

BALTIMORE CITY PUBLIC SCHOOLS

Bernard C. “Jack” Young
Mayor, City of Baltimore

Linda Chinnia
*Chair, Baltimore City Board of
School Commissioners*

Dr. Sonja Brookins Santelises
Chief Executive Officer

*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 November 1, 2019

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

- Please see attachments.

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

Meeting Student Need

Q1 – FY18

- 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 – FY18

- 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 – FY18

- 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 – FY18

- 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.

Q1 – FY19

- As indicated previously, during the first quarter of each year, 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 – FY19

- Principal Supervisors (Instruction and Learning Executive Directors - ILEDs) continue to regularly review the progress of individual schools both from a quantitative and a qualitative basis. The ILEDs are working with school leaders to emphasize the districts new curriculum, Wit and Wisdom, monitoring the pacing of teachers and ensuring that high-quality questions are being asked. Additionally, to ensure that principals and ILEDs are aligned in their goals, this year, ILEDs along with the Chief of Schools met with all principals to individually to review school progress and set goals around their literacy and math growth.

Q3 – FY19

- Principal Supervisors (Instruction and Learning Executive Directors - ILEDs) continue to monitor the progress of schools and ensure that they are working towards the goals set at the beginning of the year. ILEDs have been participating in norming walks, which are lesson observations where teams of ILEDs and principals view instruction to norm on what went well in a lesson and what needs to be improved on, for the *Wit and Wisdom* curriculum so that schools are normed in how they are delivering the curriculum. This practice has improved implementation of the *Wit and Wisdom* content, which should improve ELA results on any end-of-year exams.

Q4 - FY19

- During the 2018-2019 school year, Principal Supervisors (Instruction and Learning Executive Directors - ILEDs) monitored the progress of schools by ensuring that they worked toward their goals set in the beginning of the year with the Chief of Schools. In addition to participating in *Wit & Wisdom* norming walks, they also worked deliberately with their principals to target instruction of lower performing students by analyzing data.

In addition, in an effort to ensure students have a strong literacy foundation, principals will soon start to have targeted professional development on *Foundations*, so that they can ensure that their early literacy students are receiving strong instruction that is rooted in research.

Q1 – FY20

- Principal Supervisors (Instruction and Learning Executive Directors - ILEDs) continue to regularly review the progress of individual schools both from a quantitative and a qualitative basis. The ILEDs continue to work with school leaders to emphasize the district's curriculum, Wit and Wisdom. Additionally, as a district, there is an emphasis on early literacy instruction, so all ILEDs are working with their Academic Content Liaisons to ensure that teachers are delivering the instruction with fidelity. ILEDs, principals and the Chief of Schools continue to meet to ensure they are aligned in their goals, review school progress and set goals around literacy and math growth.

Grade Configurations, Programming, School Mergers/Closings

Q1 – FY18

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 – FY18

- 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 – FY18

- 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 Gilmore Elementary or Pinderhughes Elementary; the facility of the remaining school will become the home of the newly envisioned school developed with the community.

Q4 – FY18

- 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 – FY19

- City Schools is preparing to share recommendations from its annual review of 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 2018-19, based on feedback from the community, the focus has been on revamping the process to include more community input into recommendations that impact traditional schools. This year there is a smaller number of recommendations as staff continues to work on changing the process to incorporate community input into the process. The portfolio recommendations for the current year are scheduled for presentation to the Board of School Commissioners on November 13, 2018. After opportunities for community feedback through school-based and central meetings, the School Board will vote on the recommendations on January 8, 2019. We will provide an update on the status of the annual portfolio recommendations and actions in the next quarterly report.

Q2 – FY19

The Board of School Commissioners voted on recommendations from the 2018-19 portfolio review at its public meeting on January 8, 2019. In this year's portfolio review, two schools were approved for closure with building surplus: Gilmor Elementary School, in 2019, and Dr. Martin Luther King, Jr. Elementary/Middle School, in 2020. The Dr. Roland N. Patterson building was approved for surplus in 2019; the Lake Clifton building will be voted on in the coming weeks for surplus in 2019 as well.

As noted in the Q1 report above, this year's process included broader and more substantive community engagement than in prior years, including fewer recommendations, a longer timeline, engagement that informed recommendations, and in the case of the Gilmor closure, a months-long community team planning process that resulted in the recommendation itself. While the Dr. King closure has been approved, that date was delayed from 2019 to 2020 as a result of this increased community engagement. Staff will work with the community to thoughtfully plan the merging of families and students into new school communities, Edgcombe Circle, the receiving school for elementary students and Pimlico Elementary/Middle School, the receiving school for middle grades students. We will also revisit climate, safety and academic supports and work with community partners to ensure successful transitions and improved educational outcomes for all impacted students.

In addition, there were ten charter schools up for renewal of their operator contracts this year. Of those schools:

- Two received 5-year renewals: Green Street Academy and KIPP Harmony Academy.
- Three received 3-year renewals: ConneXions: A Community Based Arts Schools, Furman Templeton Preparatory Academy, and the Green School of Baltimore.
- Four received non-renewals: Banneker Blake Academy of Arts and Sciences (voted to close at a public board meeting on November 13, 2018), Monarch Academy Public Charter School, Northwood Appold Community Academy, and Roots and Branches School.
- One renewal application is pending: Independence School Local 1.

Finally, there were changes to the 21st Century buildings plan that were approved at the January 8 board meeting:

- Three buildings were approved to be removed from Exhibit 6 (the official surplus list)
 - Chinquapin building
 - Garrison building
 - West Baltimore building
- Seven changes in surplus dates were approved due to changes in construction schedules:
 - Alexander Hamilton: delay building surplus to 2021
 - Claremont: delay building surplus to 2022
 - Guilford: delay building surplus to 2021
 - Lois T. Murray: delay building surplus to 2021
 - Sharp-Leadenhall: delay building surplus to 2021
 - Southeast: delay building surplus to 2020
 - William C. March: accelerate building surplus to 2021

Q3 – FY19

- City Schools is preparing for the upcoming 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.
- Since quarter two, the Board had decided on a few actions that were pending. The updates are as follows:
 - Independence Local I High – renewed for three years with conditions related to addressing concerns found in the renewal process
 - Lake Clifton Building – surplus the facility Dec. 31, 2019; this effective date allows for use of the fields at the facility for fall sports for REACH! Partnership School
 - Vanguard Collegiate Middle School – delay move to Northeast Building to Summer 2020

Q4 – FY19

- City Schools' work to prepare for the upcoming annual portfolio review process continues. Additionally, staff continue to meet with members of the Sandtown community to ensure academic and climate success for the remaining school in the area.

With the closure of Gilmor, the school community requested, and the Board approved, changing the name of Pinderhughes Elementary/Middle to the Sandtown Achievement Academy to reflect the unity of the community. Work with the Park Heights community regarding the upcoming merger of Edgecombe Elementary with Dr. Martin Luther King Elementary students and Pimlico Middle School students also continues.

- We have begun engagement for charter schools scheduled to go through the renewal process during the 2019-2020 school year, with outreach to both internal and external stakeholders. Meetings have 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. Nine schools will be going through renewal in 2019-20. An orientation meeting was held with these schools to discuss the process for 2019-20.
- Q1 – FY20
Annually, 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 2019-20, the portfolio review process is currently underway, with the portfolio recommendations for the current year scheduled for presentation to the School Board on November 12, 2019. After opportunities for community feedback through school-based and central meetings, the School Board will vote on the recommendations on January 14, 2020.

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

Q1 – FY18

- 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 – FY18

- 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	
	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 – FY18

- 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 – FY18

- 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.

Q1 – FY19

- As a result of the PSASA Joint Oversight Committee’s redevelopment of criteria for the Transformational Principal pathway during the 2017-2018 school year, City Schools released invitations for Transformational Principal applicants to eligible Principals in September 2018. This is part of a district/union collaboration outlined in school administrators’ collective bargaining agreement in support of City Schools’ Blueprint for Student Success and of increasing student learning. Additionally, a group of existing Transformational Principals continued their leadership of Principal professional learning communities that were established in the spring semester of the 2017-2018 school year.

Q2 – FY19

- In January 2019, the Board of School Commissioners approved a contract for the district to work with Public Impact to expand teacher leadership roles and align them with existing pathways in the teacher collective bargaining agreement. Public Impact has developed school staffing structure models and teacher leadership role models (i.e., "Opportunity Culture"). The organization has worked with about 200 schools in a dozen districts across the country, and a national research consortium found significant impact on English Language Arts and Mathematics student learning outcomes stemming from efforts of districts that previously engaged with Public Impact on this work.

Q3 – FY19

- In developing a proposed budget for Fiscal Year 2020, all division chiefs considered a range of guiding questions related to the budgets of district office divisions, including questions related to positions, organizational structure, and alignment of resources to strategic goals. Division chiefs each presented multiple proposals to the Chief Executive Officer and fellow cabinet members to outline plans for their divisions. These plans were informed by community engagement sessions held during the prior quarter and this quarter, during which district staff shared proposed areas of priority and received input from parents and other community members. The projected FY20 revenue required divisions to incorporate reductions in many cases, while targeting available funding to address alignment with the Blueprint for Student Success, improved customer service, and increased efficiency.

The proposed FY20 budget includes the addition of 20 more Literacy Coaches and 21 more Student Wholeness Specialists, as the district plans an increase in the number of intensive learning sites implemented targeted literacy and student wholeness initiatives. Districtwide, the number of full-time equivalent positions proposed within the FY20 budget reflects an increase of 0.3% over FY19.

During this quarter, the Joint Oversight Committee completed its contractually-required review of the impact of the Baltimore Professional Practices and Student Learning Program (BPPSLP), the unique compensation and career pathways system first set up in 2010 for teachers and related service providers. The Joint Oversight Committee's findings and next steps were summarized as follows: "The JOC reviews data on an ongoing basis together during monthly meetings facilitated by the Joint Governing Panel and met in March 2019 to specifically discuss BPPSLP certification.

Based on its review, the JOC certifies that the BPPSLP concept has improved professional practices, increased student learning, and increased career acceleration and opportunities. The future success of this unique system is dependent on City Schools and the BTU continuing to embrace a mindset of continuous improvement. To that end, City Schools and the BTU are dedicated to the task of working together during the current contract negotiations and over the course of the next year in the JOC to collaboratively strengthen and advance this important system so that teachers are well positioned to drive and accelerate achievement for all of our students. We believe that working together, we can help each of our students develop the knowledge and skills they need to pursue the future that calls them."

Q4 – FY19

- The first group of schools was identified for the district's Opportunity Culture pilot in partnership with Public Impact. Small teams from each of these schools designed a staffing plan for the 2019-2020 school year leveraging concepts from the Public Impact-designed models for teacher leadership roles that support teacher development and student learning.

Q1 – FY20

- In June 2019, the Baltimore Teachers Union confirmed the election of a new President and other members of the union's executive team. During the first quarter of FY20, the BTU President named new members of the BTU Joint Oversight Committee and the district also replaced one of its appointees to the JOC. Additionally, the BTU President named new members of the Joint Governing Panel, which administers decisions of the JOC. With these changes, the district and union members of the JOC have used most formal meeting time to build the foundation for the JOC's future work, re-grounding it in shared commitments originally outlined in the BTU collective bargaining agreement.
- The first groups of identified Opportunity Culture pilot schools began implementation of their Opportunity Culture models, including Multi-Classroom Leader roles shown through a national study to have positive impact on student achievement.

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

Q1 – FY18

- 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 – FY18

- 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 – FY18

- 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 – FY18

- 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.

Q1 – FY19

- City Schools prepared guidance for Principals to support their efforts in adjusting their FY19 school-based budgets, which are based on the district’s Fair Student Funding model, after fall 2018 student enrollment numbers are finalized. The guidance provides parameters for adjusting staffing levels to meet student needs. School leaders will make adjustments through the district’s annual process for right-sizing school-based staffing to align with the number of enrolled students as of September 30th.

Q2 – FY19

- As part of the FY20 budget planning process, the Offices of Human Capital and Finance are collecting information from division leaders throughout the organization to determine potential shifts to the position landscape and financial impact, specifically with an eye toward ensuring that funds are linked to strategic priorities. For the first time, the district developed a comprehensive series of community budget meetings to present strategic priorities from all departments in the district office, not only to ensure that planning efforts were transparent, but also to solicit feedback from our families, community members, and key stakeholders, to consider when determining funding allocations for FY20. City Schools is committed not only to ensuring there is alignment across departments with respect to resource allocation, but also that resources are appropriated in accordance with priorities that align with community needs.

Q3 – FY19

- The Human Capital Office opened the window for school leaders to recommend new hires for all existing and anticipated FY20 school-based vacancies effective April 1st, earlier than at any time in recent years. This adjustment to the staffing timeline was intended to enable school leaders to identify the strongest applicants to fill these positions, particularly teaching positions for which there is significant competition with other districts in a state with too few educators graduating from IHE-based teacher preparation programs. The Human Capital Office will complete a full reconciliation of changes between the FY19 and FY20 budgets in order to ensure that the number of staff hired does not exceed the ultimate, districtwide need.

Q4 – FY19

- The Human Capital Office notified individuals serving in Hall Monitor positions without continued funding for a position in FY20 that they would not remain a Hall Monitor in the 2019-2020 school year. Labor Relations & Negotiations staff met several times with union representatives to discuss strategies for helping these employees find other, funded roles with the district to continue employment in the 2019-2020 school year.

Q1 – FY20

- City Schools distributed guidance for Principals to support their efforts in adjusting their FY20 school-based budgets, which are based on the district's Fair Student Funding model, after fall 2019 student enrollment numbers are finalized. The guidance provides parameters for adjusting staffing levels to meet student needs. School leaders will make adjustments through the district's annual process for right-sizing school-based staffing to align with the number of enrolled students as of September 30th.

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

Q1 – FY18

- 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 – FY18

- 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 – FY18

- 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 – FY18

- 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.

Q1 – FY19

- The district adjusted ranges for unaffiliated positions across the board per the recommendations made in the previous quarter. This adjustment brings salary ranges for this subset of district office positions closer to those in comparable, competing districts.

Q2 – FY19

- As part of the FY20 budget planning process, the Office of Human Capital is collecting information from division leaders regarding hard-to-fill positions and potential relationships to compensation levels, in preparation for launching the 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.

Q3 – FY19

- For FY20, a few hard-to-fill positions (e.g., Bus Drivers) were identified for a review of current compensation levels as they compare with other regional competitors. Wage rates on the applicable salary schedules will be adjusted by the Human Capital Office to ensure the district can fill these hard-to-fill positions for FY20.

Q4 – FY19

- The salary grades and position titles for Bus Driver positions were updated.

Q1 – FY20

- There are no updates at this time.

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

Q1 – FY18

- 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 – FY18

- 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 – FY18

- 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 – FY18

- 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.

Q1 – FY19

- The sixth meeting of the Transportation Workgroup is scheduled for November 7, 2018. At this meeting draft recommendations will be presented to the workgroup for review. The workgroup's input, feedback and priorities will then be collected and incorporated into a final set of recommendations.

Q2 – FY19

The sixth and final meeting of the Transportation Workgroup was held November 29, 2018. At this meeting, draft recommendations were presented to the workgroup for review. The workgroup's input, feedback and priorities were collected to incorporate into a final set of recommendations. The final report of recommendations is underway.

Q3 – FY19

- The Transportation Workgroup's final report is attached.

Q4 – FY19

- Per the third quarter update above, City Schools is presently working toward recommendations outlined in the final report of the Transportation Workgroup. Efforts in this area include:
 - o The district has begun working with consultant (Sabra & Associates) to perform a comprehensive bell time study. Initial recommendations are expected by December 2019.
 - o The Office of Special Education and Student Support met with parents regarding moving their scholars to alternative school locations closer to home to help reduce ride times. Staff were met with heavy opposition and no changes were made.
 - o A standard operating procedure for the validation and payment of invoices has been developed and implemented. Contract language has been revised to improve oversight and monitoring.
 - o The recommendation to negotiate taxi cab contracts is currently not a possibility as taxi cab rates are governed by the Public Safety Commission (PSC) and are the same for all taxi contractors. The current taxi cab rates have not been revised by the PSC since September 2008.
 - o The process to develop a five-year strategic plan has begun. The Office of Pupil Transportation and Operations will meet with other departments within City Schools at the beginning of the school year to start soliciting feedback and participation in the development of the plan, with the goal of the strategic plan being presented to the Cabinet in December 2019.
 - o The Office of Pupil Transportation has been approved to purchase five small yellow buses for the 2019-2020 school year. These buses should be available by December 2019 and will be utilized for regular routes as well as small, single class field trips specific to the schools identified by concentrated poverty funding.
 - o The Office of Pupil Transportation traditionally routes yellow buses to arrive to school 5 minutes before the AM bell time. Effective for the 2019-2020 school year, yellow buses will be routed to arrive 10 minutes before the bell. This will require collaboration with Student & School Operations Support to assure that staff at all schools are prepared to receive students that arrive 10 minutes earlier than the AM bell time.

Q1 – FY20

- Per the fourth quarter update above, City Schools is presently working toward recommendations outlined in the final report of the Transportation Workgroup. Efforts in this area include:
 - o The district has begun working with consultant (Sabra & Associates) to perform a comprehensive bell time study. Initial recommendations are expected by December 2019.
 - o The process to develop a five-year strategic plan has begun. The Office of Pupil Transportation and Operations will meet with other departments within City

Schools at the beginning of the school year to start soliciting feedback and participation in the development of the plan, with the goal of the strategic plan being presented to the Cabinet in December 2019.

- The Office of Pupil Transportation has been approved to purchase five small yellow buses for the 2019-2020 school year. These buses should be available by December 2019 and will be utilized for regular routes as well as small, single class field trips specific to the schools identified by concentrated poverty funding.

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

Q1 – FY18

- 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 – FY18

- 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 – FY18

- 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 – FY18

- 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.

Q1 – FY19

- On October 9, 2018, the Board of School Commissioners approved the temporary employment policy and regulations. Per the policy, the Human Capital Office will report to the Board on an annual basis the total number of temporary employees used, their pay and their assigned locations. This report shall be submitted to the Board by September 30 and will include data for the previous school year, beginning September 30, 2019.

Q2 – FY19

- The Budget Guidance document provided to school leaders to assist with their FY20 budget development provides reminders of the requirements of the temporary employment policy.

Q3 – FY19

- There are no updates at this time.

Q4 – FY19

- There are no updates at this time.

Q1 – FY20

- Per the district’s temporary employment policy, the Human Capital Office provided an annual report to the Board on the total number of temporary employees used, their pay, and their assigned locations. In Fiscal Year 2019 (July 1, 2018 – June 30, 2019), City Schools employed a total of 807 “active temporary employees” across 156 schools and central departments. Active temporary employees reflect those who received at least one paycheck during the fiscal year.

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

Q1 – FY18

- 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 – FY18

- 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 – FY18

- 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 – FY18

- 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

Q1 – FY19

- On October 13, 2018, Cushman & Wakefield and JRS Architects presented for consideration by City Schools representatives an operating expense analysis as well as a relocation financial analysis.
- The next steps are for Cushman & Wakefield, JRS Architects and Central Baltimore Partnership to develop and present further analysis to City Schools' School Committee and Finance Department for feedback and discussion. Thereafter a presentation will be made to the Board of School Commissioners.

Q2 – FY19

- In October 2018, Cushman & Wakefield and JRS Architects presented for consideration by City Schools representatives an operating expense analysis as well as a relocation financial analysis.

The next steps are for Cushman & Wakefield, JRS Architects and Central Baltimore Partnership to develop and present further analysis to City Schools' School Committee and Finance Department for feedback and discussion. Thereafter, a presentation will be made to the Board of School Commissioners.

The Executive Summary and Conclusion and Recommendations findings highlighted the following issues:

- Continued tenancy at 200 E. North Ave by City Schools will come with high operating costs and capital needs.
- Market demographics are not favorable in the short term for other uses of the 200 E. North Ave property, but are more favorable in the long term.
- Feasibility of re-use of the existing property by a non-office use is limited due to conversion costs.
- Redevelopment would require incentives to finance.
- Stay vs Go Analysis indicated a risk of asset vacancy if City Schools relocated.
- Stay vs Go Analysis indicated City Schools would bear a cost if attempting to relocate and sell vacant building, due to relocation costs.
- Stay vs Go Analysis indicates a favorable outcome of the option of selling the building to another party and leasing back the building to City Schools. City Schools would incur annual leasing costs but receive infusion of cash for capital needs.

Cushman & Wakefield has scheduled a February 2019 meeting with City Schools representatives to review the study.

Q3 – FY19

- Cushman & Wakefield and JRS Architects presented the results of the study to the Board of School Commissioners and to outside partners in April 2019. The results appear to indicate that relocating from the North Ave building is not a feasible solution at this time and would cost the district monetarily. A final report is expected soon and will be available in time for the next installment of the Financial Recovery Plan.

Q4 – FY19

- City Schools is presently working with Cushman & Wakefield and JRS Architects on revisions to the final report. This item will be updated accordingly in the future.

Q1 – FY20

- The current version of the summary report from Cushman & Wakefield and JRS Architects is attached.

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

Q1 – FY18

- 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 – FY18

- 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 – FY18

- 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 – FY18

- 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.

Q1 – FY19

- The district and the City Union of Baltimore ratified a collective bargaining agreement that extends through June 30, 2019 in August 2018. The district and Local 44 ratified a collective bargaining agreement that extends through June 30, 2019 on October 23, 2018. The district currently remains in negotiations with FOP. Each of the ratified agreements incorporates the same health care cost saving measures previously included in ratified agreements with other unions. In September 2018, after input from all unions through the Joint Health Insurance Committee, the district decided to implement a new Step Therapy program within its contract with Express Scripts effective January 2019. The Step Therapy program is estimated to save \$0.9M per year beginning in calendar year 2019.

Q2 – FY19

- The district continued negotiations with FOP, the only union operating with an expired collective bargaining agreement. In the fall of 2018, the district and FOP signed a partial agreement to implement the same health care cost saving measures previously included in ratified agreements with other unions. District staff have begun preparations for launching new collective bargaining agreement negotiations with each of its unions for FY20 and beyond.

Q3 – FY19

- The district and the Baltimore Teachers Union have begun negotiations for a successor agreement to the collective bargaining agreement covering the period from July 1, 2016 to June 30, 2019.

Q4 – FY19

- The district and the Baltimore Teachers Union reached tentative agreement on a collective bargaining agreement for July 1, 2019 – June 30, 2021. The Board of School Commissioners approved the agreement on June 25, pending BTU ratification after the beginning of the 2019-2020 school year.

Q1 – FY20

- The Baltimore Teachers Union ratified the collective bargaining agreement for July 1, 2019 – June 30, 2021 in September 2019. The district and the Baltimore Teachers Union also reached agreement on a collective bargaining agreement for July 1, 2019 – June 30, 2021 with the PSRP bargaining unit (paraeducators and school related personnel).

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

Q1 – FY18

- 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 – FY18

- 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 – FY18

- 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 – FY18

- 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.

Q1 – FY19

- The adjustment of school budgets based on the September 30th enrollment count has provided city schools with a full year's worth of data on the implementation of the new funding model. This new insight into the application of the model will be incorporated into the ongoing review of the new model's effectiveness.

Q2 – FY19

- Data analysis of the change in average per pupil by school showed that in FY19, more funding was distributed to schools in higher poverty areas of the city. For FY20, the district is looking at alterations to the Baseline Funding supplement in the new funding model which allocates additional resources to schools based on a number of factors. The district has found that the model as implemented does not always accurately provide the additional resources to the highest needs schools but sometimes to schools who, due to their larger enrollment, are not experiencing as great of a need as smaller schools.

Q3 – FY19

- City Schools has implemented the updated FSF model again for FY20 with minor adjustments to the baseline services model carried over from the fall enrollment adjustments. The hold harmless supplement for schools experiencing reductions in funding from the FY18 model was reduced to further transition schools fully into the new model.

Q4 – FY19

- There are no updates at this time.

Q1 – FY20

- City schools is examining options for adjusting the poverty weight in order to further account for the undercounting of a subset of that population. The adjustments are expected to focus on the use of the WIDA (English language learners testing) data in the poverty funding calculation.

11. Pursue grants and philanthropic partnerships and funding opportunities

General Partnerships

Q1 – FY18

- 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 – FY18

- 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 – FY18

- 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.

Q1 – FY19

- City Schools continues its partnerships with Heart of America and Under Armour. Edmondson - Westside High School underwent a beautification project this fall led by Heart of America, and 12 City Schools benefited from Under Armour facilities grants that were completed this summer and early fall.

Q2 – FY19

- City Schools continues to work with the Baltimore Student Athlete Coalition, which includes Under Armour, the Baltimore Ravens, the InSideOut Initiative, the Fund for Educational Excellence, and City Schools, to use the power of sports to transform the lives of student athletes throughout City Schools while promoting more equitable access to enriching activities, particularly sports. Through this partnership, Under Armour has provided more than 5,300 student athletes and coaches with new uniforms or apparel. The Coalition has created a Baltimore Student Athlete Leadership Council, comprised of one male and one female representative from each City Schools high school, who come together several times a year for leadership and character development trainings. Lastly, Under Armour has partnered with City Schools to launch another round of Facility Improvement Grants. The Request for Proposals were completed by schools in January 2019. Approximately 10 – 15 schools will be selected in Spring 2019 to receive grants, and construction will occur during summer 2019.

Q3 – FY19

- Under Armour provided \$250,000 in Facility Improvement Grants to 12 schools to complete projects focused on improving the quality, safety, and accessibility of athletic, academic and recreation facilities with particular focus on improving the student-athlete experience, wellness and student wholeness. These projects are now underway and will be completed in Spring/ Summer 2019.

Q4 - FY19

- Baltimore City Schools received a grant of \$130,000 from the Harry and Jeanette Weinberg Foundation to fund two Baltimore Corps Fellow positions during FY20. One fellow will work in the Office of New Initiatives on family engagement around the portfolio process, and the other will work in the Office of Equity on the development of Baltimore City Schools' strategic equity implementation plan.
- Baltimore City Schools received two new KaBOOM! playgrounds. Maree G Farring Elementary/Middle School playground was made possible due to donations from the Baltimore Children and Youth Fund, Under Armour, and the Fund for Educational Excellence. Eutaw Marshburn Elementary School's playground was made possible through a donation from Travelers Insurance and Promise Heights. All donations go to KaBOOM! who then facilitates the playground installation.

Q1 – FY20

- Heart of America and Under Armour completed a school makeover project for Sandtown-Winchester Achievement Academy (SWAA). SWAA is a newly formed school that serves students who previously attended Gilmore Elementary and Pinderhughes Elementary/ Middle School. The schools' cafeteria, auditorium, hallways, main office, library, and teachers lounge all received improvements through the makeover.

Blueprint

Q1 – FY18

- 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 – FY18

- 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 – FY18

- 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 – FY18

- 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.

Q1 – FY19

- First quarter fundraising activities included a four-year grant totaling up to \$11.2 million dollars from the Gates Foundation. This was a highly competitive process in which over 525 applicants from school districts and outside intermediaries across the country applied to compete for higher level Phase I grants that were awarded to only 5 applicants. City Schools was the only school district in the country to earn a grant award from the Gates Foundation. The grant includes a substantial investment in our secondary Intensive Learning Sites in support of the Blueprint literacy work.

Q2 – FY19

- In Q2, City Schools focused on launching and sustaining existing projects funded with philanthropy. In Q3, we intend to ramp up national fundraising and seek recommitments from local funders.

Q3 – FY19

- In Q3, City Schools continued its focus on sustaining existing Blueprint projects funded with philanthropy. In addition, City Schools created FY20 budgets for existing grants and continues to develop additional asks for philanthropic partners in the future.

Q4 - FY19

- In June, the district ended year 1 (Jan 2018-June 2019) of its implementation of the Blueprint Intensive Learning Site strategy. Through this effort, 55 schools received additional resources including staff, access to expert consultation, or opportunities to visit other school districts excelling in priorities areas of literacy or student wholeness. To achieve this for these schools, City Schools realigned resources and leveraged private and public grant dollars. This program will expand in the coming school year. City Schools has identified 41 additional schools to receive targeted staff and interventions in literacy and student wholeness. As part of its Blueprint strategy, schools will also continue to engage in continuous improvement strategies, an effort supported in part by the grant dollars received from the Bill and Melinda Gates Foundation. Because of this initiative, Dr. Santelises and several members of City Schools’ staff were invited to host a panel discussion at a recent Bill and Melinda Gates Foundation celebration event, which can be viewed here:

<https://www.youtube.com/watch?v=GHHkCTxYxk&feature=youtu.be>

Q1 – FY20

- City Schools did not receive additional grant funding in the first quarter of FY20 but did apply for more than a quarter of a million dollars in philanthropic funding. We now await news on whether we will receive those awards.

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

Q1 – FY18

- 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 – FY18

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

Q1 – FY19

- The draft of the 2018 Master Plan was presented to the Board of Commissioners on October 9, 2018. City Schools is now gathering feedback on the draft until November 9, 2018.

Q2 – FY19

- The Bridge to Excellence: City Schools Master Plan 2018 was voted on and approved by the Board of Commissioners on November 13 2018.

Q3 – FY19

- This item was previously completed. There are no updates at this time.

Q4 – FY19

- This item was previously completed. There are no updates at this time.

Q1 – FY20

- This item was previously completed. There are no updates at this time.

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 Q1 FY20)

- The monitoring of grant expenditures occurs on an approximately 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 quarterly to review the Snapshot Report and determine steps needed to address any issues. The meeting may occur in person or through email. If there are no issues that need to be addressed this meeting would not be needed. 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. Mandatory grant manager training sessions have been held on October 29, 2018 and January 7, 2019. For SY19/20 the first mandatory grant manager session was held September 23, 2019.

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

Grant	Monitoring Date	Required Follow-ups to Support Compliance
		provided per set deadline. No compliance findings.
FY19 Title I, Part A	12/10/18	Part I of the monitoring completed for 4 components. Monthly meetings to support monitoring of Title I Parent and Community Engagement spending to occur with MSDE.
	2/28/19	Part II of the monitoring was completed. Only one area requiring follow-up due to one paraprofessional not meeting licensure requirements. City Schools has corrected this noncompliance and the issues was closed out.
FY17 Title I, Part D	9/8/17	None
FY18 Title I, Part D	9/19/18	None
FY19 Title I, Part D	June 2019	None
FY17 Title I Focus Grant	8/3/17	None
FY18 Title I Focus Grant	8/1/18	None
FY17 Title II	6/13/17	None
FY18 Title II	1/10/19	None
FY19 Title II	TBD	

Strategic Use of Resources

- City Schools has worked with Grant Managers to, where possible, align grant spending plans for SY2019/20 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 SY2019/20 Title I application outlines funding for a number of new district initiatives was submitted on time to MSDE. All district initiatives funded are in support of the Blueprint or district priority areas.
- Plans developed for schools identified by MSDE in need of turnaround (Comprehensive Support and Improvement (CSI) and School Improvement Grant (SIG) schools) utilizing Title I, Part A, Title I 1003(a) and School Improvement Grant (SIG) funds will align with all MSDE requirements while implementing a framework that aligns with the Blueprint. For the new cohort of CSI schools, MSDE has approved the pre-implementation plans and the school will begin developing the year 1 implementation plans in September 2019. The SIG schools are implementing their year 2 plan and the year 3 plans for FY20 have been approved by MSDE.
- The SY2018/19 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. Development of the SY2019/20 Title IV application is in process. The application was submitted to MSDE October 15, 2019.

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

Q1 – FY18

- 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 – FY18

- 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 – FY18

- 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 – FY18

- 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.

Q1 – FY19

- In September 2018, the Board of School Commissioners approved a contract with BKL & Associates to provide coaching to new Principals. This organization has provided similar services to the district in other recent years. For the 2018-2019 school year, the district's contract with BKL & Associates incorporates the development of additional internal capacity among the district's highly successful Principals to mentor peers. This shift will enable the district to more effectively utilize its own principals to mentor others as key agents for improving outcomes in low-performing schools.

Q2 – FY19

- During this quarter, City Schools received and began reviews of applications for its next cohort of Transformational Principals – the first new cohort in two years. The district and its administrators' union (PSASA) negotiated years ago to create career pathways for high-performing principals. In the 2016-2017 school year, the PSASA Joint Oversight Committee agreed to review the criteria and process for identifying Transformational Principals.

School leader feedback was gathered in the fall and spring of the 2017-2018 school year to further inform the creation of an updated process for identifying future Transformational Principal cohorts. Once identified, Transformational Principals further

support both their peers and the larger district community, while ensuring excellent teaching and learning in every classroom.

As part of their responsibilities and good standing on this career pathway, Transformational Principals work with the Director of Principal Leadership Development and lead additional activities designed to further create and sustain growth across City Schools. Areas of focus for Transformational Principals include mentoring activities, professional development activities, learning site activities, and policy implementation activities, which are all seen as key levers in supporting district priorities. A critical opportunity for Transformational Principals to strengthen our district and student experience is through developing the capacity of other school leaders through the mentoring of aspiring Principals (i.e., Principal Residents), new/novice Principals, and early career Principals.

City Schools is dedicated to fully supporting Transformational Principals to ensure engagement in the career pathway is rich and rewarding – for the district, the principal, and the schools and leaders that principal supports. The commitment of the district goes beyond the provisions of salary adjustments associated with career pathway movement to include developing Transformational Principals through opportunities to build their capacity so that they are better equipped to build the capacity of others.

Q3 – FY19

- During this quarter, City Schools completed reviews of applications for its next cohort of Transformational Principals, and two additional Transformational Principals were identified.

Q4 – FY19

- One additional cohort of Transformational Principals was identified through the new application process, and the PSASA Joint Oversight Committee collected activity commitments from all Transformational Principals, outlining their preferred categories of support for other principals and districtwide initiatives.
- Principal selection and assignment was completed for 99% of schools by June 25, 2019. This included CEO reassignments of several principals to different schools for the 2019-2020 school year. The district increased by nearly 25% the number of principals who have served in the same school for at least three years while earning the top-two principal evaluation ratings in each of those three years.

Q1 – FY20

- One additional cohort of Transformational Principals was identified through the new application process, and the PSASA Joint Oversight Committee collected activity commitments from all Transformational Principals, outlining their preferred categories of support for other principals and districtwide initiatives. The PSASA JOC process will now continue on an annual basis (after a year in which two cohorts were selected).
- After several principal appointments and reassignments took place after June 30th, the number of schools with new or different principals for the 2019-2020 schools year was 17. This includes 7 principals who were reassigned to different schools to match high-performing principals with “strong fit” schools.

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 – FY 18

- 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.

Q1 – FY 19

- City Schools continues to enact the \$125 per pupil charge for emergency services to charter schools in FY19.

Q3 – FY19

- The Maryland State Board of Education has ruled that services provided by City Schools' School Police are not covered by the 2% administrative fee in the per pupil funding formula and that unilaterally charging a flat fee is illegal. Therefore, City Schools must negotiate a fee for charters. The challenge is that receipt of this service is not a choice for charters. Any school that calls 911 is connected to City Schools Police for the provision of emergency services, so absent the ability to charge for these services, school police services for charters are being subsidized by traditional school students.

Q4 – FY19

- City Schools staff continue to evaluate the implications of the ruling stated in Q3.

Q1 – FY 20

- City Schools staff have reached out to leadership at the Maryland Alliance of Public Charter Schools to begin negotiations.

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

Q1 – FY18

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

Q2 – FY18

- 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 – FY18

- 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 – FY18

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

Q1 – FY19

- City Schools has surplus 11 of 26 buildings back to the City of Baltimore thus far. For Fiscal Year 19, the District tentatively plans to surplus four buildings back to the City.

Q2 – FY19

- Since 2013, City Schools has surplus a total of eleven facilities back to the City of Baltimore; an additional three buildings will be surplus in 2019 with more to follow in 2020.

Q3 – FY19

- Since 2013, City Schools has surplus a total of 14 facilities back to the City of Baltimore as of the end of SY1819.

Q4 – FY19

- Since 2013, City Schools has surplus a total of 14 facilities back to the City of Baltimore as of the end of the 2018-2019 school year. The three (3) buildings approved by the Baltimore City Board of School Commissioners to be surplus in 2019 include: Gilmor #107, Dr. Roland N. Patterson #82, and Lake Clifton #40. The surplus process is underway for Gilmor and Dr. Roland Patterson buildings. Lake Clifton will be surplus in December 2019.

Q1 – FY20

- Portfolio Review is underway; any future facilities to be surplus in 2020 will be voted on by the Board of School Commissioners in January 2020.

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 – FY18

- 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 – FY18

- 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 – FY18

- 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 – FY18

- 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.

Q1 – FY19

- City Schools partnered with the Baltimore Teachers Union, the Mayor’s Office, and Live Baltimore to administer the B3 program for a second year this summer. The B3 advocates knocked on over 20,000 doors this year, focusing on areas with high numbers 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 for Literacy. The 30 advocates, who were all teachers or school-based staff, advocated for Baltimore City Public Schools and had over 6,000 conversations with Baltimore community members by knocking on doors for four hours a day, 6 days a week for parts of the summer, and attending community events such as farmers markets. Additionally, Live Baltimore hosted eight events at different schools in the target zones throughout the month of August to encourage interested families to meet school staff and administration before the school year began. We are currently analyzing the data from this past summer to determine how the door knocking campaign may have influenced enrollment in the target door knocking areas.

- City Schools is continuing to review recommendations made by the enrollment task force through an internal advisory team. The team is building a prioritization matrix and is in the early stages of creating an implementation plan. Concurrently, City Schools is beginning to seek additional recommendations from parents and community members. At present, four public meetings have been scheduled throughout the district to solicit further input on improving enrollment and retention:
 - Thursday, October 25th – PCAB Meeting @ District Office
 - Wednesday, November 27th – Task Force Community Listening Session @ Arundel Elementary
 - Tuesday, December 4th – Task Force Community Listening Session @ Forest Park High School
 - Monday, December 10th – Task Force Community Listening Session @ Commodore John Rogers

- The City Schools internal middle grades work group is continuing the implementation of three key initiatives to strengthen middle grades programming across the district. The team is working closely with the portfolio team to examine schools in geographic clusters to address the issue of smaller middle grades programs and move towards right sizing middle grades programs to support more robust programming. The Algebra Access for all initiative started with a cohort of ten schools implementing Honors 6th grade mathematics for the 2018-19 school year. Identified math teachers from these schools received five full days of content and pedagogy training in August 2018 and will receive monthly training to continue to support implementation of this accelerated curriculum. The seminar model has been implemented in five schools for the 2018-19 school year. Middle grades staff at each of these schools received training in the model and resources to support implementation. In addition to these three initiatives, the workgroup continues

to review data and research on the middle grades and conduct stakeholder focus groups to determine next steps within and beyond the current district work in this area.

Q2 – FY19

- The City Schools internal middle grades work group is continuing the implementation of three key initiatives to strengthen middle grades programming across the district. The team worked closely with the portfolio team and recommended two school actions that will work to right size middle grades programming in the communities where the schools are located. Both actions were approved by the Board of School Commissioners in January 2019. The Algebra Access for All initiative continued monthly training with the math teachers from the cohort of ten schools that started this initiative in August 2018. These schools are currently implementing an accelerated 6th grade Math Honors course. The five schools that received training and resources for the middle grades seminar model continued implementation in the second quarter. The workgroup also conducted principal focus groups in Fall 2018 and is using this data to determine next steps within and beyond the current district work in this area.

Q3—FY19

- The City Schools internal middle grades work group continued the implementation of monthly teacher training for the Algebra Access for All initiative and reviewed various qualitative and quantitative data points to determine potential schools for the 2nd cohort of this program. The middle grades seminar schools continued to implement the seminar model and the team shared this initiative with potential Cohort 2 schools to allow the school teams time to get feedback from their middle school staff around potential implementation for next school year. Based on the principal focus group data and other district information, the work group is beginning to plan for a potential Middle Grades Principal Forum to provide best practices for supporting the academic and social-emotional needs of students in the middle grades.
- The Enrollment Task Force presented to the general public and the School Board on Tuesday, April 9, 2019. During this presentation, the public and Board was made aware of all current initiatives that have begun to take place in an effort to increase enrollment. The complete presentation can be found here:
<http://go.boarddocs.com/mabe/bcps/Board.nsf/goto?open&id=BAW7VX72D6F6>
- Additionally, City Schools created a new Chief level position, the Chief Communications and Community Engagement Officer. The role will be tasked with many of the responsibilities set forth in the initial recommendations of the Task Force in creating a more robust relationship with the community at-large.

Q4 – FY19

- The City Schools internal middle grades work group is planning for the Middle Grades Principal Forum to be held in the late fall/early winter of the 2019-20 school year. The work group has also continued to examine qualitative and quantitative data around the key initiatives of Algebra Access for All, the Seminar model, and right-sizing middle grades programming across the district.
- The Algebra Access for All initiative continued training for teachers in the ten cohort 1 schools that implemented 6th Grade Honors math during the 2018-19 school year and will implement 6th and 7th Grade Honors math during the 2019-20 school year. An initial

three days of training was held for the 13 cohort 2 schools in late June. The cohort 2 schools will implement 6th Grade Honors math for the 2019-20 school year.

- The Seminar model was implemented in five schools for the 2018-19 school year. All schools with middle grades will receive the resource booklet and will be able to request and receive training if needed.
- The City Schools Portfolio team continues to look at opportunities to right-size middle grades programming at sites across the district.

Q1 – FY20

- The City Schools internal middle grades work group has continued to implement the three core initiatives to support the improvement of middle grades programming and is looking at various data points to refine these initiatives. The group is also exploring opportunities to broaden course offerings for middle grades students to allow for additional career exposure and the ongoing refinement of 21st century skills.
- The Algebra for All initiative provided additional training in August 2019 for teachers in Cohort I and II to support implementation of the 6th and 7th grade Honors math classes at their schools.
- The group is currently planning for the Middle Grades Leadership Forum to be held in early winter of the 2019-20 school year. The Forum will focus best practices for students to develop various aspects of their identity and will be open to all principal and assistant principals with middle grades programs in their school.
- The City Schools Portfolio team continues to look at opportunities to adjust middle grades programming at sites across the district. Last year the Board approved the closure of Dr. Martin Luther King Jr. Elementary/Middle School at the end of the 2019-20 school year and rezoning of its middle grades students to the newly renovated 21st Century School Pimlico Elementary/Middle beginning Fall 2020. This included increasing the elementary zone of Edgecombe Elementary to include the Dr. Martin Luther King zone. Staff continue to work with the school communities to prepare for this change.
- A proposal to remove middle grades from Curtis Bay Elementary/Middle and zone those students to Bay Brook Elementary/Middle will be voted on by the Board during the January portfolio review. If approved, this would increase the population of middle grade students at Bay Brook to a more idealized size that would, on a per pupil basis, support middle grades programming.
- A workgroup is meeting to explore expansion of middle school choice to offer underutilized elementary/middle schools as options for students with plans on offering expanded options for placements into the 2020-21 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 – FY18

- 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 – FY18

- 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.

Q1 – FY19

- To further our efforts in the area of energy efficiency, City Schools recently hired a specialist with a twenty-year track record in creating and managing successful businesses and products in the clean energy space, including as a founder of SunEdison. She will use her expertise to investigate new ways for City Schools to monitor infrastructure challenges and upgrade buildings using alternative financing mechanisms including energy savings agreements (beyond the 21st Century Schools program).
- Similarly, upon the departure of City Schools' CIO in the summer of 2018, the district hired an outside expert with significant background in public sector IT delivery to assess the district's information technology and related services, as currently provided to both central office and school-based staff. A key goal of the assessment is to determine whether City Schools has the appropriate technology, skills, practices and services to support its efforts at delivering a high-quality education to district students. This will be accomplished by examining how the technology strategic plan, budget and daily operations do or do not meet this goal. The assessment, which is nearing completion, will help the district executive team think long-term, as well as inform what skillset is needed in a CIO/CTO and set the direction of the department moving forward.

Q2 – FY19

- City Schools continues to maintain its utility database with an emphasis on increased monitoring of the online billing portal as it relates to daily utilities usage in new school buildings, with the goal of capturing energy waste.
- The district continues its work with the “building tune up program” and is currently exploring a pilot project in one facility whereby rebates may be available to update the school’s building automation system so as to maintain utilities more efficiently.
- Gymnasium lights for six more schools were retrofitted this quarter with LED lights, with 100% of the material cost being eligible for rebate.
- The district is continuing its work to ensure schools’ exterior lights are switched over to GPS dawn-to-dusk controls for minimizing the waste of electricity.

