Francis Scott Key. Schools were notified of the decision in March. In addition, Under Armour has partnered with Local Initiatives Support Corporation (LISC) to undertake facilities projects in 12 schools worth up to \$25,000 per school. The Fund for Educational Excellence and City Schools reviewed the semifinalists' proposed projects and a final decision should be made in Q4.

Projects included installing a playground, renovating a weight room and renovating a classroom to serve as a health/physical education space for all students as well as a study hall for student athletes.

Q4

- City Schools continues its partnerships with Heart of America and Under Armour. Three schools received beautification projects this spring, and 12 City Schools will benefit from Under Armour facilities grants this summer. These projects include constructing study spaces for students, refinishing gymnasium flooring, and installing a playground.

Blueprint

Q1

- The district recently released *Building a Generation: City Schools' Blueprint for Success*. This document is the product of a work group of district and school leaders and community partners who explored national and international research on best practices in the areas of student wholeness, literacy, and leadership. The document is a strategic, evidence-based guide to what students will be taught, how they will be taught, and how to improve the environments in which they are taught, with markers along the way to ensure we are moving in the right direction. Work group members studied characteristics of high-performing education systems around the world and interviewed national and international experts in the respective focus areas of student wholeness, literacy, and leadership. Since the Blueprint was released, an internal team has been working to implement these recommendations in our schools. Initial cost estimates suggest that such implementation will total approximately \$42.2 million over four years. The district has realigned its resources to strategically invest in the Blueprint focus areas with approximately \$24.7 million in existing dollars redirected towards these efforts over the next four years. This leaves a gap of about \$17.5 million that the district is working to close through additional fundraising.

Q2

- Since the Blueprint was released, an internal team has been working to implement these recommendations in all of our schools. In addition, 55 schools have been selected as intensive learning sites. Staff at these sites will receive additional coaching and support in their designated area – literacy, restorative practice, or social emotional learning.

Q3

- Fundraising for the Blueprint is now underway and has already resulted in commitments of over \$2.2 million over the next 18 months including well over \$1,000,000 in funding from local funders. Nationally, the district has received \$750,000 of philanthropic support to date, with additional opportunities in the pipeline as we continue to apply for competitive grants.

Q4

- Quarter Four fundraising activities netted a rough total of \$2.8 million, bringing our total raised to date to over \$5 million. We continue to pursue grant opportunities and have several additional prospects in our pipeline.

12. Update Master Plan in alignment with district priorities and MSDE requirements

Q1

- At the September 26 meeting of the Board of School Commissioners Teaching and Learning Committee, City Schools presented the 2017 Master Plan which, in addition to the MSDE requirements requested, also included details regarding the district's *Blueprint for Success* as well as the alignment of resources including Title dollars and school improvement funds to invest in the district priorities outlined in the Blueprint.

Q2

- Per the first quarter report, this item was previously completed.

13. Monitor the expenditures and use of grant funds to achieve compliance with statutory requirements and strategic use of resources

Monitoring of Grant Expenditures (Updated for Q4)

- The monitoring of grant expenditures occurs on a monthly basis utilizing a "Snapshot" report. The Snapshot report is generated by the Grants Accountant in the Office of Finance and provided to the grant manager and their supervisor(s). The Snapshot report serves to:
 - Provide an analysis of expenditures to date as compared to the approved budget, identifying any areas of misalignment, and remaining funds available for spending;
 - Identify if spending is on track within the grant timeframe (i.e. slow spending); and,
 - Provide data on all salaries and vendor payments charged to the grant, plus encumbrances that need to be addressed.

In addition, starting in SY2017/18, as part of the Grant Manager roles and responsibilities, they are expected to meet with the Grants Accountant at least bi-monthly to review the Snapshot Report and determine steps needed to address any issues. The Office of Data Monitoring and Compliance in partnership with the Office of Finance provides grant manager training opportunities throughout the year to support administration of assigned grants. Enhanced monitoring has been initiated to provide additional support to grant managers for all grants scheduled to end on or before June 30, 2018 to ensure grants are fully spent. A review of data shows progress toward fully spending grants and extensions have been submitted where appropriate.

Compliance with Statutory Requirements

- In the development of grant applications, City Schools outlines how the statutory requirements of the grant will be met. To verify compliance, City Schools completes self-monitoring activities as well as participates in multiple monitoring activities conducted by MSDE annually to verify that grant implementation is in compliance with all statutory requirements.

Grant	Monitoring Date	Required Follow-ups to Support Compliance
FY17 Title I, Part A	2/8//17	3 Follow-up Actions Required. 2 of 3 completed. 3 rd due to MSDE 10/30/17.
FY18 Title I, Part A	2/23/18	Feedback indicated additional information was needed with respect to 2 areas. Information was

		provided per set deadline. No compliance findings.
FY17 Title I, Part D	9/8/17	None
FY17 Title I Focus Grant	8/3/17	None
FY18 Title I Focus Grant	8/1/18	TBD
FY17 Title II	6/13/17	None
FY18 Title II	TBD	Date not yet provided
FY17 Title III	3/29/17	1 follow-up data request completed by due date.