Q3 – FY19

- City Schools’ Energy Office continues to maintain the utility database, including regular monitoring of online energy use and cost for accuracy of billing, as well as reviewing daily trends of electricity usage for newly constructed buildings to capture design and operations anomalies in terms of our energy efficiency model.
- Gymnasium lights for three more schools were retrofitted this quarter with LED lights, with 100% of the material cost being eligible for rebate.
- The district continues to work with our local rebate program provider to conduct a complete lighting replacement project in multiple school buildings whereby all bulbs will be converted to lower wattage LEDs and old fixtures will be replaced.
- The district is continuing to work on improving communications with schools about the need to reduce trash and increase recycling.

Q4 – FY19

- Under the local utility rebate program, both North Bend Elementary/Middle and Thomas Jefferson Elementary were updated. All the interior and exterior lighting were replaced with LED tubes and bulbs. This will reduce the electricity usage between 9% to 15% and will provide cost savings on utility bills and maintenance funds.
- Operations is working to develop signs and posters for energy conservation and for recycling and trash reduction communications for the upcoming school year. This will be provided to all schools for educational/awareness and outreach about environment stewardship among students, staff and community, which will also lead to lower utility and trash hauling costs.

Q1 – FY20

- City Schools’ Energy Office maintains a comprehensive energy database for each facility by commodity. Data is routinely analyzed with the goal of reducing consumption, finding errors and achieving savings. Energy conservation measures were taken to

minimize energy use and cost during the transition period of buildings to either the 21st Century Program or surplus to the City of Baltimore. Signs and posters for energy conservation and recycling /reducing trash communications strategies have been developed and are in queue for approvals.

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

Q1 – FY18

- 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 – FY18

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 – FY18

- 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 – FY18

- 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.

Q1 – FY19

- The Maryland Stadium Authority is procuring a consultant to prepare HVAC equipment and control specifications to develop and issue a bulk purchasing RFP.

Q2 – FY19

- There is no change regarding this item at this time. The Maryland Stadium Authority is continuing to procure a consultant to prepare HVAC equipment and control specifications to develop and issue a bulk purchasing RFP.

Q3 – FY19

- There is no change regarding this item at this time. The Maryland Stadium Authority is continuing to procure a consultant to prepare HVAC equipment and control specifications to develop and issue a bulk purchasing RFP.

Q4 – FY19

- There is no change regarding this item at this time. The Maryland Stadium Authority is continuing to procure a consultant to prepare HVAC equipment and control specifications to develop and issue a bulk purchasing RFP.

Q1 – FY20

- Equipment specifications are directed by 21st Century School design standards. City Schools' Facilities, Maintenance and Operations were consulted in the development of these design standards. A number of vendors are in place to provide competitive pricing for equipment per a school building's design plan.

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 – FY18

- 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 – FY18

- 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 – FY18

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

Q2 – FY19

- City Schools complied with the requirements of GASB Statement No. 75 *Accounting and Financial Reporting for Postemployment Benefits other than Pensions (OPEB)* in our FY18 Comprehensive Annual Financial Report and reported that the OPEB plan is the responsibility of the City of Baltimore.

Q3 – FY19

- There are no updates to report at this time.

Q4 – FY19

- There are no updates to report at this time.

Q1 – FY20

- There are no updates to report at this time.

BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF REVENUES
GENERAL FUND
FOR THE TWELVE MONTHS ENDED JUNE 2019
(IN THOUSANDS)

	FY 2019 Estimated Revenue	YTD June 2019 Actual Revenue	Balance
Revenue:			
State Grants	\$ 849,475	\$ 850,829	\$ 1,354
Baltimore City	278,412	278,412	-
Federal Grants	7,100	9,681	2,581
Other Revenue (including MSA revenue)	8,478	17,539	9,061
Investment Income, net	250	8,747	8,497
Other Financing Sources	25,063	25,063	-
Total Revenue	\$ 1,168,778	\$ 1,190,271	\$ 21,493

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY CATEGORY
GENERAL FUND
FOR THE TWELVE MONTHS ENDED JUNE 2019
(IN THOUSANDS)**

	FY 2019 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD June 2019 Expenditures	Encumbrances	Unencumbered Balance
Expenditures (by category):						
Administration	\$ 50,891	\$ 7,486	\$ 58,377	\$ 48,889	\$ 5,890	\$ 3,598
Mid-Level Administration	74,597	1,124	75,721	74,490	869	362
Instruction	414,876	6,317	421,193	408,093	6,539	6,561
Special Education	188,641	9,293	197,934	174,993	10,629	12,312
Student Personnel Services	15,415	-	15,415	14,988	-	427
Student Health Services	82	-	82	-	-	82
Student Transportation	48,019	6,284	54,303	48,018	5,230	1,055
Operation of Plant	62,671	7,389	70,060	62,671	5,008	2,381
Maintenance of Plant	26,597	5,170	31,767	26,597	2,850	2,320
Capital Outlay	32,280	540	32,820	31,190	121	1,509
Debt Service	29,165	-	29,165	28,939	-	226
Fringe	228,510	-	228,510	218,535	-	9,975
Enrollment Adjustment	(2,966)	-	(2,966)	-	-	(2,966)
Total Expenditures	<u>\$ 1,168,778</u>	<u>\$ 43,603</u>	<u>\$ 1,212,381</u>	<u>\$ 1,137,403</u>	<u>\$ 37,136</u>	<u>\$ 37,842</u>

**STATEMENT OF EXPENDITURES BY OBJECT
GENERAL FUND
FOR THE TWELVE MONTHS ENDED JUNE 2019
(IN THOUSANDS)**

	FY 2019 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD June 2019 Expenditures	Encumbrances	Unencumbered Balance
Expenditures (by object):						
Salaries and Wages	\$ 595,667	\$ -	\$ 595,667	\$ 589,599	\$ -	\$ 6,068
Fringe Benefits	228,502	-	228,502	218,540	-	9,962
Contract Services	194,009	30,176	224,185	185,626	26,906	11,653
Textbooks	854	163	1,017	710	147	160
Instructional Supplies	12,366	2,467	14,833	11,068	2,227	1,538
Other Supplies and Materials	12,883	2,727	15,610	11,046	3,117	1,447
Utilities	30,398	6,626	37,024	28,225	3,895	4,903
Other Charges	32,660	164	32,824	32,493	251	81
Property	3,467	1,074	4,541	3,271	593	677
Principal & Interest	29,165	-	29,165	28,939	-	226
Indirect Cost Recovery	(3,132)	-	(3,132)	(4,012)	-	880
Transfers	31,906	28	31,934	31,897	-	37
Structures and Improvements	1	178	179	-	-	179
Contingency Reserve	32	-	32	-	-	32
Total Expenditures	<u>\$ 1,168,778</u>	<u>\$ 43,603</u>	<u>\$ 1,212,381</u>	<u>\$ 1,137,403</u>	<u>\$ 37,136</u>	<u>\$ 37,842</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF REVENUES
SPECIAL REVENUE FUND
FOR THE TWELVE MONTHS ENDED JUNE 2019
(IN THOUSANDS)**

	FY 2019 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD June 2019 Actual Revenue	Balance
Revenue:					
State Grants	\$ 6,582	\$ 897	\$ 7,479	\$ 3,871	\$ (3,608)
Baltimore City	-	-	-	-	-
Federal Grants	111,048	45,587	156,635	108,223	(48,412)
Proceeds From Leases	-	-	-	-	-
Food sales and other charges	-	-	-	-	-
Investment Income, net	-	-	-	-	-
Other	1,054	540	1,594	1,044	(549.61)
Total Revenue	<u>\$ 118,684</u>	<u>\$ 47,024</u>	<u>\$ 165,708</u>	<u>\$ 113,138</u>	<u>\$ (52,570)</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY CATEGORY
SPECIAL REVENUE FUND
FOR THE TWELVE MONTHS ENDED JUNE 2019
(IN THOUSANDS)**

	FY 2019 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD June 2019 Expenditures	Encumbrances	Unencumbered Balance
Expenditures (by category):						
Administration	\$ 5,018	\$ 1,650	\$ 6,668	\$ 5,015	\$ -	\$ 1,653
Mid-Level Administration	5,688	5,605	11,293	5,686	1,299	4,308
Instruction	63,925	29,052	92,977	61,368	10,062	21,547
Special Education	16,133	5,417	21,550	15,184	2,711	3,655
Student Personnel Services	1,761	672	2,433	1,761	-	672
Student Health Services	2,895	-	2,895	489	899	1,507
Student Transportation	169	74	243	124	3	116
Operation of Plant	524	4	528	31	3	494
Maintenance of Plant	-	316	316	491	7	(182)
Capital Outlay	3	3	6	3	-	3
Debt Service	-	-	-	-	-	-
Food Services	90	54	144	90	1	53
Community Services	-	-	-	-	32	(32)
Fringe	22,478	4,177	26,655	19,731	(16)	6,940
Total Expenditures	<u>\$ 118,684</u>	<u>\$ 47,024</u>	<u>\$ 165,708</u>	<u>\$ 109,973</u>	<u>\$ 15,001</u>	<u>\$ 40,734</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY OBJECT
SPECIAL REVENUE FUND
FOR THE TWELVE MONTHS ENDED JUNE 2019
(IN THOUSANDS)**

	FY 2019 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD June 2019 Expenditures	Encumbrances	Unencumbered Balance
Expenditures (by object):						
Salaries and Wages	\$ 56,264	\$ 17,860	\$ 74,124	\$ 57,425	\$ -	\$ 16,699
Fringe Benefits	22,816	4,272	27,088	19,723	-	7,365
Contract Services	22,250	17,550	39,800	19,736	9,626	10,438
Supplies and Materials	5,380	5,281	10,661	6,750	4,480	(569)
Utilities and Other Charges	590	322	912	392	62	458
Property	82	78	160	44	(119)	235
Principal & Interest	-	-	-	-	-	-
Indirect Cost Recovery	4,258	1,382	5,640	4,013	-	1,627
Transfers	3,000	-	3,000	1,890	952	158
Unallocated Grants	2,083	-	2,083	-	-	2,083
Contingency Reserve	-	-	-	-	-	-
Out of County	1	-	1	-	-	1
Non - Public	1,960	279	2,239	-	-	2,239
Total Expenditures	<u>\$ 118,684</u>	<u>\$ 47,024</u>	<u>\$ 165,708</u>	<u>\$ 109,973</u>	<u>\$ 15,001</u>	<u>\$ 40,734</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF REVENUES
FOOD SERVICES
FOR THE TWELVE MONTHS ENDED JUNE 2019
(IN THOUSANDS)**

	FY 2019 Estimated Revenue	YTD June 2019 Actual Revenue	Balance
Revenue:			
State Grants	\$ 600	\$ 788	\$ 188
Baltimore City		-	-
Federal Grants	53,888	48,327	(5,561)
Proceeds From Leases	-	-	-
Food sales and other charges	82	20	(62)
Investment Income, net	-	-	-
Other	27	28	1
	<hr/>	<hr/>	<hr/>
Total Revenue	<u>\$ 54,597</u>	<u>\$ 49,163</u>	<u>\$ (5,434)</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY CATEGORY
FOOD SERVICES
FOR THE TWELVE MONTHS ENDED JUNE 2019
(IN THOUSANDS)**

	FY 2019 Appropriations	YTD June 2019 Actual	Encumbrances	Unencumbered Balance
Expenditures (by category):				
Administration	\$ -	\$ -	\$ -	\$ -
Mid-Level Administration	-	-	-	-
Instruction	72	61	-	11
Special Education	-	-	-	-
Student Personnel Services	-	-	-	-
Student Transportation	-	-	-	-
Operation of Plant	-	-	-	-
Maintenance of Plant	-	-	-	-
Capital Outlay	-	-	-	-
Debt Service	-	-	-	-
Food Services	44,011	43,998	-	13
Fringe	10,514	9,596	-	918
Total Expenditures	<u>\$ 54,597</u>	<u>\$ 53,655</u>	<u>\$ -</u>	<u>\$ 942</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY OBJECT
FOOD SERVICES
FOR THE TWELVE MONTHS ENDED JUNE 2019
(IN THOUSANDS)**

	FY 2019 Appropriations	YTD June 2019 Actual	Encumbrances	Unencumbered Balance
Expenditures (by object):				
Salaries and Wages	\$ 18,739	\$ 18,739	\$ -	\$ -
Fringe Benefits	10,514	9,596	-	918
Contract Services	546	535	-	11
Supplies and Materials	24,180	24,178	-	2
Utilities and Other Charges	187	182	-	5
Property	431	425	-	6
Principal & Interest	-	-	-	-
Indirect Cost Recovery	-	-	-	-
Transfers	-	-	-	-
Unallocated Grants	-	-	-	-
Contingency Reserve	-	-	-	-
Out of County	-	-	-	-
Non - Public	-	-	-	-
Total Expenditures	<u>\$ 54,597</u>	<u>\$ 53,655</u>	<u>\$ -</u>	<u>\$ 942</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF REVENUES
GENERAL FUND
FOR THE ONE MONTH ENDED JULY 2019
(IN THOUSANDS)**

	FY 2020 Estimated Revenue	YTD July 2019 Actual Revenue	Balance
Revenue:			
State Grants	\$ 850,213	\$ 120,310	\$ 729,903
Baltimore City	278,412	28,168	250,244
Federal Grants	5,400	42	5,358
Other Revenue (including MSA revenue)	6,360	19	6,341
Other Financing Sources	22,000	406	21,594
Total Revenue	<u>\$ 1,162,385</u>	<u>\$ 148,945</u>	<u>\$ 1,013,440</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY CATEGORY
GENERAL FUND
FOR THE ONE MONTH ENDED JULY 2019
(IN THOUSANDS)**

	FY 2020 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD July 2019 Expenditures	Encumbrances	Unencumbered Balance
Expenditures (by category):						
Administration	\$ 56,093	\$ 5,890	\$ 61,983	\$ 3,554	\$ 11,909	\$ 46,520
Mid-Level Administration	73,192	869	74,061	6,746	2,994	64,321
Instruction	404,054	6,539	410,593	8,426	10,934	391,233
Special Education	182,602	10,629	193,231	290	16,539	176,402
Student Personnel Services	16,255	-	16,255	1,123	-	15,132
Student Health Services	144	-	144	-	-	144
Student Transportation	49,318	5,230	54,548	2,279	6,044	46,225
Operation of Plant	62,608	5,008	67,616	5,616	14,759	47,241
Maintenance of Plant	24,942	2,850	27,792	518	7,994	19,280
Capital Outlay	32,000	121	32,121	138	173	31,810
Debt Service	20,758	-	20,758	392	-	20,366
Fringe	240,419	-	240,419	9,960	(5)	230,464
Enrollment Adjustment	-	-	-	-	-	-
Total Expenditures	<u>\$ 1,162,385</u>	<u>\$ 37,136</u>	<u>\$ 1,199,521</u>	<u>\$ 39,042</u>	<u>\$ 71,341</u>	<u>\$ 1,089,138</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY OBJECT
GENERAL FUND
FOR THE ONE MONTH ENDED JULY 2019
(IN THOUSANDS)**

	FY 2020 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD July 2019 Expenditures	Encumbrances	Unencumbered Balance
Expenditures (by object):						
Salaries and Wages	\$ 614,349	\$ -	\$ 614,349	\$ 8,563	\$ -	\$ 605,786
Fringe Benefits	240,426	-	240,426	9,960	-	230,466
Contract Services	167,967	26,906	194,873	16,283	53,005	125,585
Textbooks	1,070	147	1,217	6	321	890
Instructional Supplies	6,396	2,227	8,623	180	3,725	4,718
Other Supplies and Materials	7,359	3,117	10,476	335	4,611	5,529
Utilities	30,189	3,895	34,084	3,347	8,320	22,417
Other Charges	34,929	251	35,180	83	516	34,582
Property	3,688	593	4,281	-	1,129	3,152
Principal & Interest	20,759	-	20,759	392	-	20,367
Indirect Cost Recovery	(3,131)	-	(3,131)	(107)	-	(3,024)
Transfers	34,811	-	34,811	-	(286)	35,097
Structures and Improvements	-	-	-	-	-	-
Contingency Reserve	3,573	-	3,573	-	-	3,573
	-	-	-	-	-	-
Total Expenditures	<u>\$ 1,162,385</u>	<u>\$ 37,136</u>	<u>\$ 1,199,521</u>	<u>\$ 39,042</u>	<u>\$ 71,341</u>	<u>\$ 1,089,138</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF REVENUES
SPECIAL REVENUE FUND
FOR THE ONE MONTH ENDED JULY 2019
(IN THOUSANDS)**

	FY 2020 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD July 2019 Actual Revenue	Balance
Revenue:					
State Grants	\$ 36,479	\$ 3,825	\$ 40,304	\$ 593	\$ 39,711
Baltimore City	-	-	-	-	-
Federal Grants	112,199	47,677	159,876	5,218	154,658
Proceeds From Leases	-	-	-	-	-
Food sales and other charges	-	-	-	-	-
Investment Income, net	-	-	-	-	-
Other	218	400	618	60	558
Total Revenue	<u>\$ 148,896</u>	<u>\$ 51,902</u>	<u>\$ 200,798</u>	<u>\$ 5,871</u>	<u>\$ 194,927</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY CATEGORY
SPECIAL REVENUE FUND
FOR THE ONE MONTH ENDED JULY 2019
(IN THOUSANDS)**

	FY 2020 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD July 2019 Expenditures	Encumbrances	Unencumbered Balance
Expenditures (by category):						
Administration	\$ 5,343	\$ 1,576	\$ 6,919	\$ 172	\$ -	\$ 6,747
Mid-Level Administration	9,267	3,798	13,065	351	1,315	11,399
Instruction	82,598	32,325	114,923	2,541	10,286	102,096
Special Education	14,627	6,712	21,339	2,285	2,599	16,455
Student Personnel Services	4,925	181	5,106	77	-	5,029
Student Health Services	6,000	399	6,399	-	899	5,500
Student Transportation	543	85	628	1	15	612
Operation of Plant	-	104	104	-	33	71
Maintenance of Plant	-	27	27	-	7	20
Capital Outlay	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Food Services	-	3	3	1	-	2
Community Services	-	-	-	-	32	(32)
Fringe	25,593	6,692	32,285	443	(16)	31,858
Total Expenditures	<u>\$ 148,896</u>	<u>\$ 51,902</u>	<u>\$ 200,798</u>	<u>\$ 5,871</u>	<u>\$ 15,170</u>	<u>\$ 179,757</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY OBJECT
SPECIAL REVENUE FUND
FOR THE ONE MONTH ENDED JULY 2019
(IN THOUSANDS)**

	FY 2020 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD July 2019 Expenditures	Encumbrances	Unencumbered Balance
Expenditures (by object):						
Salaries and Wages	\$ 63,715	\$ 15,853	79,568	\$ 3,581	\$ -	\$ 75,987
Fringe Benefits	26,777	6,725	33,502	443	-	33,059
Contract Services	31,069	20,703	51,772	1,639	9,436	40,697
Supplies and Materials	5,959	2,951	8,910	72	4,810	4,028
Utilities and Other Charges	487	515	1,002	8	68	926
Property	456	70	526	-	(106)	632
Principal & Interest	-	-	-	-	-	-
Indirect Cost Recovery	4,182	1,584	5,766	128	-	5,638
Transfers	3,000	838	3,838	-	962	2,876
Unallocated Grants	11,445	2,662	14,107	-	-	14,107
Contingency Reserve	-	-	-	-	-	-
Out of County	-	1	1	-	-	1
Non - Public	1,806	-	1,806	-	-	1,806
Total Expenditures	<u>\$ 148,896</u>	<u>\$ 51,902</u>	<u>\$ 200,798</u>	<u>\$ 5,871</u>	<u>\$ 15,170</u>	<u>\$ 179,757</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF REVENUES
FOOD SERVICES
FOR THE ONE MONTH ENDED JULY 2019
(IN THOUSANDS)**

	FY 2020 Estimated Revenue	YTD July 2019 Actual Revenue	Balance
Revenue:			
State Grants	\$ 750	\$ -	\$ 750
Baltimore City		-	-
Federal Grants	54,531	1,052	53,479
Proceeds From Leases	-	-	-
Food sales and other charges	23	-	23
Investment Income, net	-	-	-
Other	-	-	-
Total Revenue	<u>\$ 55,304</u>	<u>\$ 1,052</u>	<u>\$ 54,252</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY CATEGORY
FOOD SERVICES
FOR THE ONE MONTH ENDED JULY 2019
(IN THOUSANDS)**

	FY 2020 Appropriations	YTD July 2019 Actual	Encumbrances	Unencumbered Balance
Expenditures (by category):				
Administration	\$ -	\$ -	\$ -	\$ -
Mid-Level Administration	-	-	-	-
Instruction	-	-	-	-
Special Education	-	-	-	-
Student Personnel Services	-	-	-	-
Student Transportation	-	-	-	-
Operation of Plant	-	-	-	-
Maintenance of Plant	-	-	-	-
Capital Outlay	-	-	-	-
Debt Service	-	-	-	-
Food Services	46,091	1,098	14,775	30,218
Fringe	9,213	110	-	9,103
Total Expenditures	<u>\$ 55,304</u>	<u>\$ 1,208</u>	<u>\$ 14,775</u>	<u>\$ 39,321</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY OBJECT
FOOD SERVICES
FOR THE ONE MONTH ENDED JULY 2019
(IN THOUSANDS)**

	FY 2020 Appropriations	YTD July 2019 Actual	Encumbrances	Unencumbered Balance
Expenditures (by object):				
Salaries and Wages	\$ 20,501	\$ 748	\$ -	\$ 19,753
Fringe Benefits	9,213	110	-	9,103
Contract Services	502	-	326	176
Supplies and Materials	23,814	338	14,447	9,029
Utilities and Other Charges	144	12	2	130
Property	1,130	-	-	1,130
Principal & Interest	-	-	-	-
Indirect Cost Recovery	-	-	-	-
Transfers	-	-	-	-
Unallocated Grants	-	-	-	-
Contingency Reserve	-	-	-	-
Out of County	-	-	-	-
Non - Public	-	-	-	-
Total Expenditures	<u>\$ 55,304</u>	<u>\$ 1,208</u>	<u>\$ 14,775</u>	<u>\$ 39,321</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF REVENUES
GENERAL FUND
FOR THE TWO MONTHS ENDED AUGUST 2019
(IN THOUSANDS)**

	FY 2020 Estimated Revenue	YTD August 2019 Actual Revenue	Balance
Revenue:			
State Grants	\$ 850,213	\$ 134,837	\$ 715,376
Baltimore City	278,412	48,886	229,526
Federal Grants	5,400	76	5,324
Other Revenue (including MSA revenue)	8,558	18	8,540
Investment Income, net	-	-	-
Other Financing Sources	22,000	985	21,015
Total Revenue	<u>\$ 1,164,583</u>	<u>\$ 184,802</u>	<u>\$ 979,782</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY CATEGORY
GENERAL FUND
FOR THE TWO MONTHS ENDED AUGUST 2019
(IN THOUSANDS)**

	FY 2020 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD August 2019 Expenditures	Encumbrances	Unencumbered Balance
Expenditures (by category):						
Administration	\$ 56,918	\$ 5,890	\$ 62,808	\$ 9,183	\$ 11,874	\$ 41,751
Mid-Level Administration	73,192	869	74,061	13,125	3,543	57,393
Instruction	404,054	6,539	410,593	25,851	15,732	369,010
Special Education	182,602	10,629	193,231	7,655	17,273	168,303
Student Personnel Services	16,255	-	16,255	569	-	15,686
Student Health Services	144	-	144	-	-	144
Student Transportation	50,691	5,230	55,921	5,262	34,549	16,110
Operation of Plant	62,608	5,008	67,616	12,324	16,130	39,162
Maintenance of Plant	24,942	2,850	27,792	1,107	13,717	12,968
Capital Outlay	32,000	121	32,121	324	133	31,664
Debt Service	20,758	-	20,758	785	-	19,973
Fringe	240,419	-	240,419	13,591	(4)	226,832
Enrollment Adjustment	-	-	-	-	-	-
Total Expenditures	<u>\$ 1,164,583</u>	<u>\$ 37,136</u>	<u>\$ 1,201,719</u>	<u>\$ 89,776</u>	<u>\$ 112,947</u>	<u>\$ 998,996</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY OBJECT
GENERAL FUND
FOR THE TWO MONTHS ENDED AUGUST 2019
(IN THOUSANDS)**

	FY 2020 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD August 2019 Expenditures	Encumbrances	Unencumbered Balance
Expenditures (by object):						
Salaries and Wages	\$ 615,136	\$ -	\$ 615,136	\$ 37,925	\$ -	\$ 577,211
Fringe Benefits	240,426	-	240,426	13,591	-	226,835
Contract Services	169,378	26,906	196,284	25,937	94,430	75,917
Textbooks	1,070	147	1,217	112	311	793
Instructional Supplies	6,396	2,227	8,623	979	4,285	3,360
Other Supplies and Materials	7,359	3,117	10,476	1,403	4,925	4,148
Utilities	30,189	3,895	34,084	7,381	8,268	18,436
Other Charges	34,929	251	35,180	409	334	34,437
Property	3,688	593	4,281	494	679	3,108
Principal & Interest	20,759	-	20,759	784	-	19,975
Indirect Cost Recovery	(3,131)	-	(3,131)	(313)	-	(2,818)
Transfers	34,811	-	34,811	1,074	(285)	34,022
Structures and Improvements	-	-	-	-	-	-
Contingency Reserve	3,573	-	3,573	-	-	3,573
Total Expenditures	<u>\$ 1,164,583</u>	<u>\$ 37,136</u>	<u>\$ 1,201,719</u>	<u>\$ 89,776</u>	<u>\$ 112,947</u>	<u>\$ 998,996</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF REVENUES
SPECIAL REVENUE FUND
FOR THE TWO MONTHS ENDED AUGUST 2019
(IN THOUSANDS)**

	FY 2020 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD August 2019 Actual Revenue	Balance
Revenue:					
State Grants	\$ 36,479	\$ 3,825	\$ 40,304	\$ 993	\$ 39,311
Baltimore City	-	-	-	-	-
Federal Grants	112,199	47,677	159,876	12,486	147,390
Proceeds From Leases	-	-	-	-	-
Food sales and other charges	-	-	-	-	-
Investment Income, net	-	-	-	-	-
Other	218	400	618	86	532
Total Revenue	<u>\$ 148,896</u>	<u>\$ 51,902</u>	<u>\$ 200,798</u>	<u>\$ 13,565</u>	<u>\$ 187,233</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY CATEGORY
SPECIAL REVENUE FUND
FOR THE TWO MONTHS ENDED AUGUST 2019
(IN THOUSANDS)**

	FY 2020 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD August 2019 Expenditures	Encumbrances	Unencumbered Balance
Expenditures (by category):						
Administration	\$ 5,343	\$ 1,576	\$ 6,919	\$ 443	\$ -	\$ 6,476
Mid-Level Administration	9,267	3,798	13,065	757	1,265	11,043
Instruction	82,598	32,325	114,923	8,100	11,623	95,200
Special Education	14,627	6,712	21,339	2,941	3,454	14,944
Student Personnel Services	4,925	181	5,106	35	-	5,071
Student Health Services	6,000	399	6,399	411	489	5,499
Student Transportation	543	85	628	7	12	609
Operation of Plant	-	104	104	-	33	71
Maintenance of Plant	-	27	27	-	7	20
Capital Outlay	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Food Services	-	3	3	-	-	3
Community Services	-	-	-	-	32	(32)
Fringe	25,593	6,692	32,285	871	(15)	31,429
Total Expenditures	<u>\$ 148,896</u>	<u>\$ 51,902</u>	<u>\$ 200,798</u>	<u>\$ 13,565</u>	<u>\$ 16,900</u>	<u>\$ 170,333</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY OBJECT
SPECIAL REVENUE FUND
FOR THE TWO MONTHS ENDED AUGUST 2019
(IN THOUSANDS)**

	FY 2020 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD August 2019 Expenditures	Encumbrances	Unencumbered Balance
Expenditures (by object):						
Salaries and Wages	\$ 63,715	\$ 15,853	79,568	\$ 7,299	\$ -	\$ 72,269
Fringe Benefits	26,777	6,725	33,502	871	-	32,631
Contract Services	31,069	20,703	51,772	3,902	11,922	35,948
Supplies and Materials	5,959	2,951	8,910	719	4,482	3,709
Utilities and Other Charges	487	515	1,002	8	60	934
Property	456	70	526	19	(119)	626
Principal & Interest	-	-	-	-	-	-
Indirect Cost Recovery	4,182	1,584	5,766	313	-	5,453
Transfers	3,000	838	3,838	434	555	2,849
Unallocated Grants	11,445	2,662	14,107	-	-	14,107
Contingency Reserve	-	-	-	-	-	-
Out of County	-	1	1	-	-	1
Non - Public	1,806	-	1,806	-	-	1,806
Total Expenditures	<u>\$ 148,896</u>	<u>\$ 51,902</u>	<u>\$ 200,798</u>	<u>\$ 13,565</u>	<u>\$ 16,900</u>	<u>\$ 170,333</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF REVENUES
FOOD SERVICES
FOR THE TWO MONTHS ENDED AUGUST 2019
(IN THOUSANDS)**

	FY 2020 Estimated Revenue	YTD August 2019 Actual Revenue	Balance
Revenue:			
State Grants	\$ 750	\$ -	\$ 750
Baltimore City		-	-
Federal Grants	54,531	1,412	53,119
Proceeds From Leases	-	-	-
Food sales and other charges	23	1	22
Investment Income, net	-	-	-
Other	-	-	-
	<hr/>	<hr/>	<hr/>
Total Revenue	<u>\$ 55,304</u>	<u>\$ 1,413</u>	<u>\$ 53,891</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY CATEGORY
FOOD SERVICES
FOR THE TWO MONTHS ENDED AUGUST 2019
(IN THOUSANDS)**

	FY 2020 Appropriations	YTD August 2019 Actual	Encumbrances	Unencumbered Balance
Expenditures (by category):				
Administration	\$ -	\$ -	\$ -	\$ -
Mid-Level Administration	-	-	-	-
Instruction	-	-	-	-
Special Education	-	-	-	-
Student Personnel Services	-	-	-	-
Student Transportation	-	-	-	-
Operation of Plant	-	-	-	-
Maintenance of Plant	-	-	-	-
Capital Outlay	-	-	-	-
Debt Service	-	-	-	-
Food Services	46,091	2,401	15,050	28,640
Fringe	9,213	214	-	8,999
Total Expenditures	<u>\$ 55,304</u>	<u>\$ 2,615</u>	<u>\$ 15,050</u>	<u>\$ 37,639</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY OBJECT
FOOD SERVICES
FOR THE TWO MONTHS ENDED AUGUST 2019
(IN THOUSANDS)**

	FY 2020 Appropriations	YTD August 2019 Actual	Encumbrances	Unencumbered Balance
Expenditures (by object):				
Salaries and Wages	\$ 20,501	\$ 1,361	\$ -	\$ 19,140
Fringe Benefits	9,213	214	-	8,999
Contract Services	502	13	320	169
Supplies and Materials	23,814	974	14,357	8,483
Utilities and Other Charges	144	53	3	88
Property	1,130	-	370	760
Principal & Interest	-	-	-	-
Indirect Cost Recovery	-	-	-	-
Transfers	-	-	-	-
Unallocated Grants	-	-	-	-
Contingency Reserve	-	-	-	-
Out of County	-	-	-	-
Non - Public	-	-	-	-
Total Expenditures	<u>\$ 55,304</u>	<u>\$ 2,615</u>	<u>\$ 15,050</u>	<u>\$ 37,639</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF REVENUES
GENERAL FUND
FOR THE THREE MONTHS ENDED SEPTEMBER 2019
(IN THOUSANDS)**

	FY 2020 Estimated Revenue	YTD September 2019 Actual Revenue	Balance
Revenue:			
State Grants	\$ 850,213	\$ 269,674	\$ 580,539
Baltimore City	278,412	69,603	208,809
Federal Grants	5,400	145	5,255
Other Revenue (including MSA revenue)	8,558	18	8,540
Investment Income, net	-	-	-
Other Financing Sources	22,000	3,000	19,000
Total Revenue	<u>\$ 1,164,583</u>	<u>\$ 342,440</u>	<u>\$ 822,143</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY CATEGORY
GENERAL FUND
FOR THE THREE MONTHS ENDED SEPTEMBER 2019
(IN THOUSANDS)**

	FY 2020 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD September 2019 Expenditures	Encumbrances	Unencumbered Balance
Expenditures (by category):						
Administration	\$ 56,918	\$ 5,890	\$ 62,808	\$ 12,362	\$ 15,015	\$ 35,431
Mid-Level Administration	73,192	869	74,061	20,352	3,739	49,970
Instruction	404,054	6,539	410,593	63,990	15,504	331,099
Special Education	182,602	10,629	193,231	23,822	19,355	150,054
Student Personnel Services	16,255	-	16,255	1,997	-	14,258
Student Health Services	144	-	144	-	-	144
Student Transportation	50,691	5,230	55,921	4,234	36,681	15,006
Operation of Plant	62,608	5,008	67,616	18,931	15,500	33,185
Maintenance of Plant	24,942	2,850	27,792	3,822	16,702	7,268
Capital Outlay	32,000	121	32,121	421	156	31,544
Debt Service	20,758	-	20,758	1,115	-	19,643
Fringe	240,419	-	240,419	23,299	(4)	217,124
Enrollment Adjustment	-	-	-	-	-	-
Total Expenditures	<u>\$ 1,164,583</u>	<u>\$ 37,136</u>	<u>\$ 1,201,719</u>	<u>\$ 174,345</u>	<u>\$ 122,648</u>	<u>\$ 904,726</u>

**STATEMENT OF EXPENDITURES BY OBJECT
GENERAL FUND
FOR THE THREE MONTHS ENDED SEPTEMBER 2019
(IN THOUSANDS)**

	FY 2020 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD September 2019 Expenditures	Encumbrances	Unencumbered Balance
Expenditures (by object):						
Salaries and Wages	\$ 615,136	\$ -	\$ 615,136	\$ 91,206	\$ -	\$ 523,930
Fringe Benefits	240,426	-	240,426	36,607	-	203,819
Contract Services	169,378	26,906	196,284	27,438	101,980	66,866
Textbooks	1,070	147	1,217	201	291	725
Instructional Supplies	6,396	2,227	8,623	1,512	3,987	3,124
Other Supplies and Materials	7,359	3,117	10,476	1,937	4,253	4,286
Utilities	30,189	3,895	34,084	10,764	8,642	14,679
Other Charges	34,929	251	35,180	191	305	34,684
Property	3,688	593	4,281	326	3,475	480
Principal & Interest	20,759	-	20,759	1,108	-	19,651
Indirect Cost Recovery	(3,131)	-	(3,131)	(352)	-	(2,779)
Transfers	34,811	-	34,811	3,407	(285)	31,689
Structures and Improvements	-	-	-	-	-	-
Contingency Reserve	3,573	-	3,573	-	-	3,573
Total Expenditures	<u>\$ 1,164,583</u>	<u>\$ 37,136</u>	<u>\$ 1,201,719</u>	<u>\$ 174,345</u>	<u>\$ 122,648</u>	<u>\$ 904,726</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF REVENUES
SPECIAL REVENUE FUND
FOR THE THREE MONTHS ENDED SEPTEMBER 2019
(IN THOUSANDS)**

	FY 2020 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD September 2019 Actual Revenue	Balance
Revenue:					
State Grants	\$ 36,479	\$ 3,825	\$ 40,304	\$ 2,336	\$ 37,968
Baltimore City	-	-	-	-	-
Federal Grants	112,199	47,677	159,876	23,034	136,842
Proceeds From Leases	-	-	-	-	-
Food sales and other charges	-	-	-	-	-
Investment Income, net	-	-	-	-	-
Other	218	400	618	187	431
Total Revenue	<u>\$ 148,896</u>	<u>\$ 51,902</u>	<u>\$ 200,798</u>	<u>\$ 25,557</u>	<u>\$ 175,241</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY CATEGORY
SPECIAL REVENUE FUND
FOR THE THREE MONTHS ENDED SEPTEMBER 2019
(IN THOUSANDS)**

	FY 2020 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD September 2019 Expenditures	Encumbrances	Unencumbered Balance
Expenditures (by category):						
Administration	\$ 5,343	\$ 1,576	\$ 6,919	\$ 685	\$ (134)	\$ 6,368
Mid-Level Administration	9,267	3,798	13,065	1,331	1,338	10,396
Instruction	82,598	32,325	114,923	16,503	13,144	85,276
Special Education	14,627	6,712	21,339	4,425	3,497	13,417
Student Personnel Services	4,925	181	5,106	467	-	4,639
Student Health Services	6,000	399	6,399	437	504	5,458
Student Transportation	543	85	628	32	25	571
Operation of Plant	-	104	104	-	33	71
Maintenance of Plant	-	27	27	-	7	20
Capital Outlay	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Food Services	-	3	3	-	-	3
Community Services	-	-	-	-	32	(32)
Fringe	25,593	6,692	32,285	1,677	(16)	30,624
Total Expenditures	<u>\$ 148,896</u>	<u>\$ 51,902</u>	<u>\$ 200,798</u>	<u>\$ 25,557</u>	<u>\$ 18,430</u>	<u>\$ 156,811</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY OBJECT
SPECIAL REVENUE FUND
FOR THE THREE MONTHS ENDED SEPTEMBER 2019
(IN THOUSANDS)**

	FY 2020 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD September 2019 Expenditures	Encumbrances	Unencumbered Balance
Expenditures (by object):						
Salaries and Wages	\$ 63,715	\$ 15,853	79,568	\$ 13,257	\$ -	\$ 66,311
Fringe Benefits	26,777	6,725	33,502	2,917	-	30,585
Contract Services	31,069	20,703	51,772	7,131	12,553	32,088
Supplies and Materials	5,959	2,951	8,910	1,441	4,130	3,339
Utilities and Other Charges	487	515	1,002	17	55	930
Property	456	70	526	13	(113)	626
Principal & Interest	-	-	-	-	-	-
Indirect Cost Recovery	4,182	1,584	5,766	352	-	5,414
Transfers	3,000	838	3,838	429	1,805	1,604
Unallocated Grants	11,445	2,662	14,107	-	-	14,107
Contingency Reserve	-	-	-	-	-	-
Out of County	-	1	1	-	-	1
Non - Public	1,806	-	1,806	-	-	1,806
Total Expenditures	<u>\$ 148,896</u>	<u>\$ 51,902</u>	<u>\$ 200,798</u>	<u>\$ 25,557</u>	<u>\$ 18,430</u>	<u>\$ 156,811</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF REVENUES
FOOD SERVICES
FOR THE THREE MONTHS ENDED SEPTEMBER 2019
(IN THOUSANDS)**

	FY 2020 Estimated Revenue	YTD September 2019 Actual Revenue	Balance
Revenue:			
State Grants	\$ 750	\$ -	\$ 750
Baltimore City		-	-
Federal Grants	54,531	6,178	48,353
Proceeds From Leases	-	-	-
Food sales and other charges	23	1	22
Investment Income, net	-	-	-
Other	-	-	-
Total Revenue	<u>\$ 55,304</u>	<u>\$ 6,179</u>	<u>\$ 49,125</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY CATEGORY
FOOD SERVICES
FOR THE THREE MONTHS ENDED SEPTEMBER 2019
(IN THOUSANDS)**

	FY 2020 Appropriations	YTD September 2019 Actual	Encumbrances	Unencumbered Balance
Expenditures (by category):				
Administration	\$ -	\$ -	\$ -	\$ -
Mid-Level Administration	-	-	-	-
Instruction	-	-	-	-
Special Education	-	-	-	-
Student Personnel Services	-	-	-	-
Student Transportation	-	-	-	-
Operation of Plant	-	-	-	-
Maintenance of Plant	-	-	-	-
Capital Outlay	-	-	-	-
Debt Service	-	-	-	-
Food Services	46,091	6,545	13,848	25,698
Fringe	9,213	536	-	8,677
Total Expenditures	<u>\$ 55,304</u>	<u>\$ 7,081</u>	<u>\$ 13,848</u>	<u>\$ 34,375</u>

**BALTIMORE CITY PUBLIC SCHOOL SYSTEM
STATEMENT OF EXPENDITURES BY OBJECT
FOOD SERVICES
FOR THE THREE MONTHS ENDED SEPTEMBER 2019
(IN THOUSANDS)**

	FY 2020 Appropriations	YTD September 2019 Actual	Encumbrances	Unencumbered Balance
Expenditures (by object):				
Salaries and Wages	\$ 20,501	\$ 3,073	\$ -	\$ 17,428
Fringe Benefits	9,213	986	-	8,227
Contract Services	502	54	281	167
Supplies and Materials	23,814	2,968	13,182	7,664
Utilities and Other Charges	144	-	15	129
Property	1,130	-	370	760
Principal & Interest	-	-	-	-
Indirect Cost Recovery	-	-	-	-
Transfers	-	-	-	-
Unallocated Grants	-	-	-	-
Contingency Reserve	-	-	-	-
Out of County	-	-	-	-
Non - Public	-	-	-	-
Total Expenditures	<u>\$ 55,304</u>	<u>\$ 7,081</u>	<u>\$ 13,848</u>	<u>\$ 34,375</u>

BALTIMORE CITY --- PUBLIC SCHOOLS

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FY19 Financial Summary Closeout

Presentation to Baltimore City Public Schools
Board of School Commissioners
October 22, 2019

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- FY19 General Fund Revenue
- FY19 General Fund Expenditures
- FY19 Summary of General Fund Revenues and Expenses

FY19 General Fund Revenue by Sources
as of June 30, 2019
(Expressed in Thousands)

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Source	Final Budget	Actual Amount	Balance
State of Maryland	849,475	850,829	1,354
City of Baltimore	278,412	278,412	-
Federal Sources	7,100	9,681	2,581
Local Sources			
Investment earnings	250	8,747	8,497
Other Revenue	8,478	17,539	9,061
Other Financing Sources (Including Fund Balance Transfer)	25,063	25,063	-
Total Revenues & Other Financing Sources	1,168,778	1,190,271	21,493

**FY19 General Fund Expenditures by Object
Budgetary Basis including Debt Service
as of June 30, 2019
(Expressed in Thousands)**

4

Category	Final Budget	Actual Amount	Balance
Salaries and Wages	595,667	589,599	6,068
Fringe	228,502	218,540	9,962
Contractual Services/Transfers	225,915	214,226	11,689
Materials and Supplies	26,103	22,960	3,143
Utilities	30,398	25,495	4,903
Other Charges	32,660	32,578	82
Property	3,468	2,612	856
Principal and Interest	29,165	28,939	226
Indirect Cost Recovery	(3,132)	(4,012)	880
Contingency Reserve	32	-	32
Total Expenditures	1,168,778	1,130,937	37,841

FY19 Summary of General Fund Revenues and Expenses (Expressed in Thousands)

5

	Final Budget	Actual Amount	Balance
Total Revenues	1,168,778	1,190,271	
Total Expenses	1,168,778	1,130,937	
Operating Results			59,334
Reserve for:			
Air Conditioning Project		(14,832)	
ERP System		(25,000)	
FF&E For Holabird, Graceland		(4,393)	
Lighting Project Pilot		(3,000)	
Piping Insulation Project		(6,512)	
Elevator Project		(3,850)	
Maree G. Farring		(1,747)	
Total Reserves			(59,334)
Total Operating Results and Reserves			-

Comments or Questions?

Maryanne B. Cox, Interim Chief Financial Officer
mcox@bcps.k12.md.us

BALTIMORE CITY

PUBLIC SCHOOLS

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Board of School Commissioners

Cheryl A. Casciani, *Chair*

Linda Chinnia, *Vice-Chair*

Dr. Muriel Berkeley

Dr. Michelle Harris Bondima

Andrew “Andy” Frank

Dr. Martha James-Hassan

Ronald S. McFadden

Vernon A. Reid

Johnette A. Richardson

Joshua Lynn, *Student Commissioner*

Christian Gant, Esq., *Board Executive Officer*

Senior Management Team

Dr. Sonja Brookins Santelises, *Chief Executive Officer*

Alison Perkins-Cohen, *Chief of Staff*

Shashi Buddula, *Interim Chief Technology Officer*

Sean L. Conley, *Chief Academic Officer*

John L. Davis, Jr., *Chief of Schools*

Jeremy Grant-Skinner, *Chief Human Capital Officer*

Theresa Jones, *Chief Achievement and Accountability Officer*

Tammy L. Turner, Esq., *Chief Legal Officer*

John Walker, *Interim Chief Financial Officer*

Dr. Lynette Washington, *Interim Chief Operating Officer*

BALTIMORE CITY --- PUBLIC SCHOOLS

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FY19 Financial Summary Closeout

Baltimore City Council Budget Oversight Hearing
October 24, 2019

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- Purpose of Presentation
- FY19 General Fund Revenue
- FY19 General Fund Expenditures
- FY19 Summary of General Fund Revenues and Expenses

Purpose of the Presentation per City of Baltimore Council Bill 17-0004R

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“For the purpose of calling for regular budget oversight hearings for Baltimore City Public Schools to improve transparency and accountability in the allocation of over a billion dollars in public funding for the vital task of educating Baltimore’s children.”

FY19 General Fund Revenue by Sources
as of June 30, 2019
(Expressed in Thousands)

4

Source	Final Budget	Actual Amount	Balance
State of Maryland	849,475	850,829	1,354
City of Baltimore	278,412	278,412	-
Federal Sources	7,100	9,681	2,581
Local Sources			
Investment earnings	250	8,747	8,497
Other Revenue	8,478	17,539	9,061
Other Financing Sources (Including Fund Balance Transfer)	25,063	25,063	-
Total Revenues & Other Financing Sources	1,168,778	1,190,271	21,493

**FY19 General Fund Expenditures by Object
Budgetary Basis including Debt Service
as of June 30, 2019
(Expressed in Thousands)**

5

Category	Final Budget	Actual Amount	Balance
Salaries and Wages	595,667	589,599	6,068
Fringe	228,502	218,540	9,962
Contractual Services/Transfers	225,915	214,226	11,689
Materials and Supplies	26,103	22,960	3,143
Utilities	30,398	25,495	4,903
Other Charges	32,660	32,578	82
Property	3,468	2,612	856
Principal and Interest	29,165	28,939	226
Indirect Cost Recovery	(3,132)	(4,012)	880
Contingency Reserve	32	-	32
Total Expenditures	1,168,778	1,130,937	37,841

FY19 Summary of General Fund Revenues and Expenses (Expressed in Thousands)

6

	Final Budget	Actual Amount	Balance
Total Revenues	1,168,778	1,190,271	
Total Expenses	1,168,778	1,130,937	
Operating Results			59,334
Reserve for:			
Air Conditioning Project		(14,832)	
ERP System		(25,000)	
FF&E For Holabird, Graceland		(4,393)	
Lighting Project Pilot		(3,000)	
Piping Insulation Project		(6,512)	
Elevator Project		(3,850)	
Maree G. Farring		(1,747)	
Total Reserves			(59, 334)
Total Operating Results and Reserves			-

Comments or Questions?

Maryanne B. Cox, Interim Chief Financial Officer
mcox@bcps.k12.md.us

BALTIMORE CITY

PUBLIC SCHOOLS

8

Board of School Commissioners

Cheryl A. Casciani, *Chair*

Linda Chinnia, *Vice-Chair*

Dr. Muriel Berkeley

Dr. Michelle Harris Bondima

Andrew “Andy” Frank

Dr. Martha James-Hassan

Ronald S. McFadden

Vernon A. Reid

Johnette A. Richardson

Joshua Lynn, *Student Commissioner*

Christian Gant, Esq., *Board Executive Officer*

Senior Management Team

Dr. Sonja Brookins Santelises, *Chief Executive Officer*

Alison Perkins-Cohen, *Chief of Staff*

Shashi Buddula, *Interim Chief Technology Officer*

Sean L. Conley, *Chief Academic Officer*

John L. Davis, Jr., *Chief of Schools*

Jeremy Grant-Skinner, *Chief Human Capital Officer*

Theresa Jones, *Chief Achievement and Accountability Officer*

Tammy L. Turner, Esq., *Chief Legal Officer*

John Walker, *Interim Chief Financial Officer*

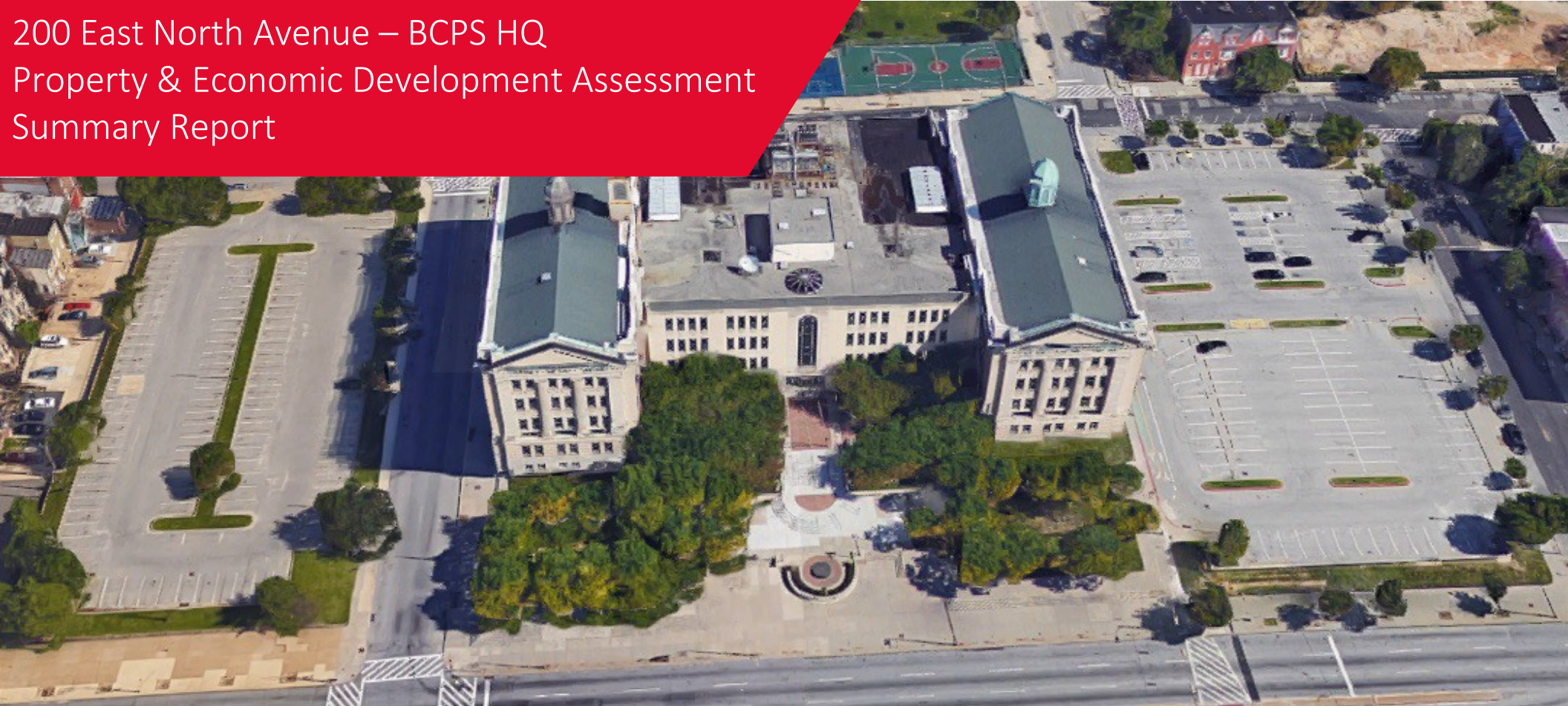
Dr. Lynette Washington, *Interim Chief Operating Officer*



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200 East North Avenue – BCPS HQ
Property & Economic Development Assessment
Summary Report





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Executive Summary

The Baltimore City Public Schools (“BCPS”) headquarters at 200 East North Avenue is an important asset that has served BCPS and anchored the surrounding community for more than 30 years. It represents not only the administrative nerve center of the City’s school system, but also a vital economic development generator for central Baltimore. BCPS and its community partner, the Central Baltimore Partnership (“CBP”), have engaged Cushman & Wakefield (“C&W”) to examine the feasibility of optimizing BCPS’ occupancy, as well as the range of potential re-uses and development options for the property. This information has been synthesized into recommendations to BCPS for improving the value – both operationally and functionally – of 200 East North Avenue, as well as enhancing its effect on the economic health of the surrounding community.

With the renaissance of central Baltimore, and the recent success of development projects in the Station North and Better Waverly neighborhoods, a re-envisioned 200 East North Avenue has the potential to catalyze the next phase of growth in the area. Its status as an essential employment center and “bookend” on North Avenue and its importance to the stability of the neighborhood cannot be overstated. However, the building’s functional obsolescence and workspace inefficiency coupled with high occupancy costs, suggest that either a reconfiguration of BCPS within the building or a potential relocation should be explored. This report examines those issues and offers assessments and recommendations for both, in the context of the financial and operational implications for BCPS.



Executive Summary

Our in-depth analysis of BCPS workspace, the market and potential for reuse and/or redevelopment of 200 East North Avenue lead us to the following summary conclusions:

Facility Assessment:

- The existing facility, while maintained adequately for its current use, is functionally obsolete
- Core systems (HVAC, conveyance and MEP) are aging and reaching the margins of useful operational life, which will require increasing investment in capital repair and replacement
- BCPS internal space usage and workspace is inefficient and not conducive to staff productivity, recruiting and employee retention
- Inherent space inefficiencies and legacy systems result in operating costs 30+% above market
- Significant BCPS space reduction with resulting workspace improvement and operating cost savings could be achieved through re-programming and “re-stacking”.

Market Assessment:

- Demographics and demand favor continued, albeit selective residential and mixed-use development in the submarket.
- Institutional and Higher Ed tenants contribute to the stability of the submarket, and could generate future space demand
- Strong demand for assisted living and continuing care facilities in this area, but future development constrained by payor mix
- Medical Office (MOB) and community health care is undersupplied in this submarket, but would require institutional support due to the payor mix
- Market-rate multifamily (apartment) market marginally oversupplied with flat demand
- Retail growth limited by employment density and demographic trends



Executive Summary

Our in-depth analysis of BCPS workspace, the market and potential for reuse and/or redevelopment of 200 East North Avenue lead us to the following summary conclusions:

Highest and Best Use(s):

- Highest and Best Use(s) of 200 E. North Avenue are a function on space availability and co-location with BCPS, and/or redevelopment of entire property
- Possible re-uses of the building include a master planned, mixed-use project including one of more of the following:
 - Office (single and limited, multi-tenant)
 - Medical or healthcare services
 - Multifamily and/or assisted living
 - Special purpose (educational, entertainment or community center)
 - Grocery anchored retail (as component of mixed use project)
- Anchor use or lead tenant necessary to stabilize/finance the project for redevelopment

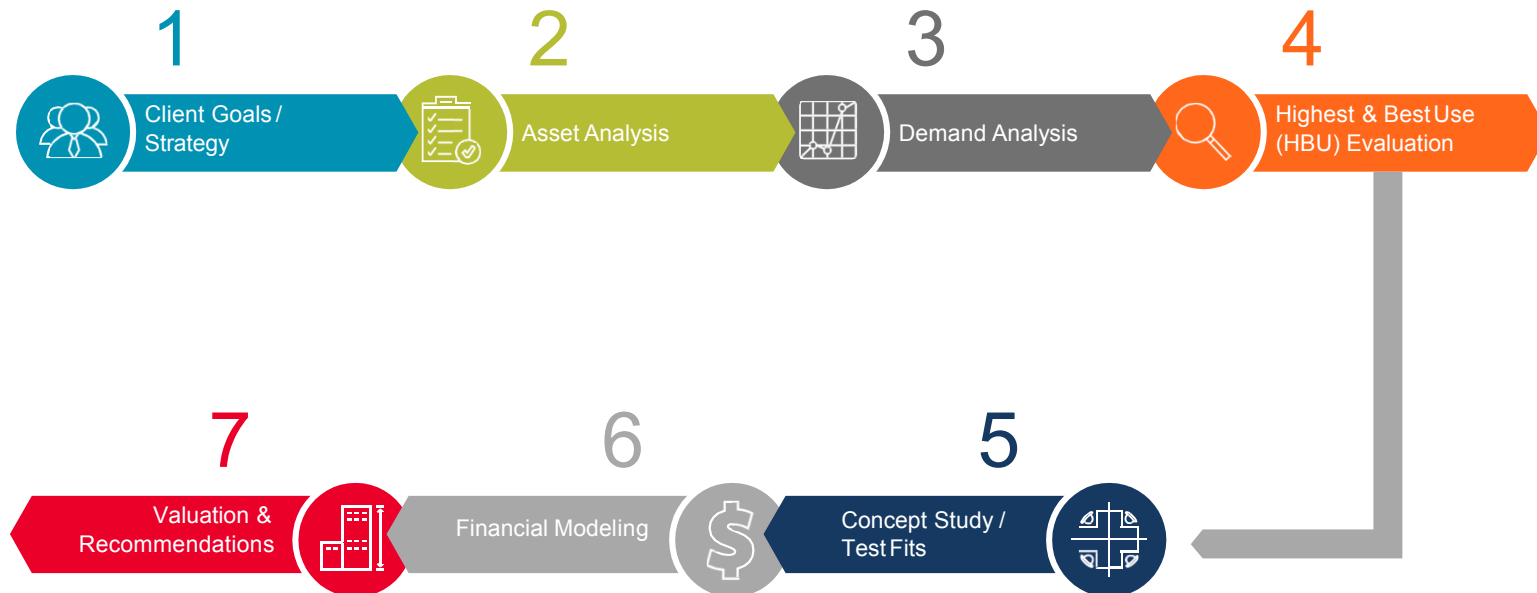
Conclusions:

- Continued tenancy by BCPS viable
- Co-tenancy feasible, with BCPS “vertical” restack to either side of central core/lobby, to provide larger blocks of available space
- Strategic location and slowly improving market demographics favor long-term re-use of the property
- Feasibility of non-office use of property (in whole or part) limited by conversion costs and market depth
- Redevelopment of the property, if vacant, would require a lead tenant, significant subsidies and/or tax credit incentives to finance
- 200 East North Avenue is a possible candidate for sale/leaseback with full/partial occupancy by BCPS to facilitate larger-scale redevelopment
- 3rd party sale involves uncertain pricing and transaction risk, including tax incentive financing for redevelopment

CONCLUSION: COST/BENEFIT ANALYSIS OF ALL OPTIONS INDICATES A POTENTIAL FOR OCCUPANCY COST SAVINGS THROUGH REDUCTION IN BCPS FOOTPRINT AND LEVERAGING 200 E. NORTH AVENUE SALE PROCEEDS

Executive Summary – Assessment Methodology

The below diagram outlines the methodology taken to derive the ultimate recommendation regarding the economic development assessment of 200 East North Avenue:







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Property Analysis – Site Description & Characteristics

- 200 East North Avenue consists of one (1) owned parcel totaling 3.5 +/- acres and the two adjacent lots used for surface parking
- Main parcel improved by one administrative office building consisting of four (4) floors above-grade plus an improved basement, totaling 204,000 +/- gross square feet
- Original structure was a school building (ca. 1912), renovated to administrative offices in 1986
- Adjacent Calvert & Guilford Street parking lots accommodate approximately 265 vehicles
- Property currently zoned O-2, permitting a range of general office, accessory retail, healthcare and limited residential uses
- Surrounding neighborhood zoned with other various forms of residential and light commercial
- Further redevelopment of Property for alternate uses and enhanced density requires zoning change or Planned Unit Development (PUD)
- Adjacent parking lots may support future vertical development



Operating Expense Analysis – comparison to “owner-occupied” buildings of a similar quality
 (as provided by BCPS)




OPERATING EXPENSES	Current Operating Expenses*		Market Range (\$/SF)		Market Range (Gross)	
	Gross	\$/SF	Low End	High End	Low End	High End
Insurance	\$11,124	\$0.06	\$0.07	\$0.08	\$12,177	\$13,458
Salaries & Benefits**	\$342,420	\$1.95	\$1.25	\$1.38	\$218,845	\$241,882
Cleaning & Trash Removal	\$263,112	\$1.50	\$1.19	\$1.32	\$209,492	\$231,544
Maintenance & Repairs	\$100,111	\$0.57	\$0.29	\$0.32	\$50,480	\$55,794
Security	\$215,505	\$1.23	\$0.58	\$0.64	\$101,046	\$111,682
HVAC	\$280,226	\$1.60	\$0.12	\$0.13	\$21,373	\$23,622
Elevator	\$15,000	\$0.09	\$0.12	\$0.13	\$20,674	\$22,850
Landscaping & Grounds	\$8,610	\$0.05	\$0.01	\$0.01	\$1,697	\$1,876
Utilities*	\$521,335	\$2.97	\$4.76	\$5.26	\$836,421	\$924,466
General & Administrative	\$21,370	\$0.12	\$0.11	\$0.12	\$19,633	\$21,699
Parking Garage	\$35,821	\$0.20	\$0.12	\$0.14	\$21,687	\$23,969
Total OpEx	\$1,815,704	\$10.34	\$8.62	\$9.53	\$1,513,525	\$1,672,843






NOTES:





1. Does not include base rent cost, parking, debt on ownership, taxes; only operating expenses currently paid by BCPS are represented in the chart above
2. Total RBA of existing HQ = 175,600 sqft
3. Estimate or market rate inserted where data unavailable
3. *Utility expenses represent a cost approximately \$2.00 per square foot below market- (Requires further study to level set dif. between “HVAC” and “Utilities”)
4. Largest total overages appear in “HVAC” and “Security” (BCPS-reported HVAC expense includes some R&R costs)
5. **Approx. 50% of BCPS-reported salary and benefit expense allocated to this project



Property Analysis – Condition Assessment*

- Structural Elements 
- Exterior Skin & Roof 
- Window Systems & Weather Proofing 

- MEP Systems:
 - HVAC 
 - Plumbing 
 - Electrical 
 - Conveyance 
 - Lighting 

- Accessibility / ADA Compliance 
- Interior Finishes 
- Space Utilization / Efficiency 
- Estimated Capital Expenditures 
(capital repair & replacement exposure)

* Based upon physical inspection and discussion with BCPS personnel, but should not be construed as an engineering or physical condition report



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Baltimore City Public Schools Program Analysis

200 East North Avenue – Property & Economic Development Assessment

FY19 PROPOSED BUDGET: DISTRICT OFFICE SCHOOL SUPPORTS – HEAD COUNT ANALYSIS

OFFICE	ALL EMPLOYEES	<80% IN SCHOOLS/FIELD	>80% IN SCHOOLS/FIELD	100% IN SCHOOLS/FIELD	EMPLOYEES NEEDING DESK SPACE (EXCLUDES 100% IN SCHOOLS STAFF)
Board of School Commissioners	11	11			11
Chief Executive/ Chief of Staff	54.5	48.5	6		54.5
Academics	327.9	176.6	61	90.3	237.6
Achievement and Accountability	59	59			59
Finance	59	59			59
Human Capital	66.5	66.5			66.5
Information Technology	61	58	3		61
Legal	23	23			23
Operations	335	57	48	230	105
Schools Office	169	27	43	99	70
Total	1165.9	585.6	161	419.3	746.6



Architectural Space Planning: North Avenue Program Consolidation Summary

CITY SCHOOLS DISTRICT OFFICE - PROGRAM AREA

ROOM/SPACE	EXISTING					PROPOSED					DIFFERENCE (SF)	DIFFERENCE (WORKSTATIONS)	
	QUANTITY	SFEACH	TOTAL	SFTALLY	WORKSTATIONS	QUANTITY	SFEACH	TOTAL	SFTALLY	WORKSTATIONS			
10.06 Main Office - School Police				3,877					3,350				
10.06.01 WAITING	1	795	795		3	1	700	700		3	-95	0	
10.06.02 WORKROOM	1	661	661		8	1	600	600		8	-61	0	
10.06.03 POLICE SURVEILLANCE	1	408	408		2	1	400	400		2	-8	0	
10.06.04 OFFICE	1	278	278		1	5	150	750		5	472	4	
10.06.05 OFFICE	1	266	266		1			0			-266	-1	
10.06.06 OFFICE	1	215	215		1			0			-215	-1	
10.06.07 OFFICE	1	138	138		1			0			-138	-1	
10.06.08 OFFICE	1	137	137		1			0			-137	-1	
10.06.09 CONFERENCE LRG	1	446	446			1	500	500			54		
10.06.10 STORAGE	1	195	195			1	150	150			-45		
10.06.11 STORAGE	1	106	106			1	100	100			-6		
10.06.12 STORAGE	1	68	68			1	50	50			-18		
10.06.13 CLOSET	1	88	88			1	50	50			-38		
10.06.14 CLOSET	1	76	76			1	50	50			-26		
Total Workstations				878					689				
Total Net Square Footage				158,770					121,350				
TOTAL GROSS AREA				239,409					169,890				
<small>(EXISTING GROSS AREA = 1,5079 * NET AREA)</small>													
<small>(PROPOSED GROSS AREA = 1.4 * NET AREA)</small>													

BOARD SCHOOL CMSNRS
CHIEF EXEC / CHIEF STAFF
ACADEMICS
ACHVMNT & ACCNTBLTY
FINANCE
HUMAN CAPITAL
INFORMATION TECH
LEGAL
OPERATIONS
SCHOOLS OFFICE

	Current	Re-Design
Gross Building Area (SqFt)	239,409	169,890
Total Net Square Footage	158,770	121,350
NET AREA REDUCTION = 24%		

11 INDEPENDENT CONTRACTORS				1,577	28	1,600	28	23	0		
01.04 Office External Audits				303		300					
01.04.01	OFFICE - EXTERNAL AUDITS	1	303	303	8	1	300	300	8	-3	0
07.08 Office - ITD Service Support Center				1,274		1,300					
07.08.01	WORKROOM 1	1	1274	1274	20	1	1300	1300	20	26	0

1600 SF INDEPENDENT CONTRACTOR SPACE NOT INCLUDED IN NET TOTAL



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Market Demand Analysis

200 East North Avenue – Property & Economic Development Assessment



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Market Demand Analysis - Summary

- Incredibly diverse demographic base in the local neighborhoods
- Excellent access to mass transportation (Light Right / Penn Station)
- Strong demand drivers (colleges & universities, local healthcare)
- Medical Office (MOB) appears to be an under-supplied product-type with significant local demand
- General Office use fits a wider range of tenants
- Multi-Family is a marginally over-supplied environment with many units recently delivered or in the construction pipeline
- Senior Living has strong market fundamentals across the metro region, but limited inventory within the local market; challenges within the limited payor mix
- Retail is anchored by local grocery, but supporting retail is limited and focused primarily on food service



Market Demand Analysis – Office Summary

- Baltimore City finished 2018 with a vacancy rate of 13.4%, 70 bps higher year-over-year.
- The Class B product accounted for the majority of the negative absorption, specifically in the CBD and Southwest submarkets. The Class B/C inventory continues to grow.
- The Class A product continues to remain stable recording a vacancy rate of 12.3%, slightly higher year-over-year.
- Approximately 237,000 sf of leasing activity in the first three months of 2019, about 100,000 sf less than the 10 year per-quarter average of 343,249 sf.
- Vacancy rates and absorption will remain stable throughout 2019 with no major swings.
- Rental rates should experience a slight uptick as new building space is delivered at a premium price per square foot.
- Local market craves quality build and modern interior space design.



Market Demand Analysis - Medical Office Summary

- Limited medical office currently existing to service the local community
- Existing inventory surrounding the site is categorized as Class “B” or Class “C” and rental rates average approximately \$14.00 per sqft
- Limited vacancy, virtually zero available space for new practitioners or expanding practices in local community
- Re-purposing as medical office has potential for accretive return
- Seemingly an underserved market with capacity for new inventory
- Concerns with local insurance payor mix narrows the tenant pool
- Diversity of services / flexible space design will be critical to strategy



Market Demand Analysis – Retail Summary

- Save-a-lot on Maryland Avenue and Safeway on Charles Street provides fresh food options vital to local community, but supporting retail is less developed. Dominated by fast food and local service retail.
- Limited goods & apparel retail in immediate area; not a shopping district.
- Rental rates have not grown subsequent to reduced vacancy; indication of poor quality or shrinking inventory.
- Near-zero retail vacancy attributed to lack of investment and overall quality space; vacant storefronts need revitalization.
- Parking is constrained, current off-street expansion initiative is a good step towards addressing this challenge.
- Tapping into local demand drivers is key to successful retail development



Market Demand Analysis - Multi-Family Summary

- Rental rates have experienced steady growth; questions of sustainability
- Occupancy has been steadily declining since its peak in mid-2010 due to increased supply
- Recent new construction has added more than 900 new units to the market in the last year
- Demand for units has struggled to keep pace with the delivery of new units to the market
- Considerable competition in the development / redevelopment market
- Important to consider appropriate mix between market-rate units and affordable units
- Student Housing market is marginally oversupplied



Market Demand Analysis - Senior Living Summary

- Market is highly fragmented with licensed facilities varying in quality and unit count
- Stabilized occupancy has remained in a 93% - 94% range during the past several years
- Absorption was positive in each quarter of 2018, even with the delivery of 274 new units
- Approximately 781 new units are currently under-construction throughout the Baltimore Metro Region
- Limited existing competition from other assisted-living or independent-living facilities with a 10-minute drive-radius
- Annual rent growth of more than 3.0% each of the past two years
- Heavy subsidization percentage due to payor/tenant mix



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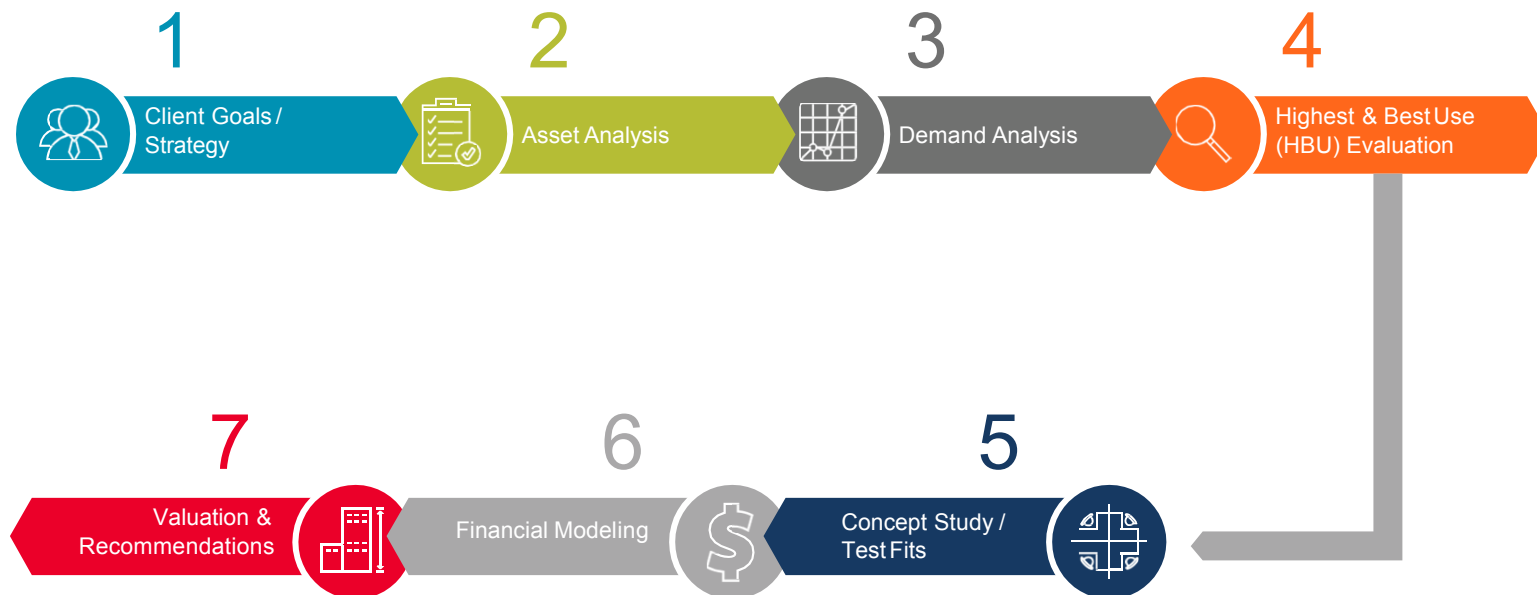


Highest & Best Use Summary

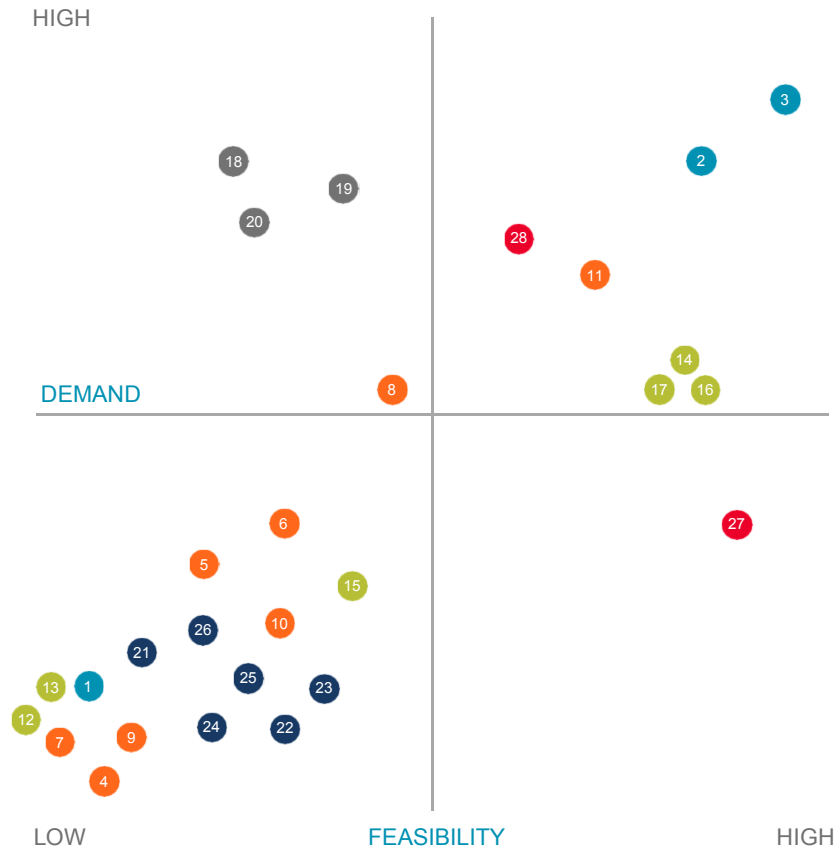
200 East North Avenue – Property & Economic Development Assessment

Highest & Best Use Summary – Methodology

The below diagram outlines the methodology taken to derive the ultimate recommendation regarding the economic development assessment of 200 East North Avenue:



Highest & Best Use Summary



#	Category	#	Category
Office		Specialty Use Education	
1	Speculative Office	18	Higher Education
2	Single Tenant /HQ	19	Community Center
3	Medical	20	Museum / Experiential Conference Center Training
Retail		Hospitality	
4	Big Box /Lifestyle	21	Hotel - Limited / FullService
5	Grocery Anchored / Community	22	Motel
6	Boutique Retail	23	Extended Stay
7	Pad / Drive-in Retail	24	Boutique (B&B)
8	Fine / Fast Casual Dining	25	Time Share
9	Fast Food - w/wo Drive-in	26	Resort
10	Entertainment	Parking	
11	Fitness	27	Structured
Residential		28	Surface
12	Single Family		
13	Townhouse / Cluster Homes		
14	Multi-family Apartment		
15	Condominium		
16	Independent Living/ Retirement		
17	Assisted Living / Specialty Care / CCRD		



Development Options

200 East North Avenue - Economic Development Assessment



Development Options: Opportunity Comparison Chart*

Buyer Scenario	Sale Price Range	Sale Price Range (Price/SF)	Notes
Sale-Leaseback	\$24,662,788-\$26,253,935	\$103.20-\$109.85	Projected sale value dependent upon terms of BCPS leaseback; as modeled at \$12 NNN for 15 years with BCPS guarantee.
Development with Tax Credit Financing/ Incentives	+/- \$7,170,000- \$8,365,000	+/- \$30.00-\$35.00	This scenario assumed significant tax credit incentives and potential public financing assistance to offset high capital costs and equity requirements required for renovation and repositioning to mixed-use with multifamily and office/retail components. * Development of adjacent parking lots for revenue-generating uses could potentially improve returns and property value.
Opportunistic User-Investor	\$3,824,000-\$4,780,000	\$16.00-\$20.00	This scenario analyzes a potential sale to an opportunistic purchaser typically characterized as a "Price-Per-Pound" buyer. An opportunistic buyer would likely purchase this property with a limited renovation budget and efficient lease-up strategy focusing on cash flow rather than credit worthy tenancy.
Speculative Single Tenant Office	\$2,390,000-\$2,868,000	\$10.00-\$12.00	Project costs including, base building cost, tenant improvements, lease-up, design, permitting, etc. in conjunction with limited office demand and a low office rental rate ceiling limit the feasibility of a commercially viable single-tenant office redevelopment. Factors including readily available institutional tenancy, municipal financing, development incentives, etc. may improve the feasibility of this option.
Speculative Multi-Tenant Office	<\$1,912,000- \$2,390,000	<\$8.00-\$10.00	Project costs including, added base building cost required to demise the property, tenant improvements for each tenant, lease-up, design, permitting, future tenant improvements and leasing commissions, etc. in conjunction with moderate office demand and corresponding moderate rental rates for midsized tenants result in low feasibility. Factors including existing tenant demand, available incentives, etc. may improve the feasibility of this option. Unknown costs for additional parking.
Speculative Multifamily Development	<\$1,912,000-\$2,390,000	<\$8.00-\$10.00	The high costs converting office to multifamily use including individual unit build out, electric, plumbing, etc., as well as the requisite design, permitting, etc. in conjunction with the mature multifamily market with limited room for new supply limit the feasibility of a commercially viable multifamily development. Factors including municipal financing, development incentives, market demand fluctuations, etc. may improve the feasibility of this option.

* Note – above options modeled on current similar projects



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Relocation Option Analysis

200 East North Avenue – Property & Economic Development Assessment



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Relocation Analysis

- Baltimore City Public Schools currently pays between 10-15+% **above-market** for total operating expenses at 200 East North Avenue. An investment in modern operating systems, technology and third-party management protocols could reduce overall expenses, but would only be appropriate with a long-term occupancy commitment in rationalized (reduced footprint) space
- An HQ relocation could eliminate much of the uncertainty of building ownership (ongoing maintenance, aging MEP & other facilities, security)
- A lease with a third-party landlord could create budgetable occupancy costs and cash outflows over a long time-horizon (fixed lease terms, cost control mechanisms)
- A relocation would provide an opportunity for a workplace design strategy that could drive greater efficiencies and collaboration (examining culture and productivity)
- Costs of a relocation could be partially offset by the monetization of the current BCPS HQ facility on North Ave through either a sale or a long-term ground lease (precise financial implications TBD)
- C&W surveyed 15-20 alternative facilities with contiguous vacancies of $\geq 75,000$ square feet to illustrate options



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Conclusion & Recommendations

200 East North Avenue – Property & Economic Development Assessment



Conclusion & Recommendations

As stated in the Executive Summary, our Facility Analysis indicates that continued occupancy of 200 East North Avenue by Baltimore City Public Schools is possible, though with sub-optimal operational and financial implications. Space inefficiencies, coupled with high operating costs and capital repairs will continue to burden BCPS as the owner/occupant of the property for the foreseeable future. Potential space reconfiguration within the building may improve workspace quality and productivity for BCPS, with potential third-party tenancy and income opportunities. The existing property will require a comprehensive- and costly- core, shell and interior overhaul to optimize the space and operating costs for the long-term.

Any potential re-use of 200 East North Avenue must be viewed in context of the surrounding neighborhoods, and the pace of Central Baltimore's revitalization efforts. Tremendous progress has been made by CBP, JHU, MICA and others to seed strategic locations and "nodes" in the area with employment, community and cultural generators that have catalyzed additional growth- much like BCPS move to the site did in 1986. The property is a crucial link to several neighborhoods, and its re-use is clearly essential to continuing the strategic recommendations articulated in the Station North and East North Avenue LINC North Plan. BCPS' presence is a critical employment anchor that would be difficult to replace, yet could be built upon to strengthen a master-planned redevelopment of this portion of the North Avenue corridor. Additionally, the cost to reconfigure the property without third-party investment make a complete workspace "makeover" unlikely in the near term.

Market demand considerations lead us to the conclusion that redevelopment of 200 East North Avenue (potentially enhanced with BCPS as a lead tenant), in a master-planned, mixed-use program could generate positive economic and community benefits. To do so, however, would require significant tax credits and financial incentives to balance project costs. The size and location of the property represents an unprecedented opportunity to transform this portion of Central Baltimore with managed density and thoughtful design. If executed properly, a sale and redevelopment of 200 East North Avenue could be another important link of the re-energized North Avenue, creating positive returns for BCPS and enhancing its legacy as a responsible community partner. However, the current cost/benefit analysis does not support a cost-neutral relocation by BCPS and redevelopment of the Site without significant reduction in BCPS' footprint. Potential revenue-generating opportunities may exist with the development of adjacent parking lots to incorporate additional parking and income-producing space.

The following disposition analysis illustrates the "Stay vs. Go" summary based upon our qualitative and quantitative analysis of the options.



Occupancy Cost / Operating Expense Comparison for Potential Relocation Options

	Remain in 200 East North Avenue	Relocation Sample Building A	Relocation Sample Building B
Floor	Existing Full Building	16th/17th/18/19th	3rd & half of 4th
RSF	175,600	102,897	96,165
Base Rental Rate - Year One	-	\$20.00	\$24.00
Additional OpEx (estimated)	\$10.34	-	-
Est. Annual CapEx Reserve	\$0.71	\$0	\$0
Parking (per square foot)	\$0	\$2.00	\$2.00
Gross Rental Rate - Year One	\$11.05	\$22.00	\$26.00
Annual Rent/OpEx Increases	2.5%	2.5%	2.5%
Free Rent (months)	0	15	15
Annual Costs: months 1-12	\$1,940,380	\$0	\$0
13-24	\$1,988,890	\$1,697,801	\$1,875,218
25-36	\$2,038,612	\$2,320,327	\$2,562,797
37-48	\$2,089,577	\$2,378,336	\$2,626,867
49-60	\$2,141,816	\$2,437,794	\$2,692,539
61-72	\$2,195,362	\$2,498,739	\$2,759,852
73-84	\$2,250,246	\$2,561,207	\$2,828,849
85-96	\$2,306,502	\$2,625,237	\$2,899,570
97-108	\$2,364,165	\$2,690,868	\$2,972,059
109-120	\$2,423,269	\$2,758,140	\$3,046,361
121-132	\$2,483,850	\$2,827,094	\$3,122,520
133-144	\$2,545,947	\$2,897,771	\$3,200,583
145-156	\$2,609,595	\$2,970,215	\$3,280,597
157-168	\$2,674,835	\$3,044,471	\$3,362,612
169-180	\$2,741,706	\$3,120,582	\$3,446,677
Total	\$34,794,752	\$36,828,582	\$40,677,100
Net Present Value	\$23,544,091	\$24,180,976	\$26,707,843
Average Effective Cost per Month	\$193,304	\$204,603	\$225,984
Average Effective Cost/RSF	\$13.21	\$23.86	\$28.20

Notes:

- (1) Assumes a turnkey proposal from each relocation option
- (2) Scenarios compared across a 15-year timeline with similar 2.5% annual increases to occupancy costs
- (3) All relocation scenerios assume a full service gross lease structure

(4) DOES NOT CONSIDER FUTURE CASH INFLOW FROM THE SALE OR LEASE OF CURRENT BCPS HQ @ 200 EAST NORTH AVE



Conclusion & Recommendations – Stay vs. Go Analysis

- Maintain Ownership / Status Quo:
 - ✓ Property is wholly owned, debt-free by BCPS and remains a functional albeit inefficient headquarters facility
 - ✓ Property operates at far less than optimal efficiency
 - ✓ Significant capital improvement costs are anticipated in the near future
- Sale / Leaseback:
 - ✓ Does not require relocation of HQ workforce
 - ✓ Creates a significant infusion of short-term capital
 - ✓ Increase in initial occupancy costs as well as long-term occupancy cost obligation
 - ✓ The investment market would likely respond favorably to an opportunity of this scale with the security of a long term lease backed by the credit of Baltimore City
- Relocate & Sell Vacant Asset:
 - ✓ Intangible considerations such as improved workplace satisfaction, enhanced wellness, and better recruiting and retention
 - ✓ Cost-beneficial over the long-term with consolidation of workforce into a more efficient & collaborative office footprint
 - ✓ Requires a significant moving-cost and FF&E budget
 - ✓ Disposition models assume aggressive sale pricing and redevelopment incentives

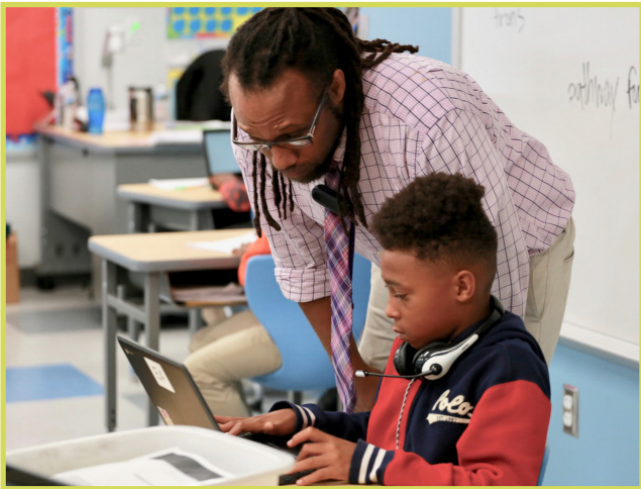
CONCLUSION: COST/BENEFIT ANALYSIS OF ALL OPTIONS INDICATES A POTENTIAL OCCUPANCY COST SAVINGS THROUGH REDUCTION IN BCPS FOOTPRINT AND LEVERAGING 200 E. NORTH AVENUE SALE PROCEEDS

OPERATING BUDGET

FOR 2019-20

Adopted by the
Baltimore City Board of School Commissioners
April 23, 2019

BALTIMORE CITY
PUBLIC SCHOOLS



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Context for Developing City Schools' 2019-20 Operating Budget



City Schools is positioned to open the 2019-20 school year on an upward trajectory, building on momentum that has seen increases in student achievement on statewide assessments and in graduation rates. This positive footing has been established through strategic planning and focused work in priority areas over the past three years, in which the district has launched initiatives including the following:



- Developed and began implementation of a new **blueprint for success**, the district’s plan for advancing achievement by focusing on student wholeness, literacy, and staff leadership—areas identified by CEO Sonja Brookins Santelises as having the greatest potential for improving student outcomes.
- Prioritized **equity in access to high-quality options** by developing an equity policy, considering placement of programs and resources within the framework of a community conditions index, and analyzing data regarding program success to inform next steps in implementation.
- Created a new office focused on **communications and engagement** with leadership reporting directly to the CEO, to ensure that all members of the City Schools community receive timely information, high-quality service, and opportunities to contribute to the life of their schools and the district.
- Identified **strategies to build enrollment**, including increased emphasis on attracting students in the early grades, launching improved tools to support middle and high school choice, and improving customer service for all stakeholders.
- Supported **professional growth of staff members** across positions, including leadership development for new principals and assistant principals, district office staff, and teacher leaders; new teacher mentoring; and increasing retention rates among Black teachers.
- Maximized scarce resources and changed staff deployment to provide **more responsive building maintenance**, greatly reducing lost instructional time and providing more timely information to school communities.
- Continued progress in **addressing the poor condition of school buildings**, with nine new or fully renovated buildings now open under the 21st Century School Buildings Program, five scheduled to open in FY20, and two “net zero” energy-efficient buildings under construction through the Capital Improvement Program.
- Promoted **efficiency and good stewardship of resources**, maintaining a balanced budget in the face of rising costs and flat revenue.

Nevertheless, with funding levels remaining significantly below what the state itself has identified as needed to provide an adequate education for Baltimore’s young people, the district must continue to make difficult decisions regarding allocation of resources to priorities that have the most promise for improving student outcomes and meeting the needs of Baltimore’s students and families.