Strategic Use of Resources

- City Schools has worked with Grant Managers to, where possible, align grant spending plans for SY2017/18 with the focus areas of City Schools’ Strategic Plan, the *Blueprint for Success*. The Blueprint outlines three focus areas: literacy, student wholeness and leadership.
- The SY2017/18 Title I application outlines funding for a number of new district initiatives:
 - Support for gifted learners in Title I preK – 5 schools
 - Implementation of 15 Title I schools to be intensive literacy support sites
 - Implementation of 15 Title I schools to be intensive whole child sites
 - Support for a pilot project on the development of supports for teacher leaders in approximately 15 Title I schools
- Plans developed for schools identified by MSDE in need of turnaround (Priority and School Improvement Grant schools) utilizing Title I and School Improvement Grant (SIG) funds aligned with all MSDE requirements while implementing a framework that aligns with the Blueprint.
- The SY2017/18 Title IV grant application was aligned to the professional development supports outlined in the student wholeness section of the Blueprint, along with supports for 21st century learning within the new and renovated school buildings.
- The spending plan for carryover Title II funds outlines professional development supports for to be provided to teachers and school leaders aligned with all three areas of the Blueprint.
- Budget planning for SY2018/19 has been completed utilizing draft budget projections. Actual grant allocations are expected to be provided by MSDE by late May. The areas of Blueprint support included in SY2017/18 were continued for SY2018/19.

14. Implement strategic staffing processes to place high performing principals in high needs schools, and utilize mentor principals as key agents

Q1

- In August 2017, the district began a redesign of its principal selection and placement process in advance of the recruitment and selection season for the 2018-2019 school year. Refinements include increased focus on fit between specific schools' needs and the leadership profiles of candidates who are accepted into the district's pool of prospective principals. The process redesign will be completed this quarter. In September 2017, the district developed new procedures for the selection of principals for new and merging schools.
- Beginning in the spring of 2017, three of the SIG IV schools (Mary E Rodman, James McHenry, Harford Heights) engaged in a partnership with Commodore John Rogers in what is called the 100% Project. This strategy provides a collaborative community and developmental support across all three SIG IV schools that will replicate the success of Commodore John Rogers. Important to the success of the model, there was recruitment and hiring of an effective school leader from within the district. Additionally, existing school-based staff engaged in a strategic staffing process. Staff from across the three schools partner with Commodore John Rodgers for new, common PD, and current teachers and leaders from Commodore provide training and support to staff at the SIG IV schools. As part of the developmental support to the schools, Commodore John Rodgers serves as a LAB school to allow teachers and leaders from SIG IV schools to observe all aspects of the school regularly.
- The Director of Leadership Support and Development was hired in the summer of 2017. This staff member's responsibilities include the development and oversight of principal mentoring activities to support early career principals.

Q2

- In January 2018, the district administered the first central "Assessment Center" screening process for principal candidates since the district updated its principal selection and placement process.
- The Director of Leadership Support and Development led the development of a new multi-year induction program for assistant principals and principals during the last quarter. The programs will launch at the start of FY19 and will target all new-to-role assistant principals and principals, as well as some other assistant principals and/or principals identified by principals and principal supervisors. Both induction programs leverage sitting principals and district office leaders to facilitate group learning and personalized coaching and mentoring.

Q3

- The district has continued processes that solicit meaningful input from School Family Councils on the selection of principals to fill anticipated vacancies. Input from School Family Councils and Instructional Leadership Executive Directors informs the district on the most applicable candidate profiles for each school, with a focus on fit with the school's specific needs and level of need. By the end of April, candidates were selected and appointed for nearly half of all anticipated principal vacancies for the 2018-2019

school year. Also, in SY1819, City Schools anticipates expanding the 100% project to another school community and will include additional information on this in the Q4 report.

Q4

- By June 2018, the district identified 2018-2019 principals for all but one of its traditional public schools. Sixteen (16) traditional schools will experience a principal change for 2018-2019, and only 10 of these schools will have a first-time City Schools principal. This is as low as principal turnover has been in more than a decade. With principal changes in only about 10% of traditional schools, there's more consistency in the principal role than there has been in any other year in the last decade.
- We continued to make strategic staffing decisions to place high-performing principals in high-need schools and to more closely match schools with best-fit principal. The 100% Project was expanded to include the Academy for College and Career Exploration and Nicholas D'Ambrosio was appointed as the new ACCE principal; Mr. D'Ambrosio was reassigned from Roland Park Elementary/Middle School, where he had effectively served as principal for several years. Additionally, the CEO reassigned strong, experienced principals to four other schools. These include Frederick Douglass High School, Gilmore Elementary School, and Renaissance Academy, along with Alexander Hamilton (which is scheduled to close in one year).
- Most principal appointments this year were informed by a full, usually months-long process with the school's School Family Council, which provided input on the selection of a new principal.

15. Implement \$125 per pupil fees for charter schools to offset emergency response services provided by City Schools

- City Schools expects to proceed with its plan to charge charter schools the assessed \$125 per pupil fee for emergency response services during Fiscal Year 18.