ALLOCATING RESOURCES TO IMPROVE STUDENT OUTCOMES

At the beginning of the 2017-18 school year, City Schools released “Building a Generation: City Schools’ Blueprint for Success,” the district’s plan for advancing achievement by emphasizing work in student wholeness, literacy, and staff leadership. In 2018-19, implementation included establishing “intensive learning sites,” with a focus on literacy at 20 of these school sites and on aspects of student

wholeness at 35 (20 targeting social and emotional learning, 15 targeting restorative practices). The budget for 2019-20 (FY20) includes resources to support continued implementation of the blueprint, with expansion of intensive learning sites and continued emphasis on literacy, student wholeness, and professional growth and leadership development across all schools.

Student wholeness

Students learn best in school communities that value and celebrate learning; provide a wide range of opportunities that motivate students, challenge them, and ignite their curiosity; and promote social, emotional, and physical well-being.



Key actions for FY20

- **Twenty-one new specialists** will be funded centrally but deployed full time to new intensive learning sites focused on social and emotional learning. These staff members build strong relationships with students by learning about their unique strengths, challenges, interests, goals, and other issues that may affect their academic performance and well-being. Student wholeness specialists help students build the social and emotional skills they need to be successful in and out of the classroom and support teachers, administrators, and other adults to connect with and provide appropriate supports to students to nurture their growth and well-being. At schools entering their second year as intensive learning sites, the district office will continue to contribute to funding these positions.
- At each of these intensive learning sites, **dedicated rooms for students in need of social-emotional support** provide a calming space for reflection, learning, and care.
- A **coordinator** will be added in the Academics Office to ensure effective deployment of resources and support, working with network teams in the Schools Office.
- Funds have been allocated to provide at least **one social worker for every school**.
- Districtwide support will continue for implementation of **restorative practices** and for professional learning on **de-escalation strategies** and **integrating social-emotional learning practices and strategies at the classroom level** through literacy and other academic work.



Literacy

High levels of ability in reading, writing, speaking, and listening are the foundation for learning in all subject areas. When students master skills in all these components of literacy, they gain the tools to think deeply, analyze critically, and express themselves powerfully—becoming not just more successful in school, but preparing for success as adults who are engaged members of their communities.

Key actions for FY20

- Twenty schools selected as new intensive learning sites will have a dedicated **literacy coach** to collaborate with school staff and provide focused professional development at school and classroom levels. These new positions will be funded centrally through the Academics Office, but each coach is based full time at an individual school. Central contribution toward funding literacy coach positions at schools entering their second year as intensive learning sites will continue, accessing both operating and grant dollars.

- Intensive learning sites will pursue a “**continuous improvement**” model, in which schools work together to identify problems of practice, deeply understand those issues by conducting a root cause analysis, and then test changes to improve outcomes.
- **Professional learning partners** will continue to visit intensive learning sites to provide feedback and ensure consistency across the district. In conjunction with district personnel, partners will work with teachers during collaborative planning, provide demonstration lessons, and conduct learning walks in classrooms to provide job-embedded specific feedback and support. Partners will also support school leaders and members of instructional leadership teams with implementation of the standards-aligned curriculum.
- A second **literacy coordinator** in the Academics Office will coordinate with the Schools Office to deploy resources and support to schools through network teams.
- Initial steps toward adoption of a **new high school English curriculum** are being taken, with stakeholders invited to provide feedback on options in spring 2019. For elementary and middle school teachers, professional learning opportunities will continue to support second-year implementation of the new Wit & Wisdom curriculum.

Staff leadership

City Schools is committed to providing all staff members with opportunities to grow as leaders who improve outcomes for students by connecting with, empowering, and championing them.

Key actions for FY20

- A pilot program will provide **extra support to new teachers** in some of the district’s highest-need schools.
- Continued efforts will focus on increasing the **retention rates of Black teachers**.
- A **new fellowship program** is providing district mid-level managers with opportunities to grow as leaders through skill-building seminars, one-on-one executive coaching, and other in-person and virtual learning opportunities. Participants will put learning into action by completing a results-based project to address a current problem of practice.
- Through increased staff recruitment efforts, City Schools will attract **more high-quality leaders** for all roles at all levels, particularly those with expertise in literacy and student wholeness.



RESPONDING TO PRIORITIES IN THE COMMUNITY

In response to requests from community stakeholders for early involvement in budget development, the Finance Office held a series of community meetings where district leaders shared priorities and sought community feedback prior to determining how resources would be allocated and posted an online survey to gather additional input. Community members identified the following as top priorities for the coming year.

Priority	Sample Key Actions in FY20
Nurturing the social and emotional learning of young people and adults	Continued implementation of the blueprint for success and expansion of intensive learning sites for social and emotional learning
Promoting positive behavior and building strong communities through training district and school-based staff on behavioral supports, positive discipline approaches, and restorative practices.	<p>Continued implementation of the restorative practices plan</p> <p>Professional learning opportunities in trauma-informed practices and de-escalation strategies</p> <p>Expanded mental health supports, including supports for substance abuse</p>
Providing access to a well-rounded education	<p>Advanced Placement courses in all (noncharter) high schools</p> <p>Expansion of access to Algebra I in 8th grade</p> <p>Introduction of a new curriculum in computer science</p> <p>Significant increase in fine arts–certified teachers</p>
Building partnerships with community that connect school, students, and families with resources	Creation of the Communications and Community Engagement Office to coordinate and align outreach, support schools, and ensure families are informed and have opportunities to provide input at both school and district levels
Building teacher capacity and content expertise to improve student achievement in math, science, and literacy	<p>Continued implementation of the blueprint for success and expanded intensive learning sites in literacy</p> <p>Focus on professional development in early literacy for pre-k through 2nd grade</p> <p>Professional learning opportunities tied directly to curriculum across subject areas</p> <p>Implementation of the district’s STEM plan, standards-aligned professional learning for staff, and partnership in the citywide Bmore STEM network to connect STEM teaching with STEM-related business and employment opportunities</p>

PLANNING AT A TIME OF STATEWIDE TRANSITION

While strategic planning and careful deployment of resources have positioned City Schools on a positive trajectory, it remains the case that Baltimore’s students need additional funding to ensure an adequate education and equity with their peers in schools across the state. The state’s Commission on Innovation and Excellence in Education (the “Kirwan Commission”) has recognized the particular needs of students in demographic groups heavily represented in City Schools’ enrollment: those living in low-income families, and particularly in neighborhoods of concentrated poverty; those receiving special education services; and those learning English as a new language. The Kirwan Commission has also recognized that a new education funding formula must be implemented to ensure not only that Maryland’s children receive an adequate education, but that the education they receive prepares them to thrive in today’s global workforce and economy.



Drawing on building blocks identified by the Kirwan Commission, in January 2019, City Schools released “Investing in Our Future: A World-Class Education System for Baltimore City Students,” outlining what the district must be able to provide to ensure that students can succeed and thrive in the 21st century. The district believes that to ensure adequacy in education for students across the state, a new funding formula must support services in areas including early learning, high-quality instruction, college and career readiness, student wholeness, talent recruitment and retention, systems and structures, and facilities. The formula should include a per-pupil foundation amount with weights for students in specific subgroups (students with disabilities, low-income students, English learners) and allocations for schools serving concentrations of low-income students.



During the 2019 General Assembly, state lawmakers took initial steps toward changes in education funding with legislation to supplement the revenue available to school districts through the existing (“Thornton”) formula, but this was under debate and did not pass until the final days of the session. Given this timing, City Schools moved forward with budget development based on the amount of state funding anticipated through the Thornton formula.

State lawmakers identified several specific areas and circumstances where additional funds will be available. Once these funds are approved and released by the governor, City Schools will prepare a budget amendment for consideration by the Board of School Commissioners, with approval sought prior to the beginning of the

2019-20 school year. The amendment will include the amount of funding for each area, along with the district’s plan for allocating those funds both directly to schools and for services delivered centrally to schools.

Concentration of poverty

In recognition that students from low-income households have greater need than their more affluent peers and that need is more acute in schools serving low-income neighborhoods, additional funds will be available for schools where 80 percent or more students live in poverty. The majority of the district’s schools meet this criterion. The additional funding for concentration of poverty must be allocated toward services provided through community

schools and for student healthcare. For districts where 40 or more schools qualify for this funding, the legislation provides for centralized planning for distribution of resources.

Mental health coordinator

Funding will support salary for a staff position to provide mental health services for students, as essential component of overall health, well-being, and student wholeness.

Struggling learners

Funds are available to support children from kindergarten to 3rd grade, particularly in literacy. The district's blueprint for success recognizes literacy as essential for success in all subject areas, and ensuring mastery of literacy skills among students in the early grades is a district priority. City Schools will use the additional funds in this area to support efforts aligned with existing initiatives.

Special education

Approximately 14 percent of City Schools' students receive special education services, but to meet their needs, City Schools will allocate 24 percent of FY20's total operating dollars. With a significant percentage of students requiring special education services and a high degree of need, additional resources will be deployed to ensure that student needs are met.

Teacher salary

City Schools has long recognized the essential contributions of its teachers, negotiating one of the nation's first teacher contracts to acknowledge professional expertise and provide pathways for career advancement. The legislation passed in April 2019 provides for funds toward salary increases for certificated school-based employees who are not administrators in districts that meet certain requirements. City Schools will work with its union partners to determine how those funds could best align with provisions already in place in the most recently ratified contracts.

Pre-k programs

Because City Schools already offers full-day pre-k and this year will receive 100 percent of the per-pupil base funding for pre-k students, there are no additional funds anticipated in this area. The district will continue to advocate that pre-k funding include additional weights for compensatory education, special education, and English learners—amounts not included for pre-k students that are available for their older peers.

Building the 2019-20 Operating Budget



The process of allocating funds to support schools and programs begins with determining the available revenue and then distributing it equitably to meet students’ needs and advance school and district priorities. Schools receive their allocations based on funding formulas, and school leaders, working with their communities, determine how flexible dollars will be spent to meet needs at the individual school level. At the district office, management staff identify how funds will be spent to best support schools and advance priority initiatives, and senior leaders collaborate to finalize allocations and spending plans. District staff members from different program areas review the spending plans from schools and offices to make sure requirements are met and budgets are balanced. District leaders and finance staff then confirm that the proposed operating budget will enable the district to operate responsibly, efficiently, and within its means and maintain a position of financial stability.

Note that, as indicated in the preceding section, at the time of budget development, state education funding was still under debate in the General Assembly. The district moved forward with budget development based on revenue estimates that do not take new legislation into account, and the revenue and spending proposals outlined in the remainder of this document are based on those estimates. With additional funding approved at the end of the General Assembly, the district will present a budget amendment for consideration by the Board of School Commissioners prior to the beginning of the 2019-20 school year.

STEP 1: REVENUE

The majority of City Schools’ funding, accounting for more than two-thirds of total district revenue, comes from the State of Maryland through a formula that was originally created to ensure funding across school districts provided an equitable education for all students, regardless of the wealth of the city or county in which they live. (In place since 2002, the current “Thornton” formula is recognized to need updating. The state’s Commission on Innovation and Excellence in Education – the Kirwan Commission – is charged with recommending an

TIMELINE

For City Schools, the annual operating budget covers the period from July 1 to June 30 each year (the fiscal year, or FY).

October to November: District office staff members project revenues, expenses, and student enrollment for the coming year.

December to January: School leaders review enrollment projections for their schools for the coming year—a critical step, because school budgets are based on student enrollment.

January to February: The Maryland State Department of Education calculates the state funding each school district is anticipated to receive; the district gives school leaders information about the revenue they will have in their school budgets for the coming year, based on projected enrollment at each school.

February to March: School leaders hold meetings with their school communities to get input for development of and to review school budgets; district office leaders receive allocations and develop their budgets.

March to April: The district’s budget team supports schools and district offices in finalizing budgets and ensures submitted budgets are balanced and cover all necessary expenses; Maryland’s General Assembly votes on the state budget; the budget team makes final adjustments to the districtwide budget proposal.

April to June: The Board of School Commissioners votes on the proposed budget at a public meeting; the budget adopted by the Board is submitted for a vote by Baltimore City Council.

June to August: Schools and district offices prepare for the start of the new school year, filling staff positions and making necessary purchases.

September to October: Actual student enrollment numbers are determined for each school and budgets are adjusted to reflect changes to enrollment or district revenue.

updated formula. New legislation debated in the 2019 Maryland General Assembly supports initial steps toward funding education priorities identified by the Kirwan Commission, but no new funding formula has been introduced.)

Until FY18, the amount of state funding for the coming year was tied to the number of students enrolled in kindergarten to 12th grade in the prior year, as well as to the city’s wealth relative to the wealth of the state as a whole. With the passage of legislation by the General Assembly in FY18, funding for students in full-day pre-k programs began to be phased in at a rate of 50 percent of the base per-pupil amount provided for students in higher grades; that rate increased to 75 percent for FY19 and is 100 percent for FY20. (Note that even in FY20, pre-k students will not receive the additional weighted funds provided to their older peers who are English learners, have disabilities, or are living in poverty. City Schools will continue to use available general education resources to meet the needs of pre-k students in these demographic groups. The district does not expect to receive additional funds for pre-k from any new legislation.)

Funding from the City of Baltimore is also based on a per-pupil amount, and the amounts of many federal grants are tied to numbers of students, often in particular groups or with certain characteristics (e.g., Title I funds tied to serving low-income students).

STATE PER-PUPIL FUNDING AND DECLINING ENROLLMENT

In recent years as Baltimore City has experienced population decreases, City Schools has experienced declining enrollment, with parallel declines in funding. These declines are frequently *not* offset by reduced expenses. For example, a decline of 50 students at an elementary school would have a significant impact on revenue, but if those students are spread across grades so that no individual class lost more than 5 students, it would be difficult to reduce the number of teachers (and related personnel expenses) while still keeping class sizes at a reasonable level.

To help mitigate the impact of reduced funding for school districts experiencing enrollment declines, in FY18 the state introduced a declining-enrollment grant that adjusts funding based on a three-year rolling average of student enrollment. With that grant remaining in place for FY20, this means that City Schools will receive close to \$15.5 million in funding that it would not have received had the allocation been based on 2018-19 enrollment alone.

In addition, Governor Hogan’s budget for FY20 includes funds that maintain allocations at prior-year levels. For City Schools, this additional “hold harmless” amount is approximately \$11 million.

FUNDED ENROLLMENT

	FY16	FY17	FY18	FY19	FY20
Total enrollment (prior year, omitting pre-k)	80,166	78,982	77,886	76,203	74,983
Additional funded students (SEED school)	173	176	185	180	197
Students ineligible for funding*	(836)	(1,575)	(1,442)	(1,530)	(1,600)
<i>Subtotal: Students funded at 100%</i>	79,503	77,583	76,629	74,853	73,580
Additional funded pre-k students	4,810 x 0%	4,684 x 0%	4,468 x 50%	4,389 x 75%	4,314 x 100%
Total funded students	79,503	77,583	78,863	78,145	77,894

* Students are ineligible for reasons including lack of required immunizations, age (over 21), or school attendance in another district.

Depending on source and type, revenue flows into one of three funds. Typically, about 90 percent is in the **General Fund**. This includes City Schools’ primary operating dollars, with more than half allocated directly at the individual school level and the large majority of the remainder supporting students and schools through centralized spending on infrastructure and other resources.

In April 2019, when schools and offices submitted their final budget proposals, the district projected General Fund revenue of \$1,162,385,489 for FY20, an increase of just over \$6 million (0.5%) from FY19. A more detailed breakdown of General Fund revenue begins on page 50.

GENERAL FUND REVENUE BY SOURCE

	FY16	FY17	FY18	FY19	FY20
State	\$883,769,293	\$866,077,368	\$848,430,545	\$849,475,258	\$850,213,308
Local	\$258,212,181	\$265,412,081	\$278,412,181	\$278,412,181	\$278,412,181
Federal	\$9,604,855	\$7,682,092	\$3,147,933	\$7,100,000	\$5,400,000
Other*	\$32,361,948	\$16,407,436	\$15,622,535	\$21,360,000	\$28,360,000
Total	\$1,183,948,277	\$1,155,578,976	\$1,145,613,195	\$1,156,347,439	\$1,162,385,489

* Includes transfers from fund balance

Special Funds, which in recent years have made up between 5 and 10 percent of district revenue, include restricted and grant dollars that must be used in specific ways—for example, in support of students with disabilities (e.g., grants under the Individuals with Disabilities Education Act, or IDEA) or of schools serving high percentages of children from low-income households (e.g., Title I). For FY20, City Schools expects to receive \$104,954,259 in Special Funds, a decrease of just over \$300,000 (0.3%) from FY19. Detailed breakdowns of Special Funds by grant program begin on page 98.

The **Enterprise Fund** comprises revenue generated by City Schools’ Food and Nutrition Services department, typically making up less than 5 percent of the district’s total revenue. This fund is used to support these food service operations. Details for this fund can be found beginning on page 114.

Other sources of funding include rent, tuition payments, and other small income sources, as well as transfers from the district’s fund balance of money not used

ADDITIONAL RESOURCES: A THREE-YEAR CITY-STATE COMMITMENT

At the outset of budget development for FY18, district office staff projected a budget gap exceeding \$100 million. Ultimately, the gap was closed with a combination of expense reductions and additional resources from the state and city, structured as a package spanning three years. For FY20, the additional resources total approximately \$60 million in revenue and services, with the latter including such things as school nurses and passes for MTA travel to and from school for middle and high school students.

	FY18	FY19	FY20
State	\$37 million	\$27.2 million	\$24 million
City	\$22.4 million	\$32.3 million	\$35.5 million
Total	\$59.4 million	\$59.5 million	\$59.5 million

in a prior operating year—for example, if revenue in some categories exceeds projections in the adopted budget, or if expenses are lower than expected because of increased efficiencies, staff vacancies, or other savings. Sound fiscal management precludes routine reliance on the fund balance to fill budget gaps; further, Board policy defines that the percentage of the unassigned fund balance must be between 3 and 7 percent of the budgeted General Fund expenditures for the upcoming fiscal year. With expenses in some centrally funded areas—for example, for student transportation services (see pp. 90–91)—projected to increase significantly, the budget for FY20 includes a transfer of \$22 million to the General Fund, as compared with \$15 million in FY19.

REVENUE BY FUND

Fund	FY16 Actual	FY17 Actual	FY18 Actual	FY19 Adopted	FY20 Adopted
General	\$1,183,948,277	\$1,155,578,976	\$1,145,613,195	\$1,156,347,439	\$1,162,385,489
Special	\$101,315,951	\$112,099,779	\$97,317,520	\$105,272,821	\$104,954,259
Enterprise	\$50,887,669	\$51,997,758	\$48,553,681	\$52,817,692	\$55,304,192
Total	\$1,311,566,726	\$1,319,676,513	\$1,313,742,798	\$1,314,437,952	\$1,322,643,938

STEP 2: EXPENSES

In allocating funding to schools and programs, the district begins by setting aside funds in several important areas. This central budgeting ensures that the district adheres to Board policies and all legal requirements that govern how educational services are provided to the broad range of students in Baltimore, while maximizing efficiency in service delivery.

Special education services for students with disabilities

In keeping with the legal requirement of ensuring the “least restrictive environment” for students with disabilities, most receive additional support within a regular (“general education”) classroom or may be “pulled out” for limited, brief periods in the day to receive instruction specialized to their unique needs—for example, sessions with a speech-language pathologist, reading specialist, or special educator. Students with disabilities who are identified as needing supports outside of the general education setting may spend most or all of their instructional time with teachers and other staff trained in providing specialized instruction and services. Finally, for students who need services beyond what can be provided in a traditional or charter school, the district has citywide special education programs and separate public day schools; when these programs and schools cannot meet an individual student’s needs, the district pays for the student to attend an appropriate nonpublic educational environment in or outside of the city.

The cost of providing special education varies with the nature of services based on the student’s disability and unique needs—from a few hundred dollars more than average in a general-education classroom to \$100,000 or more for a student who requires nonpublic placement. Because of the wide variation in student need, it is not possible to provide schools with an average per-pupil amount for delivery of special education services; doing so could give one school more than it requires and another less, while leaving too little to cover the cost for a student in a nonpublic setting. Instead, in developing the districtwide budget, City Schools calculates the total expense associated with special education services and allocates funding based on the hours of services and programs needed to meet the specific, individual needs of the students actually enrolled.

In the FY20 budget, the district will allocate the following for special education services, which will be reflected in resources at the school level according to the needs of the students with disabilities enrolled at each school.

For “locked” positions <i>(required for compliance with state and federal law and district policy):</i>	\$122,639,725
For “unlocked” positions <i>(to meet specific needs of enrolled students with disabilities, determined at the school level):</i>	<u>\$76,064,549</u>
Total:	\$198,704,274

In addition, \$28 million is included to cover the cost of nonpublic placements for students who cannot be served within a district school, and a further \$46.5 million is budgeted centrally for specialized transportation services for students (including those with disabilities) whose circumstances mean that they cannot walk to school or use the bus or MTA service provided to students in accordance with the district’s usual transportation policy.

The total amount budgeted for special education services therefore amounts to 24 percent of total operating dollars for FY20, while students with disabilities account for approximately 14 percent of the district’s enrollment.

English for Speakers of Other Languages (ESOL)

Baltimore is experiencing growth in its immigrant population, and the number of City Schools students who speak a language other than English at home is also increasing. As is the case for students with disabilities, students who are learning English may require varying degrees of support and may be dispersed unevenly across the city. Funds and positions to support ESOL programs are therefore managed centrally and provided to schools based on the number and needs of students actually enrolled.

In the FY20 budget, the districtwide allocation for services to support English learners is \$25.1 million, or 2 percent of operating dollars.

	FY16	FY17	FY18	FY19	FY20
Number of English learners	3,967	4,619	5,293	5,740	6,000+* (estimated)
Budget for ESOL programs	\$15.2 million	\$17.9 million	\$17.1 million	\$21.3 million (adopted)	\$25.1 million (adopted)

* English learners may enroll at any time during the school year. This estimate for FY20 is conservative, as typical annual growth has been from 8 to 15%.

Pre-k programs

As previously noted, pre-k students are not counted fully in the enrollment-based formulas the state uses to allocate revenue to school districts. While in FY20, they receive 100 percent of the base amount provided for students in kindergarten to 12th grade, they do not receive the additional weighted funds provided to their older peers who are English learners, have disabilities, or are living in poverty. To ensure that sufficient resources are provided for the high-quality full-day programming that the district is committed to providing, funds for pre-k are managed centrally at the district level and provided to schools based on the number of pre-k students they serve.

The budget for FY20 includes \$36.2 million to serve students in pre-k and early learning programs; state funding for pre-k is approximately \$19.4 million.

Administration and infrastructure

Another category of resources budgeted centrally at the district level includes a broad variety of administrative and infrastructure services and supports. Some relate to required services, such as debt service or retiree health benefits. Others are required by law (e.g., administering statewide tests like the PARCC; maintaining and submitting student- and school-level data to government agencies) or as part of collective bargaining agreements (e.g., providing systems for evaluating principals, teachers, and other staff). Other services are delivered centrally (e.g., coordinating student health services) because this is the most efficient and economical approach.

School construction and maintenance

For most school districts, school construction and systemic maintenance and upgrades (e.g., roof replacements, HVAC systems) are paid for with capital dollars—that is, outside of General Fund operating dollars. With the oldest school buildings in the state, many of which are in poor condition, City Schools’ capital needs far outpace available capital dollars.

In 2013, legislation was passed to provide funding for the 21st Century School Building Program, which so far has enabled the district to open nine new or fully renovated buildings; more than a dozen are currently under construction or in design. Funds for this program come from bond issues and are managed through a partnership among the district, state, and city. However, as part of agreements guiding the initiative, City Schools will invest more than \$250 million from operating dollars between FY15 and FY25. In addition, the district will spend more than \$125 million on building maintenance, in escalating annual amounts over the same period.

For FY20, the district’s 21st-century bond payment is \$30 million and the maintenance commitment is \$17 million.

The Capital Improvement Program (CIP) is a second source of funds for school modernization, renovation, or replacement, allocated by the state and city outside of the district’s operating dollars. See page 116 for more information.

Allocating funds to schools for flexible spending

In developing the annual operating budget, City Schools’ top priority is to provide as many resources as possible where they matter most—serving students and schools. As a district, City Schools recognizes that school communities know how best to support their unique students. As a result, dollars follow students to schools, with as many as possible designated as “flexible” for school leaders, with input from their communities, to decide how they will be spent.

Just as City Schools receives the majority of its funding based on the number of students enrolled, the district allocates funds and resources to schools based on the number of students they serve and their students’ needs. In this enrollment-based approach, schools that serve more students typically receive more money, because larger schools need more teachers, supplies, and so on. But, unlike the state and city, which determine their revenue allocations based on the number of students enrolled in the prior year, schools need resources for the students they will be serving in the actual budget year. So, instead of developing next year’s budgets for schools based on this year’s enrollment, each fall the district makes projections about the number of students who will be enrolled at every school in the subsequent year. These projections factor in past enrollment history, demographic trends, specialized programming, changes at nearby or similar schools, and plans for city neighborhoods, and are reviewed by principals before being finalized for budgeting purposes. Enrollment projections for FY20 are included with school budget overviews, beginning on page 27.

Once the district has well-informed projections both for total anticipated revenue and for enrollment at each school, the process begins to allocate resources to each school and support school leaders in creating school-level budgets.

The allocation methodology depends on the school type. For the 2019-20 school year, the district estimates that approximately 80 percent of students will attend traditional, noncharter schools. These include neighborhood elementary and elementary/middle schools that serve students in their “attendance zones” as well as citywide middle and high schools that serve students who live in all areas of the city. Approximately 20 percent of students will attend one of the district’s 31 charter schools, which are run under contract with third-party organizations outside the traditional district management structure. The contracts provide increased autonomy for the operators of charter schools to implement their programming, which may include a particular instructional approach or curricular focus.

With respect to budgeting, both traditional and charter schools receive a combination of dollars for flexible spending at the individual school level and services provided centrally by the district office, though the proportions differ. This is because charter schools, in accordance with state law, state guidance, and Board of School Commissioners policy, receive a larger portion of their resources in the form of flexible dollars to give them more flexibility to implement their programming. At traditional schools, flexible dollars are typically spent on salaries for school staff (calculated based on districtwide averages), as well as on school-level priorities and initiatives (e.g., field trips, additional computers or tablets for students) as determined by the school leader in consultation with the school community. Charter schools must cover many of the same expenses (including actual, rather than average, salaries for the teachers they employ), as well as expenses that are covered by the district for traditional schools. These include

- Rent, mortgage payments, or other costs for their school buildings
- Principal salaries
- Professional development for teachers (*charter school teachers can elect to attend district-offered professional development*)
- Curriculum materials
- Summer school
- Sports leagues and teams

A PORTFOLIO OF SCHOOLS

In addition to charter and traditional schools, the district has two “contract schools”—Bard High School Early College and Elmer A. Henderson: A Johns Hopkins Partnership School—whose budgets follow the charter school formula. For purposes of this document, “charter schools” includes these two contract schools, except where noted. There are also separate public day schools for students with disabilities whose needs cannot be met in traditional or charter schools, and alternative programs for students who have fallen behind their grade-level peers or require a temporary alternative placement due to circumstances that could include illness, crisis, family situations, or behavioral concerns. Because of the specialized nature of services, separate public day schools and alternative programs are funded outside of the per-pupil models used to fund traditional and charter schools.

“Fair Student Funding”: Flexible dollars for school-level spending at traditional schools

In 2008, City Schools adopted a model that allocates dollars to traditional schools based on a base per-student amount plus “weights” for different student populations. This “fair student funding” model was revised for the 2018-19 school year to reflect today’s schools and populations.

The majority of City Schools’ students come from low-income households. Based on what educators know about the impact of poverty on learning, the district modified the model to provide weights both for individual students living in poverty, determined through direct certification for government programs for low-income families (e.g., Supplemental Nutrition Assistance Program, or SNAP) and adjusted to account for under-counting of immigrant families and others who may not be eligible or have applied for these programs, and for concentrations of poverty, defined as a school serving more than 80 percent low-income students. Weights for students with disabilities taught in self-contained classrooms and high school students at risk of dropping out were included in the original fair student funding model and retained in the revision.

The Kirwan Commission and state lawmakers also recognize the impact of poverty on student outcomes. Under education funding proposals debated in the 2019 General Assembly, the district may receive additional resources to support schools serving communities of concentrated poverty.

The revised model results in some schools gaining and some losing funds in comparison to allocations based on the original formula. To mitigate the impact of lost funds, the district is phasing in the revision. To hold all schools harmless, approximately \$5.2 million in additional funding was added to the available resources for school allocations in FY19, over and above what had been calculated through the initial projections under the revised model. For FY20, the hold-harmless supplement is \$3.2 million.

THE CHALLENGE OF SMALL SCHOOLS

In the per-pupil funding model, if there are 30 students in the classroom, there is more money available than if there are 20 students. But a whiteboard costs the same regardless of how many students are in the room. So, the entire technology budget for the 20-student classroom may be spent on the whiteboard, while the 30-student classroom would have money left over after the whiteboard is purchased.

This simple example suggests the challenges at small schools, where lack of economies of scale mean it can be difficult to fund the robust academic programming and enrichment opportunities that all students need to thrive. The revised fair student funding model provides for a baseline level of services for all schools, to ensure the flexibility to fund adequate numbers of staff in both core and “special” areas and sufficient resources for supplies and other necessities. In FY20, just over \$5.3 million in baseline funding will be allocated, compared with just over \$4 million in FY19, and 21 schools will receive supplements of more than \$100,000 each, up from 18 in the prior year.

Even with this supplementary funding, small schools can experience challenges in providing a full range of programming and services. To address the longer term need, the district is pursuing initiatives to boost enrollment while also merging schools so that they reach enrollment levels to support long-term sustainability.

STEPS FOR DETERMINING FAIR STUDENT FUNDING FOR TRADITIONAL SCHOOLS

1. Start with the prior year's cost for fair student funding (after enrollment adjustments)	\$342,110,152 (from FY19)
2. Based on projected increases or decreases in these costs and revenue, adjust this amount for the current year	\$4,208,855
3. Subtract districtwide additional funds (weights) for students in specific populations. These funds are distributed to schools as part of their budget allocations, according to student demographics at each school. For FY20, the weights are <ul style="list-style-type: none"> • \$400 (elementary and middle school) or \$700 (high school) for each student living in poverty • \$200 for each student attending an elementary or elementary/middle school serving a high concentration of children living in poverty • \$400 for each high-performing/high-potential student • \$641 for each student with disabilities taught in a self-contained classroom • \$575 for each high school student 	(\$35,257,867) (also includes \$3.2 million in hold-harmless funding for schools that would have lost funding under the revised model, along with baseline services supplements and fluctuation caps)
<i>Subtotal:</i>	\$311,061,140
4. Determine the base per-pupil amount for school budgets by dividing the adjusted amount (from point 3 above) by the projected number of funding-eligible students in traditional schools	÷ 55,646
<i>Per-pupil base amount for FY20:</i>	\$5,590
5. Add weight amounts for each school, based on student demographics	

The per-pupil base amount and the additional weights are used to calculate individual school budgets based on projected enrollment for each school. On top of this amount, traditional schools receive services from the district office that include salaries and benefits for principals, professional development, special education for students with disabilities, utilities and facility maintenance, programming for pre-k students and English language learners, and administrative resources and services.

Charter school per-pupil formula

The formula for calculating the per-pupil funding for students at charter schools differs from the fair student funding model, in that it is designed to provide more resources in the form of cash rather than services. The additional revenue provides charter schools with increased flexibility to implement the programming and services outlined in their charters.

STEPS FOR DETERMINING CHARTER PER-PUPIL AMOUNT

1. Start with all projected General Fund revenue	\$1,162,385,489 for FY20
2. Deduct amounts prior to calculation of overhead charges	(\$29,805,357) (retiree health benefits) (\$52,632,055) (debt service) (\$22,000,000) (revenue contribution from fund balance) (\$6,360,000) (revenue from non-federal/state/local sources)
<i>Subtotal:</i>	\$1,051,588,077
3. Calculate and subtract 2% of subtotal from step 2, as overhead contribution to district administrative costs (as allowed under state guidance)	(\$21,031,762)
<i>Subtotal:</i>	\$1,030,556,315
4. Subtract districtwide exclusions	(\$36,202,186) (pre-k students) (\$28,000,000) (students in nonpublic placements)
<i>Subtotal:</i>	\$966,354,129
5. Subtract needs-based exclusions	(\$217,021,867) (students with disabilities) (\$25,082,470) (ESOL services) (\$47,977,372) (specialized transportation)
<i>Funds available for charter per-pupil funding:</i>	\$676,272,421
Divide the remaining amount by projected enrollment (excluding students in pre-k and private placement, who are accounted for under districtwide exclusions, and other ineligible students)	÷ 74,254
<i>Charter per-pupil allocation for FY20:</i>	\$9,108

Taking into account the 15,168 students projected to attend charter schools in 2019-20 at \$9,108 per student, the district's allocation for charter schools in the FY20 budget is \$138,150,144.

On top of this per-pupil amount, charter schools receive services or funding from the district office that include special education for students with disabilities, programming for pre-k students and English learners, specialized transportation, and administrative resources and support exceeding the 2 percent contribution currently provided under state guidance.

The following table shows annual charter and traditional school flexible-dollar allocations and per-pupil amounts since FY16, along with corresponding enrollment.

ALLOCATIONS FOR FLEXIBLE SPENDING, YEAR-BY-YEAR COMPARISON

	Charter			Traditional			
	Enrollment	Base Allocation	Base Per-Pupil	Enrollment	Base Allocation	Base Per-Pupil	Per-Pupil Weights
FY16 Final	13,972	\$131,155,164	\$9,387*	61,414	\$330,652,976	\$5,384	\$1,000 for student at basic or advanced level; \$641 for student with disabilities taught in a self-contained classroom; \$650 for high school student at risk of drop out \$800 for student at basic or advanced level; \$641 for student with disabilities taught in a self-contained classroom; \$520 for high school student at risk of drop out \$400 (EM) or \$700 (H) for each student living in poverty; \$200 for each student attending an E or EM school serving a high concentration of children living in poverty; \$400 for each high-performing/potential student; \$641 for each student with disabilities taught in a self-contained classroom; \$575 for each high school student
FY17 Final	15,011	\$138,866,761	\$9,251	59,381	\$338,056,033	\$5,693	
FY18 Final	15,872	\$148,038,144	\$9,327	56,474	\$308,460,988	\$5,462	
FY19 Final	15,907	\$143,194,814	\$9,002	55,251	\$306,055,632	\$5,543	
FY20 Adopted	15,162	\$138,150,144	\$9,108	55,646	\$311,061,140	\$5,590	

**In FY16, the state budget process generated disagreement that was not resolved until very late in City Schools' budget process. As a result, in good faith, the district calculated a per-pupil amount which allowed charters to calculate their school budgets. The district honored that amount, despite the fact that the final state revenue was lower than what was used to determine the original per-pupil amount. Based on the revenue received and adjusted enrollments, the final per-pupil amount would have been \$9,326.*

E = elementary school; EM = elementary/middle school; H = high school

Budget summaries for all traditional and charter schools, including General Fund and Title I dollars, are found beginning on page 27. Detailed school budgets are available on the school profile pages included on the district website, at www.baltimorecityschools.org/schools (with FY19 budgets available through June 30, 2019, and FY20 budgets posted as early as possible in the 2019-20 school year).

TITLE I: FEDERAL FUNDS FOR SCHOOLS SERVING LOW-INCOME STUDENTS

City Schools receives significant funding through a program known as “Title I” under the federal Elementary and Secondary Education Act (known as the Every Student Succeeds Act, or “ESSA,” under its current authorization). This program provides financial assistance to local school districts and schools that serve high numbers or percentages of children from low-income families.

Allocations of Title I dollars have been changing at some schools because of a change in how low-income students are counted. Until FY15, City Schools collected applications for free and reduced-price meals available to students from low-income households. Typically, more than 80 percent of students qualified. Beginning in FY16, City Schools adopted the U.S. Department of Agriculture’s “community eligibility provision” (CEP) that allows low-income districts to provide free breakfast and lunch to all students, without the burden of collecting and reporting on thousands of forms.

While this change brings free, nutritious meals to thousands of students every day, it has also changed the way the district documents and reports on household incomes of the families it serves. Eligibility for income-based programs, such as Title I, is now determined by rates of direct certification for other programs for low-income families, such as the Supplementary Nutrition Assistance Program (SNAP). Direct certification counts a more concentrated form of poverty than is reported through collection of forms for free and reduced-price meals, and districts that convert to CEP typically experience a decrease in the percentage of families counted as low income. Under direct certification, City Schools’ reported poverty level dropped to 53 percent in FY19.

Overall Title I funding for the district is determined from census data that is updated annually for the number of children from families below the poverty level for counties or local educational agencies, as published by the Department of Commerce. However, in determining how to *distribute* Title I dollars among schools, the new direct certification rates are used—meaning that some schools have seen reductions in Title I dollars in their budgets.

The district contends that income levels have not risen to a significant extent since adopting the CEP program. Instead, low-income families are simply being under-counted. For example, families who qualified in the past for reduced-price (but not free) meals may not qualify for SNAP or other income-based programs and so are under-represented in the direct-certification method. Immigrants who may be ineligible for other income-based programs or who are reluctant to identify themselves to government agencies by applying are also under-represented by direct-certification counts.

With household income status a significant factor in school achievement, it is imperative that a “proxy for poverty” be identified so that all students can be appropriately identified for services. City Schools is actively pursuing options for such a proxy, which is an important consideration as the state’s Kirwan Commission moves toward its final recommendations.

For more information about Title I, see page 100.

Involving the community

One of City Schools' core beliefs is that involvement of the whole community is essential to student success. The district also believes that school communities know best how to allocate dollars to support success for their students. As a matter of policy and longstanding practice, City Schools provides multiple opportunities for stakeholders to learn about and participate in budget development.

For FY20 budget development, the district held a series of community meetings across the city, to share district initiatives and get feedback from stakeholders on district priorities. A survey was posted online to solicit more input from students, families, staff, and partners.

At every school, budget development began with a vision session, with the school community invited to share their priorities with each school leader. Then, the school community is invited to discuss priorities for the coming year to assist the principal in developing the school budget proposal. Once that proposal is reviewed by district staff to make sure it meets legal and policy requirements (for example, in covering costs for required special education services or for staff members to teach required subjects), the principal holds a meeting where the school community has an opportunity to review the submitted budget.

Funding the district office

The balance of City Schools' revenue is allocated to meet districtwide obligations and to departments within the district office, to cover costs for centrally provided services and initiatives and administrative expenses. In planning their budgets and making decisions for FY20, district leaders were guided by the Board's priorities; the CEO's focus areas of literacy, student wholeness, and staff leadership; priorities identified by district leaders with consultation with community stakeholders (see pp. 4–7); and ongoing work to improve efficiency and maximize resources. Detailed descriptions of district office spending begin on page 56.

For FY20, the district office budget is \$382 million calculated as shown in the table on the next page. This represents an increase of approximately \$8 million over the amount budgeted for FY19.

In addition to administration and overhead costs, the district office allocation (whether within individual departments or at the districtwide level) includes funds to cover services that directly benefit schools and students, but are not seen in school-level budgets over which school leaders have authority: for example, student transportation (\$46.5 million), staff who deliver specialized services to students with disabilities or who support and monitor special education services (\$61.3 million), and facilities maintenance (\$31.4 million).

CALCULATING THE DISTRICT OFFICE BUDGET FOR FY20

Start with revenue	Total anticipated revenue from all sources	\$1,322,643,938
	Subtract Special Funds Enterprise Fund	(\$104,954,259) (\$55,304,192)
	Total anticipated General Fund revenue	\$1,162,385,489
Set aside funds for flexible spending at schools	“Fair Student Funding” for traditional schools	(\$346,335,875)
	Charter per-pupil allocation	(\$138,150,144)
Set aside additional funds for schools	To serve students with disabilities: Locked funds Unlocked funds Separate public day schools (other than personnel)	(\$122,639,725) (\$76,064,549) (\$689,806)
	General education: Locked funds Targeted funds	(\$93,080,635) (\$2,407,991)
	Alternative options schools and programs (serving over-age, under-credited students)	(\$15,668,183)
	Title I-eligible high schools	(\$568,390)
	Reserves set aside for all schools	\$15,325,527
	Calculate remaining available funds	Allocation for district office, including centrally provided programs, services, and priority initiatives

School Budgets



In 2019-20, City Schools will include 161 schools in a range of categories:

Traditional (neighborhood) schools, including:	118
<i>Traditional</i>	116
<i>Alternative</i>	2
Operator schools, including	37
<i>Charter schools</i>	31
<i>Contract schools</i>	2
<i>New School Initiative schools</i>	1
<i>Transformation schools</i>	3
Separate public day schools	6

(For 2019-20, the district also has six alternative options programs, which provide specialized supports and programming primarily for students who have fallen behind in their progress to high school graduation—for example, those who are returning to school after dropping out.)

As described in the preceding section (beginning on p. 16), City Schools uses a different methodology to fund traditional schools and charter/contract schools. (New School Initiative and transformation schools are funded according to the traditional school model.) Because of the unique nature of alternative schools and separate public day schools, which serve students with significant disabilities whose needs cannot be met with special education programming at traditional or operator schools, these schools’ budgets are developed in accordance with their students’ needs and to ensure compliance with state and federal laws and guidelines.

All schools receive their resources as a combination of dollars (revenue allocations) to spend at the school level and services delivered centrally through the district office. This combination of dollars and services differs based on the type of school, with charter schools receiving more dollars but fewer services than traditional schools.

On the pages that follow in this section, revenue allocations are provided for traditional and operator-run schools for both General Fund and Title I (since the latter constitutes a significant portion of resources for many of the district’s schools), along with projected K-12 (funded) enrollment. (One traditional school, Lakewood Elementary, is not included because of its unique nature. This school is an early learning center, serving only pre-k students and kindergarten students with special needs.) Note that the funding allocations for FY20 will be adjusted after September 30, 2019, when official school enrollment has been determined; the comparative figures provided for FY19 reflect allocations adjusted after September 30, 2018. Individual spending plans, developed at the school level, are posted to individual school profile pages on the district’s website (www.baltimorecityschools.org/schools) once finalized.

For FY20, 7,900.7 positions are funded in school budgets, a decrease of 11.4 positions over FY19. Note that, for FY20, an additional 407.8 centrally funded positions are deployed full time to schools, including 41 new school-based positions to support implementation of the district’s blueprint for success (see pp. 4–6).

School Name <i>(italics indicate charter schools)</i>		FY19 Adjusted	FY20 Adopted	Change
Abbottston Elementary School	Enrollment	279	301	22
	General Fund	\$2,111,863	\$2,193,799	\$81,936
	Title I	\$251,340	\$277,200	\$25,860
	Total Funds	\$2,363,203	\$2,470,999	\$107,796
Academy for College and Career Exploration (receives School Improvement Grant funds as part of Title I)	Enrollment	526	545	19
	General Fund	\$4,260,381	\$4,379,042	\$118,661
	Title I	\$287,625	\$302,680	\$15,055
	Total Funds	\$4,548,006	\$4,681,722	\$133,716
<i>Afya Public Charter School</i> (enrollment decline results from initial phase-in of merger with Brehms Lane Elementary School, which will convert to serve elementary and middle grades)	Enrollment	355	233	(122)
	General Fund	\$3,859,931	\$2,799,520	(\$1,060,411)
	Title I	\$181,425	\$187,060	\$5,635
	Total funds	\$4,041,356	\$2,986,580	(\$1,054,776)
Alexander Hamilton Elementary School	Enrollment	160	160	0
	General Fund	\$1,468,267	\$1,410,758	(\$57,509)
	Title I	\$194,625	\$158,400	(\$36,225)
	Total funds	\$1,662,892	\$1,569,158	(\$93,734)
Arlington Elementary School (school changes from elementary/middle to elementary only beginning in the 2019-20 school year)	Enrollment	521	341	(180)
	General Fund	\$3,464,749	\$2,163,465	(\$1,301,284)
	Title I	\$307,980	\$225,600	(\$82,380)
	Total funds	\$3,772,729	\$2,389,065	(\$1,383,664)
Armistead Gardens Elementary/Middle School	Enrollment	712	729	17
	General Fund	\$4,582,820	\$4,699,622	\$116,802
	Title I	\$320,370	\$335,580	\$15,210
	Total funds	\$4,903,190	\$5,035,202	\$132,012
Arundel Elementary School	Enrollment	373	385	12
	General Fund	\$2,488,919	\$2,609,877	\$120,958
	Title I	\$387,000	\$441,600	\$54,600
	Total funds	\$2,875,919	\$3,051,477	\$175,558
Augusta Fells Savage Institute of Visual Arts	Enrollment	399	406	7
	General Fund	\$3,422,236	\$3,443,059	\$20,822
	Title I	\$0	\$0	\$0
	Total funds	\$3,422,236	\$3,443,059	\$20,822

School Name <i>(italics indicate charter schools)</i>		FY19 Adjusted	FY20 Adopted	Change
Baltimore City College	Enrollment	1,365	1,357	(8)
	General Fund	\$9,401,842	\$9,319,006	(\$82,836)
	Title I	\$0	\$0	\$0
	Total funds	\$9,401,842	\$9,319,006	(\$82,836)
<i>Baltimore Collegiate School for Boys</i>	Enrollment	482	480	(2)
	General Fund	\$4,990,008	\$5,045,255	\$55,247
	Title I	\$141,096	\$147,298	\$6,202
	Total funds	\$5,131,104	\$5,192,553	\$61,449
Baltimore Design School	Enrollment	514	535	21
	General Fund	\$3,768,809	\$3,876,175	\$107,366
	Title I	\$238,950	\$246,280	\$7,330
	Total funds	\$4,007,759	\$4,122,455	\$114,696
<i>Baltimore International Academy</i>	Enrollment	707	722	15
	General Fund	\$6,495,668	\$6,707,910	\$212,242
	Title I	\$0	\$0	\$0
	Total funds	\$6,495,668	\$6,707,910	\$212,242
<i>Baltimore International Academy West</i> (opening in the 2019-20 school year)	Enrollment	—	250	250
	General Fund	—	\$2,277,000	\$2,277,000
	Title I	—	\$0	\$0
	Total funds	—	\$2,277,000	\$2,277,000
<i>Baltimore Leadership School for Young Women</i>	Enrollment	540	520	(20)
	General Fund	\$5,101,571	\$4,905,937	(\$195,634)
	Title I	\$244,260	\$240,640	(\$3,620)
	Total funds	\$5,345,831	\$5,146,577	(\$199,254)
<i>Baltimore Montessori Public Charter School</i>	Enrollment	390	388	(2)
	General Fund	\$3,860,829	\$3,904,234	\$43,405
	Title I	\$0	\$0	\$0
	Total funds	\$3,860,829	\$3,904,234	\$43,405
Baltimore Polytechnic Institute	Enrollment	1,582	1,583	1
	General Fund	\$10,454,908	\$10,355,193	(\$99,715)
	Title I	\$0	\$0	\$0
	Total funds	\$10,454,908	\$10,355,193	(\$99,715)

School Name <i>(italics indicate charter schools)</i>		FY19 Adjusted	FY20 Adopted	Change
Baltimore School for the Arts	Enrollment	440	460	20
	General Fund	\$4,017,006	\$4,163,785	\$146,779
	Title I	\$0	\$0	\$0
	Total funds	\$4,017,006	\$4,163,785	\$146,779
Barclay Elementary/Middle School	Enrollment	443	443	0
	General Fund	\$3,010,452	\$3,021,557	\$11,105
	Title I	\$270,810	\$269,780	(\$1,030)
	Total funds	\$3,281,262	\$3,291,337	\$10,075
<i>Bard High School Early College Baltimore</i> (contract school funded according to the charter school formula)	Enrollment	486	499	13
	General Fund	\$4,434,145	\$4,604,435	\$170,290
	Title I	\$0	\$0	\$0
	Total funds	\$4,434,145	\$4,604,435	\$170,290
Bay-Brook Elementary/Middle School	Enrollment	363	363	0
	General Fund	\$2,456,675	\$2,478,178	\$21,503
	Title I	\$261,960	\$240,640	(\$21,320)
	Total funds	\$2,718,635	\$2,718,818	\$183
Beechfield Elementary/Middle School	Enrollment	552	542	(10)
	General Fund	\$3,720,880	\$3,653,846	(\$67,034)
	Title I	\$323,910	\$369,420	\$45,510
	Total funds	\$4,044,790	\$4,023,266	(\$21,524)
Belmont Elementary School	Enrollment	239	233	(6)
	General Fund	\$1,628,677	\$1,602,981	(\$25,696)
	Title I	\$238,500	\$235,200	(\$3,300)
	Total funds	\$1,867,177	\$1,838,181	(\$28,996)
Benjamin Franklin High School at Masonville Cove	Enrollment	551	508	(43)
	General Fund	\$4,304,570	\$4,026,419	(\$278,151)
	Title I	\$0	\$0	\$0
	Total funds	\$4,304,570	\$4,026,419	(\$278,151)
Bluford Drew Jemison STEM Academy West	Enrollment	233	222	(11)
	General Fund	\$2,757,526	\$2,587,887	(\$169,639)
	Title I	\$224,790	\$145,700	(\$79,090)
	Total funds	\$2,982,316	\$2,733,587	(\$248,729)

School Name <i>(italics indicate charter schools)</i>		FY19 Adjusted	FY20 Adopted	Change
Booker T. Washington Middle School	Enrollment	232	229	(3)
	General Fund	\$1,827,344	\$1,767,331	(\$60,013)
	Title I	\$207,000	\$222,000	\$15,000
	Total funds	\$2,034,344	\$1,989,331	(\$45,013)
<i>Brehms Lane Public Charter School</i> (enrollment increase results from initial phase-in of merger with Afya Public Charter School, with Brehms Lane adding middle school grades)	Enrollment	633	750	117
	General Fund	\$6,491,150	\$7,629,042	\$1,137,892
	Title I	\$550,125	\$449,320	(\$100,805)
	Total funds	\$7,041,275	\$8,078,362	\$1,037,087
Callaway Elementary School	Enrollment	269	273	4
	General Fund	\$1,987,236	\$1,986,767	(\$470)
	Title I	\$206,205	\$194,580	(\$11,625)
	Total funds	\$2,193,441	\$2,181,347	(\$12,095)
Calverton Elementary/Middle School	Enrollment	434	419	(15)
	General Fund	\$3,376,956	\$3,262,386	(\$114,570)
	Title I	\$544,500	\$397,200	(\$147,300)
	Total funds	\$3,921,456	\$3,659,586	(\$261,870)
Calvin M. Rodwell Elementary/Middle School	Enrollment	631	665	34
	General Fund	\$4,234,155	\$4,456,753	\$222,598
	Title I	\$299,130	\$371,300	\$72,170
	Total funds	\$4,533,285	\$4,828,053	\$294,768
Carver Vocational-Technical High School (includes the P-TECH program)	Enrollment	884	952	68
	General Fund	\$6,651,420	\$7,010,438	\$359,018
	Title I	\$0	\$0	\$0
	Total funds	\$6,651,420	\$7,010,438	\$359,018
Cecil Elementary School	Enrollment	284	282	(2)
	General Fund	\$1,995,008	\$1,937,661	(\$57,347)
	Title I	\$232,755	\$297,600	\$64,845
	Total funds	\$2,227,763	\$2,235,261	\$7,498
Charles Carroll Barrister Elementary School	Enrollment	305	307	2
	General Fund	\$1,937,281	\$1,950,312	\$13,031
	Title I	\$183,195	\$174,840	(\$8,355)
	Total funds	\$2,120,476	\$2,125,152	\$4,676

School Name <i>(italics indicate charter schools)</i>		FY19 Adjusted	FY20 Adopted	Change
Cherry Hill Elementary/Middle School	Enrollment	689	701	12
	General Fund	\$4,845,031	\$4,914,653	\$69,622
	Title I	\$650,250	\$627,600	(\$22,650)
	Total funds	\$5,495,281	\$5,542,253	\$46,972
<i>City Neighbors Charter School</i>	Enrollment	232	234	2
	General Fund	\$2,438,832	\$2,483,860	\$45,028
	Title I	\$0	\$0	\$0
	Total funds	\$2,438,832	\$2,483,860	\$45,028
<i>City Neighbors Hamilton</i>	Enrollment	235	234	(1)
	General Fund	\$2,490,835	\$2,518,116	\$27,281
	Title I	\$0	\$0	\$0
	Total funds	\$2,490,835	\$2,518,116	\$27,281
<i>City Neighbors High School</i>	Enrollment	417	421	4
	General Fund	\$4,923,115	\$5,011,351	\$88,236
	Title I	\$0	\$0	\$0
	Total funds	\$4,923,115	\$5,011,351	\$88,236
<i>City Springs Elementary/Middle School</i>	Enrollment	653	642	(11)
	General Fund	\$6,610,055	\$6,583,940	(\$26,115)
	Title I	\$715,500	\$661,200	(\$54,300)
	Total funds	\$7,325,555	\$7,245,140	(\$80,415)
Collington Square Elementary/Middle School	Enrollment	314	287	(27)
	General Fund	\$2,266,648	\$2,234,320	(\$32,328)
	Title I	\$315,000	\$318,000	\$3,000
	Total funds	\$2,581,648	\$2,552,320	(\$29,328)
Commodore John Rodgers Elementary/Middle School	Enrollment	827	863	36
	General Fund	\$5,684,875	\$5,779,363	\$94,488
	Title I	\$440,730	\$449,320	\$8,590
	Total funds	\$6,125,605	\$6,228,683	\$103,078
<i>ConneXions: A Community Based Arts School</i>	Enrollment	519	500	(19)
	General Fund	\$5,435,454	\$5,500,793	\$65,339
	Title I	\$267,270	\$309,260	\$41,990
	Total funds	\$5,702,724	\$5,810,053	\$107,329

School Name <i>(italics indicate charter schools)</i>		FY19 Adjusted	FY20 Adopted	Change
<i>Coppin Academy</i>	Enrollment	351	354	3
	General Fund	\$3,661,674	\$3,729,483	\$67,809
	Title I	\$0	\$0	\$0
	Total funds	\$3,661,674	\$3,729,483	\$67,809
<i>Creative City Public Charter School</i>	Enrollment	328	326	(2)
	General Fund	\$3,281,194	\$3,299,819	\$18,625
	Title I	\$172,575	\$158,860	(\$13,715)
	Total funds	\$3,453,769	\$3,458,679	\$4,910
Cross Country Elementary/Middle School	Enrollment	662	656	(6)
	General Fund	\$4,401,732	\$4,389,819	(\$11,913)
	Title I	\$315,060	\$232,575	(\$82,485)
	Total funds	\$4,716,792	\$4,622,394	(\$94,398)
<i>The Crossroads School</i>	Enrollment	163	162	(1)
	General Fund	\$1,649,809	\$1,668,232	\$18,423
	Title I	\$80,535	\$78,020	(\$2,515)
	Total funds	\$1,730,344	\$1,746,252	\$15,908
Curtis Bay Elementary/Middle School	Enrollment	532	540	8
	General Fund	\$3,614,070	\$3,683,286	\$69,216
	Title I	\$323,910	\$341,220	\$17,310
	Total funds	\$3,937,980	\$4,024,506	\$86,526
Dallas F. Nicholas, Sr., Elementary School	Enrollment	199	197	(2)
	General Fund	\$1,504,307	\$1,443,805	(\$60,502)
	Title I	\$169,035	\$143,820	(\$25,215)
	Total funds	\$1,673,342	\$1,587,625	(\$85,717)
Dickey Hill Elementary/Middle School	Enrollment	354	354	0
	General Fund	\$2,291,794	\$2,407,206	\$115,412
	Title I	\$174,345	\$193,640	\$19,295
	Total funds	\$2,466,139	\$2,600,846	\$134,707
Digital Harbor High School	Enrollment	1,166	1,147	(19)
	General Fund	\$9,047,433	\$8,917,604	(\$129,829)
	Title I	\$0	\$0	\$0
	Total funds	\$9,047,433	\$8,917,604	(\$129,829)

School Name <i>(italics indicate charter schools)</i>		FY19 Adjusted	FY20 Adopted	Change
Dorothy I. Height Elementary School	Enrollment	290	299	9
	General Fund	\$1,998,171	\$1,988,823	(\$9,348)
	Title I	\$285,750	\$288,000	\$2,250
	Total funds	\$2,283,921	\$2,276,823	(\$7,098)
Dr. Bernard Harris, Sr., Elementary School	Enrollment	285	259	(26)
	General Fund	\$1,969,692	\$1,869,444	(\$100,248)
	Title I	\$298,125	\$310,800	\$12,675
	Total funds	\$2,267,817	\$2,180,244	(\$87,573)
Dr. Martin Luther King, Jr., Elementary/Middle School	Enrollment	259	241	(18)
	General Fund	\$2,016,040	\$1,772,874	(\$243,167)
	Title I	\$268,875	\$273,600	\$4,725
	Total funds	\$2,284,915	\$2,046,474	(\$238,442)
Dr. Nathan A. Pitts-Ashburton Elementary/Middle School	Enrollment	335	322	(13)
	General Fund	\$2,610,413	\$2,368,313	(\$242,100)
	Title I	\$230,100	\$210,560	(\$19,540)
	Total funds	\$2,840,513	\$2,578,873	(\$261,640)
Edgecombe Circle Elementary School	Enrollment	176	155	(21)
	General Fund	\$1,449,666	\$1,211,701	(\$237,965)
	Title I	\$245,250	\$181,200	(\$64,050)
	Total funds	\$1,694,916	\$1,392,901	(\$302,015)
Edgewood Elementary School	Enrollment	165	162	(3)
	General Fund	\$1,236,267	\$1,330,344	\$94,076
	Title I	\$129,210	\$169,200	\$39,990
	Total funds	\$1,365,477	\$1,499,544	\$134,066
Edmondson-Westside High School	Enrollment	875	871	(4)
	General Fund	\$6,415,537	\$6,289,163	(\$126,375)
	Title I	\$0	\$0	\$0
	Total funds	\$6,415,537	\$6,289,163	(\$126,375)
<i>Elmer A. Henderson: A Johns Hopkins Partnership School</i> (contract school funded according to the charter school formula)	Enrollment	548	559	11
	General Fund	\$5,332,595	\$5,493,395	\$160,800
	Title I	\$261,075	\$272,600	\$11,525
	Total funds	\$5,593,670	\$5,765,995	\$172,325

School Name <i>(italics indicate charter schools)</i>		FY19 Adjusted	FY20 Adopted	Change
<i>Empowerment Academy</i>	Enrollment	236	242	6
	General Fund	\$2,297,280	\$2,377,999	\$80,719
	Title I	\$107,085	\$111,860	\$4,775
	Total funds	\$2,404,365	\$2,489,859	\$85,494
Eutaw-Marshburn Elementary School	Enrollment	233	234	1
	General Fund	\$1,744,125	\$1,760,235	\$16,110
	Title I	\$275,625	\$262,800	(\$12,825)
	Total funds	\$2,019,750	\$2,023,035	\$3,285
Fallstaff Elementary/Middle School	Enrollment	446	453	7
	General Fund	\$2,877,846	\$2,862,611	(\$15,236)
	Title I	\$151,174	\$139,545	(\$11,629)
	Total funds	\$3,029,020	\$3,002,156	(\$26,865)
Federal Hill Preparatory Academy	Enrollment	270	274	4
	General Fund	\$1,896,775	\$1,886,485	(\$10,290)
	Title I	\$114,737	\$93,805	(\$20,932)
	Total funds	\$2,011,512	\$1,980,290	(\$31,222)
Forest Park High School	Enrollment	583	598	15
	General Fund	\$4,720,936	\$4,786,187	\$65,251
	Title I	\$0	\$0	\$0
	Total funds	\$4,720,936	\$4,786,187	\$65,251
Fort Worthington Elementary/Middle School	Enrollment	744	725	(19)
	General Fund	\$4,945,517	\$4,855,696	(\$89,821)
	Title I	\$596,250	\$652,800	\$56,550
	Total funds	\$5,541,767	\$5,508,496	(\$33,271)
Francis Scott Key Elementary/Middle School	Enrollment	451	509	58
	General Fund	\$2,854,008	\$3,199,623	\$345,615
	Title I	\$124,815	\$0	(\$124,815)
	Total funds	\$2,978,823	\$3,199,623	\$220,800
Franklin Square Elementary/Middle School	Enrollment	447	457	10
	General Fund	\$3,131,175	\$3,219,621	\$88,446
	Title I	\$401,625	\$448,800	\$47,175
	Total funds	\$3,532,800	\$3,668,421	\$135,621

School Name <i>(italics indicate charter schools)</i>		FY19 Adjusted	FY20 Adopted	Change
Frederick Douglass High School	Enrollment	820	787	(33)
	General Fund	\$6,770,314	\$6,589,272	(\$181,042)
	Title I	\$0	\$0	\$0
	Total funds	\$6,770,314	\$6,589,272	(\$181,042)
<i>Frederick Elementary School</i> (receives School Improvement Grant funds as part of Title I)	Enrollment	335	309	(26)
	General Fund	\$3,350,848	\$3,151,736	(\$199,112)
	Title I	\$437,625	\$373,200	(\$64,425)
	Total funds	\$3,788,473	\$3,524,936	(\$263,537)
Furley Elementary School	Enrollment	348	334	(14)
	General Fund	\$2,304,671	\$2,217,472	(\$87,199)
	Title I	\$265,500	\$266,960	\$1,460
	Total funds	\$2,570,171	\$2,484,432	(\$85,739)
<i>Furman Templeton Preparatory Academy</i>	Enrollment	419	419	0
	General Fund	\$4,269,517	\$4,317,165	\$47,648
	Title I	\$456,750	\$428,400	(\$28,350)
	Total funds	\$4,726,267	\$4,745,565	\$19,298
Gardenville Elementary School	Enrollment	277	263	(14)
	General Fund	\$1,886,266	\$1,808,671	(\$77,595)
	Title I	\$177,000	\$167,320	(\$9,680)
	Total funds	\$2,063,266	\$1,975,991	(\$87,275)
Garrett Heights Elementary/Middle School	Enrollment	276	272	(4)
	General Fund	\$2,036,841	\$1,955,315	(\$81,526)
	Title I	\$190,275	\$149,460	(\$40,815)
	Total funds	\$2,227,116	\$2,104,775	(\$122,341)
George Washington Elementary School	Enrollment	202	200	(2)
	General Fund	\$1,603,467	\$1,584,908	(\$18,559)
	Title I	\$158,415	\$189,600	\$31,185
	Total funds	\$1,761,882	\$1,774,508	\$12,626
Glenmount Elementary/Middle School	Enrollment	639	638	(1)
	General Fund	\$4,356,391	\$4,284,563	(\$71,828)
	Title I	\$318,600	\$327,120	\$8,520
	Total funds	\$4,674,991	\$4,611,683	(\$63,308)

School Name <i>(italics indicate charter schools)</i>		FY19 Adjusted	FY20 Adopted	Change
<i>Govans Elementary School</i>	Enrollment	366	360	(6)
	General Fund	\$3,699,871	\$3,686,652	(\$13,219)
	Title I	\$239,835	\$240,640	\$805
	Total funds	\$3,939,706	\$3,927,292	(\$12,414)
Graceland Park/O'Donnell Heights Elementary/Middle School	Enrollment	434	440	6
	General Fund	\$2,819,939	\$2,859,178	\$39,239
	Title I	\$144,197	\$151,949	\$7,752
	Total funds	\$2,964,136	\$3,011,127	\$46,991
<i>The Green School of Baltimore</i>	Enrollment	162	162	0
	General Fund	\$1,566,994	\$1,584,822	\$17,828
	Title I	\$0	\$0	\$0
	Total funds	\$1,566,994	\$1,584,822	\$17,828
<i>Green Street Academy</i>	Enrollment	852	868	16
	General Fund	\$8,827,204	\$9,070,628	\$243,424
	Title I	\$396,480	\$429,580	\$33,100
	Total funds	\$9,223,684	\$9,500,208	\$276,524
Guilford Elementary/Middle School	Enrollment	243	225	(18)
	General Fund	\$1,881,570	\$1,823,077	(\$58,493)
	Title I	\$195,585	\$165,440	(\$30,145)
	Total funds	\$2,077,155	\$1,988,517	(\$88,638)
Gwynns Falls Elementary School	Enrollment	277	254	(23)
	General Fund	\$1,893,284	\$1,725,868	(\$167,416)
	Title I	\$213,285	\$181,420	(\$31,865)
	Total funds	\$2,106,569	\$1,907,288	(\$199,281)
Hamilton Elementary/Middle School	Enrollment	820	817	(3)
	General Fund	\$5,388,149	\$5,324,365	(\$63,785)
	Title I	\$0	\$0	\$0
	Total funds	\$5,388,149	\$5,324,365	(\$63,785)
Hampden Elementary/Middle School	Enrollment	406	424	18
	General Fund	\$2,694,403	\$2,741,898	\$47,495
	Title I	\$0	\$0	\$0
	Total funds	\$2,694,403	\$2,741,898	\$47,495

School Name <i>(italics indicate charter schools)</i>		FY19 Adjusted	FY20 Adopted	Change
<i>Hampstead Hill Academy</i>	Enrollment	773	764	(9)
	General Fund	\$7,218,236	\$7,219,711	\$1,475
	Title I	\$0	\$0	\$0
	Total funds	\$7,218,236	\$7,219,711	\$1,475
Harford Heights Elementary School <i>(receives School Improvement Grant funds as part of Title I)</i>	Enrollment	365	383	18
	General Fund	\$2,446,645	\$2,549,966	\$103,321
	Title I	\$369,000	\$378,000	\$9,000
	Total funds	\$2,815,645	\$2,927,966	\$112,321
Harlem Park Elementary/Middle School	Enrollment	288	273	(15)
	General Fund	\$2,105,283	\$2,145,382	\$40,100
	Title I	\$317,250	\$291,600	(\$25,650)
	Total funds	\$2,422,533	\$2,436,982	\$14,450
Hazelwood Elementary/Middle School	Enrollment	455	474	19
	General Fund	\$3,207,402	\$3,231,682	\$24,280
	Title I	\$254,880	\$238,760	(\$16,120)
	Total funds	\$3,462,282	\$3,470,442	\$8,160
Highlandtown Elementary/Middle School #215	Enrollment	403	412	9
	General Fund	\$2,528,024	\$2,572,408	\$44,384
	Title I	\$189,390	\$139,545	(\$49,845)
	Total funds	\$2,717,414	\$2,711,953	(\$5,461)
Highlandtown Elementary/Middle School #237	Enrollment	755	768	13
	General Fund	\$4,794,341	\$4,857,192	\$62,851
	Title I	\$316,830	\$245,754	(\$71,076)
	Total funds	\$5,111,171	\$5,102,946	(\$8,225)
Hilton Elementary School	Enrollment	316	308	(8)
	General Fund	\$2,107,079	\$1,947,135	(\$159,944)
	Title I	\$224,790	\$189,880	(\$34,910)
	Total funds	\$2,331,869	\$2,137,015	(\$194,854)
The Historic Samuel Coleridge-Taylor Elementary School	Enrollment	236	216	(20)
	General Fund	\$1,660,138	\$1,523,579	(\$136,559)
	Title I	\$311,625	\$247,200	(\$64,425)
	Total funds	\$1,971,763	\$1,770,779	(\$200,984)

School Name <i>(italics indicate charter schools)</i>		FY19 Adjusted	FY20 Adopted	Change
Holabird Elementary/Middle School	Enrollment	409	408	(1)
	General Fund	\$2,686,818	\$2,685,920	(\$898)
	Title I	\$213,285	\$198,340	(\$14,945)
	Total funds	\$2,900,103	\$2,884,260	(\$15,843)
<i>Independence School Local I High School</i>	Enrollment	157	150	(7)
	General Fund	\$1,780,920	\$1,740,966	(\$39,954)
	Title I	\$0	\$0	\$0
	Total funds	\$1,780,920	\$1,740,966	(\$39,954)
James McHenry Elementary/Middle School (receives School Improvement Grant funds as part of Title I)	Enrollment	470	547	77
	General Fund	\$3,328,422	\$3,904,251	\$575,829
	Title I	\$357,750	\$518,400	\$160,650
	Total funds	\$3,686,172	\$4,422,651	\$736,479
James Mosher Elementary School	Enrollment	226	227	1
	General Fund	\$1,811,703	\$1,600,187	(\$211,516)
	Title I	\$229,500	\$267,600	\$38,100
	Total funds	\$2,041,203	\$1,867,787	(\$173,416)
John Ruhrah Elementary/Middle School	Enrollment	757	766	9
	General Fund	\$4,810,880	\$4,853,355	\$42,475
	Title I	\$244,204	\$0	(\$244,204)
	Total funds	\$5,055,084	\$4,853,355	(\$201,729)
Johnston Square Elementary School	Enrollment	249	246	(3)
	General Fund	\$1,847,642	\$1,763,805	(\$83,837)
	Title I	\$300,375	\$274,800	(\$25,575)
	Total funds	\$2,148,017	\$2,038,605	(\$109,412)
<i>KIPP Harmony Academy</i>	Enrollment	1,517	1,512	(5)
	General Fund	\$14,596,624	\$14,763,166	\$166,542
	Title I	\$716,850	\$738,840	\$21,990
	Total funds	\$15,313,474	\$15,502,006	\$188,532
Lakeland Elementary/Middle School	Enrollment	835	849	14
	General Fund	\$5,424,473	\$5,545,297	\$120,824
	Title I	\$272,113	\$271,338	(\$776)
	Total funds	\$5,696,586	\$5,816,635	\$120,049

School Name <i>(italics indicate charter schools)</i>		FY19 Adjusted	FY20 Adopted	Change
Leith Walk Elementary/Middle School	Enrollment	963	897	(66)
	General Fund	\$6,204,515	\$5,893,969	(\$310,546)
	Title I	\$399,254	\$466,240	\$66,986
	Total funds	\$6,603,769	\$6,360,209	(\$243,560)
Liberty Elementary School	Enrollment	439	442	3
	General Fund	\$2,995,216	\$3,081,173	\$85,957
	Title I	\$251,340	\$271,660	\$20,320
	Total funds	\$3,246,556	\$3,352,833	\$106,277
<i>Lillie May Carroll Jackson School</i>	Enrollment	285	350	65
	General Fund	\$2,845,336	\$3,469,449	\$624,113
	Title I	\$85,845	\$114,680	\$28,835
	Total funds	\$2,931,181	\$3,584,129	\$652,948
Lockerman Bundy Elementary School	Enrollment	224	225	1
	General Fund	\$1,511,148	\$1,507,110	(\$4,038)
	Title I	\$227,250	\$237,600	\$10,350
	Total funds	\$1,738,398	\$1,744,710	\$6,312
Maree G. Farring Elementary/Middle School	Enrollment	697	701	4
	General Fund	\$4,720,274	\$4,769,987	\$49,713
	Title I	\$314,175	\$333,700	\$19,525
	Total funds	\$5,034,449	\$5,103,687	\$69,238
Margaret Brent Elementary/Middle School	Enrollment	313	313	0
	General Fund	\$2,090,008	\$2,108,834	\$18,826
	Title I	\$157,530	\$159,800	\$2,270
	Total funds	\$2,247,538	\$2,268,634	\$21,096
Mary Ann Winterling Elementary School at Bentalou	Enrollment	219	208	(11)
	General Fund	\$1,637,566	\$1,648,984	\$11,418
	Title I	\$228,375	\$223,200	(\$5,175)
	Total funds	\$1,865,941	\$1,872,184	\$6,243
Mary E. Rodman Elementary School (receives School Improvement Grant funds as part of Title I)	Enrollment	235	238	3
	General Fund	\$1,629,615	\$1,654,262	\$24,647
	Title I	\$275,625	\$234,000	(\$41,625)
	Total funds	\$1,905,240	\$1,888,262	(\$16,978)

School Name <i>(italics indicate charter schools)</i>		FY19 Adjusted	FY20 Adopted	Change
Matthew A. Henson Elementary School	Enrollment	310	306	(4)
	General Fund	\$2,105,616	\$2,098,331	(\$7,285)
	Title I	\$318,375	\$332,400	\$14,025
	Total funds	\$2,423,991	\$2,430,731	\$6,740
Medfield Heights Elementary School	Enrollment	347	335	(12)
	General Fund	\$2,488,818	\$2,393,185	(\$95,633)
	Title I	\$0	\$0	\$0
	Total funds	\$2,488,818	\$2,393,185	(\$95,633)
Mergenthaler Vocational-Technical High School	Enrollment	1,701	1,749	48
	General Fund	\$12,466,884	\$12,561,102	\$94,218
	Title I	\$0	\$0	\$0
	Total funds	\$12,466,884	\$12,561,102	\$94,218
<i>Midtown Academy</i>	Enrollment	197	198	1
	General Fund	\$1,991,798	\$2,023,170	\$31,372
	Title I	\$0	\$0	\$0
	Total funds	\$1,991,798	\$2,023,170	\$31,372
Montebello Elementary/Middle School	Enrollment	518	509	(9)
	General Fund	\$3,622,134	\$3,596,646	(\$25,488)
	Title I	\$328,335	\$468,000	\$139,665
	Total funds	\$3,950,469	\$4,064,646	\$114,177
Moravia Park Elementary School	Enrollment	660	665	5
	General Fund	\$4,367,841	\$4,300,351	(\$67,490)
	Title I	\$419,490	\$428,640	\$9,150
	Total funds	\$4,787,331	\$4,728,991	(\$58,340)
Morrell Park Elementary/Middle School	Enrollment	428	424	(4)
	General Fund	\$3,022,065	\$3,013,557	(\$8,508)
	Title I	\$216,825	\$245,340	\$28,515
	Total funds	\$3,238,890	\$3,258,897	\$20,007
Mount Royal Elementary/Middle School	Enrollment	739	749	10
	General Fund	\$4,827,086	\$4,924,000	\$96,914
	Title I	\$331,875	\$361,900	\$30,025
	Total funds	\$5,158,961	\$5,285,900	\$126,939

School Name <i>(italics indicate charter schools)</i>		FY19 Adjusted	FY20 Adopted	Change
The Mount Washington School	Enrollment	616	617	1
	General Fund	\$4,041,429	\$4,028,859	(\$12,570)
	Title I	\$0	\$0	\$0
	Total funds	\$4,041,429	\$4,028,859	(\$12,570)
NACA Freedom and Democracy Academy II	Enrollment	325	321	(4)
	General Fund	\$2,646,385	\$2,654,500	\$8,115
	Title I	\$109,740	\$160,740	\$51,000
	Total funds	\$2,756,125	\$2,815,240	\$59,115
National Academy Foundation	Enrollment	794	779	(15)
	General Fund	\$6,106,303	\$5,853,372	(\$252,930)
	Title I	\$390,285	\$356,260	(\$34,025)
	Total funds	\$6,496,588	\$6,209,632	(\$286,955)
New Era Academy (includes the P-TECH program)	Enrollment	282	329	47
	General Fund	\$2,267,227	\$2,557,571	\$290,344
	Title I	\$0	\$0	\$0
	Total funds	\$2,267,227	\$2,557,571	\$290,344
New Song Academy	Enrollment	149	151	2
	General Fund	\$1,557,959	\$1,589,861	\$31,901
	Title I	\$91,155	\$90,240	(\$915)
	Total funds	\$1,649,114	\$1,680,101	\$30,986
North Bend Elementary/Middle School	Enrollment	422	430	8
	General Fund	\$2,833,456	\$2,899,139	\$65,683
	Title I	\$249,570	\$243,460	(\$6,110)
	Total funds	\$3,083,026	\$3,142,599	\$59,573
Northwood Elementary School	Enrollment	543	528	(15)
	General Fund	\$3,662,306	\$3,604,239	(\$58,067)
	Title I	\$292,050	\$299,860	\$7,810
	Total funds	\$3,954,356	\$3,904,099	(\$50,257)
Patterson High School	Enrollment	1,082	1,095	13
	General Fund	\$8,293,064	\$8,354,510	\$61,446
	Title I	\$0	\$0	\$0
	Total funds	\$8,293,064	\$8,354,510	\$61,446

School Name <i>(italics indicate charter schools)</i>		FY19 Adjusted	FY20 Adopted	Change
<i>Patterson Park Public Charter School</i>	Enrollment	679	682	3
	General Fund	\$6,767,547	\$6,840,380	\$72,833
	Title I	\$246,530	\$222,497	(\$24,033)
	Total funds	\$7,014,077	\$7,062,877	\$48,800
Paul Laurence Dunbar High School (includes the P-TECH program)	Enrollment	876	944	68
	General Fund	\$5,793,363	\$6,266,251	\$472,888
	Title I	\$0	\$0	\$0
	Total funds	\$5,793,363	\$6,266,251	\$472,888
Pimlico Elementary/Middle School (middle school enrollment projected to increase with discontinuation of middle grades at Arlington Elementary School)	Enrollment	387	570	183
	General Fund	\$2,759,987	\$3,954,758	\$1,194,771
	Title I	\$272,250	\$394,800	\$122,550
	Total funds	\$3,032,237	\$4,349,558	\$1,317,321
The Reach! Partnership School	Enrollment	530	583	53
	General Fund	\$4,391,859	\$4,867,504	\$475,645
	Title I	\$0	\$0	\$0
	Total funds	\$4,391,859	\$4,867,504	\$475,645
Reginald F. Lewis High School	Enrollment	501	507	6
	General Fund	\$4,121,321	\$4,151,645	\$30,324
	Title I	\$0	\$0	\$0
	Total funds	\$4,121,321	\$4,151,645	\$30,324
Renaissance Academy	Enrollment	247	242	(5)
	General Fund	\$2,738,676	\$2,644,313	(\$94,363)
	Title I	\$0	\$0	\$0
	Total funds	\$2,738,676	\$2,644,313	(\$94,363)
Robert W. Coleman Elementary School	Enrollment	278	262	(16)
	General Fund	\$1,934,760	\$1,872,156	(\$62,604)
	Title I	\$272,250	\$267,600	(\$4,650)
	Total funds	\$2,207,010	\$2,139,756	(\$67,254)
Roland Park Elementary/Middle School	Enrollment	1,421	1,426	5
	General Fund	\$9,019,785	\$8,887,212	(\$132,573)
	Title I	\$0	\$0	\$0
	Total funds	\$9,019,785	\$8,887,212	(\$132,573)

School Name <i>(italics indicate charter schools)</i>		FY19 Adjusted	FY20 Adopted	Change
<i>Rosemont Elementary/Middle School</i>	Enrollment	318	317	(1)
	General Fund	\$3,101,953	\$3,128,079	\$26,126
	Title I	\$204,435	\$289,200	\$84,765
	Total funds	\$3,306,388	\$3,417,279	\$110,891
Sarah M. Roach Elementary School	Enrollment	198	192	(6)
	General Fund	\$1,551,914	\$1,467,553	(\$84,361)
	Title I	\$193,500	\$139,120	(\$54,380)
	Total funds	\$1,745,414	\$1,606,673	(\$138,741)
Sinclair Lane Elementary School	Enrollment	250	258	8
	General Fund	\$1,849,027	\$1,868,517	\$19,490
	Title I	\$298,125	\$255,600	(\$42,525)
	Total funds	\$2,147,152	\$2,124,117	(\$23,035)
<i>Southwest Baltimore Charter School</i>	Enrollment	404	395	(9)
	General Fund	\$4,230,387	\$4,136,388	(\$93,999)
	Title I	\$216,825	\$239,700	\$22,875
	Total funds	\$4,447,212	\$4,376,088	(\$71,124)
Stadium School	Enrollment	357	368	11
	General Fund	\$2,611,286	\$2,611,388	\$102
	Title I	\$206,205	\$208,680	\$2,475
	Total funds	\$2,817,491	\$2,820,068	\$2,577
Steuart Hill Academic Academy	Enrollment	205	193	(12)
	General Fund	\$1,635,098	\$1,591,278	(\$43,820)
	Title I	\$261,000	\$228,000	(\$33,000)
	Total funds	\$1,896,098	\$1,819,278	(\$76,820)
Tench Tilghman Elementary/Middle School	Enrollment	361	354	(7)
	General Fund	\$2,414,095	\$2,385,614	(\$28,481)
	Title I	\$347,625	\$345,600	(\$2,025)
	Total funds	\$2,761,720	\$2,731,214	(\$30,506)
Thomas Jefferson Elementary/Middle School	Enrollment	443	440	(3)
	General Fund	\$3,111,772	\$3,057,476	(\$54,296)
	Title I	\$225,675	\$260,380	\$34,705
	Total funds	\$3,337,447	\$3,317,856	(\$19,591)

School Name <i>(italics indicate charter schools)</i>		FY19 Adjusted	FY20 Adopted	Change
Thomas Johnson Elementary/Middle School	Enrollment	499	498	(1)
	General Fund	\$3,409,529	\$3,378,928	(\$30,601)
	Title I	\$0	\$0	\$0
	Total funds	\$3,409,529	\$3,378,928	(\$30,601)
<i>Tunbridge Public Charter School</i>	Enrollment	449	450	1
	General Fund	\$4,536,141	\$4,480,320	(\$55,821)
	Title I	\$0	\$0	\$0
	Total funds	\$4,536,141	\$4,480,320	(\$55,821)
Vanguard Collegiate Middle School	Enrollment	378	406	28
	General Fund	\$2,773,771	\$2,734,118	(\$39,653)
	Title I	\$237,180	\$213,380	(\$23,800)
	Total funds	\$3,010,951	\$2,947,498	(\$63,453)
Violetville Elementary/Middle School	Enrollment	376	364	(12)
	General Fund	\$2,484,070	\$2,462,119	(\$21,951)
	Title I	\$193,815	\$196,460	\$2,645
	Total funds	\$2,677,885	\$2,658,579	(\$19,306)
Vivien T. Thomas Medical Arts Academy	Enrollment	373	376	3
	General Fund	\$2,882,911	\$2,888,786	\$5,875
	Title I	\$0	\$0	\$0
	Total funds	\$2,882,911	\$2,888,786	\$5,875
Walter P. Carter Elementary/Middle School	Enrollment	312	330	18
	General Fund	\$2,441,075	\$2,317,314	(\$123,761)
	Title I	\$192,045	\$282,000	\$89,955
	Total funds	\$2,633,120	\$2,599,314	(\$33,806)
Waverly Elementary/Middle School	Enrollment	572	589	17
	General Fund	\$3,915,766	\$4,043,405	\$127,639
	Title I	\$361,080	\$344,980	(\$16,100)
	Total funds	\$4,276,846	\$4,388,385	\$111,539
Western High School	Enrollment	1,081	1,196	115
	General Fund	\$7,376,032	\$8,007,216	\$631,184
	Title I	\$0	\$0	\$0
	Total funds	\$7,376,032	\$8,007,216	\$631,184

School Name <i>(italics indicate charter schools)</i>		FY19 Adjusted	FY20 Adopted	Change
Westport Academy	Enrollment	280	274	(6)
	General Fund	\$2,194,279	\$2,258,603	\$64,324
	Title I	\$267,750	\$280,800	\$13,050
	Total funds	\$2,462,029	\$2,539,403	\$77,374
Wildwood Elementary/Middle School	Enrollment	723	749	26
	General Fund	\$4,807,428	\$4,987,766	\$180,338
	Title I	\$377,010	\$489,740	\$112,730
	Total funds	\$5,184,438	\$5,477,506	\$293,068
William Paca Elementary School	Enrollment	394	378	(16)
	General Fund	\$2,592,013	\$2,499,631	(\$92,382)
	Title I	\$297,360	\$251,920	(\$45,440)
	Total funds	\$2,889,373	\$2,751,551	(\$137,822)
William Pinderhughes Elementary/Middle School (merges with Gilmor Elementary School beginning with the 2019-20 school year)	Enrollment	218	430	212
	General Fund	\$1,796,352	\$2,984,136	\$1,187,784
	Title I	\$223,875	\$462,000	\$238,125
	Total funds	\$2,020,227	\$3,446,136	\$1,425,909
Windsor Hills Elementary/Middle School	Enrollment	253	252	(1)
	General Fund	\$2,060,856	\$2,066,729	\$5,873
	Title I	\$171,690	\$173,900	\$2,210
	Total funds	\$2,232,546	\$2,240,629	\$8,083
<i>Wolfe Street Academy</i>	Enrollment	221	220	(1)
	General Fund	\$2,146,761	\$2,143,667	(\$3,094)
	Title I	\$127,440	\$72,098	(\$55,342)
	Total funds	\$2,274,201	\$2,215,765	(\$58,436)
Woodhome Elementary/Middle School	Enrollment	350	340	(10)
	General Fund	\$2,317,954	\$2,450,153	\$132,199
	Title I	\$0	\$0	\$0
	Total funds	\$2,317,954	\$2,450,153	\$132,199
Yorkwood Elementary School	Enrollment	366	358	(8)
	General Fund	\$2,401,014	\$2,365,577	(\$35,437)
	Title I	\$184,080	\$137,219	(\$46,861)
	Total funds	\$2,585,094	\$2,502,796	(\$82,298)

School Name <i>(italics indicate charter schools)</i>		FY19 Adjusted	FY20 Adopted	Change
Schools closing in June 2019 (funds follow students from Gilmore Elementary School, Banneker Blake Academy, Monarch Academy, Northwood Appold Community Academy, and Roots and Branches School to the schools they attend in 2019-20)	Enrollment	—	496	496
	General Fund	—	\$4,466,105	\$4,466,105
	Title I	—	—	—
	Total funds	—	\$4,466,105	\$4,466,105

Budget Tables



This section includes summaries and details of specific budget allocations for the General Fund, Special Funds, Enterprise Fund, and Capital Improvement Program and 21st Century School Buildings Program. Information about expenditures by district offices, grant-funded programs, food service activities, and building construction and maintenance is presented in tables that show comparisons across a three-year period. For FY18, which ended on June 30, 2018, actual expenditures are provided; negative amounts may appear if funds were moved among line items in an individual office or program budget. For FY19, amounts reflect the budget adopted by the Board of School Commissioners on May 8, 2018 (since actual expenses will not be available until after the fiscal year ends on June 30, 2019).

Tables throughout this section present expenditures (FY18) and allocations (FY19 and FY20) by “object” (the type of expenditure) and “category” (how funds are spent), in accordance with Maryland State Department of Education reporting requirements.

EXPENSES BY OBJECT, ALL FUNDS; YEAR-BY-YEAR COMPARISON

Object	FY18 Actual	FY19 Adopted	FY20 Adopted
Salaries and wages	\$645,009,837	\$690,587,435	\$692,591,443
Contractual services	\$215,187,017	\$187,935,971	\$187,091,303
Fringe	\$261,569,060	\$257,135,616	\$261,689,689
Materials	\$48,068,934	\$44,192,959	\$41,619,056
Utilities and other charges	\$58,176,047	\$67,833,461	\$69,873,501
Equipment	\$4,348,248	\$4,206,408	\$5,118,776
Transfers	\$34,832,623	\$37,340,826	\$40,319,095
Principal and interest	\$21,608,744	\$21,622,256	\$20,758,055
Contingency reserve	—	\$3,583,020	\$3,583,020
Total	1,288,800,510	\$1,314,437,952	\$1,322,643,938

Key

- *Salaries and wages.* Payments to personnel on the payroll for services performed; a line item that includes the cost of full-time equivalent positions.
- *Contractual services.* Services rendered under legally binding agreements between authorized representatives of the Board/City Schools and non-employees including private firms or other governmental agencies (e.g., auditing services, independent bus contractors).
- *Fringe.* The cost of non-wage payments to employees for benefits (e.g., health insurance, pension programs).
- *Materials.* Payments for goods that lose their identity when used (e.g., paper, custodial supplies, computers).
- *Utilities and other charges.* The cost of maintaining the operation of the physical plant including heating, lighting, and ventilation systems.
- *Equipment.* Payments for items that have an expected useful life (e.g., furniture, cafeteria equipment, landscaping equipment).
- *Transfers.* Funds going from one program or fund to another program or fund (e.g., payments to the SEED School or other school districts).
- *Principal and interest.* The principal is the amount borrowed or the amount still owed on a loan or other indebtedness; interest is the charge paid to the lender for the privilege of borrowing the money.
- *Contingency reserve.* Reserves (funds) set aside to handle unexpected expenses.