Q3

- In FY19 City Schools instituted other changes to the charter formula to more accurately reflect the costs of providing services to charters including assessing the 2% fee for centralized services at an earlier point in the calculation of the charter per pupil to include a larger portion of the administration of services such as special education and pre-kindergarten. In addition, City Schools will be charging charter schools for costs accrued at the school level such as tuition reimbursement and long term substitutes.

16. Continue to progress on plan to ultimately surplus 26 facilities to the City of Baltimore

Q1

- City Schools currently plans to close and surplus three buildings back to the City of Baltimore in Fiscal Year 18.

Q2

- City Schools has submitted a state form for the closure of the following schools: Patapsco, Westside, Rognel Heights, and Carter G. Woodson. For next steps the City will begin the process of reviewing closed facilities through the formal process of the

Space and Use Committee to determine the agency for disposition. In addition, an advisory group managed by the City Planning Department will run an RFP process to determine an appropriate user for the vacated facilities.

Q3

- In addition to the action items mentioned in the second quarter update, City Schools is a member of the School Surplus Taskforce, an advisory group managed by the City Planning Department that works to identify future uses for the surplus buildings so that even after closure, the buildings/lots can continue to support the community. A marketing event for these buildings/lots is taking place May 9 to provide information to interested parties including the private sector.
- Per the Carter G. Woodson facility referenced above in Q2, it should be noted that the building surplus was delayed until 2020. Given a delay in the construction schedule at Bay Brook, City Schools needs to continue utilizing Carter G. Woodson as swing space and therefore must push back the surplus date.

Q4

- Three buildings are in the process of being surplus to Baltimore City in 2018, including Rognell Heights, Westside, and Patapsco.

17. Focus on strategies to boost enrollment including door-knocking campaign during summer 2017, task force with community partners, strengthen middle grade academic offerings

Q1

- This summer City Schools partnered with the Baltimore Teachers Union and the City of Baltimore to engage in a grassroots door knocking effort to boost enrollment in a targeted group of schools and neighborhoods. The effort led to over 30,000 doors knocked, over 5,000 conversations with families, and hundreds of enrollments in target schools. Although we are not able to determine the level of causality, the initial data are promising. At a time when overall district enrollment was expected to decrease by 1%, projections indicate that enrollment in the target schools increased by 2.8%. Even when removing a possible outlier, Fort Worthington, a new 21st century school that merged with a closing school and experienced a 35.6% increase, the target schools still increased by 1.4% overall. Of the new students enrolled in the target schools, 54% of them were new to the district while 46% transferred from another school within the district.
- Dr. Santelises and the Board of School Commissioners have announced the creation of an enrollment task force to recommend strategies to sustain and grow enrollment in City Schools. The task force has invited participation from 22 prospective members, representing a diverse group of business, non-profit, and community leaders. The task force expects to have initial recommendations for the district to consider by April 2018.
- As the size of central and school based staff has decreased as part of cost saving measures, improved customer service is increasingly important to ensure the provision of effective and efficient services to our staff, stakeholders and community. Improving customer service is also central to attracting and retaining families electing to send their young people to City Schools. Given that, City Schools has launched an internal workgroup to improve customer service. The workgroup has developed a curriculum and

has begun rotating departments through the customer service training. The workgroup will continue to train district and school based staff in the months to come.

- City Schools has launched an internal workgroup to develop a set of recommendations to improve equity of access and promote strong middle grades options for families. The workgroup has conducted an analysis of community conditions across the district to understand the neighborhoods, challenges and opportunities within the communities where schools are located and students reside. The workgroup conducted an initial survey of stakeholders – including school leaders, teachers and students - to determine what these stakeholders value in middle school programming and what they saw as lacking in middle grades programming. The workgroup also conducted an initial analysis of immediate leverage points for expanding access to core middle grades opportunities that better position students for success and ultimately lead to increased access to more challenging high school options. The workgroup is also developing a comprehensive strategic plan that will address issues such as course offerings, human capital needs, professional development, social emotional needs of middle grades students, and access to rich and varied experiences.

Q2

- The first enrollment task force meeting took place on November 15, 2017. The second meeting will be held on February 6, 2018. At that meeting, the three subcommittee workgroups will be reporting on their findings. The three subcommittees are as follows: Enrollment & Retention Strategies, Public Relations & Marketing, and Customer Service. The second meeting will be to suggest strategies that could be implemented in the short term while final recommendations are being made for the April task force meeting.
- City Schools' internal middle grades workgroup is working to take the information gained from stakeholder surveys and initial research and analysis to develop a comprehensive strategic plan. The plan is currently in development and will be shared with stakeholder focus groups in early spring to gain additional input and insight prior to recommending actions to the CEO. The plan will address middle grades issues such as course offerings, human capital needs, professional development, social emotional needs and access to rich and varied experiences.

Q3

- The enrollment task force is scheduled to have its final meeting on Monday, May 7. At this meeting, the working groups will report back to the task force with their research and findings. After the conclusion of this meeting, a final recommendation report will be prepared and publicly presented to the CEO and Board of School Commissioners and the general public. This presentation is tentatively scheduled for June.
- The City Schools internal middle grades work group has had three specific recommendations vetted with district staff so far. The first recommendation, which is long-term, focuses on creating appropriately sized middle grades programs over time. The second two recommendations are first, piloting a middle grades seminar model in up to ten schools, and second, increasing algebra access for 8th graders through providing teacher training and resources for 6th grade honors in a cohort of 10 schools. The team is working to use a variety of data points to identify the appropriate pilot schools for these recommendations. The identification and subsequent engagement with schools is expected to occur during the fourth quarter.

Q4

- City Schools has partnered with the Baltimore Teachers Union, the Mayor's Office, and Live Baltimore to administer the B3 program for the second year. This grassroots door knocking effort to boost enrollment was extremely successful last year, leading to an increase of enrollment in target schools by 2.8% overall. The B3 advocates are aiming to knock over 35,000 doors this summer in the following targeted zones: areas with a high number of student drop-outs in grades 6 through 9, areas with chronically under-enrolled Pre-K programs, areas with new 21st Century Schools, schools that are part of the 100% project, and schools that are Blueprint Intensive Learning Sites. Additionally, Live Baltimore will be hosting 8 events at different schools throughout the month of August to encourage interested families to meet school staff and administration before the school year begins.
- After the final meeting of the enrollment task force, a public presentation was made on June 12 outlining the work that was done by the task force as well as recommendations. After the presentation, City Schools contacted the Baltimore City Council to discuss how they might partner with us in our work moving forward; met with the Mayor's Office of Immigrant Affairs to develop different strategies for better serving our immigrant population; and started discussions on how to best bring our recommendations to the broader Baltimore City community. Additionally, an internal workgroup comprised of staff members who were participants in the task force are currently reviewing and prioritizing recommendations and preparing implementation steps for senior leadership to review.
- The City Schools' internal middle grades work group has been working closely with the portfolio team to examine schools in geographic clusters to continue to address the issue of smaller middle grades programs. Ten schools have been identified to implement the middle grades seminar model. The seminar resource packet has been completed and the training session content is being finalized. The training will be implemented with middle grades teachers in each of the ten schools during the week of August 27th. Various math data points for rising 6th graders were examined to identify eleven schools that will implement 6th grade honors programming for the 2018-19 school year. The 6th grade math teachers from these schools will participate in content and pedagogy training the week of August 6th. This training will continue throughout the school year.

18. Reduce utility costs, maintain comprehensive database for all buildings, analyze data with goal of reducing consumption and achieving savings

- A comprehensive energy database is maintained by each City Schools facility and commodity. Data is routinely analyzed and audited with the goal of reducing consumption, finding errors and achieving savings.
- Lighting retrofit projects were performed using the latest technology light replacements to reduce consumption. The cost for these projects was offset by using available local utility rebates.
- Construction has begun for an off-site solar project to procure solar energy at a lower rate. In early 2018, City Schools will begin buying the electricity equivalent of about 3% of the total electricity portfolio and will continue for the next 20 years.

Q3

- New lighting projects are being evaluated to retrofit gymnasiums and exterior lights with more efficient lights such as LED's to reduce utility costs, operations costs and energy costs.
- Off-site solar generation has begun. City Schools is anticipating data to evaluate savings.
- An energy reduction competition was held between 14 schools to educate students and staff about energy conservation and reduce costs.

Q4

- Gymnasium lights have been switched to more efficient LED bulbs at one school. Nine of the light bulbs were free to City Schools through a local utility rebate program. Additional projects are under review for FY2019.
- Off-site solar electricity production is in place, with some savings despite lower traditional utility rates; exact calculations are underway.
- City Schools partnered with the Baltimore Energy Challenge, a City of Baltimore Civic Works program, to educate students at 12 schools in FY2018 about energy conservation and awareness; program will continue in FY2019. Schools also received \$ 1000 grants to execute energy conservation projects.

19. Work with MOU partners to implement uniformity in manufacturing systems installed in 21st Century buildings to help minimize maintenance costs

Q1

- City Schools is engaged in ongoing discussions with the State of Maryland and our MOU partners regarding the feasibility of reducing the number of HVAC vendors being utilized for the 21st Century Buildings program in order to streamline service support for our new buildings.

Q2

As a result of ongoing discussions with Maryland Stadium Authority regarding uniformity of vendors supplying HVAC systems in 21st Century buildings, MSA is exploring bulk purchasing procurement for systems.

Q3

- Maryland Stadium Authority will move forward with bulk purchasing for Year 2 of Phase 1 of the 21st Century Building program. These include 17 schools in this phase. City Schools Operations staff will meet with MSA to determine Operations review and input in the development of the bulk purchasing procurement process and contract language.

Q4

- City Schools Operations team is working with MSA to schedule meetings to develop equipment and control design specifications with a consultant in the fall. The

specifications will be used to move forward and procure systems using bulk purchase methods.

20. Continue discussions with City of Baltimore regarding OPEB and pension liability; report to state on outcome of pertinent discussions and potential financial implication

Q1

- Financial leadership teams from City Schools and the City of Baltimore met in September 2017, along with their respective external auditors, to discuss the matter of the School Pension liability. City Schools stated its position on the pension liability issue, which is that City Schools complied with the stated requirements of Senate Bill 795 as it related to pension liability and that the liability currently resides with and should remain with Baltimore City government. The position of the Baltimore City finance team was that the liability should be reported as a liability of City Schools. The external auditors provided comments for discussion as well. The meeting concluded with no movement in the position but a better understanding of each entity's finance team position.