EXPENSES BY CATEGORY, ALL FUNDS; YEAR-BY-YEAR COMPARISON

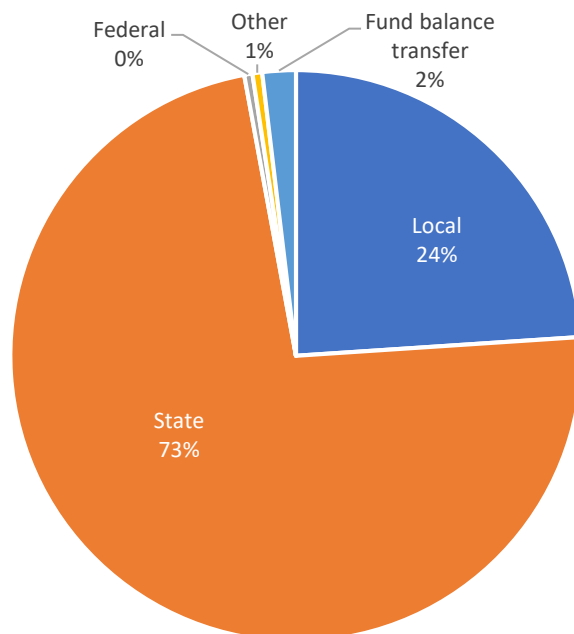
Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration	\$58,883,171	\$62,736,661	\$60,808,071
Mid-level administration	\$76,488,399	\$71,014,493	\$80,096,751
Instruction	\$459,224,952	\$472,871,390	\$466,619,807
Special education	\$190,729,865	\$200,510,092	\$196,803,743
Student services	\$16,472,243	\$20,460,032	\$21,064,079
Transportation	\$45,857,664	\$40,439,614	\$49,393,337
Plant	\$87,052,982	\$83,968,447	\$87,394,923
Fixed charges	\$261,590,820	\$265,449,324	\$261,682,192
Food services	\$43,817,207	\$42,969,222	\$46,087,798
Capital	\$27,074,463	\$32,396,421	\$31,935,182
Debt	\$21,608,744	\$21,622,256	\$20,758,055
Total	\$1,288,800,510	\$1,314,437,952	\$1,322,643,938

Key

- *Administration.* Activities associated with the district’s general regulation, direction, and control, including establishing and administering operating policy; providing fiscal and internal services necessary for operating the district (e.g., salary for the Chief Financial Officer); and supporting services and programs and assisting the instructional staff with the content and process of providing learning (e.g., salary for the Chief Academic Officer).
- *Mid-level administration.* Administration and supervision of districtwide and school-level instructional programs and activities (e.g., principal salaries).
- *Instruction.* Costs associated with salaries and wages for staff whose responsibilities include working with students to deliver instruction and services related to general education instruction (e.g., teacher salaries); supplies and materials used to support instruction (e.g., textbooks, computers).
- *Special education.* Activities designed for students who, through appropriate assessment, have been determined to have temporary or long-term special education needs (e.g., salaries for special education paraprofessionals).
- *Student services.* Providing students with appropriate health services (medical, dental, and nursing services to meet non-instructional physical and mental health needs, as well as directing and managing school health services); costs associated with activities to improve student attendance, including resolving challenges in the home, school, and community; personnel working in these areas (e.g., school social workers salaries); and activities including directing, managing, and supervising attendance and social work services.
- *Transportation.* Activities associated with transporting students between home, school, and school activities, including vehicle operation, monitoring, vehicle servicing and maintenance, and other pupil transportation services.
- *Plant:* Activities associated with maintenance (e.g., keeping up grounds, buildings, and fixtures through repair, scheduled and preventative maintenance, or replacement; Activities associated with building operations and keeping buildings open, comfortable, and safe for use (e.g., utilities and snow removal).
- *Fixed charges.* Staff benefits, tuition reimbursement, employee retirement, social security, medical benefits, and insurance.
- *Food services.* Providing food to students in schools.
- *Capital.* Cost of directing and managing the acquisition, construction, and renovation of land, buildings, and equipment (e.g., 21st Century School Buildings Program bond payments).
- *Debt.* Principal and interest payments for bonds and leases.

GENERAL FUND

GENERAL FUND REVENUE BY SOURCE, FY20 ADOPTED



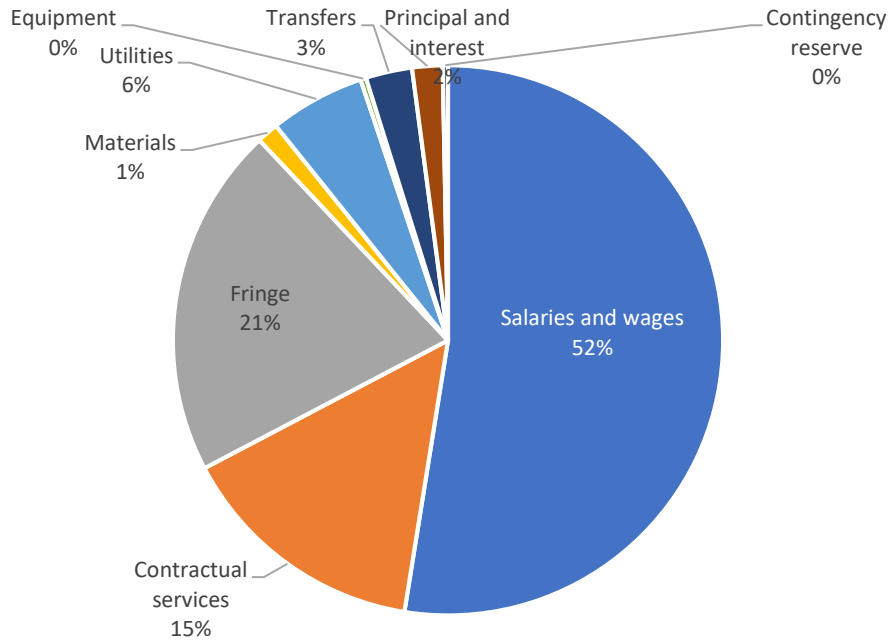
GENERAL FUND REVENUE BY SOURCE, YEAR-BY-YEAR COMPARISON

Source	FY18 Actual	FY19 Adopted	FY20 Adopted
Local Sources			
Maintenance of effort grant	\$238,606,824	\$238,606,824	\$238,606,824
Retiree health benefits	\$29,805,357	\$29,805,357	\$29,805,357
Supplemental allocation	\$10,000,000	\$10,000,000	\$10,000,000
<i>Subtotal</i>	<i>\$278,412,181</i>	<i>\$278,412,181</i>	<i>\$278,412,181</i>
State Sources			
Foundation program	\$363,589,182	\$353,459,508	\$352,068,096
Compensatory education	\$297,988,989	\$288,683,365	\$286,649,896
Special education model	\$47,620,423	\$46,236,630	\$45,486,888
Students with disabilities, nonpublic placement	\$9,234,035	\$12,000,000	\$12,638,050
Student transportation	\$19,431,800	\$19,741,301	\$21,129,399
Limited English proficiency	\$22,117,633	\$25,177,739	\$27,563,579
Guaranteed tax base	\$21,692,833	\$21,243,281	\$17,375,976
Supplemental grant	\$18,310,933	\$18,310,933	\$18,310,933

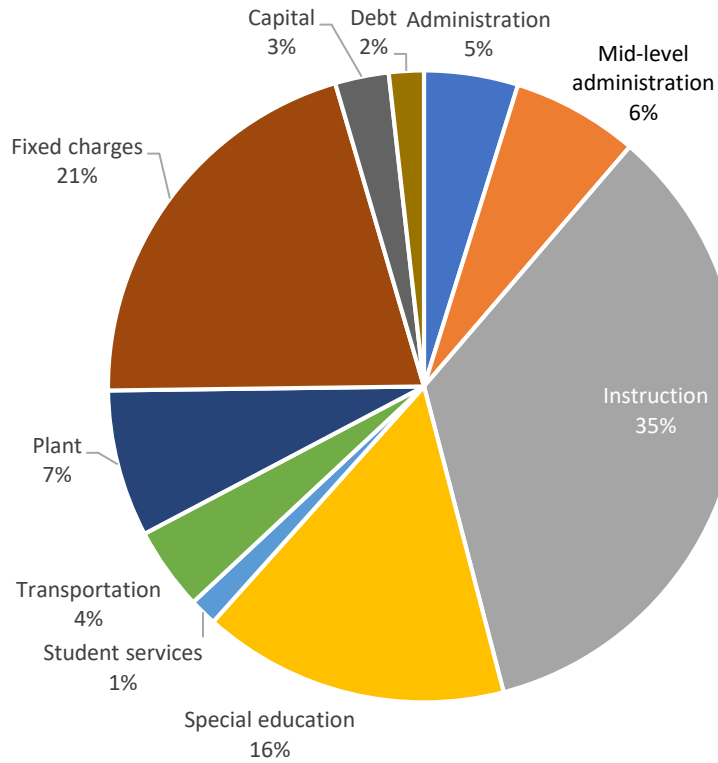
Source	FY18 Actual	FY19 Adopted	FY20 Adopted
Pre-k appropriation	\$10,145,322	\$14,814,251	\$19,450,293
Enrollment grant	\$13,552,594	\$15,963,773	\$15,495,347
TIF grant	\$422,107	\$541,685	\$569,639
Hold-harmless adjustment	\$1,757,221	\$11,091,661	\$11,088,568
Geographic cost of education grant	\$22,567,473	\$22,211,131	\$22,386,644
<i>Subtotal</i>	<i>\$848,430,545</i>	<i>\$849,475,258</i>	<i>\$850,213,308</i>
Federal Sources			
E-Rate	\$2,268,600	\$3,800,000	\$2,200,000
Impact aid	\$215,568	—	—
U.S. treasury bond subsidy payment	—	\$3,000,000	\$3,000,000
ROTC reimbursements	\$663,765	\$300,000	\$200,000
<i>Subtotal</i>	<i>\$3,147,933</i>	<i>\$7,100,000</i>	<i>\$5,400,000</i>
Other Sources			
Earnings on investment	\$4,317,349	\$250,000	\$250,000
Intestate	\$156,388	—	—
Tuition, nonresident	\$329,889	\$350,000	\$350,000
Tuition, summer school	\$212,988	\$100,000	\$100,000
Special use of school buildings	\$426,643	\$100,000	\$100,000
MSA reimbursable	—	\$4,000,000	\$4,000,000
Other sources	\$1,067,950	\$1,560,000	\$1,560,000
Miscellaneous sources	\$6,825,925	—	—
Donations	\$10,000	—	—
Maryland Stadium Authority revenue	\$2,275,402	—	—
<i>Subtotal</i>	<i>\$15,622,535</i>	<i>\$6,360,000</i>	<i>\$6,360,000</i>
Fund Balance Transfer			
Assigned	—	—	—
Unassigned	—	\$15,000,000	\$22,000,000
<i>Subtotal</i>	<i>—</i>	<i>\$15,000,000</i>	<i>\$22,000,000</i>
Total General Fund	\$1,145,613,195	\$1,156,347,439	\$1,162,385,489

GENERAL FUND EXPENDITURES, FY20 ADOPTED

BY OBJECT



BY CATEGORY



GENERAL FUND EXPENDITURES BY OBJECT

Object	FY18 Actual	FY19 Adopted	FY20 Adopted
Salaries and wages	\$575,464,503	\$608,415,772	\$610,652,907
Contractual services	\$190,973,181	\$173,641,004	\$171,684,019
Fringe	\$232,894,899	\$235,205,609	\$240,269,683
Materials	\$16,488,104	\$17,994,904	\$14,742,222
Utilities and other charges	\$57,707,682	\$62,633,059	\$65,182,394
Equipment	\$4,051,111	\$3,637,408	\$3,832,776
Transfers	\$29,745,753	\$29,614,407	\$31,680,413
Principal and interest	\$21,608,744	\$21,622,256	\$20,758,055
Contingency reserve	—	\$3,583,020	\$3,583,020
Total	\$1,128,933,977	\$1,156,347,439	\$1,162,385,489

GENERAL FUND EXPENDITURES BY CATEGORY

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration	\$53,497,688	\$59,010,189	\$55,934,089
Mid-level administration	\$69,944,161	\$63,021,322	\$75,297,671
Instruction	\$400,443,862	\$410,805,029	\$402,791,296
Special education	\$178,338,417	\$185,978,716	\$182,286,653
Student services	\$14,422,265	\$15,586,128	\$16,399,051
Transportation	\$45,727,645	\$40,439,614	\$49,326,383
Plant	\$84,961,637	\$83,968,447	\$87,394,923
Fixed charges	\$232,915,095	\$243,519,317	\$240,262,186
Capital	\$27,074,463	\$32,396,421	\$31,935,182
Debt	\$21,608,744	\$21,622,256	\$20,758,055
Total	\$1,128,933,977	\$1,156,347,439	\$1,162,385,489

General Fund budgets: Schools

Note: Budgets for individual schools, showing both General Fund and Title I (Special Fund) dollars, appear beginning on page 27.

GENERAL FUND EXPENDITURES FOR SCHOOLS BY OBJECT AND CATEGORY

Object	FY18 Actual	FY19 Adopted	FY20 Adopted
Permanent salaries	\$483,844,429	\$497,968,933	\$505,630,866
Other wages	\$16,297,595	\$8,811,139	\$8,826,674
Fringe, other wages	\$151,833,699	\$190,845,463	\$187,488,583
Contractual services	\$79,029,777	\$72,005,692	\$66,229,117
Materials	\$11,758,033	\$11,864,123	\$10,699,461
Utilities	\$222,054	—	—
Other charges	\$787,015	\$372,109	\$904,303
Equipment	\$505,474	\$167,328	\$236,876
Transfers	(\$120)	\$46,000	\$112,006
Total	\$744,277,956	\$782,080,787	\$780,127,886

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration			
Permanent salaries	\$153,008	—	—
Other wages	(\$29)	—	—
<i>Subtotal</i>	<i>\$152,979</i>	—	—
Mid-level Administration			
Permanent salaries	\$54,026,807	\$50,283,581	\$55,382,430
Other wages	\$167,909	\$183,050	\$102,180
Contractual services	\$1,712,182	\$1,839,649	\$3,697,188
Materials	\$853,416	\$553,899	\$515,468
Other charges	\$464,446	\$198,463	\$158,508
Equipment	\$16,985	\$4,000	—
Transfers	—	\$14,000	—
<i>Subtotal</i>	<i>\$57,241,745</i>	<i>\$53,076,642</i>	<i>\$59,855,774</i>

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Instruction			
Permanent salaries	\$297,870,963	\$304,732,747	\$302,254,291
Other wages	\$12,640,301	\$7,670,681	\$7,875,931
Contractual services	\$68,330,291	\$61,645,578	\$54,412,949
Materials	\$8,460,997	\$9,034,659	\$8,515,527
Utilities	\$210,755	—	—
Other charges	\$292,570	\$140,146	\$670,450
Equipment	\$364,627	\$22,000	\$170,676
Transfers	(\$120)	—	—
<i>Subtotal</i>	<i>\$388,170,384</i>	<i>\$383,245,811</i>	<i>\$373,899,824</i>
Special Education			
Permanent salaries	\$108,002,863	\$118,291,336	\$122,027,090
Other wages	\$2,974,816	\$733,417	\$701,253
Contractual services	\$218,366	\$274,018	\$237,281
Materials	\$1,643,338	\$1,621,803	\$1,045,240
Other charges	\$30,000	\$26,500	\$75,345
Equipment	\$59,256	—	\$10,200
<i>Subtotal</i>	<i>\$112,928,639</i>	<i>\$120,947,074</i>	<i>\$124,096,409</i>
Student Personnel Services			
Permanent salaries	\$13,711,827	\$15,300,828	\$16,044,443
Other wages	\$39,735	—	—
<i>Subtotal</i>	<i>\$13,751,562</i>	<i>\$15,300,828</i>	<i>\$16,044,443</i>
Student Health Services			
Contractual services	\$10,429	\$49,902	\$32,000
Transfers	\$0	\$32,000	\$112,006
<i>Subtotal</i>	<i>\$10,429</i>	<i>\$81,902</i>	<i>\$144,006</i>
Student Transportation Services			
Contractual services	\$27,351	—	—
<i>Subtotal</i>	<i>\$27,351</i>	<i>—</i>	<i>—</i>
Operation of Plant			
Permanent salaries	\$10,071,656	\$9,360,441	\$9,922,612
Other wages	\$474,395	\$223,991	\$147,310
Contractual services	\$8,131,159	\$8,196,545	\$7,849,699
Materials	\$797,487	\$653,762	\$623,226
Utilities	\$11,299	—	—

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Other charges	—	\$3,000	—
Equipment	\$64,606	\$141,328	\$56,000
<i>Subtotal</i>	<i>\$19,550,602</i>	<i>\$18,579,067</i>	<i>\$18,598,847</i>
Maintenance of Plant			
Permanent salaries	\$7,304	—	—
Other wages	\$468	—	—
<i>Subtotal</i>	<i>\$7,772</i>	<i>—</i>	<i>—</i>
Fixed Charges			
Fringe, other wages	\$151,833,699	\$190,845,463	\$187,488,583
<i>Subtotal</i>	<i>\$151,833,699</i>	<i>\$190,845,463</i>	<i>\$187,488,583</i>
Capital Outlay			
Contractual services	\$600,000	—	—
Materials	\$2,794	—	—
Other charges	—	\$4,000	—
<i>Subtotal</i>	<i>\$602,794</i>	<i>\$4,000</i>	<i>—</i>
Total	\$744,277,956	\$782,080,787	\$780,127,886

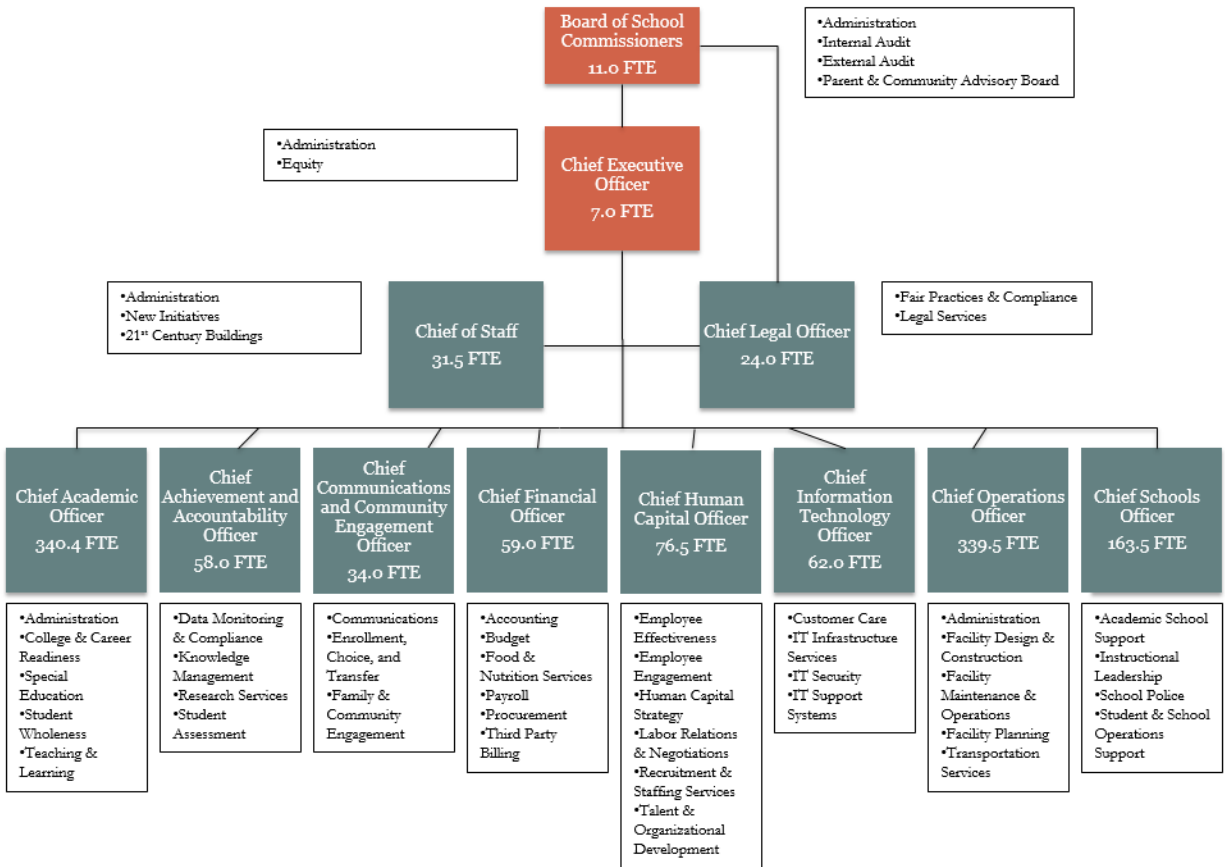
General Fund budgets: District office

City Schools' district office provides planning, oversight, and direction along with programmatic, infrastructure, and administrative support to the schools, programs, and staff members who serve the district's students and families. In addition to allocations for central administration, the district office budget includes resources for transportation, utilities, and other essential services that are delivered centrally to schools. Summaries of district office expenses and staffing appear below; office-by-office detail begins on page 60.

Organizational changes

City Schools places a high priority on engaging students, families, and staff to keep all stakeholders informed and to enlist input and partnership in supporting student success. Recent district initiatives have also emphasized improving responsiveness and service to all constituents and to developing strategies to attract and retain students and families. To support this work, in spring 2019 CEO Santelises created a new Communications and Community Engagement Office, led by a Cabinet-level chief officer reporting directly to her. The office unites the most community-facing functions of the district office, including the Communications and Engagement departments formerly housed as independent units under the chief of staff and the Enrollment, Choice, and Transfers Department formerly housed as a unit under Student Wholeness in the Academics Office. With this organizational change, the departments that are the most frequent points of entry to the district and oversee most interaction with students and families will operate with a shared vision and alignment across functional areas.

DISTRICT OFFICE ADMINISTRATIVE STRUCTURE



GENERAL FUND EXPENDITURES BY DISTRICT OFFICE

Office	FY18 Actual	FY19 Adopted	FY20 Adopted
Board of School Commissioners	\$1,882,457	\$1,640,622	\$1,591,403
Executive	\$8,714,623	\$9,186,959	\$6,459,281
Academics	\$94,646,634	\$89,679,351	\$86,531,059
Achievement and Accountability	\$5,328,011	\$4,009,981	\$3,889,682
Communications and Community Engagement*	—	—	\$3,740,797
Finance	\$29,937,682	\$2,609,866	\$2,566,973
Human Capital	\$5,706,148	\$5,419,495	\$5,256,911
Information Technology	\$24,246,256	\$19,686,699	\$19,096,098
Legal	\$6,702,282	\$2,479,856	\$2,632,236
Operations	\$82,117,648	\$72,600,383	\$82,477,856
Schools	\$16,504,635	\$11,553,584	\$11,399,388
Total	\$275,786,376	\$218,866,796	\$225,641,684

* This office, created in March 2019, includes the Communications and Engagement departments formerly housed within the Executive Office and the Enrollment, Choice, and Transfers Department formerly housed within Student Wholeness in the Academics Office.

Full-Time Equivalent Positions (FTEs)

The number of FTEs in the tables includes those supported by General and Special Funds budgeted under each office. Food and Nutrition Services staff members budgeted centrally through the Enterprise Fund (primarily school cafeteria workers) are omitted.

FY20 ADOPTED DEPLOYMENT OF CENTRALLY FUNDED FTEs

Office	No. centrally funded FTEs deployed...			Total centrally funded FTEs
	100% to schools	80+% to schools	< 80% to schools	
Board of School Commissioners	—	—	11.0	11.0
Executive	—	10.0	28.5	38.5
Academics	79.8	79.0	181.6	340.4
Achievement and Accountability	—	—	58.0	58.0
Communications and Community Engagement*	—	4.0	30.0	34.0
Finance	—	—	59.0	59.0
Human Capital	10.0	—	66.5	76.5
Information Technology	10.0	—	52.0	62.0
Legal	—	—	24.0	24.0
Operations	230.0	36.0	73.5	339.5
Schools	78.0	51.0	34.5	163.5
Total	407.8 (33.9%)	180.0 (14.9%)	618.6 (51.2%)	1206.4

* This office, created in March 2019, includes the Communications and Engagement departments formerly housed within the Executive Office and the Enrollment, Choice, and Transfers Department formerly housed within Student Wholeness in the Academics Office.

CENTRALLY FUNDED FTEs, YEAR-BY-YEAR COMPARISON

(See individual office descriptions for discussion of year-over-year position changes.)

Office	FY18 Adopted	FY19 Adopted	FY20 Adopted
Board of School Commissioners	12.0	11.0	11.0
Executive	51.5	54.5	38.5
Academics	270.4	327.9	340.4
Achievement and Accountability	56.0	59.0	58.0
Communications and Community Engagement*	—	—	34.0
Finance	57.0	59.0	59.0
Human Capital	63.0	66.5	76.5
Information Technology	60.0	61.0	62.0
Legal	22.0	23.0	24.0
Operations	319.0	335.0	339.5
Schools	178.0	169.0	163.5
Total	1,088.9	1,165.9	1,206.4

* This office, created in March 2019, includes the Communications and Engagement departments formerly housed within the Executive Office and the Enrollment, Choice, and Transfers Department formerly housed within Student Wholeness in the Academics Office.

CENTRALLY FUNDED FTEs, BY FUNDING SOURCE

Office	Fund	FY19 Adopted	FY20 Adopted
Board of School Commissioners	General	11.0	11.0
	Special	—	—
Chief Executive	General	50.25	38.5
	Special	4.25	—
Academics	General	209.4	172.7
	Special	118.5	167.7
Achievement and Accountability	General	31.94	32.67
	Special	27.06	25.33
Communications and Community Engagement*	General	—	29.75
	Special	—	4.25
Finance	General	53.5	53.5
	Special	5.5**	5.5**
Human Capital	General	49.5	49.5
	Special	17.0	27.0
Information Technology	General	61.0	62.0
	Special	—	—
Legal	General	23.0	24.0
	Special	—	—
Operations	General	335.0	336.5
	Special	—	3.0
Schools Office	General	153.0	146.5
	Special	16.0	17.0
Total	General	977.59	956.62
	Special	188.31	249.78

* This office, created in March 2019, includes the Communications and Engagement departments formerly housed within the Executive Office and the Enrollment, Choice, and Transfers Department formerly housed within Student Wholeness in the Academics Office.

** Also includes Enterprise Fund

Board of School Commissioners Office

This office supports the work of the Baltimore City Board of School Commissioners. The Board’s legal mandates include increasing student achievement and ensuring the efficient and effective management of district resources.

Office structure

For FY20, there are 11 full-time equivalent positions (all from General Funds) in the Board of School Commissioners Office. (The Board commissioners themselves are volunteers and do not receive compensation.) This reflects no change from FY19.

- The **administrative unit** provides managerial, administrative, and operational support to the Board, oversees the management and implementation of the district’s legislative agenda, and serves as the point of contact for intergovernmental affairs.
- **External Audit** ensures the financial accountability of City Schools by providing an independent, third-party audit of City Schools’ financial statements, testing internal accounting controls, reviewing prior audit recommendations, and securing external construction audit resources to support the 21st Century School Buildings Program.
- **Internal Audit** reviews, evaluates, and reports on the performance of City Schools’ operations to the Board and CEO and provides an independent internal examination process in support of the Board’s mandated oversight and managerial responsibilities.
- The appointed volunteers of the **Parent and Community Advisory Board (PCAB)** advise the Board on education-related policies and promote parent involvement in student learning.

BOARD OFFICE: EXPENDITURE SUMMARY

	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration	\$929,834	\$835,065	\$801,753
External Audit	\$58,941	\$150,000	\$150,000
Internal Audit	\$871,772	\$615,218	\$599,837
PCAB	\$21,910	\$40,339	\$39,813
Total	\$1,882,457	\$1,640,622	\$1,591,403

BOARD OFFICE: EXPENDITURES BY OBJECT AND CATEGORY

Object	FY18 Actual	FY19 Adopted	FY20 Adopted
Permanent salaries	\$1,036,423	\$1,020,777	\$1,029,648
Other wages	\$20,630	\$17,500	\$25,000
Fringe, other wages	\$436,143	\$1,339	\$1,913
Contractual services	\$169,560	\$351,002	\$354,122
Materials	\$42,572	\$69,593	\$47,480
Other charges	\$175,806	\$171,411	\$125,240
Equipment	\$1,323	\$9,000	\$8,000
Total	\$1,882,457	\$1,640,622	\$1,591,403

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration			
Permanent salaries	\$1,036,425	\$1,020,777	\$1,029,648
Other wages	\$20,630	\$17,500	\$25,000
Contractual services	\$169,560	\$350,002	\$354,122
Materials	\$42,236	\$69,593	\$47,480
Other charges	\$175,806	\$171,411	\$125,240
Equipment	\$1,323	\$9,000	\$8,000
<i>Subtotal</i>	<i>\$1,445,980</i>	<i>\$1,638,283</i>	<i>\$1,589,490</i>
Operation of Plant			
Contractual services	—	\$1,000	—
Materials	\$335	—	—
<i>Subtotal</i>	<i>\$335</i>	<i>\$1,000</i>	<i>—</i>
Fixed Charges			
Fringe, other wages	\$436,142	\$1,339	\$1,913
<i>Subtotal</i>	<i>\$436,142</i>	<i>\$1,339</i>	<i>\$1,913</i>
Total	\$1,882,457	\$1,640,622	\$1,591,403

Chief Executive Office

The Chief Executive Office builds and supports a districtwide culture of transformational change to ensure that all City Schools students, regardless of the school they attend or the neighborhood in which they live, have access to a high-quality education that prepares them for success in college, careers, and life.

This office supports the CEO, who is responsible for leading the district’s strategic planning in collaboration with the Board of School Commissioners; guiding and monitoring implementation of the Board’s priorities and progress in meeting its goals; establishing focus areas to advance priorities; overseeing overall district performance; representing the district to community stakeholders; and promoting the district’s institutional advancement.

The CEO, chief of staff, and staff members across office departments interact and communicate with Board members, elected officials, state and city administrators, families, students, stakeholders across the city, and the broad public. In addition, the office leadership manages and oversees the work of all district offices, coordinating activities in support of district policies, priorities, and initiatives.

FOCUS ON EQUITY

A director of equity position was created in FY19 to advance work in this area, including drafting an equity policy for consideration by the Board of School Commissioners. That policy is on track to be adopted in time for the 2019-20 school year.

To support implementation of the policy in FY20, a new specialist position has been created, reporting to the director of equity.

Office structure

For FY20, there are 38.5 full-time equivalent positions (all from General Funds) in the Chief Executive Office, a decrease of 16 FTEs from FY19. The change reflects movement of the Communications and Engagement departments (and associated FTEs) to the newly created Communications and Community Engagement Office, as well as the creation of 1 specialist position to support implementation of work related to the new Board policy on equity.

- The **administrative unit** supports the CEO’s work in strategic planning and implementation and in all other activities to advance the district and the achievement of its students. It coordinates and communicates regularly with the Board of School Commissioners, establishes protocols and processes to support district office efficiencies, and fosters a culture of collaboration across all district office departments and units.
- **New Initiatives** manages the district’s portfolio of schools to ensure creation and maintenance of diverse academic offerings that provide students and families access to high-quality school options, focusing on ensuring distribution of high-quality school programs. This department leads new school creation to expand the diversity of school choices, performance review and oversight for schools operated by external entities, cross-functional work that affects portfolio offerings, and the annual portfolio review that assesses performance factors for all schools to inform changes to improve the quality of available school options.
- **21st-Century Buildings** works in conjunction with partners under the 2013 legislated memorandum of understanding to implement the 21st Century School Buildings Program with fiscal fidelity and a focus on student achievement, working closely with school communities, neighborhood groups, and other stakeholders to deliver high-quality modernized facilities supporting quality instruction and support services to neighborhoods across the city.

EXECUTIVE OFFICE: EXPENDITURE SUMMARY

	FY18 Actual	FY19 Adopted	FY20 Adopted
Chief executive officer administration	\$1,989,113	\$1,262,300	\$1,433,384
Chief of staff administration	\$961,342	\$743,497	\$767,130
Communications*	\$1,374,067	\$1,117,208	—
Engagement*	\$1,414,916	\$1,788,472	—
New Initiatives	\$653,782	\$557,164	\$540,449
21st-Century Buildings	\$2,321,403	\$3,718,318	\$3,718,318
Total	\$8,714,623	\$9,186,959	\$6,459,281

* These departments moved to the Communications and Community Engagement Office in March 2019, with creation of that office.

EXECUTIVE OFFICE: EXPENDITURES BY OBJECT AND CATEGORY

Object	FY18 Actual	FY19 Adopted	FY20 Adopted
Permanent salaries	\$3,991,334	\$4,902,286	\$3,801,437
Other wages	\$55,090	\$150,360	\$42,640
Fringe, other wages	\$1,360,654	\$11,273	\$3,262
Contractual services	\$3,066,291	\$3,730,220	\$2,269,507
Materials	\$137,093	\$152,050	\$102,550
Other charges	\$96,032	\$192,770	\$224,885
Equipment	\$8,129	\$48,000	\$15,000
Total	\$8,714,623	\$9,186,959	\$6,459,281

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration			
Permanent salaries	\$3,955,846	\$4,902,286	\$3,801,437
Other wages	\$49,102	\$150,360	\$42,640
Contractual services	\$1,743,394	\$1,973,666	\$2,269,507
Materials	\$136,587	\$152,050	\$102,550
Other charges	\$96,032	\$192,770	\$224,885
Equipment	\$8,129	\$48,000	\$15,000
<i>Subtotal</i>	<i>\$5,989,090</i>	<i>\$7,419,132</i>	<i>\$6,456,019</i>
Mid-level Administration			
Permanent salaries	\$18,559	—	—
Contractual services	\$457,872	—	—
<i>Subtotal</i>	<i>\$476,431</i>	<i>—</i>	<i>—</i>
Instruction			
Other wages	\$5,988	—	—
<i>Subtotal</i>	<i>\$5,988</i>	<i>—</i>	<i>—</i>
Special Education			
Permanent salaries	\$16,928	—	—
<i>Subtotal</i>	<i>\$16,928</i>	<i>—</i>	<i>—</i>
Student Transportation Services			
Contractual services	\$751,625	\$1,745,554	—
<i>Subtotal</i>	<i>\$751,625</i>	<i>\$1,745,554</i>	<i>—</i>
Operation of Plant			
Contractual services	\$2,116	\$11,000	—
Materials	\$506	—	—
<i>Subtotal</i>	<i>\$2,622</i>	<i>\$11,000</i>	<i>—</i>
Maintenance of Plant			
Contractual services	\$54,419	\$11,273	—
<i>Subtotal</i>	<i>\$54,419</i>	<i>\$11,273</i>	<i>—</i>
Fixed Charges			
Fringe, other wages	\$1,360,654	\$11,273	\$3,262
<i>Subtotal</i>	<i>\$1,360,654</i>	<i>\$11,273</i>	<i>\$3,262</i>
Capital Outlay			
Contractual services	\$56,866	—	—
<i>Subtotal</i>	<i>\$56,866</i>	<i>—</i>	<i>—</i>
Total	\$8,714,623	\$9,186,959	\$6,459,281

Academics Office

This office develops strategies and coordinates resources to ensure that students receive rigorous, engaging instruction tailored to their individual needs, preparing them to graduate from high school ready for postsecondary success. In all its work, the Academics Office collaborates closely with the Schools Office to ensure a strong connection between strategy and implementation.

Office structure

In FY19, the Academics Office funded 40 positions deployed full time to individual schools named as intensive learning sites for implementation of the district's blueprint for success, added positions to coordinate support for blueprint implementation, and budgeted for 13 special education liaisons previously included in the Schools Office.

Overall for FY20, there are 340.4 full-time equivalent positions (172.7 from General Funds; 167.7 from Special Funds) in the Academics Office. The net increase of 12.5 FTEs over FY19 reflects new positions to support blueprint implementation (including 20 literacy coaches and 21 student wholeness specialists at newly named intensive learning sites) as well as movement of FTEs from the Enrollment, Choice, and Transfers Department to the newly created Communications and Community Engagement Office.

- **College and Career Readiness** promotes a culture in which students are informed about postsecondary options; supported in identifying and pursuing those that meet their needs, talents, and interests; and have access to rigorous academic programming with career-pathway options to ensure successful transition to postsecondary opportunities. This department oversees college readiness and dual-enrollment programs that enable students to earn college credit while pursuing high school diplomas; P-TECH high schools at three sites; Career and Technology Education (CTE); Junior Reserve Officer Training Corps (JROTC) programs; school counseling services; and secondary school and course scheduling. This department also supports students in preparing for and taking college admissions tests, exploring college options, and applying for college admission.

FOCUS ON THE BLUEPRINT FOR SUCCESS

The Academics Office oversees work in both literacy and student wholeness, two of the three primary focus areas under the district's blueprint for success.

In the literacy focus area in FY20, the Academics Office will continue to provide professional learning, coaching, and resources to support the effective implementation of Wit & Wisdom, the elementary and middle school literacy curriculum implemented in the 2018-19 school year.

In pre-k through 2nd grade, resources are being targeted to teacher professional development and coaching to support depth of content knowledge and pedagogy around both literacy and social and emotional learning.

The blueprint implementation strategy includes identifying schools to serve as intensive learning sites in one of the focus areas. Work in intensive sites is supported through both General and Special Fund dollars. For FY20, 20 schools will become intensive sites for literacy, joining the 20 identified in FY19. These schools all gain a literacy coach, with 20 new coach positions added for FY20, along with a district office-based literacy coordinator.

To support student wholeness and students' access to services in FY20, funds have been allocated to provide at least one social worker in every school.

Twenty-one new intensive learning sites for social and emotional learning have been added for the 2019-20 school year, with 21 new student wholeness specialist positions created to serve each school and a coordinator position to oversee implementation.

- **Special Education** promotes achievement and academic, social, and emotional development among students with disabilities by ensuring their identified needs are met and that the district adheres to local, state, and federal guidelines. This department oversees citywide special education programs for students including Life Skills, autism, hearing/vision, and emotional support classrooms; professional development and technical assistance to support creation and implementation of Individualized Education Programs (IEPs) for students with disabilities; provision of related services; 504 Plan implementation and monitoring; the parent response unit; special education due process; special education monitoring and compliance; and separate public day and nonpublic programs.
- **Strategy and Compliance** develops and ensures alignment with strategies to achieve district and academic priorities; manages adherence to all relevant policies; and develops, implements, and monitors effective and efficient operating processes.
- **Teaching and Learning** prepares students for college and career through development and implementation of standards-aligned curricula, interventions, enrichment, and assessments to meet students' need. This department is also responsible for content-specific professional development for teachers and school leaders to improve teaching and learning. The department is organized into units: Science, Technology, Engineering, and Mathematics (STEM); Literacy, Languages, and Culture; Media and Instructional Technology; Differentiated Learning; Early Learning Programs; and a Specialized Learning unit that supports curriculum strategy, design, and implementation and professional development related to a multi-tiered system of supports and specialized instruction for students with disabilities.
- **Whole Child Services and Support** leads strategic planning for initiatives in wellness, school climate, social-emotional learning, behavioral interventions, wrap-around services, extension services, and enrichment opportunities that keep the holistic needs of students, families, and staff at the forefront. The department oversees work to develop and align strategies for schools and staff including restorative practices, PBIS, athletics, resilience and trauma-informed practices, home and hospital services, attendance, and suspension services.

ACADEMICS OFFICE: EXPENDITURE SUMMARY

	FY18 Actual	FY19 Adopted	FY20 Adopted
College and Career Readiness			
Guidance and school counseling	\$228,538	\$206,994	\$217,379
Learning to work	\$1,196,750	\$1,107,492	\$804,609
Secondary services	\$1,812,545	\$1,466,619	\$1,427,539
<i>Subtotal</i>	<i>\$3,237,833</i>	<i>\$2,781,105</i>	<i>\$2,449,527</i>
Special Education			
Administration	\$703,380	\$870,850	\$1,103,472
Compliance investigations	\$1,999,370	\$1,208,435	\$1,190,858
Nonpublic programs	\$38,554,570	\$38,144,184	\$35,619,982
Related services	\$22,990,631	\$22,015,084	\$21,219,174
Special education	\$1,551,404	\$1,188,384	\$1,024,703
Special populations	—	—	\$1,143,971
<i>Subtotal</i>	<i>\$65,799,355</i>	<i>\$63,426,937</i>	<i>\$61,302,160</i>
Strategy and Compliance			

	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration	\$1,134,477	\$1,016,543	\$1,220,908
<i>Subtotal</i>	<i>\$1,134,477</i>	<i>\$1,016,543</i>	<i>\$1,220,908</i>
Teaching and Learning			
Administration	\$2,468,851	\$2,494,814	\$3,514,637
Differentiated learning	\$1,903,852	\$1,757,076	\$1,528,034
Early learning	\$1,565,450	\$1,037,343	\$1,253,318
Literacy, languages, and culture	\$2,297,832	\$2,999,763	\$2,087,038
Media and instructional technology	\$582,253	\$506,826	\$499,095
School transformation	\$715,423	—	—
STEM	\$1,906,491	\$2,632,402	\$2,713,763
<i>Subtotal</i>	<i>\$11,440,152</i>	<i>\$11,428,224</i>	<i>\$11,595,885</i>
Student Support			
Administration	\$50,189	—	—
Pupil services	\$410,325	—	—
<i>Subtotal</i>	<i>\$460,514</i>	<i>—</i>	<i>—</i>
Whole Child Services and Supports			
Enrollment and attendance	\$890,654	\$915,469	—
Home and hospital	\$6,696,477	\$4,138,901	\$4,290,686
Social-emotional learning, climate, and wellness	\$3,664,716	\$4,541,499	\$4,559,375
Suspension services	\$1,150,471	\$900,268	\$826,965
Whole child	\$171,986	\$530,405	\$285,553
<i>Subtotal</i>	<i>\$12,574,304</i>	<i>\$11,026,542</i>	<i>\$9,962,579</i>
Total	\$94,646,635	\$89,679,351	\$86,531,059

ACADEMICS OFFICE: EXPENDITURES BY OBJECT AND CATEGORY

Object	FY18 Actual	FY19 Adopted	FY20 Adopted
Permanent salaries	\$18,332,502	\$18,955,871	\$17,565,537
Other wages	\$3,328,224	\$3,909,121	\$4,187,144
Fringe, other wages	\$5,082,018	\$172,365	\$267,907
Contractual services	\$32,231,473	\$31,123,815	\$27,380,407
Materials	\$2,075,942	\$2,501,743	\$2,110,838
Other charges	\$281,095	\$316,436	\$319,226
Equipment	\$6,000	—	—
Transfers	\$33,309,381	\$32,700,000	\$34,700,000
Total	\$94,646,635	\$89,679,351	\$86,531,059

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration			
Permanent salaries	\$5,099,503	\$5,967,450	\$3,569,244
Other wages	\$98,326	\$517,621	\$901,003
Fringe, other wages	—	—	\$7,497
Contractual services	\$262,793	\$3,345,907	\$3,003,071
Materials	\$75,279	\$186,343	\$268,207
Other charges	\$114,802	\$137,936	\$164,841
Equipment	\$6,000	—	—
<i>Subtotal</i>	<i>\$5,656,703</i>	<i>\$10,155,257</i>	<i>\$7,913,863</i>
Mid-level Administration			
Permanent salaries	\$2,997,599	\$3,243,548	\$4,628,538
Other wages	\$725,371	\$861,500	\$2,140,141
Contractual services	\$2,127,019	\$1,668,000	\$3,569,180
Materials	\$872,039	\$1,260,000	\$1,302,340
Other charges	\$21,953	\$40,000	\$10,026
<i>Subtotal</i>	<i>\$6,743,981</i>	<i>\$7,073,048</i>	<i>\$11,650,225</i>
Instruction			
Permanent salaries	\$2,326,031	\$2,194,498	\$2,623,262
Other wages	\$1,927,113	\$1,260,000	\$200,000
Contractual services	\$3,238,773	\$2,100,000	\$600,000
Materials	\$421,627	\$361,000	\$40,500
Other charges	\$3,282	\$2,500	\$8,000
Transfers	\$4,039,305	\$1,000,000	\$5,000,000
<i>Subtotal</i>	<i>\$11,956,131</i>	<i>\$6,917,998</i>	<i>\$8,471,762</i>
Special Education			
Permanent salaries	\$7,705,171	\$7,346,977	\$6,533,891
Other wages	\$574,239	\$1,270,000	\$946,000
Contractual services	\$26,426,255	\$23,837,908	\$20,158,156
Materials	\$705,673	\$694,400	\$499,791
Other charges	\$141,058	\$136,000	\$136,359
Transfers	\$28,859,749	\$31,700,000	\$29,700,000
<i>Subtotal</i>	<i>\$64,412,145</i>	<i>\$64,985,285</i>	<i>\$57,974,197</i>

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Student Personnel Services			
Permanent salaries	\$201,603	\$203,398	\$210,602
Other wages	\$1,955	—	—
<i>Subtotal</i>	<i>\$203,558</i>	<i>\$203,398</i>	<i>\$210,602</i>
Student Health Services			
Transfers	\$410,325	—	—
<i>Subtotal</i>	<i>\$410,325</i>	<i>—</i>	<i>—</i>
Student Transportation Services			
Contractual services	\$110,152	—	—
<i>Subtotal</i>	<i>\$110,152</i>	<i>—</i>	<i>—</i>
Operation of Plant			
Permanent salaries	\$2,595	—	—
Other wages	\$1,220	—	—
Contractual services	\$46,688	\$172,000	—
Materials	\$1,323	—	—
<i>Subtotal</i>	<i>\$51,826</i>	<i>\$172,000</i>	<i>—</i>
Maintenance of Plant			
Contractual services	\$19,795	—	\$50,000
<i>Subtotal</i>	<i>\$19,795</i>	<i>—</i>	<i>\$50,000</i>
Fixed Charges			
Fringe, other wages	\$5,082,018	\$172,365	\$260,410
<i>Subtotal</i>	<i>\$5,082,018</i>	<i>\$172,365</i>	<i>\$260,410</i>
Total	\$94,646,634	\$89,679,351	\$86,531,059

Academics Office, Departmental Expenditures

COLLEGE AND CAREER READINESS: EXPENDITURES BY OBJECT AND CATEGORY

Object	FY18 Actual	FY19 Adopted	FY20 Adopted
Permanent salaries	\$1,360,012	\$1,719,719	\$1,378,340
Other wages	\$91,061	\$20,500	\$18,500
Fringe, other wages	\$275,544	\$1,568	\$1,415
Contractual services	\$1,471,946	\$977,000	\$977,790
Materials	\$28,743	\$26,682	\$37,846
Other charges	\$10,527	\$35,636	\$35,636
Total	\$3,237,833	\$2,781,105	\$2,449,527

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration			
Permanent salaries	\$1,323,542	\$1,637,441	\$791,842
Other wages	\$7,956	\$20,500	\$18,500
Contractual services	(\$137,129)	\$977,000	\$977,790
Materials	\$28,572	\$26,682	\$37,846
Other charges	\$10,527	\$35,636	\$35,636
<i>Subtotal</i>	<i>\$1,233,468</i>	<i>\$2,697,259</i>	<i>\$1,861,614</i>
Mid-level Administration			
Permanent salaries	\$606	\$82,278	\$586,498
Other wages	\$15,690	—	—
Contractual services	\$209,230	—	—
<i>Subtotal</i>	<i>\$225,526</i>	<i>\$82,278</i>	<i>\$586,498</i>
Instruction			
Permanent salaries	\$35,864	—	—
Other wages	\$66,614	—	—
Contractual services	\$1,344,814	—	—
Materials	\$145	—	—
<i>Subtotal</i>	<i>\$1,447,437</i>	<i>—</i>	<i>—</i>
Special Education			
Contractual services	\$37,645	—	—
<i>Subtotal</i>	<i>\$37,645</i>	<i>—</i>	<i>—</i>
Student Transportation Services			
Contractual services	\$17,387	—	—
<i>Subtotal</i>	<i>\$17,387</i>	<i>—</i>	<i>—</i>
Operation of Plant			
Other wages	\$800	—	—
Materials	\$26	—	—
<i>Subtotal</i>	<i>\$826</i>	<i>—</i>	<i>—</i>
Fixed Charges			
Fringe, other wages	\$275,544	\$1,568	\$1,415
<i>Subtotal</i>	<i>\$275,544</i>	<i>\$1,568</i>	<i>\$1,415</i>
Total	\$3,237,833	\$2,781,105	\$2,449,527

SPECIAL EDUCATION: EXPENDITURES BY OBJECT AND CATEGORY

Object	FY18 Actual	FY19 Adopted	FY20 Adopted
Permanent salaries	\$4,917,201	\$4,541,474	\$3,856,333
Other wages	\$533,293	\$1,270,000	\$1,146,000
Fringe, other wages	\$1,397,772	\$97,155	\$87,670
Contractual services	\$25,205,283	\$23,987,908	\$20,878,007
Materials	\$705,673	\$694,400	\$505,291
Other charges	\$141,077	\$136,000	\$128,859
Transfers	\$32,899,056	\$32,700,000	\$34,700,000
Total	\$65,799,355	\$63,426,937	\$61,302,160

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration			
Permanent salaries	\$53,087	—	\$160,650
Other charges	\$19	—	—
<i>Subtotal</i>	<i>\$53,106</i>	<i>—</i>	<i>\$160,650</i>
Mid-level Administration			
Permanent salaries	\$1,678	—	—
Contractual services	—	—	\$69,851
<i>Subtotal</i>	<i>\$1,678</i>	<i>—</i>	<i>\$69,851</i>
Instruction			
Permanent salaries	\$38,407	—	\$209,387
Other wages	\$2,262	—	\$200,000
Contractual services	—	—	\$600,000
Materials	—	—	\$35,500
Transfers	\$4,039,305	\$1,000,000	\$5,000,000
<i>Subtotal</i>	<i>\$4,079,974</i>	<i>\$1,000,000</i>	<i>\$6,044,887</i>
Special Education			
Permanent salaries	\$4,819,573	\$4,541,474	\$3,486,296
Other wages	\$531,032	\$1,270,000	\$946,000
Contractual services	\$25,204,268	\$23,837,908	\$20,158,156
Materials	\$705,673	\$694,400	\$469,791
Other charges	\$141,058	\$136,000	\$128,859
Transfers	\$28,859,749	\$31,700,000	\$29,700,000
<i>Subtotal</i>	<i>\$60,261,353</i>	<i>\$62,179,782</i>	<i>\$54,889,102</i>

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Student Personnel Services			
Permanent salaries	\$1,861	—	—
<i>Subtotal</i>	<i>\$1,861</i>	—	—
Student Transportation Services			
Permanent salaries	\$1,015	—	—
<i>Subtotal</i>	<i>\$1,015</i>	—	—
Operation of Plant			
Permanent salaries	\$2,595	—	—
Contractual services	—	\$150,000	—
<i>Subtotal</i>	<i>\$2,595</i>	<i>\$150,000</i>	—
Maintenance of Plant			
Contractual services	—	—	\$50,000
<i>Subtotal</i>	—	—	<i>\$50,000</i>
Fixed Charges			
Fringe, other wages	\$1,397,773	\$97,155	\$87,670
<i>Subtotal</i>	<i>\$1,397,773</i>	<i>\$97,155</i>	<i>\$87,670</i>
Total	\$65,799,355	\$63,426,937	\$61,302,160

STRATEGY AND COMPLIANCE: EXPENDITURES BY OBJECT AND CATEGORY

Object	FY18 Actual	FY19 Adopted	FY20 Adopted
Permanent salaries	\$623,205	\$767,388	\$759,727
Other wages	\$71,790	—	\$90,503
Fringe, other wages	\$229,554	—	\$14,420
Contractual services	\$177,727	\$160,911	\$287,547
Materials	\$23,153	\$57,944	\$45,884
Other charges	\$9,048	\$30,300	\$22,827
Total	\$1,134,477	\$1,016,543	\$1,220,908

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration			
Permanent salaries	\$532,268	\$605,406	\$713,977
Other wages	\$25,399	—	\$90,503
Fringe, other wages	—	—	\$7,497
Contractual services	\$177,727	\$160,911	\$287,547
Materials	\$22,362	\$57,944	\$45,884
Other charges	\$8,970	\$30,300	\$22,827
<i>Subtotal</i>	<i>\$766,726</i>	<i>\$854,561</i>	<i>\$1,168,235</i>
Mid-level Administration			
Permanent salaries	\$87,222	\$161,982	\$45,750
Other wages	\$902	—	—
<i>Subtotal</i>	<i>\$88,124</i>	<i>\$161,982</i>	<i>\$45,750</i>
Instruction			
Permanent salaries	\$3,715	—	—
Other wages	\$45,489	—	—
Other charges	\$78	—	—
<i>Subtotal</i>	<i>\$49,282</i>	<i>—</i>	<i>—</i>
Operation of Plant			
Materials	\$791	—	—
<i>Subtotal</i>	<i>\$791</i>	<i>—</i>	<i>—</i>
Fixed Charges			
Fringe, other wages	\$229,554	—	\$6,923
<i>Subtotal</i>	<i>\$229,554</i>	<i>—</i>	<i>\$6,923</i>
Total	\$1,134,477	\$1,016,543	\$1,220,908

TEACHING AND LEARNING: EXPENDITURES BY OBJECT AND CATEGORY

Object	FY18 Actual	FY19 Adopted	FY20 Adopted
Permanent salaries	\$5,632,942	\$5,694,670	\$6,219,540
Other wages	\$770,369	\$876,500	\$1,161,000
Fringe, other wages	\$1,578,724	\$67,053	\$88,818
Contractual services	\$2,354,930	\$3,439,581	\$2,933,000
Materials	\$1,028,537	\$1,295,420	\$1,109,027
Other charges	\$68,650	\$55,000	\$84,500
Equipment	\$6,000	—	—
Total	\$11,440,152	\$11,428,224	\$11,595,885

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration			
Permanent salaries	\$1,385,604	\$1,498,987	\$954,318
Other wages	\$7,224	\$15,000	\$281,000
Contractual services	\$59,387	\$1,771,581	\$1,576,500
Materials	(\$21,855)	\$35,420	\$159,027
Other charges	\$50,558	\$15,000	\$63,000
Equipment	\$6,000	—	—
<i>Subtotal</i>	<i>\$1,486,918</i>	<i>\$3,335,988</i>	<i>\$3,033,845</i>
Mid-level Administration			
Permanent salaries	\$2,423,489	\$2,569,267	\$3,183,210
Other wages	\$706,746	\$861,500	\$880,000
Contractual services	\$1,895,054	\$1,668,000	\$1,356,500
Materials	\$853,730	\$1,260,000	\$945,000
Other charges	\$18,091	\$40,000	\$6,000
<i>Subtotal</i>	<i>\$5,897,110</i>	<i>\$6,398,767</i>	<i>\$6,370,710</i>
Instruction			
Permanent salaries	\$555,051	\$403,153	\$739,856
Other wages	\$39,620	—	—
Contractual services	\$262,050	—	—
Materials	\$196,662	—	\$5,000
Other charges	—	—	\$8,000
<i>Subtotal</i>	<i>\$1,053,383</i>	<i>\$403,153</i>	<i>\$752,856</i>
Special Education			
Permanent salaries	\$1,268,801	\$1,223,263	\$1,342,156
Other wages	\$16,778	—	—
Other charges	—	—	\$7,500
<i>Subtotal</i>	<i>\$1,285,579</i>	<i>\$1,223,263</i>	<i>\$1,349,656</i>
Student Transportation Services			
Contractual services	\$91,750	—	—
<i>Subtotal</i>	<i>\$91,750</i>	<i>—</i>	<i>—</i>
Operation of Plant			
Contractual services	\$46,688	—	—
<i>Subtotal</i>	<i>\$46,688</i>	<i>—</i>	<i>—</i>
Fixed Charges			
Fringe, other wages	\$1,578,724	\$67,053	\$88,818
<i>Subtotal</i>	<i>\$1,578,724</i>	<i>\$67,053</i>	<i>\$88,818</i>
Total	\$11,440,152	\$11,428,224	\$11,595,885

WHOLE CHILD SERVICES AND SUPPORT: EXPENDITURES BY OBJECT AND CATEGORY

Object	FY18 Actual	FY19 Adopted	FY20 Adopted
Permanent salaries	\$5,799,142	\$6,232,620	\$5,351,597
Other wages	\$1,861,711	\$1,742,121	\$1,771,141
Fringe, other wages	\$1,600,423	\$6,589	\$75,584
Contractual services	\$2,971,398	\$2,558,415	\$2,304,063
Materials	\$289,836	\$427,297	\$412,790
Other charges	\$51,794	\$59,500	\$47,404
Total	\$12,574,304	\$11,026,542	\$9,962,579

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration			
Permanent salaries	\$1,805,006	\$2,225,616	\$948,457
Other wages	\$57,745	\$482,121	\$511,000
Contractual services	\$112,617	\$436,415	\$161,234
Materials	\$46,201	\$66,297	\$25,450
Other charges	\$44,728	\$57,000	\$43,378
<i>Subtotal</i>	<i>\$2,066,297</i>	<i>\$3,267,449</i>	<i>\$1,689,519</i>
Mid-level Administration			
Permanent salaries	\$484,603	\$430,021	\$813,080
Other wages	\$2,033	—	\$1,260,141
Contractual services	\$22,736	—	\$2,142,829
Materials	\$18,309	—	\$357,340
Other charges	\$3,861	—	\$4,026
<i>Subtotal</i>	<i>\$531,542</i>	<i>\$430,021</i>	<i>\$4,577,416</i>
Instruction			
Permanent salaries	\$1,692,993	\$1,791,345	\$1,674,019
Other wages	\$1,773,128	\$1,260,000	—
Contractual services	\$1,631,908	\$2,100,000	—
Materials	\$224,820	\$361,000	—
Other charges	\$3,204	\$2,500	—
<i>Subtotal</i>	<i>\$5,326,053</i>	<i>\$5,514,845</i>	<i>\$1,674,019</i>
Special Education			
Permanent salaries	\$1,616,799	\$1,582,240	\$1,705,439
Other wages	\$26,430	—	—
Contractual services	\$1,184,342	—	—
Materials	—	—	\$30,000
<i>Subtotal</i>	<i>\$2,827,571</i>	<i>\$1,582,240</i>	<i>\$1,735,439</i>

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Student Personnel Services			
Permanent salaries	\$199,741	\$203,398	\$210,602
Other wages	\$1,955	—	—
<i>Subtotal</i>	<i>\$201,696</i>	<i>\$203,398</i>	<i>\$210,602</i>
Operation of Plant			
Other wages	\$420	—	—
Contractual services	—	\$22,000	—
Materials	\$507	—	—
<i>Subtotal</i>	<i>\$927</i>	<i>\$22,000</i>	<i>—</i>
Maintenance of Plant			
Contractual services	\$19,795	—	—
<i>Subtotal</i>	<i>\$19,795</i>	<i>—</i>	<i>—</i>
Fixed Charges			
Fringe, other wages	\$1,600,423	\$6,589	\$75,584
<i>Subtotal</i>	<i>\$1,600,423</i>	<i>\$6,589</i>	<i>\$75,584</i>
Total	\$12,574,304	\$11,026,542	\$9,962,579

Achievement and Accountability Office

This office provides teachers, principals, and district leaders with tools and expertise to inform data-driven decision making and improve outcomes for students. The office ensures fidelity in administration of assessments and accuracy in data reporting; analyzes data to inform policy development and implementation and to conduct and report on program evaluation; develops analytical tools for measuring teacher, school leader, and school effectiveness; and shares knowledge of schools across the district. Achievement and Accountability staff members also monitor use of grant funds and resources to ensure compliance with terms of grant allocations, allowing the district to make data-driven decisions that affect use of local, state, and federal resources. The office provides the district's survey platform that aggregates stakeholder feedback from a variety of surveys and serves as custodian of student and school data and ensures the accuracy of those data and their responsible use.

Office structure

For FY20, there are 58 full-time equivalent positions (32.67 from General Funds; 25.33 from Special Funds) in the Achievement and Accountability Office, a decrease of 1 FTE from FY19. The change reflects elimination of assessment coordinator and federal grants manager positions (whose work has been distributed to other positions) and addition of a data-quality analyst to support state reporting.

- **Data Monitoring and Compliance** oversees the district's implementation and strategic use of grant funding, including federal Title I, II, and IV dollars, and supports school leaders in strategic use of resources, monitoring, and technical assistance.
- **Knowledge Management** ensures the consistency and accuracy of data (e.g., enrollment, attendance, student achievement, student records); oversees implementation of the instructional management system; designs reports on academic data for audiences including school leaders, teachers, students and families, and the public; and communicates and archives changes to key school information. This department also provides training and support for school-based staff on collecting, interpreting, and using data in decision making about instruction.
- **Research Services** manages internal data analyses and reporting; conducts program evaluations; reviews the quality and accuracy of research and data produced by external parties; and gathers feedback from schools, district offices, and partners. This department leads the work to ensure that federal funds are expended toward evidence-based practices, as required under the Every Student Succeeds Act. Staff also support the implementation of teacher and school leader evaluations and lead development and review of school performance frameworks.
- **Student Assessment** facilitates administration of state and district assessments for schools and students, manages test integrity procedures, conducts investigations to ensure fidelity of assessment administration, and provides training for school-based staff.

FOCUS ON EFFICIENCY THROUGH TECHNOLOGY

In FY20, digitization of student records will continue, to improve customer service in managing requests for transcripts and other student information and maximize efficient use of time and resources in fulfilling requests. Planning will also begin for digitization of records in individual schools.

Staff will begin planning for a new instructional management system for teachers and school leaders to improve access to formative assessment data for informing instructional decisions.

ACHIEVEMENT AND ACCOUNTABILITY OFFICE: EXPENDITURE SUMMARY

	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration	\$572,944	\$396,941	\$402,471
Data Monitoring and Compliance	\$312,988	\$250,949	\$228,743
Knowledge Management	\$1,836,784	\$1,419,774	\$1,533,951
Research Services	\$1,440,185	\$1,106,827	\$1,065,694
Student Assessment	\$1,165,110	\$835,490	\$658,823
Total	\$5,328,011	\$4,009,981	\$3,889,682

ACHIEVEMENT AND ACCOUNTABILITY OFFICE: EXPENDITURES BY OBJECT AND CATEGORY

Object	FY18 Actual	FY19 Adopted	FY20 Adopted
Permanent salaries	\$2,954,343	\$2,782,756	\$2,883,504
Other wages	\$118,596	\$180,950	\$182,440
Fringe, other wages	\$1,162,348	\$13,843	\$13,957
Contractual services	\$1,011,804	\$715,836	\$762,720
Materials	\$16,077	\$182,107	\$30,996
Other charges	\$62,690	\$134,489	\$16,065
Equipment	\$2,153	—	—
Total	\$5,328,011	\$4,009,981	\$3,889,682

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration			
Permanent salaries	\$2,384,882	\$2,569,248	\$2,671,400
Other wages	\$117,172	\$180,950	\$182,440
Contractual services	\$1,011,804	\$715,836	\$762,720
Materials	\$15,276	\$182,107	\$30,996
Other charges	\$62,690	\$134,489	\$16,065
Equipment	\$2,153	—	—
<i>Subtotal</i>	<i>\$3,593,977</i>	<i>\$3,782,630</i>	<i>\$3,663,621</i>
Mid-level Administration			
Permanent salaries	\$250,057	\$213,508	\$212,104
Other wages	\$524	—	—
<i>Subtotal</i>	<i>\$250,581</i>	<i>\$213,508</i>	<i>\$212,104</i>

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Instruction			
Permanent salaries	\$1,367	—	—
<i>Subtotal</i>	<i>\$1,367</i>	—	—
Special Education			
Permanent salaries	\$318,037	—	—
Other wages	\$900	—	—
Materials	\$801	—	—
<i>Subtotal</i>	<i>\$319,738</i>	—	—
Fixed Charges			
Fringe, other wages	\$1,162,348	\$13,843	\$13,957
<i>Subtotal</i>	<i>\$1,162,348</i>	<i>\$13,843</i>	<i>\$13,957</i>
Total	\$5,328,011	\$4,009,981	\$3,889,682

Communications and Community Engagement Office

This office was created in March 2019 to support the district’s priority of authentic engagement of all community stakeholders. The office unites the most community-facing functions of the district office—including the Communications and Engagement departments formerly housed as independent units under the chief of staff and the Enrollment, Choice, and Transfers Department formerly housed as a unit under Student Wholeness in the Academics Office—to bring a consistent, coherent vision for customer service and community support.

Office structure

The office includes 34 FTEs (29.75 from the General Fund and 4.25 from Special Funds), including positions relocated from the Executive Office (where communications and engagement units were previously housed) and the Academics Office (where the enrollment unit was previously housed within the Student Wholeness Department).

- **Communications** develops effective methods and strategies to communicate clearly, strategically, and transparently about the work of the district and positive outcomes for students and families. This includes managing internal and external communications, media relations and public information, print and online publications, crisis communications, video production, the parent notification system, the district website and social media channels, and support and consulting services to schools. The department involves students in its work through a student media team that highlights activities and successes at schools.
- **Enrollment, Choice, and Transfers** supports schools in registering new families, provides direct customer service to new families and students to ensure that they consider the best options, oversees middle and high school choice, and manages school transfers for existing students.
- **Family and Community Engagement** provides the systemic link between City Schools and its families, partners, and communities, grounding its work in genuine, collaborative, and trusting relationships to address unique community needs and ensure equity for all stakeholders. Staff members work alongside students, families, residents, community-based organizations, businesses, the faith community, philanthropic groups, and volunteers to increase engagement with City Schools and to mobilize resources in support of student achievement.

COMMUNICATIONS AND COMMUNITY ENGAGEMENT OFFICE: EXPENDITURE SUMMARY

	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration	—	—	\$183,750
Communications	—	—	\$1,056,309
Enrollment, Choice, and Transfers	—	—	\$923,005
Family and Community Engagement	—	—	\$1,577,733
Total	—	—	\$3,740,797

COMMUNICATIONS AND COMMUNITY ENGAGEMENT OFFICE: EXPENDITURES BY OBJECT AND CATEGORY

Object	FY18 Actual	FY19 Adopted	FY20 Adopted
Permanent salaries	—	—	\$2,512,674
Other wages	—	—	\$32,285
Fringe, other wages	—	—	\$2,470
Contractual services	—	—	\$933,744
Materials	—	—	\$54,874
Other charges	—	—	\$204,750
Total	—	—	\$3,740,797

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration			
Permanent salaries	—	—	\$2,306,996
Other wages	—	—	\$32,285
Contractual services	—	—	\$933,744
Materials	—	—	\$54,874
Other charges	—	—	\$204,750
<i>Subtotal</i>	—	—	\$3,532,649
Mid-level Administration			
Permanent salaries	—	—	\$160,386
<i>Subtotal</i>	—	—	\$160,386
Instruction			
Permanent salaries	—	—	\$45,292
<i>Subtotal</i>	—	—	\$45,292
Fixed Charges			
Fringe, other wages	—	—	\$2,470
<i>Subtotal</i>	—	—	\$2,470
Total	—	—	\$3,740,797

Finance Office

This office ensures that the district operates as a good steward of financial resources, overseeing the implementation and consistent application of sound financial management practices and controls, including financial reporting and analysis, cash flow, debt management, budget adjustments, procurement requests, payroll processing, and food and nutrition services. This office supports school leaders in developing and managing their budgets and provides research and analysis on financial matters affecting all district offices, schools, and programs. For FY20, the office will continue to increase opportunities for stakeholders to learn about and provide feedback on budget development and other financial matters through forums and other face-to-face and online channels.

Office structure

For FY20, there are 59 full-time equivalent positions (53.5 from General Funds; 5.5 from Special and Enterprise Funds) in the Finance Office. While this represents no change in FTE number from FY19, to ensure cost efficiency, responsibilities have been reassigned to allow two positions to be reclassified to lower levels.

- **Accounting** produces financial reports, data, and analyses required by federal, state, and local stakeholders to reflect City Schools' fiscal position; plans and maintains effective cash management practices to identify trends and assess the liquidity of City Schools; accounts for outstanding debt to ensure that the organization meets its fiscal obligations; and provides accounts payable and receivable functions.
- **Budget** prepares, manages, and monitors the operating budgets for schools and offices. The budget team supports schools by aiding in budget development, reviewing budgets and making adjustments to ensure effective spending, assisting with the acquisition of materials and services, and providing support for the development and monitoring of spending plans for grant funds received by schools. The team designs and implements strategies to ensure that key areas of the district are managed using a data-driven approach and that business and operational processes are aligned to the district's strategic initiatives, including implementation of the blueprint for success.
- **Food and Nutrition Services** advances student academic achievement by promoting well-being with healthy food choices in compliance with state and federal regulations. The budget for this department is included in the Enterprise Fund (see p. 113) and includes Great Kids Farm, which in FY20 moves to this department from the College and Career Readiness Department in the Academics Office.
- **Payroll** ensures employees are paid accurately and in a timely fashion; ensures that all payments and withholdings are made in accordance with federal and state laws and regulations; processes biweekly paychecks and pay deposits for employees; and manages deductions for employee benefits.
- **Procurement** administers contracts, maintains the procurement technology system, ensures compliance with public procurement regulations, and supports schools and offices with approximately \$300 million of annual purchasing.
- **Third-Party Billing** maximizes recovery of Medicaid funding through evaluation of City Schools' billing recovery method.

FINANCE OFFICE: EXPENDITURE SUMMARY

	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration	\$615,963	\$1,193,785	\$1,061,285
Accounting	\$25,286,937	(\$1,364,447)	(\$1,389,970)
Budget	\$853,487	\$752,339	\$783,908
Food and Nutrition Services	\$149	—	—
Payroll	\$1,030,302	\$678,442	\$706,949
Procurement	\$2,109,983	\$1,349,747	\$1,404,801
Strategy and performance administration	\$40,861	—	—
Total	\$29,937,682	\$2,609,866	\$2,566,973

FINANCE OFFICE: EXPENDITURES BY OBJECT AND CATEGORY

Object	FY18 Actual	FY19 Adopted	FY20 Adopted
Permanent salaries	\$3,500,251	\$4,383,364	\$4,525,864
Other wages	(\$934,000)	\$45,500	\$45,500
Fringe, other wages	\$31,452,459	\$2,831	\$2,831
Contractual services	\$460,140	\$729,910	\$685,299
Materials	\$33,724	\$39,000	\$35,470
Utilities	(\$33,617)	—	—
Other charges	(\$977,698)	\$540,854	\$403,602
Equipment	(\$69)	—	—
Transfers	(\$3,563,508)	(\$3,131,593)	(\$3,131,593)
Total	\$29,937,682	\$2,609,866	\$2,566,973

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration			
Permanent salaries	\$4,221,355	\$4,383,364	\$4,525,864
Other wages	(\$255,726)	\$45,500	\$45,500
Contractual services	\$581,513	\$729,910	\$685,299
Materials	\$76,046	\$39,000	\$35,470
Other charges	\$44,128	\$538,354	\$403,602
Transfers	(\$3,563,508)	(\$3,131,593)	(\$3,131,593)
<i>Subtotal</i>	<i>\$1,103,808</i>	<i>\$2,604,535</i>	<i>\$2,564,142</i>

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Mid-level Administration			
Permanent salaries	\$399,202	—	—
Contractual services	(\$52,458)	—	—
Materials	(\$7,010)	—	—
<i>Subtotal</i>	\$339,734	—	—
Instruction			
Permanent salaries	(\$1,331,079)	—	—
Other wages	(\$266,156)	—	—
Fringe, other wages	(\$20,196)	—	—
Contractual services	(\$211,050)	—	—
Materials	(\$9,352)	—	—
Other charges	(\$240,171)	—	—
Equipment	(\$70)	—	—
<i>Subtotal</i>	(\$2,078,074)	—	—
Special Education			
Permanent salaries	\$54,485	—	—
Other wages	(\$992)	—	—
<i>Subtotal</i>	\$53,493	—	—
Student Personnel Services			
Permanent salaries	(\$28,101)	—	—
<i>Subtotal</i>	(\$28,101)	—	—
Student Transportation Services			
Permanent salaries	\$30,255	—	—
Other wages	(\$48,351)	—	—
Contractual services	(\$92,203)	—	—
Utilities	(\$33,617)	—	—
<i>Subtotal</i>	(\$143,916)	—	—
Operation of Plant			
Permanent salaries	\$93,177	—	—
Other wages	(\$282,137)	—	—
Materials	(\$25,960)	—	—
<i>Subtotal</i>	(\$214,920)	—	—
Maintenance of Plant			
Permanent salaries	\$60,958	—	—
Other wages	(\$65,677)	—	—
Contractual services	(\$15,662)	—	—
<i>Subtotal</i>	(\$20,381)	—	—

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Fixed Charges			
Fringe, other wages	\$31,472,654	\$2,831	\$2,831
<i>Subtotal</i>	<i>\$31,472,654</i>	<i>\$2,831</i>	<i>\$2,831</i>
Capital Outlay			
Other wages	(\$14,961)	—	—
Other charges	(\$781,654)	\$2,500	—
<i>Subtotal</i>	<i>(\$796,615)</i>	<i>\$2,500</i>	<i>—</i>
Accounts Receivable Write-off			
Contractual services	\$250,000	—	—
<i>Subtotal</i>	<i>\$250,000</i>	<i>—</i>	<i>—</i>
Total	\$29,937,682	\$2,609,866	\$2,566,973

Human Capital Office

This office leads City Schools in attracting, developing, evaluating, engaging, and retaining high-quality leaders for all roles at all levels, ensuring equity, excellence, and opportunity in support of improved student outcomes.

Key elements of this work include giving principals and district office supervisory staff tools, resources, and support to increase their effectiveness as human capital managers and staff leaders; providing service to prospective, current, and former employees on all components of benefits, certification, compensation, hiring, onboarding, records, retirement, and other aspects of employment; and leading talent development activities to ensure all employees can be effective, engaged, and empowered within City Schools. This office also leads negotiations with bargaining units that represent the district’s teachers, administrators, paraprofessionals, and other employee groups; facilitates and manages top-tier, sustainable compensation and benefits programs offered to the district’s workforce; creates and monitors systems and tools for meaningful, results-focused evaluation of all staff; and collects, manages, and analyzes employee data to support the district’s leaders, managers, and employees.

Office structure

For FY20, there are 76.5 full-time equivalent positions (49.5 from General Funds; 27 from Special Funds) in the Human Capital Office, an increase of 10 FTEs that reflects the movement of 5 resident principal positions from the Schools Office and 5 from individual school budgets, where they had been funded in FY19. Based on community input, including the work of the Black Teacher Recruitment and Retention Working Group throughout the 2018-19 school year, some spending from both General and Special Funds is being targeted toward additional capacity for recruiting and a supplemental mentoring and induction pilot for new teachers in some highest-need schools.

- **Employee Effectiveness** creates systems and tools for meaningful, results-focused evaluation of all staff.
- **Employee Engagement** provides personalized customer service for all employees, from onboarding through retirement, and manages all benefits programs. This department works to improve employee satisfaction and workplace culture through regular engagement with employees and recognition activities and includes the Human Capital Office call center.
- **Human Capital Strategy** provides employee data and analyses to support management and employee engagement. This department also manages a user-friendly system for job applicants and hiring managers.
- **Labor Relations and Negotiations** implements contracts fairly and resolves elevated labor-management issues.
- **Recruitment and Staffing Services** advises principals and supervisors in their role as human capital managers; supports school and department leaders to recruit, develop, and retain teachers and other staff; and leads centralized recruitment for all positions.
- **Talent and Organizational Development** facilitates learning and leadership development to cultivate a culture in which effective staff are valued, challenged, and celebrated. This department manages programs that give school leaders and staff opportunities to grow as professionals and develop leadership skills.

FOCUS ON THE BLUEPRINT FOR SUCCESS

The Human Capital Office supports the blueprint's focus on leadership by providing professional growth and learning opportunities across all position types.

In FY20, leadership development activities launched in FY19 will be expanded to reach more new principals and assistant principals, district office staff, and teacher leaders.

General new teacher mentoring and induction will be supplemented through a pilot program providing extra support to a targeted group of new teachers in some of the district's highest-need schools, with a special focus on further increasing the retention rates of Black teachers.

Through continued refinement of evaluation policy, procedures, and practices, City Schools will more effectively identify staff members' strengths and growth opportunities in order to fuel internal leadership pipelines and differentiate development opportunities.

Employee engagement and recognition activities will support the Human Capital Office's shift toward more fully engaging employees from onboarding through retirement with more responsive and individualized customer service.

By strengthening relationships with all regional colleges and universities and developing a stronger brand identity, City Schools will attract more high-potential teachers, principals, and other leaders for all roles at all levels.

HUMAN CAPITAL OFFICE: EXPENDITURE SUMMARY

	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration	\$1,013,500	\$487,530	\$410,210
Human Capital Strategy	\$547,182	\$467,115	\$533,637
Benefits	\$1,000,554	\$1,559,791	\$1,430,808
School-based Staffing	\$2,050,203	\$1,473,982	\$1,406,355
Recruitment and Selection	\$252,340	\$378,900	\$605,967
Labor Relations	\$456,047	\$554,550	\$395,925
Talent and Organizational Development	\$386,322	\$497,627	\$474,009
Total	\$5,706,148	\$5,419,495	\$5,256,911

HUMAN CAPITAL OFFICE: EXPENDITURES BY OBJECT AND CATEGORY

Object	FY18 Actual	FY19 Adopted	FY20 Adopted
Permanent salaries	\$2,980,291	\$3,722,090	\$3,953,544
Other wages	\$95,206	—	\$58,618
Fringe, other wages	\$1,210,459	—	\$4,484
Contractual services	\$1,226,556	\$1,259,600	\$1,000,686
Materials	\$170,401	\$285,655	\$140,629
Other charges	\$23,235	\$152,150	\$98,950
Total	\$5,706,148	\$5,419,495	\$5,256,911

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration			
Permanent salaries	\$2,842,200	\$3,722,090	\$3,953,544
Other wages	\$70,359	—	\$58,618
Contractual services	\$1,226,556	\$1,259,600	\$1,000,686
Materials	\$170,401	\$285,655	\$140,629
Other charges	\$23,235	\$152,150	\$98,950
<i>Subtotal</i>	<i>\$4,332,751</i>	<i>\$5,419,495</i>	<i>\$5,252,427</i>
Mid-level Administration			
Permanent salaries	\$457	—	—
<i>Subtotal</i>	<i>\$457</i>	<i>—</i>	<i>—</i>
Instruction			
Permanent salaries	\$137,634	—	—
Other wages	\$973	—	—
<i>Subtotal</i>	<i>\$138,607</i>	<i>—</i>	<i>—</i>

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Special Education			
Other wages	\$23,875	—	—
<i>Subtotal</i>	\$23,875	—	—
Fixed Charges			
Fringe, other wages	\$1,210,458	—	\$4,484
<i>Subtotal</i>	\$1,210,458	—	\$4,484
Total	\$5,706,148	\$5,419,495	\$5,256,911

Information Technology Office

This office provides the infrastructure to support students’ and teachers’ use of online and networked computers, applications, and other technology tools for teaching and learning, research, communications, business functions, and assessment; provides technical support and “help desk” services for staff on the use of technology systems, audio-visual systems, and district-provided computers, cellphones, and other devices; develops computer applications, manages technology services from external providers, and integrates technology tools to meet classroom instructional objectives and business needs; and provides secure data systems to maintain student information and records and to support student transportation, food and nutrition services in schools, school and district budgeting, procurement, contract management, and business continuity. This office is also responsible for managing City Schools’ participation in the federal eRate program that provides funds to support connectivity for schools and libraries.

For FY20, the Information Technology Office will improve customer service to offices and schools, particularly in the areas of technical support for the growing number of schools using Chrome Books, mobile apps, and other 21st-century technologies in instruction. It will also invest in increased cybersecurity services to address the growing threat posed by cyberattacks on large organizations across the country. Finally, the office is developing a plan to improve equity in provision of technology resources to schools across the district.

Office structure

For FY20, there are 62 full-time equivalent positions in the Information Technology Office, all from General Funds. This includes 1 new support position on the IT security team.

FOCUS ON EFFICIENCY

In FY20, the Information Technology Office will continue to upgrade devices from the Windows 7 to the Windows 10 operating system, to avoid technical support issues when Microsoft ends support for the former in January 2020.

With ongoing challenges related to cybersecurity, the office will add an FTE funded through repurposed contract funds to support user awareness and training and protect the district’s online and data assets.

To improve responsiveness and reduce reliance on external contracts, the office will enhance online self-service customer support to enable employees to resolve problems and to streamline deployment of telephone or in-person customer support.

- **Application Services** ensures the availability of instructional and business data systems, responding to requests, maintaining systems, and developing new applications in support of district priorities. This team manages and develops data systems for student information, financial management, human capital management, food and nutrition services, and transportation.
- **Customer Care** serves as the point of contact for calls to the district related to information technology and for “help desk” services. The department provides technical assistance, laptop/desktop services, and customer support for schools and offices on technology use and ensures that staff and students have tools that enable them to use technology in secure online environments. This department will also provide increased tech support services to schools to match the rise in the number of devices being used in classrooms across the district.
- **Infrastructure Services** provides Internet and telephone connectivity in all schools and other district facilities. This department supports the district’s WAN (wide area network) and LAN (local area network), data cabling and wiring, and telecommunication. The department is responsible for monitoring and maintaining the business and disaster recovery sites and the district’s dual data centers. It also monitors, maintains, and services the district’s server farm, which houses the district’s custom and enterprise applications. The department will also include the expanded cybersecurity team and resources to develop and enforce security policies, closely monitor all data traffic to identify and address potential vulnerabilities, and adopt new security measures.

INFORMATION TECHNOLOGY OFFICE: EXPENDITURE SUMMARY

	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration	\$2,073,723	\$873,734	\$1,056,069
Application Services	\$7,330,118	\$6,315,715	\$5,731,327
Customer Care	\$8,789,349	\$7,905,758	\$7,891,603
Infrastructure Services	\$6,053,066	\$4,591,492	\$4,417,099
Total	\$24,246,256	\$19,686,699	\$19,096,098

INFORMATION TECHNOLOGY OFFICE: EXPENDITURES BY OBJECT AND CATEGORY

Object	FY18 Actual	FY19 Adopted	FY20 Adopted
Permanent salaries	\$5,861,692	\$5,674,772	\$6,135,476
Other wages	\$30,621	—	—
Fringe, other wages	\$2,501,826	—	—
Contractual services	\$10,095,767	\$8,912,174	\$8,386,342
Materials	\$593,097	\$694,182	\$106,280
Other charges	\$1,785,854	\$1,355,571	\$1,369,100
Equipment	\$3,377,399	\$3,050,000	\$3,098,900
Total	\$24,246,256	\$19,686,699	\$19,096,098

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration			
Permanent salaries	\$5,846,246	\$5,674,772	\$6,135,476
Other wages	\$30,621	—	—
Contractual services	\$10,095,767	\$8,912,174	\$8,386,342
Materials	\$593,097	\$694,182	\$106,280
Other charges	\$485,579	\$1,355,571	\$1,369,100
Equipment	\$3,377,399	\$3,050,000	\$3,098,900
<i>Subtotal</i>	<i>\$20,428,709</i>	<i>\$19,686,699</i>	<i>\$19,096,098</i>
Mid-level Administration			
Permanent salaries	\$1,557	—	—
Other charges	\$1,300,275	—	—
<i>Subtotal</i>	<i>\$1,301,832</i>	<i>—</i>	<i>—</i>
Instruction			
Permanent salaries	\$13,889	—	—
<i>Subtotal</i>	<i>\$13,889</i>	<i>—</i>	<i>—</i>
Fixed Charges			
Fringe, other wages	\$2,501,826	—	—
<i>Subtotal</i>	<i>\$2,501,826</i>	<i>—</i>	<i>—</i>
Total	\$24,246,256	\$19,686,699	\$19,096,098

Legal Office

This office provides legal advice, counsel, and litigation defense to the Board of School Commissioners, the CEO, and district employees and supports employees and students with respect to equal opportunity. It also supports the community by encouraging participation in the Board’s minority and women business enterprise program. Its work contributes to efficient management of administrative functions, minimizes financial liability, and ensures compliance with federal, state, and local laws and Board policy.

Office structure

For FY20, the Legal Office has been reorganized into a two-department structure—Legal Services and Fair Practices and Compliance—with 24 full-time equivalent positions (all from General Funds). This is an increase of 1 FTE over FY19, reflecting the creation of a director position to lead the Fair Practices and Compliance Department. To ensure cost efficiency, budget allocations for outside consultants have been reduced.

- **Fair Practices and Compliance** ensures the district’s compliance with Board policies and CEO regulations. It incorporates investigative services for complaints of staff misconduct, neglect of duty, incompetence, immorality, insubordination, and alleged violations of law or Board policy; a unit that investigates alleged violations of Title VII and Title IX, provides training related to sexual harassment and other equal employment issues, collaborates with administrative staff to ensure

compliance with Office of Civil Rights conciliation agreements, processes requests for accommodations pursuant to the Americans with Disabilities Act, and ensures compliance with anti-discrimination laws; and supports minority and women business enterprise by ensuring compliance with state and local laws governing participation in government contracts and assisting minority- and women-owned businesses that wish to participate in the Board of School Commissioners' minority and women business enterprise program.

- **Legal Services** develops, reviews, and negotiates written memoranda of understanding and contracts; represents City Schools in administrative, local, state, and federal litigation, including tort defense, employment matters, contract disputes, and premises liability; provides advice and counsel on charter law, fair use, facility use, employee relations, student attendance, school closings, and privacy law; represents City Schools in special education due process hearings; and processes requests submitted under freedom of information acts.

LEGAL OFFICE: EXPENDITURE SUMMARY

	FY18 Actual	FY19 Adopted	FY20 Adopted
Total	\$6,702,282	\$2,479,856	\$2,632,236

LEGAL OFFICE: EXPENDITURES BY OBJECT AND CATEGORY

Object	FY18 Actual	FY19 Adopted	FY20 Adopted
Permanent salaries	\$1,857,395	\$2,018,567	\$2,323,093
Other wages	\$82,522	\$78,026	\$48,443
Fringe, other wages	\$876,113	\$5,586	\$3,476
Contractual services	\$3,838,071	\$238,500	\$162,654
Materials	\$35,984	\$83,097	\$52,500
Other charges	\$12,197	\$33,000	\$33,070
Equipment	—	\$23,080	\$9,000
Total	\$6,702,282	\$2,479,856	\$2,632,236

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration			
Permanent salaries	\$1,857,397	\$2,018,567	\$2,154,743
Other wages	\$82,522	\$78,026	\$48,443
Contractual services	\$3,838,071	\$238,500	\$162,654
Materials	\$35,857	\$83,097	\$52,500
Other charges	\$12,197	\$33,000	\$33,070
Equipment	—	\$23,080	\$9,000
<i>Subtotal</i>	<i>\$5,826,044</i>	<i>\$2,474,270</i>	<i>\$2,460,410</i>
Special Education			
Permanent salaries	—	—	\$168,350
<i>Subtotal</i>	<i>—</i>	<i>—</i>	<i>\$168,350</i>

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Operation of Plant			
Materials	\$126	—	—
<i>Subtotal</i>	<i>\$126</i>	—	—
Fixed Charges			
Fringe, other wages	\$876,112	\$5,586	\$3,476
<i>Subtotal</i>	<i>\$876,112</i>	<i>\$5,586</i>	<i>\$3,476</i>
Total	\$6,702,282	\$2,479,856	\$2,632,236

Operations Office

The Operations Office ensures that facilities are effective, safe, orderly, and clean in order to support high-quality teaching and learning and that student transportation services are delivered as efficiently as possible, with safety as the top priority. It is responsible for implementing construction projects under the district’s Capital Improvement Plan; analyzing enrollment, population, and demographic trends to inform decision making related to building occupancy rates; providing building maintenance for all district-owned school and office facilities; ensuring adherence to health and safety standards with respect to school buildings; and overseeing transportation services for all eligible students. For FY20, new contracts with transportation vendors as well as analysis of past years’ actual transportation spending account for the significant increase in budget allocation in that area.

Office structure

For FY19, there are 339.5 full-time equivalent positions (336.5 from General Funds and 3.0 from Special Funds) in the Operations Office, an increase of 4.5 positions over FY19. Additional positions have been added to support core work and ensure compliance, particularly with health and safety requirements in areas including integrated pest management and environmental safety.