The potential impact of assuming responsibility for the pension liability on the City Schools Financial Statements would have been a reduction in Net Position of \$93.1M (FY15). This reduction would eliminate the Unrestricted Net Position in the City Schools Financial Statements, which could affect the ability of City Schools to issue bonds or impact the interest rates for bond issuances. City Schools is the only Maryland Local Education Agency with the ability to issue bonds, stemming from Senate Bill 795.

Q2

- While ongoing meetings regarding the OPEB issue have been conducted in the past, no additional meetings have occurred since the submission of the Joint Chairmen's Report in January 2017. Our collective efforts have been directed on the pension liability matter since it became an issue with the issuance of the Baltimore City FY 2015 financial statements in March 2017 and the related comments reflected therein.

Q3

- Per the Q2 description above, there are no updates to report at this time.

BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF REVENUES
GENERAL FUND
FOR THE TEN MONTHS ENDED APRIL 2018
(IN THOUSANDS)

	FY 2018 Estimated Revenue	YTD April 2018 Actual Revenue	Balance
Revenue:			
State Grants	\$ 852,653	\$ 697,401	\$ 155,252
Baltimore City	278,412	238,897	39,515
Federal Grants	9,933	1,861	8,072
Other Revenue (including MSA revenue)	6,502	3,934	2,568
Investment Income, net	250	2,634	(2,384)
Collington Square Supplemental Appropriation	107	-	107
Other Financing Sources	20,728	-	20,728
Total Revenue	<u>\$ 1,168,585</u>	<u>\$ 944,727</u>	<u>\$ 223,858</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY CATEGORY
GENERAL FUND
FOR THE TEN MONTHS ENDED APRIL 2018
(IN THOUSANDS)**

	FY 2018 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD April 2018 Expenditures	Encumbrances	Unencumbered Balance
Expenditures (by category):						
Administration	\$ 64,418	\$ 5,480	\$ 69,898	\$ 42,433	\$ 11,653	\$ 15,812
Mid-Level Administration	61,868	1,289	63,157	52,713	1,860	8,584
Instruction	413,406	5,773	419,179	301,175	11,555	106,449
Special Education	191,537	9,049	200,586	133,824	19,826	46,936
Student Personnel Services	14,612	18	14,630	10,414	18	4,198
Student Health Services	-	-	-	-	-	-
Student Transportation	43,698	5,100	48,798	33,733	14,198	867
Operation of Plant	61,692	6,160	67,852	53,039	9,370	5,443
Maintenance of Plant	21,134	3,099	24,233	14,060	7,030	3,143
Capital Outlay	27,785	1,446	29,231	22,572	1,546	5,113
Debt Service	21,700	-	21,700	6,861	-	14,839
Fringe	243,134	-	243,134	187,857	-	55,277
Enrollment Adjustment	3,601	-	3,601	(1)	-	3,602
Total Expenditures	<u>\$ 1,168,585</u>	<u>\$ 37,414</u>	<u>\$ 1,205,999</u>	<u>\$ 858,680</u>	<u>\$ 77,056</u>	<u>\$ 270,263</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY OBJECT
GENERAL FUND
FOR THE TEN MONTHS ENDED APRIL 2018
(IN THOUSANDS)**

	FY 2018 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD April 2018 Expenditures	Encumbrances	Unencumbered Balance
Expenditures (by object):						
Salaries and Wages	\$ 593,659	\$ -	\$ 593,659	\$ 444,085	\$ -	\$ 149,574
Fringe Benefits	243,173	-	243,173	187,857	-	55,316
Contract Services	186,769	24,867	211,636	127,665	60,702	23,269
Textbooks	576	180	756	403	266	87
Instructional Supplies	7,909	1,701	9,610	5,430	2,140	2,040
Other Supplies and Materials	10,980	2,050	13,030	6,917	3,705	2,408
Utilities	31,407	6,595	38,002	29,054	7,043	1,905
Other Charges	30,450	224	30,674	24,469	247	5,958
Property	4,584	696	5,280	2,929	1,997	354
Principal & Interest	21,700	-	21,700	6,861	-	14,839
Indirect Cost Recovery	(2,654)	-	(2,654)	(2,566)	-	(88)
Transfers	38,617	31	38,648	25,576	-	13,072
Structures and Improvements	-	1,070	1,070	-	956	114
Contingency Reserve	1,415	-	1,415	-	-	1,415
Total Expenditures	<u>\$ 1,168,585</u>	<u>\$ 37,414</u>	<u>\$ 1,205,999</u>	<u>\$ 858,680</u>	<u>\$ 77,056</u>	<u>\$ 270,263</u>

BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF REVENUES
SPECIAL REVENUE FUND
FOR THE TEN MONTHS ENDED APRIL 2018
(IN THOUSANDS)

	FY 2018 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD April 2018 Actual Revenue	Balance
Revenue:					
State Grants	\$ 2,322	\$ 682	\$ 3,004	\$ 1,825	\$ 1,179
Baltimore City	-	-	-	-	-
Federal Grants	107,372	48,847	156,219	75,669	80,550
Proceeds From Leases	-	-	-	-	-
Food sales and other charges	-	-	-	-	-
Investment Income, net	-	-	-	-	-
Other	647	1,249	1,896	1,194	702
Total Revenue	<u>\$ 110,341</u>	<u>\$ 50,778</u>	<u>\$ 161,119</u>	<u>\$ 78,688</u>	<u>\$ 82,431</u>

BALTIMORE CITY PUBLIC SCHOOL SYSTEM
 STATEMENT OF EXPENDITURES BY CATEGORY
 SPECIAL REVENUE FUND
 FOR THE TEN MONTHS ENDED APRIL 2018
 (IN THOUSANDS)

	FY 2018 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD April 2018 Expenditures	Encumbrances	Unencumbered Balance
Expenditures (by category):						
Administration	\$ 4,462	\$ 1,508	\$ 5,970	\$ 3,809	\$ 191	\$ 1,970
Mid-Level Administration	6,637	6,135	12,772	4,863	2,588	5,321
Instruction	56,108	24,085	80,193	41,601	12,419	26,173
Special Education	14,485	10,917	25,402	10,916	3,129	11,357
Student Personnel Services	2,000	825	2,825	1,595	-	1,230
Student Health Services	2,850	2,650	5,500	-	3,637	1,863
Student Transportation	157	46	203	69	216	(82)
Operation of Plant	-	11	11	-	4	7
Maintenance of Plant	-	10	10	7	-	3
Capital Outlay	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Food Services	36	52	88	67	-	21
Community Services	-	-	-	-	42	(42)
Fringe	23,606	4,539	28,145	15,761	-	12,384
Total Expenditures	<u>\$ 110,341</u>	<u>\$ 50,778</u>	<u>\$ 161,119</u>	<u>\$ 78,688</u>	<u>\$ 22,226</u>	<u>\$ 60,205</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY OBJECT
SPECIAL REVENUE FUND
FOR THE TEN MONTHS ENDED APRIL 2018
(IN THOUSANDS)**

	FY 2018 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD April 2018 Expenditures	Encumbrances	Unencumbered Balance
Expenditures (by object):						
Salaries and Wages	\$ 54,677	\$ 17,289	\$ 71,966	\$ 41,036	\$ -	\$ 30,930
Fringe Benefits	23,622	4,729	28,351	15,760	-	12,591
Contract Services	16,231	19,139	35,370	12,716	13,172	9,482
Supplies and Materials	5,225	4,442	9,667	5,398	4,871	(602)
Utilities and Other Charges	584	296	880	187	94	599
Property	50	81	131	29	77	25
Principal & Interest	-	-	-	-	-	-
Indirect Cost Recovery	3,369	1,107	4,476	2,566	-	1,910
Transfers	2,850	2,650	5,500	996	4,012	492
Unallocated Grants	2,087	364	2,451	-	-	2,451
Contingency Reserve	-	-	-	-	-	-
Out of County	-	-	-	-	-	-
Non - Public	1,646	681	2,327	-	-	2,327
Total Expenditures	<u>\$ 110,341</u>	<u>\$ 50,778</u>	<u>\$ 161,119</u>	<u>\$ 78,688</u>	<u>\$ 22,226</u>	<u>\$ 60,205</u>

BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF REVENUES
FOOD SERVICES
FOR THE TEN MONTHS ENDED APRIL 2018
(IN THOUSANDS)

	FY 2018 Estimated Revenue	YTD April 2018 Actual Revenue	Balance
Revenue:			
State Grants	\$ 727	\$ 673	\$ 54
Baltimore City		-	-
Federal Grants	49,100	38,997	10,103
Proceeds From Leases	-	-	-
Food sales and other charges	465	19	446
Investment Income, net	-	-	-
Other	210	120	90
Total Revenue	<u>\$ 50,502</u>	<u>\$ 39,809</u>	<u>\$ 10,693</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY CATEGORY
FOOD SERVICES
FOR THE TEN MONTHS ENDED APRIL 2018
(IN THOUSANDS)**

	FY 2018 Appropriations	YTD April 2018 Actual	Encumbrances	Unencumbered Balance
Expenditures (by category):				
Administration	\$ -	\$ -	\$ -	\$ -
Mid-Level Administration	-	-	-	-
Instruction	210	107	47	56
Special Education	-	-	-	-
Student Personnel Services	-	-	-	-
Student Transportation	-	-	-	-
Operation of Plant	-	-	-	-
Maintenance of Plant	-	-	-	-
Capital Outlay	-	-	-	-
Debt Service	-	-	-	-
Food Services	39,859	31,484	6,237	2,138
Fringe	10,433	8,364	-	2,069
Total Expenditures	\$ 50,502	\$ 39,955	\$ 6,284	\$ 4,263

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY OBJECT
FOOD SERVICES
FOR THE TEN MONTHS ENDED APRIL 2018
(IN THOUSANDS)**

	FY 2018 Appropriations	YTD April 2018 Actual	Encumbrances	Unencumbered Balance
Expenditures (by object):				
Salaries and Wages	\$ 16,008	\$ 14,443	\$ -	1,565
Fringe Benefits	10,433	8,361	-	2,072
Contract Services	800	548	58	194
Supplies and Materials	22,834	16,349	6,033	452
Utilities and Other Charges	138	62	71	5
Property	289	192	122	(25)
Principal & Interest	-	-	-	-
Indirect Cost Recovery	-	-	-	-
Transfers	-	-	-	-
Unallocated Grants	-	-	-	-
Contingency Reserve	-	-	-	-
Out of County	-	-	-	-
Non - Public	-	-	-	-
Total Expenditures	\$ 50,502	\$ 39,955	\$ 6,284	\$ 4,263

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF REVENUES
GENERAL FUND
FOR THE ELEVEN MONTHS ENDED MAY 2018
(IN THOUSANDS)**

	FY 2018 Estimated Revenue	YTD May 2018 Actual Revenue	Balance
Revenue:			
State Grants	\$ 852,653	\$ 826,044	\$ 26,609
Baltimore City	278,412	259,614	18,798
Federal Grants	9,933	1,916	8,017
Other Revenue (Including MSA revenue)	6,502	4,049	2,453
Investment Income, net	250	3,512	(3,262)
Collington Square Supplemental Appropriation	107	-	107
Other Financing Sources	20,728	-	20,728
Total Revenue	<u>\$ 1,168,585</u>	<u>\$ 1,095,135</u>	<u>\$ 73,450</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY CATEGORY
GENERAL FUND
FOR THE ELEVEN MONTHS ENDED MAY 2018
(IN THOUSANDS)**

	FY 2018 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD May 2018 Expenditures	Encumbrances	Unencumbered Balance
Expenditures (by category):						
Administration	\$ 64,416	\$ 5,480	\$ 69,896	\$ 46,949	\$ 11,385	\$ 11,562
Mid-Level Administration	61,861	1,289	63,150	58,187	1,664	3,299
Instruction	413,408	5,773	419,181	342,416	10,422	66,343
Special Education	191,546	9,049	200,595	150,311	16,566	33,718
Student Personnel Services	14,612	18	14,630	11,648	18	2,964
Student Health Services	-	-	-	-	-	-
Student Transportation	43,698	5,100	48,798	37,713	11,009	76
Operation of Plant	61,689	6,160	67,849	54,070	9,209	4,570
Maintenance of Plant	21,137	3,099	24,236	15,418	4,950	3,868
Capital Outlay	27,785	1,446	29,231	26,955	1,416	860
Debt Service	21,700	-	21,700	14,026	-	7,674
Fringe	243,132	-	243,132	217,928	-	25,204
Enrollment Adjustment	3,601	-	3,601	(1)	-	3,602
Total Expenditures	<u>\$ 1,168,585</u>	<u>\$ 37,414</u>	<u>\$ 1,205,999</u>	<u>\$ 975,620</u>	<u>\$ 66,639</u>	<u>\$ 163,740</u>

**STATEMENT OF EXPENDITURES BY OBJECT
GENERAL FUND
FOR THE ELEVEN MONTHS ENDED MAY 2018
(IN THOUSANDS)**

	FY 2018 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD May 2018 Expenditures	Encumbrances	Unencumbered Balance
Expenditures (by object):						
Salaries and Wages	\$ 593,637	\$ -	\$ 593,637	\$ 495,582	\$ -	\$ 98,055
Fringe Benefits	243,171	-	243,171	217,928	-	25,243
Contract Services	186,737	24,867	211,604	147,911	49,978	13,715
Textbooks	554	180	734	430	255	50
Instructional Supplies	7,637	1,701	9,338	5,707	2,439	1,192
Other Supplies and Materials	11,320	2,050	13,370	7,638	3,356	2,376
Utilities	31,435	6,595	38,030	27,406	7,316	3,308
Other Charges	30,434	224	30,658	28,753	300	1,605
Property	4,582	696	5,278	3,073	2,054	151
Principal & Interest	21,700	-	21,700	14,026	-	7,674
Indirect Cost Recovery	(2,654)	-	(2,654)	(2,874)	-	220
Transfers	38,617	31	38,648	30,025	-	8,623
Structures and Improvements	-	1,070	1,070	16	941	113
Contingency Reserve	1,415	-	1,415	-	-	1,415
Total Expenditures	<u>\$ 1,168,585</u>	<u>\$ 37,414</u>	<u>\$ 1,205,999</u>	<u>\$ 975,620</u>	<u>\$ 66,639</u>	<u>\$ 163,740</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF REVENUES
SPECIAL REVENUE FUND
FOR THE ELEVEN MONTHS ENDED MAY 2018
(IN THOUSANDS)**

	FY 2018 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD May 2018 Actual Revenue	Balance
Revenue:					
State Grants	\$ 2,359	\$ 682	\$ 3,041	\$ 1,982	\$ 1,059
Baltimore City	-	-	-	-	-
Federal Grants	107,819	48,794	156,613	84,118	72,495
Proceeds From Leases	-	-	-	-	-
Food sales and other charges	-	-	-	-	-
Investment Income, net	-	-	-	-	-
Other	647	1,213	1,860	1,331	529
Total Revenue	<u>\$ 110,825</u>	<u>\$ 50,689</u>	<u>\$ 161,514</u>	<u>\$ 87,431</u>	<u>\$ 74,083</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY CATEGORY
SPECIAL REVENUE FUND
FOR THE ELEVEN MONTHS ENDED MAY 2018
(IN THOUSANDS)**

	FY 2018 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD May 2018 Expenditures	Encumbrances	Unencumbered Balance
Expenditures (by category):						
Administration	\$ 4,522	\$ 1,548	\$ 6,070	\$ 4,183	\$ 131	\$ 1,776
Mid-Level Administration	6,683	6,056	12,719	5,308	2,670	4,741
Instruction	57,373	24,005	81,378	46,180	12,188	23,010
Special Education	14,693	10,918	25,611	12,265	2,758	10,588
Student Personnel Services	2,004	825	2,829	1,754	-	1,075
Student Health Services	2,850	2,650	5,500	-	3,637	1,863
Student Transportation	150	46	196	79	238	(121)
Operation of Plant	-	11	11	-	4	7
Maintenance of Plant	-	10	10	7	3	-
Capital Outlay	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Food Services	36	52	88	67	4	17
Community Services	-	-	-	-	42	(42)
Fringe	22,534	4,568	27,102	17,608	-	9,494
Total Expenditures	<u>\$ 110,825</u>	<u>\$ 50,689</u>	<u>\$ 161,514</u>	<u>\$ 87,431</u>	<u>\$ 21,675</u>	<u>\$ 52,408</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY OBJECT
SPECIAL REVENUE FUND
FOR THE ELEVEN MONTHS ENDED MAY 2018
(IN THOUSANDS)**

	FY 2018 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD May 2018 Expenditures	Encumbrances	Unencumbered Balance
Expenditures (by object):						
Salaries and Wages	\$ 53,438	\$ 17,380	\$ 70,818	\$ 45,396	\$ -	\$ 25,422
Fringe Benefits	22,592	4,619	27,211	17,808	-	9,603
Contract Services	18,761	19,112	37,873	14,449	12,635	10,789
Supplies and Materials	5,990	4,385	10,375	5,634	4,998	(257)
Utilities and Other Charges	529	288	817	223	106	488
Property	50	79	129	48	58	23
Principal & Interest	-	-	-	-	-	-
Indirect Cost Recovery	3,425	1,147	4,572	2,874	-	1,698
Transfers	2,850	2,650	5,500	1,199	3,878	423
Unallocated Grants	1,544	348	1,892	-	-	1,892
Contingency Reserve	-	-	-	-	-	-
Out of County	-	-	-	-	-	-
Non - Public	1,646	681	2,327	-	-	2,327
Total Expenditures	\$ 110,825	\$ 50,689	\$ 161,514	\$ 87,431	\$ 21,675	\$ 52,408

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF REVENUES
FOOD SERVICES
FOR THE ELEVEN MONTHS ENDED MAY 2018
(IN THOUSANDS)**

	FY 2018 Estimated Revenue	YTD May 2018 Actual Revenue	Balance
Revenue:			
State Grants	\$ 727	\$ 673	\$ 54
Baltimore City		-	-
Federal Grants	49,100	45,116	3,984
Proceeds From Leases	-	-	-
Food sales and other charges	465	28	437
Investment Income, net	-	-	-
Other	210	124	86
Total Revenue	\$ 50,502	\$ 45,941	\$ 4,561

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY CATEGORY
FOOD SERVICES
FOR THE ELEVEN MONTHS ENDED MAY 2018
(IN THOUSANDS)**

	FY 2018 Appropriations	YTD May 2018 Actual	Encumbrances	Unencumbered Balance
Expenditures (by category):				
Administration	\$ -	\$ -	\$ -	\$ -
Mid-Level Administration	-	-	-	-
Instruction	210	124	55	31
Special Education	-	-	-	-
Student Personnel Services	-	-	-	-
Student Transportation	-	-	-	-
Operation of Plant	-	-	-	-
Maintenance of Plant	-	-	-	-
Capital Outlay	-	-	-	-
Debt Service	-	-	-	-
Food Services	39,752	35,244	3,214	1,294
Fringe	10,540	9,139	-	1,401
Total Expenditures	\$ 50,502	\$ 44,507	\$ 3,269	\$ 2,726

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY OBJECT
FOOD SERVICES
FOR THE ELEVEN MONTHS ENDED MAY 2018
(IN THOUSANDS)**

	FY 2018 Appropriations	YTD May 2018 Actual	Encumbrances	Unencumbered Balance
Expenditures (by object):				
Salaries and Wages	\$ 15,535	\$ 16,329	\$ -	(794)
Fringe Benefits	10,540	9,138	-	1,402
Contract Services	815	463	126	226
Supplies and Materials	23,158	18,314	2,957	1,887
Utilities and Other Charges	148	64	71	13
Property	306	199	115	(8)
Principal & Interest	-	-	-	-
Indirect Cost Recovery	-	-	-	-
Transfers	-	-	-	-
Unallocated Grants	-	-	-	-
Contingency Reserve	-	-	-	-
Out of County	-	-	-	-
Non - Public	-	-	-	-
Total Expenditures	\$ 50,502	\$ 44,507	\$ 3,269	\$ 2,726