- The **administrative unit** provides oversight and management for all office departments and functions, including the **Mail Distribution** (which manages inbound and outbound mail deliveries for schools and offices).
- **Facility Design and Construction** provides in-house architectural and engineering design management and construction management for all capital improvement projects as well as other facility construction initiatives (program relocations, HVAC supplemental funding, etc.).
- **Facility Maintenance and Operations** provides staff and services to improve, repair, renovate, and maintain schools and other facilities belonging to City Schools, and oversees the daily operation of physical plants for all schools and offices. Staff members are deployed geographically across four regions. For FY20, a night shift has been added to improve efficiency and responsiveness in addressing maintenance issues. Beginning in FY20, this department will encompass the **Health and Safety** unit, which ensures that employees and students work in safe environments and that the district complies with all applicable regulations.
- **Facility Planning** supports spatial studies, establishing school zones, GIS mapping, projecting school enrollment, and capital programming. It includes the Real Estate unit, which provides permits for facility use and right of entry and manages leases of school buildings and property.
- **Student Transportation** provides bus or other appropriate services for eligible students for travel to and from school or special events. To ensure student safety, improve service, and maximize efficient use of funds, the transportation department monitors and analyzes GPS data from school buses to guide any necessary changes.

OPERATIONS OFFICE: EXPENDITURE SUMMARY

	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration	\$1,270,414	\$1,140,044	\$1,362,946
Facilities Design and Construction	\$2,518,288	\$2,635,733	\$2,197,056
Facility and Maintenance Operations	\$32,985,353	\$28,847,627	\$31,483,037
Health and Safety	\$1,721,140	\$1,995,889	\$1,969,325
Mail Distribution	\$1,068,084	\$830,146	\$804,742
Student Transportation	\$42,554,369	\$37,150,944	\$44,660,750
Total	\$82,117,648	\$72,600,383	\$82,477,856

OPERATIONS OFFICE: EXPENDITURES BY OBJECT AND CATEGORY

Object	FY18 Actual	FY19 Adopted	FY20 Adopted
Permanent salaries	\$14,512,582	\$17,168,048	\$18,638,616
Other wages	\$1,120,719	\$590,446	\$695,316
Fringe, other wages	\$7,485,706	\$12,234	\$18,556
Contractual services	\$56,974,898	\$52,047,124	\$61,007,316
Materials	\$1,454,925	\$1,892,521	\$1,136,570
Utilities	\$246,456	\$300,000	\$329,775
Other charges	\$194,725	\$265,010	\$201,707
Equipment	\$127,637	\$325,000	\$450,000
Total	\$82,117,648	\$72,600,383	\$82,477,856

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration			
Permanent salaries	\$943,832	\$1,053,601	\$905,910
Other wages	\$5,942	\$27,000	\$7,000
Contractual services	\$4,699	\$118,500	\$178,500
Materials	\$53,465	\$290,270	\$56,000
Other charges	\$21,912	\$60,300	\$20,397
<i>Subtotal</i>	<i>\$1,029,850</i>	<i>\$1,549,671</i>	<i>\$1,167,807</i>
Mid-level Administration			
Permanent salaries	\$216,380	\$140,000	\$214,322
Other wages	\$1,400	\$100,000	—
Contractual services	—	—	\$122,750
Materials	—	\$200,000	\$15,700
Other charges	—	\$25,050	\$6,150
<i>Subtotal</i>	<i>\$217,780</i>	<i>\$465,050</i>	<i>\$358,922</i>

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Instruction			
Permanent salaries	\$80,904	—	\$195,774
Other wages	\$85	—	\$35,000
Materials	\$322	—	—
<i>Subtotal</i>	<i>\$81,311</i>	<i>—</i>	<i>\$230,774</i>
Special Education			
Contractual services	(\$86)	—	—
<i>Subtotal</i>	<i>(\$86)</i>	<i>—</i>	<i>—</i>
Student Transportation Services			
Permanent salaries	\$3,607,543	\$4,255,859	\$4,554,445
Other wages	\$620,064	\$288,684	\$362,554
Fringe, other wages	—	\$2,292	—
Contractual services	\$37,246,513	\$32,447,120	\$40,792,080
Materials	\$446,316	\$655,770	\$397,882
Utilities	\$246,456	\$300,000	\$329,775
Other charges	\$51,147	\$41,926	\$39,426
Equipment	\$6,117	—	—
<i>Subtotal</i>	<i>\$42,224,156</i>	<i>\$37,991,651</i>	<i>\$46,476,162</i>
Operation of Plan			
Permanent salaries	\$4,076,204	\$4,956,208	\$5,565,183
Other wages	\$269,306	\$158,762	\$230,000
Contractual services	\$636,587	\$2,909,378	\$717,000
Materials	\$860,427	\$655,445	\$611,025
Other charges	\$53,116	\$83,000	\$59,100
Equipment	\$84,544	\$100,000	\$50,000
<i>Subtotal</i>	<i>\$5,980,184</i>	<i>\$8,862,793</i>	<i>\$7,232,308</i>
Maintenance of Plant			
Permanent salaries	\$4,147,110	\$5,130,659	\$5,514,800
Other wages	\$204,661	\$16,000	\$60,762
Contractual services	\$18,780,821	\$15,852,626	\$18,969,986
Materials	\$74,506	\$55,336	\$35,963
Other charges	\$58,922	\$51,734	\$76,634
Equipment	\$36,976	\$225,000	\$400,000
<i>Subtotal</i>	<i>\$23,302,996</i>	<i>\$21,331,355</i>	<i>\$25,058,145</i>
Fixed Charges			
Fringe, other wages	\$7,485,706	\$9,942	\$18,556
<i>Subtotal</i>	<i>\$7,485,706</i>	<i>\$9,942</i>	<i>\$18,556</i>

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Capital Outlay			
Permanent salaries	\$1,440,608	\$1,631,721	\$1,688,182
Other wages	\$19,262	—	—
Contractual services	\$306,363	\$719,500	\$227,000
Materials	\$19,890	\$35,700	\$20,000
Other charges	\$9,628	\$3,000	—
<i>Subtotal</i>	<i>\$1,795,751</i>	<i>\$2,389,921</i>	<i>\$1,935,182</i>
Total	\$82,117,648	\$72,600,383	\$82,477,856

Schools Office

Working closely with the Academics Office, the Schools Office provides support and supervision to instructional leaders and schools to ensure that academic requirements and needs for all students are met. It also ensures that strategies developed in the Academics Office are implemented to support the physical, social, and emotional well-being of students in schools that are safe, engaging, and conducive to teaching and learning.

Office structure

For FY20, there are 163.5 full-time equivalent positions (146.5 from General Funds; 17.0 from Special Funds) in the Schools Office. The net decrease of 5.5 positions from FY19 reflects elimination of 8 vacant school police positions, movement of 5 resident principal positions to the Human Capital Office, and the addition of 7.5 positions to support mathematics instruction, implementation of the blueprint focus areas of literacy and student wholeness, and data analysis.

- **Student and School Operations Support** matches specific needs within a geographic network to operational supports from various offices to ensure principals are able to focus their efforts on instructional leadership. This department also provides schools with individualized support to address climate and attendance issues, including trainings in interventions such as restorative practices.
- **Instructional Leadership** builds and sustains the capacity of schools' instructional leaders to support teachers in meeting the learning needs of every student. This department is divided into elementary/middle and secondary education groupings to ensure schools have tailored academic support. Each school within a geographic network receives differentiated, prioritized, and coordinated supports based on individual need as determined by school and district data, with each network led by an instructional leadership executive director who is supported by a team of academic content liaisons.
- **School Police** works to ensure that students and staff have a safe environment in which to learn and teach. State law provides that the school police force is responsible for policing property owned, leased, and operated or controlled by City Schools.

SCHOOLS OFFICE: EXPENDITURE SUMMARY

	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration	\$4,166,423	\$3,827,356	\$3,898,311
School Police	\$11,192,812	\$6,945,086	\$6,689,933
Instructional Leadership	\$1,145,400	\$781,142	\$811,144
Total	\$16,504,635	\$11,553,584	\$11,399,388

SCHOOLS OFFICE: EXPENDITURES BY OBJECT AND CATEGORY

Object	FY18 Actual	FY19 Adopted	FY20 Adopted
Permanent salaries	\$10,267,719	\$11,025,901	\$10,890,982
Other wages	\$1,182,135	\$115,000	\$115,000
Fringe, other wages	\$4,736,591	—	—
Contractual services	\$45,205	\$70,000	\$52,332
Materials	\$170,255	\$230,833	\$224,574
Other charges	\$79,665	\$96,850	\$101,500
Equipment	\$23,065	\$15,000	\$15,000
Total	\$16,504,635	\$11,553,584	\$11,399,388

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration			
Permanent salaries	\$1,425,925	\$2,120,548	\$1,658,801
Other wages	\$10,355	—	—
Contractual services	\$42,094	\$70,000	\$49,850
Materials	\$50,460	\$68,797	\$50,000
Other charges	\$15,878	\$23,100	\$23,000
<i>Subtotal</i>	<i>\$1,544,712</i>	<i>\$2,282,445</i>	<i>\$1,781,651</i>
Mid-level Administration			
Permanent salaries	\$2,244,291	\$1,995,011	\$2,891,204
Other wages	\$26,513	—	—
Materials	\$21,200	\$40,000	\$30,000
Other charges	\$23,302	\$46,000	\$59,100
<i>Subtotal</i>	<i>\$2,315,306</i>	<i>\$2,081,011</i>	<i>\$2,980,304</i>
Instruction			
Permanent salaries	\$325,440	\$280,542	—
Other wages	\$7,380	—	—
Materials	—	\$5,000	—
Other charges	\$13,673	\$8,500	—
<i>Subtotal</i>	<i>\$346,493</i>	<i>\$294,042</i>	<i>—</i>

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Special Education			
Permanent salaries	\$3,919	—	—
<i>Subtotal</i>	\$3,919	—	—
Operation of Plant			
Permanent salaries	\$6,268,144	\$6,629,800	\$6,340,977
Other wages	\$1,137,887	\$115,000	\$115,000
Contractual services	\$3,111	—	\$2,482
Materials	\$98,596	\$117,036	\$144,574
Other charges	\$26,811	\$19,250	\$19,400
Equipment	\$23,065	\$15,000	\$15,000
<i>Subtotal</i>	\$7,557,614	\$6,896,086	\$6,637,433
Fixed Charges			
Fringe, other wages	\$4,736,591	—	—
<i>Subtotal</i>	\$4,736,591	—	—
Total	\$16,504,635	\$11,553,584	\$11,399,388

Additional General Fund expenditures

Fringe benefits and liability insurance

Fringe costs include employee benefits such as health insurance, retirement, sick leave, and workers compensation. The table shows fringe costs districtwide, including for school-based positions.

Additionally, the district carries liability insurance to provide financial protection against unforeseen events.

FRINGE BENEFITS AND LIABILITY INSURANCE

	FY18 Actual	FY19 Adopted	FY20 Adopted
Special leave	\$1,605,602	\$3,991,853	\$3,745,254
Long-term substitutes	\$3,044,363	\$2,784,909	\$3,054,997
Severance	\$6,014,501	\$9,128,297	\$8,750,571
Sick leave conversion	\$4,031,153	\$4,171,305	\$4,077,262
Unmapped salaries	—	—	\$150,000
Nonbudgeted salaries	—	\$8,316,000	—
FICA	\$44,534,381	\$45,000,000	\$45,668,042

	FY18 Actual	FY19 Adopted	FY20 Adopted
Major medical	\$27,245	\$28,896	\$27,790
Medical insurance	\$79,894,926	\$78,788,791	\$78,751,408
Dental	\$2,286,591	\$2,095,521	\$2,069,173
Prescription drugs	\$28,001,983	\$28,967,854	\$28,388,167
Vision	\$381,639	\$352,686	\$355,419
Employer match, ERS	(\$14,158)	\$210,000	—
Payment in lieu of medical insurance	—	\$6,500	\$6,500
Retirement, city	\$12,701,698	\$14,267,301	\$12,548,710
Retirement, state	(\$1,186)	—	—
Retiree health benefits	\$29,805,357	\$29,805,357	\$29,805,357
State pension, administrative fee	\$1,322,998	\$1,270,182	\$1,362,648
State retirement, local share	\$21,225,010	\$23,500,000	\$18,200,000
Baltimore City Retirement System	\$320,327	\$165,000	\$400,000
Tuition reimbursement, Baltimore Teachers Union	\$2,245,060	\$2,249,563	\$2,134,349
Tuition reimbursement, other	\$57,688	\$37,137	\$55,604
Tuition reimbursement, PSASA	\$39,287	\$46,242	\$40,073
Meal allowance	\$23,528	\$26,494	\$24,142
ACA transitional reinsurance contribution	\$44,131	—	—
Life insurance	\$537,665	\$536,867	\$505,017
Long-term disability	\$7,949	\$5,664	\$0
Unemployment	\$1,368,503	\$2,500,000	\$1,395,723
Workers' compensation	\$8,065,008	\$1,931,109	\$6,136,677
Employee Assistance Program	—	\$171,098	\$171,098
Fringe benefit burden	—	\$3,584,000	\$2,036,250
Contractual services	\$3,374,409	\$583,131	\$585,773
Auto insurance	\$89,702	\$81,864	\$93,290
Liability insurance	\$9,886,597	\$620,545	\$2,756,931
Total	\$261,075,107	\$265,224,166	\$253,296,225

DEBT SERVICE

	FY18 Actual	FY19 Adopted	FY20 Adopted
Bonded Debt			
2009A QSCB revenue bonds	\$3,835,736	\$6,473,000	\$6,423,000
2009B refunding revenue bonds	\$4,998,958	—	—
2011 QSCB revenue bonds	\$7,152,159	\$10,462,159	\$10,397,159
<i>Total bonded debt</i>	<i>\$15,986,853</i>	<i>\$16,935,159</i>	<i>\$16,820,159</i>
Capital Lease Debt			
2011 lease refunding, key government	\$1,972,349	\$1,030,991	\$1,061,923
2011 lease refunding, M&T	\$2,594,475	\$2,599,740	\$2,599,741
2014 master lease, addendum #1, bus	\$815,968	\$815,957	\$135,994
2016 master lease, computers	\$239,984	\$240,408	\$140,238
<i>Total capital lease debt</i>	<i>\$5,622,776</i>	<i>\$4,687,096</i>	<i>\$3,937,893</i>
Long-term Lease			
Baltimore Design School	\$1,700,000	\$1,700,000	\$1,700,000
Roman Catholic Archbishop of Baltimore	\$174,000	\$174,000	\$174,000
<i>Total long-term lease debt</i>	<i>\$1,874,000</i>	<i>\$1,874,000</i>	<i>\$1,874,000</i>
Total	\$23,483,629	\$23,496,255	\$22,632,055

CONTINGENCY RESERVE, UTILITIES, CAPITAL, EXTERNAL ASSIGNMENTS, VACANCY SAVINGS

	FY18 Actual	FY19 Adopted	FY20 Adopted
Contingency reserve	—	\$3,583,020	\$3,583,020
Utilities	\$26,595,910	\$28,000,000	\$28,000,000
Capital projects	\$25,400,000	\$30,000,000	\$30,000,000
External assignments	\$760,981	\$643,433	\$724,522
Vacancy savings	\$170,684	(\$4,141,432)	(\$4,000,000)

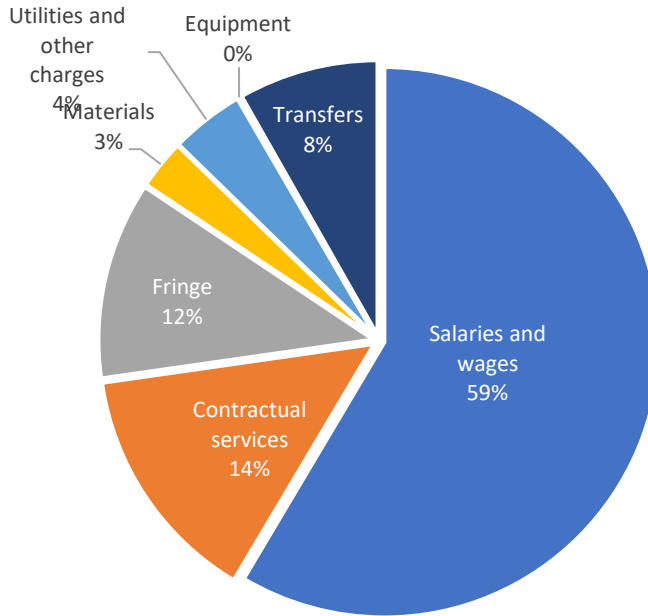
SPECIAL FUNDS

SPECIAL FUNDS REVENUE BY SOURCE, YEAR-BY-YEAR COMPARISON

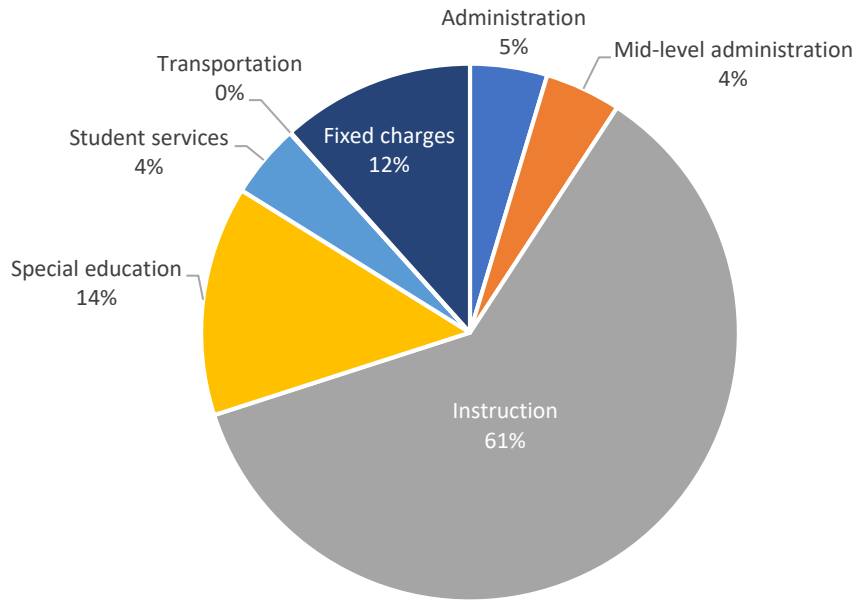
Source	FY18 Actual	FY19 Adopted	FY20 Adopted
Restricted Federal Funds			
Title I, Part A	\$49,363,505	\$53,021,132	\$55,223,800
Title I, Part C – Carl D. Perkins	\$1,607,530	\$1,651,402	\$1,700,000
Title I, Part D – Neglected and Delinquent	\$203,870	\$222,851	\$234,581
Title I, Part D – Striving Readers	—	—	\$900,000
Title I, School Improvement Grant (1003 a)	\$6,145,013	\$4,440,000	\$4,475,000
Title II, Part A – Improving Teacher Quality	\$9,687,314	\$5,774,544	\$5,200,000
Title III – English Language Acquisition	\$555,210	\$601,484	\$572,356
Title III, Part A – Emergency Immigrant Subgrant	\$7,657	—	—
Title IV, Part A	\$1,199,998	\$2,200,000	—
Title VII – Native American Education	\$24,935	\$20,000	\$27,702
Educating Homeless Children and Youth (McKinney-Vento)	—	\$71,200	\$71,000
IDEA, Part B	\$23,042,998	\$23,432,246	\$23,263,013
IDEA, Part B – Preschool	\$438,754	\$628,567	\$630,919
Third-Party Billing	\$111,259	\$7,900,000	\$7,900,000
Medical Assistance, Infants and Toddlers	\$13,433	\$15,000	\$15,000
Gear Up	\$280,741	\$199,000	\$199,000
Judith P. Hoyer, Preschool	\$2,673,535	\$4,165,299	\$3,850,000
<i>Subtotal</i>	<i>\$106,319,182</i>	<i>\$104,342,725</i>	<i>\$104,262,371</i>
Restricted State Funds			
Fine Arts Initiative	\$45,689	\$55,886	\$55,886
Ready for Kindergarten R4K	\$60,590	\$140,770	\$136,000
Judith P. Hoyer Foundation	\$855,251	—	—
Judith P. Hoyer, Moravia	\$340,005	\$330,000	\$250,000
Judith P. Hoyer, John Eager Howard	\$335,274	\$330,000	\$250,000
Judith P. Hoyer, Enhancement	\$102,587	\$73,440	—
<i>Subtotal</i>	<i>\$4,625,944</i>	<i>\$930,096</i>	<i>\$691,886</i>
Other Restricted Funds			
Other	\$9,164,335	—	—
<i>Subtotal</i>	<i>—</i>	<i>—</i>	<i>—</i>
Total	\$106,259,492	\$105,272,821	\$104,954,257

FY20 ADOPTED SPECIAL FUNDS EXPENDITURES

By Object



By Category



TOTAL SPECIAL FUNDS EXPENDITURES BY OBJECT, YEAR-BY-YEAR COMPARISON

Object	FY18 Actual	FY19 Adopted	FY20 Adopted
Salaries and wages	\$51,548,909	\$62,503,918	\$61,437,812
Contractual services	\$23,682,647	\$13,649,967	\$14,905,284
Fringe	\$18,963,168	\$12,081,537	\$12,203,612
Materials	\$6,589,591	\$4,204,878	\$3,065,760
Utilities and other charges	\$343,235	\$5,052,102	\$4,547,107
Equipment	\$45,072	\$54,000	\$156,000
Transfers	\$5,086,870	\$7,726,419	\$8,638,682
Total	\$106,259,492	\$105,272,821	\$104,954,257

TOTAL SPECIAL FUNDS EXPENSES BY CATEGORY, YEAR-BY-YEAR COMPARISON

Category	FY18 Actual	FY19 Adopted	FY20 Adopted
Administration	\$5,385,483	\$3,726,472	\$4,873,982
Mid-level administration	\$6,544,238	\$7,993,171	\$4,799,080
Instruction	\$58,630,865	\$62,066,361	\$63,828,511
Special education	\$12,391,448	\$14,531,376	\$14,517,090
Student services	\$2,049,978	\$4,873,904	\$4,665,028
Transportation	\$130,019	—	\$66,954
Plant	\$2,091,345	—	—
Fixed charges	\$18,964,732	\$12,081,537	\$12,203,612
Food services	\$71,384	—	—
Total	\$106,259,492	\$105,272,821	\$104,954,257

Title I

The purpose of Title I of the Every Student Succeeds Act (ESSA) is to ensure that all students have a fair, equal, and significant opportunity to obtain a high-quality education and to reach proficiency in state academic standards and on state assessments. Title I funds support students who attend schools in high-poverty areas. In addition to school-level allocations, Title I resources fund district Title I implementation and support to schools. District Title I initiatives for FY20 include supporting Title I schools identified for comprehensive support and improvement, parent involvement activities, pre-k, and the work in literacy and student wholeness at schools identified as intensive learning sites under the district's blueprint for success; providing additional services to neglected and homeless students and equitable services to nonpublic schools; and funding a Title I summer school program.

Title I, Part A, funds are used to supplement a school’s core instructional program. These funds contribute to building teacher capacity, increasing student achievement through evidence-based interventions and instructional practices, and building parents’ capacity to support student learning. Under the district’s “rank and serve” model, schools that serve any students in pre-k through 8th grade with a poverty rate of 37.5 percent or higher are designated as Title I schools. Based on guidance from the Maryland State Department of Education (MSDE), the poverty rate is determined by using the number of students who are eligible for the Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF) as of October 31, 2018; who are homeless; or who are in foster care. These students are “directly certified” as low income.

For FY20, the district continued with the tiered Title I funding methodology implemented in FY19, concentrating Title I resources in schools with the highest poverty rates and resulting higher need. For FY20, schools with an official poverty rate equal to or higher than 69.0 percent will receive \$1,200 for each student directly certified as low income; schools with poverty rates between 44.0- and 69.0 percent will receive \$940 for each directly certified student; and schools with poverty rates between 37.5 and 44.0 percent will receive \$775.25.

For FY20, 112 schools met the criteria to be Title I schools, a decrease of 7 schools over FY19. This decrease represents 5 schools that will close in June 2019 and 2 schools whose official poverty rate fell below the 35-percent federal threshold for Title I status.

The Title I program has two implementation models: targeted assistance and schoolwide. A targeted assistance program provides supplementary academic services to eligible students who are low achieving or at risk for not meeting state academic standards, with funds used for staffing for program implementation, professional development, and supplemental instructional materials. A schoolwide program supplements and strengthens a school’s core academic program, with funds to provide additional teaching staff (and reduce class size), professional development, and supplemental instructional resources.

Title I, Part A	FY18 Actual	FY19 Adopted	FY20 Adopted
Total Federal Revenue	\$49,363,505	\$53,021,132	\$55,223,800
Expenditures			
Permanent salaries	\$24,061,964	\$36,395,640	\$36,508,663
Other wages	\$1,614,689	\$619,731	\$663,892
Fringe, other wages	\$10,608,970	\$2,288,987	\$2,982,344
Contractual services	\$7,420,212	\$5,536,477	\$6,585,910
Materials	\$2,617,774	\$1,881,807	\$1,537,752
Other charges	\$61,116	\$3,327,313	\$3,308,152
Transfers	\$2,978,780	\$2,971,177	\$3,637,087
Total	\$49,363,505	\$53,021,132	\$55,223,800

The **Title I, Part C—Carl D. Perkins** grant supports Career and Technology Education (CTE) programs as part of the approved Local CTE Plan for Program Improvement, in compliance with the Carl D. Perkins Career and Technology Education Improvement Act of 2006. Schools with approved CTE curricula purchase approved items to improve or expand existing programs or begin new CTE pathways. The College and Career Readiness Department in the Academics Office ensures that each program

receives the licensing, textbooks, software, and student testing sessions required for student success, as well as professional development opportunities for teachers and staff that meet MSDE and industry requirements and standards.

Title I, Part C	FY18 Actual	FY19 Adopted	FY20 Adopted
Total Federal Revenue	\$1,607,530	\$1,651,402	\$1,700,000
Expenditures			
Permanent salaries	\$163,474	\$256,850	\$231,136
Other wages	\$78,474	—	\$50,400
Fringe, other wages	\$78,272	\$106,856	\$104,778
Contractual services	\$293,091	\$305,984	\$267,395
Materials	\$841,708	\$841,003	\$749,585
Other charges	\$41,813	\$86,709	\$67,500
Equipment	\$50,231	\$54,000	\$156,000
Transfers	\$60,467	—	\$73,206
Total	\$1,607,530	\$1,651,402	\$1,700,000

The **Title I, Part D—Neglected and Delinquent**, grant provides additional support for students in alternative placements who need intensive, differentiated interventions to transition to public school settings. Under the supervision of a certified teacher, students receive small-group instruction from staff members and tutoring services from qualified paraprofessionals. Youth development and transitional services are delivered by a specialist funded by the program, who supports students as they transition from an institution (e.g., juvenile detention) to their zoned school, postsecondary education, or employment. The transition specialist also works to prevent youth from dropping out and coordinates with a behavioral specialist to provide parents with problem-solving, critical thinking, and coping skills when interacting with their children. A program manager provides written reports, manages and monitors fiscal activity, and provides technical assistance and help in linking home and community-based services.

The Neglected and Delinquent program supports the Woodbourne School and Eager Street Academy with supplemental temporary staff, instructional materials and supplies, instructional software, contracted services, education-related field trips, and student incentives. Data-based professional development for teachers targets the unique needs of individual students and provides strategies on how to deliver effective instruction across content areas.

Title I, Part D	FY18 Actual	FY19 Adopted	FY20 Adopted
Total Federal Revenue	\$203,870	\$222,851	\$234,581
Expenditures			
Other wages	\$148,632	\$167,642	\$160,000
Fringe, other wages	\$11,370	\$12,824	\$12,240
Contractual services	\$18,028	\$20,477	—
Materials	\$18,449	\$21,908	—
Transfers	—	—	\$62,341
Total	\$203,870	\$222,851	\$234,581

The **Title I, Part E—Striving Readers Comprehensive Literacy** grant supports work to increase student achievement in literacy from birth through high school. Funds from this grant will also support work taking place in literacy intensive learning sites as part of the district’s blueprint for success.

Third-Party Billing	FY18 Actual	FY19 Adopted	FY20 Adopted
Total Federal Revenue	—	—	\$900,000
Expenditures			
Permanent salaries	—	—	\$233,806
Fringe, other wages	—	—	\$101,538
Contractual services	—	—	\$266,060
Materials	—	—	\$89,097
Other charges	—	—	\$209,499
Total	—	—	\$900,000

School Improvement Grants (SIG), authorized under section 1003(g) of Title I, are awarded to local education agencies that demonstrate the greatest need for funds and the strongest commitment to using the funds to substantially raise the achievement of students in the lowest-performing schools. SIG – Cohort IV funds were awarded in FY17 and support five schools (Harford Heights, James McHenry, Mary E. Rodman, and the Academy for College and Career Exploration, along with Frederick Elementary School) through FY21.

These funds are used to implement proven methods for raising achievement at struggling schools. One strategy initiated in FY18 and continuing in FY20 is pairing a team from Commodore John Rodgers Elementary/Middle School, which successfully improved student performance through strategic decision making, with four SIG schools (Harford Heights Elementary School, James McHenry Elementary/Middle School, and Mary E. Rodman Elementary School beginning in FY18, with the Academy for College and Career Exploration added in FY19). Led by the school’s transformational principal, the team from Commodore mentors and supports the SIG schools as they develop and implement their improvement plans. This strategy is expanding the capacity of the SIG schools’ leadership teams and replicating and scaling the strategic school-reform interventions achieved at Commodore.

Title I, SIG	FY18 Actual	FY19 Adopted	FY20 Adopted
Total Federal Revenue	\$6,145,013	\$4,440,000	\$4,475,000
Expenditures			
Permanent salaries	\$2,357,853	\$1,044,373	\$1,363,787
Other wages	\$257,499	\$325,000	\$866,090
Fringe, other wages	\$939,621	\$519,640	\$658,542
Contractual services	\$2,020,253	\$1,881,248	\$1,119,735
Materials	\$337,509	—	\$181,697
Other charges	\$2,066	\$500,612	\$92,446
Transfers	\$230,212	\$169,127	\$192,703
Total	\$6,145,013	\$4,440,000	\$4,475,000

Title II, Part A—Improving Teacher Quality

This grant’s purposes are to increase student academic achievement through strategies that include improving teacher and principal quality and increasing the number of highly qualified teachers and principals in schools; and holding districts and schools accountable for improvements in student achievement. Funds are used to provide

- Professional development for teachers and school leaders aligned with district priorities
- Summer professional development activities and institutes
- Support and professional development for teachers and principals specifically in their first two years
- Teacher mentoring and staff retention activities and supports
- Support for targeted recruitment and talent acquisition strategies that build district capacity for hiring and placing highly qualified teachers and school leaders
- A pipeline strategy to develop future school leaders from among current staff
- Equitable allocations to charter schools
- Equitable services to nonpublic schools within Baltimore City

Title II, Part A	FY18 Actual	FY19 Adopted	FY20 Adopted
Total Federal Revenue	\$9,687,314	\$5,774,544	\$5,200,000
Expenditures			
Permanent salaries	\$2,950,093	\$3,125,153	\$2,689,264
Other wages	\$1,522,789	—	—
Fringe, other wages	\$1,085,292	\$1,197,041	\$1,017,145
Contractual services	\$3,185,003	—	—
Materials	\$123,597	—	\$124,896
Other charges	\$103,460	\$759,939	\$667,068
Transfers	\$717,080	\$692,411	\$701,627
Total	\$9,687,314	\$5,774,544	\$5,200,000

Title III, English Language Acquisition

This grant supplements English for Speakers of Other Languages (ESOL) programming that develops skills in listening, speaking, reading, and writing among students who are not native speakers of English, as required under federal and state law. ESOL teachers also help students adjust to the academic culture of American schools, while grade-level and content teachers provide accommodations that support these students’ language and academic content learning. Funds are also used to provide supplemental instructional materials (e.g., bilingual and picture dictionaries, computers and language learning software), professional development for teachers and school staff, and engagement activities and workshops for non-English-speaking parents and families so they can participate fully in their children’s education.

ESOL classes assist students in meeting performance targets for English language learners set by federal and state rules and regulations and in achieving the high standards and annual growth that lead them, like all students, to graduate ready for college or career preparation.

Title III	FY18 Actual	FY19 Adopted	FY20 Adopted
Total Federal Revenue	\$555,210	\$601,484	\$572,356
Expenditures			
Permanent salaries	\$41,653	\$158,690	\$166,552
Other wages	\$111,385	\$140,000	\$165,200
Fringe, other wages	\$38,726	\$71,123	\$82,795
Contractual services	\$30,979	\$45,000	\$40,000
Materials	\$300,518	\$144,887	\$71,792
Other charges	\$20,859	\$30,000	\$35,000
Transfers	\$11,090	\$11,784	\$11,017
Total	\$555,210	\$601,484	\$572,356

Title IV, Part A

This grant focuses on safe and healthy schools through support for mental health, prevention of drug use, and violence prevention, training on trauma-informed practices, and health and physical education, and effective use of technology.

Title IV	FY18 Actual	FY19 Adopted	FY20 Adopted
Total Federal Revenue	\$1,199,998	\$2,200,000	—
Expenditures			
Permanent salaries	\$168,200	—	—
Other wages	\$26,670	\$407,955	—
Fringe, other wages	\$44,630	\$31,209	—
Contractual services	\$667,842	\$877,157	—
Materials	\$222,395	\$320,012	—
Other charges	\$8,780	\$289,408	—
Transfers	\$61,481	\$274,259	—
Total	\$1,199,998	\$2,200,000	—

Title VII, Indian, Native Hawaiian, and Alaskan Native Education

City Schools' Title VII Indian Education Program provides services to meet the unique culturally related and academic needs of Native American students and support them in meeting the same challenging state standards as all students. In the Native American Program, progress is monitored at each stage of schooling to measure academic achievement and support higher rates of high school graduation. To meet the needs of students, the program provides

- Academic reinforcement, including material resources
- Attendance support services on an individual basis
- Information to increase awareness and appreciation of Native American culture and history
- Preparation to promote students' economic independence
- Measures to increase parent involvement
- Home visits
- Regular contact with students, teachers, and administrators
- Mediation
- College preparation, tours, and help with finding funds

Title VII	FY18 Actual	FY19 Adopted	FY20 Adopted
Total Federal Revenue	\$24,935	\$20,000	\$27,702
Expenditures			
Permanent salaries	\$4,592	—	—
Other wages	\$15,270	\$18,579	\$22,295
Fringe, other wages	\$3,190	\$1,421	\$1,705
Materials	\$1,397	—	\$3,702
Total	\$24,935	\$20,000	\$27,702

Educating Homeless Children and Youth (McKinney-Vento)

The Educating Homeless Children and Youth Program receives federal funds to provide continuing assistance to facilitate the enrollment, attendance, retention, and success in school of homeless children and youth. The program provides tutorial and homework assistance along with other educational, psychological, and social services, and ensures compliance with the McKinney-Vento Homeless Assistance Act through consulting services to coordinate specific areas of the program, a school community monitor who serves as an advocate for homeless students, shelter tutors, and professional development for school-based administrators, pupil services personnel, and community agency staff.

In the 2018-19 school year, approximately 2,300 City Schools students identified as homeless and residing in shelters as well as students with no permanent address or “doubled up” (defined as homeless under McKinney-Vento) were eligible to receive services.

McKinney-Vento	FY18 Actual	FY19 Adopted	FY20 Adopted
Total Federal Revenue	—	\$71,200	\$71,000
Expenditures			
Other wages	—	\$45,180	\$45,180
Fringe, other wages	—	\$3,456	\$3,456
Contractual services	—	\$1,605	\$12,000
Materials	—	\$15,959	\$3,364
Other charges	—	\$5,000	\$7,000
Total	—	\$71,200	\$71,000

Individuals with Disabilities Education Act (IDEA), Part B

The IDEA, Part B, pass-through grant serves students with disabilities who are between 3 and 21 years old. The grant amount is based on the number of eligible children reported during the special education official child count each year. The grant supports salaries and fringe benefits for

- Special education teachers, psychologists, audiologists, occupational therapists, and social workers to provide services to eligible students based on individual need
- District office staff, directors, and coordinators who support school-based instruction

IDEA, Part B, Discretionary provides professional development for teachers in both general and special education settings, to ensure their provision of quality, rigorous instruction to support students toward success. The SECAC (Special Education Citizens Advisory Council) grant enables the council to carry out its mission to seek meaningful input from parents, grandparents, caregivers, community partners, service providers, educators, advocates, and administrators on issues related to provision of services to students with disabilities.

IDEA, Part B	FY18 Actual	FY19 Adopted	FY20 Adopted
Total Federal Revenue	\$23,042,998	\$23,432,246	\$23,263,015
Expenditures			
Permanent salaries	\$11,325,624	\$13,559,415	\$13,653,502
Other wages	\$2,713,448	\$1,266,578	\$1,166,058
Fringe, other wages	\$4,817,004	\$5,651,173	\$5,706,567
Contractual services	\$3,237,058	\$1,399,538	\$1,735,328
Materials	\$164,385	\$799,561	\$102,595
Other charges	\$27,551	\$23,021	\$77,902
Transfers	\$757,928	\$732,960	\$821,063
Total	\$23,042,998	\$23,432,246	\$23,263,015

The **IDEA, Part B—Preschool** pass-through grant supports instruction for preschool children with disabilities through salary and benefits for teachers and support personnel. The grant amount is based on the number of eligible students reported during the special education official child count.

IDEA, Part B – Preschool	FY18 Actual	FY19 Adopted	FY20 Adopted
Total Federal Revenue	\$438,754	\$628,567	\$630,919
Expenditures			
Permanent salaries	\$271,155	\$358,732	\$385,809
Other wages	\$6,002	\$40,469	—
Fringe, other wages	\$120,915	\$196,900	\$200,054
Contractual services	\$23,773	\$8,860	\$8,610
Materials	\$1,273	—	\$9,648
Transfers	\$15,636	\$23,606	\$26,798
Total	\$438,754	\$628,567	\$630,919

Third-Party Billing

These restricted dollars come from recovery of Medicaid funds and are used to support eligible students enrolled in City Schools. Through support from Baltimore’s Promise, the district is currently conducting a review to ensure recovery of the maximum amount allowable.

Third-Party Billing	FY18 Actual	FY19 Adopted	FY20 Adopted
Total Federal Revenue	\$111,259	\$7,900,000	\$7,900,000
Expenditures			
Permanent salaries	\$414,123	\$1,989,613	\$2,019,351
Other wages	\$17,408	—	—
Fringe, other wages	\$165,650	\$808,090	\$830,812
Contractual services	(\$308,422)	\$2,243,397	\$2,040,951
Materials	(\$167,169)	\$5,900	\$5,886
Other charges	(\$1,952)	\$3,000	\$3,000
Equipment	(\$8,379)	—	—
Transfers	—	\$2,850,000	\$3,000,000
Total	\$111,259	\$7,900,000	\$7,900,000

Medical Assistance, Infants and Toddlers

This grant provides for instructional supplies for students with disabilities in preschool programs.

Medical Assistance	FY18 Actual	FY19 Adopted	FY20 Adopted
Total Federal Revenue	\$13,433	\$15,000	\$15,000
Expenditures			
Materials	\$13,433	\$15,000	\$15,000
Total	\$13,433	\$15,000	\$15,000

Gear Up

Gaining Early Awareness and Readiness for Undergraduate Programs (Gear Up) is a competitive grant program of the U.S. Department of Education that aims to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The grant provides City Schools, through MSDE, a six-year grant to offer support services to high-poverty middle and high schools.

In FY20, the grant will support services for 12th-grade students at Carver Vocational-Technical, Digital Harbor, Edmondson-Westside, and Frederick Douglass high schools. Through Gear Up, students receive critical college awareness and support activities including tutoring, mentoring, academic preparation, college advising, and financial education services.

Gear Up	FY18 Actual	FY19 Adopted	FY20 Adopted
Total Federal Revenue	\$280,741	\$199,000	\$199,000
Expenditures			
Permanent salaries	—	\$96,465	\$75,495
Other wages	\$109,016	\$25,512	\$50,000
Fringe, other wages	\$7,331	\$40,074	\$37,108
Contractual services	\$127,334	\$25,000	\$15,000
Materials	\$6,485	—	\$4,197
Other charges	\$20,965	\$11,949	\$17,200
Transfers	\$9,610	—	—
Total	\$280,741	\$199,000	\$199,000

Fine Arts Initiative

The Fine Arts Initiative, outlined annually in Attachment 13 of the Master Plan, allots funding to support curricular and instructional programs in visual arts, dance, music, and theater. This includes district music festivals; student field trips; systemic professional development for visual arts, dance, music, and theater teachers; and financial support for these initiatives.

Fine Arts	FY18 Actual	FY19 Adopted	FY20 Adopted
Total State Revenue	\$45,689	\$55,886	\$55,886
Expenditures			
Other wages	\$9,720	\$15,100	\$12,000
Fringe, other wages	\$840	\$1,155	\$918
Contractual services	\$22,014	\$13,000	\$29,285
Materials	\$12,219	\$10,385	\$12,587
Other charges	—	\$15,150	—
Transfers	\$896	\$1,096	\$1,096
Total	\$45,689	\$55,886	\$55,886

Ready for Kindergarten

The Ready for Kindergarten (R4K) grant supports professional development activities to improve the school readiness of children with the R4K Early Childhood Comprehensive Assessment Program. These professional development opportunities focus on supporting new teachers in the administration of the Kindergarten Readiness Assessment (KRA), addressing performance gaps on the KRA, deepening content knowledge in the domains of learning for pre-k and kindergarten teachers, and general support in articulating data and curriculum expectations among our early childhood educators.

Ready for Kindergarten	FY18 Actual	FY19 Adopted	FY20 Adopted
Total State Revenue	\$60,590	\$140,770	\$136,000
Expenditures			
Other wages	\$7,055	—	—
Fringe, other wages	\$844	—	—
Contractual services	\$34,334	—	\$136,000
Materials	\$15,211	\$140,770	—
Other charges	\$1,925	—	—
Transfers	\$1,221	—	—
Total	\$60,590	\$140,770	\$136,000

Judith P. Hoyer (“Judy Hoyer”) Programs

Judith P. Hoyer Early Child Care and Family Education Centers (“Judy Centers”) across the State of Maryland were established to bring together the agencies that serve children from birth through age five, along with their families. The centers in Baltimore were established in 2000-01 through a memorandum of understanding with the required constituent organizations designated by MSDE. The goal of the Judy Centers is to increase school readiness so that students enter school ready to learn, as evidenced by increasing success on the Kindergarten Readiness Assessment.

The funding provided by Judith P. Hoyer grants is used to maintain and enhance intervention services to young children and their families in the Judy Center communities. Childcare providers, Head Start staff, parents, community stakeholders, and City Schools staff communicate and collaborate to provide quality early childhood services. Service providers share training, technical assistance, support, and partnerships with the goal of achieving maximum school readiness in an inclusive, supportive environment for children. The Judy Centers are geared to meet diverse needs and include children with disabilities and their nondisabled peers.

Judith P. Hoyer – Preschool	FY18 Actual	FY19 Adopted	FY20 Adopted
Total Federal Revenue	\$2,673,535	\$4,165,299	\$3,850,000
Expenditures			
Permanent salaries	\$1,116,367	\$2,090,454	\$909,331
Other wages	\$172,148	—	—
Fringe, other wages	\$520,029	\$989,948	\$463,610
Contractual services	\$685,915	\$1,084,897	\$2,158,815
Materials	\$91,376	—	\$153,962
Other charges	\$5,862	—	—
Transfers	\$81,838	—	\$164,282
Total	\$2,673,535	\$4,165,299	\$3,850,000

Judith P. Hoyer – Baltimore Community Foundation	FY18 Actual	FY19 Adopted	FY20 Adopted
Total State Revenue	\$855,251	—	—
Expenditures			
Permanent salaries	\$241,399	—	—
Other wages	\$81,487	—	—
Fringe, other wages	\$138,842	—	—
Contractual services	\$319,715	—	—
Materials	\$52,716	—	—
Other charges	\$7,606	—	—
Transfers	\$13,486	—	—
Total	\$855,251	—	—

Judith P. Hoyer – Moravia Park	FY18 Actual	FY19 Adopted	FY20 Adopted
Total State Revenue	\$340,005	\$330,000	\$250,000
Expenditures			
Permanent salaries	\$113,362	\$168,586	—
Other wages	\$33,074	—	—
Fringe, other wages	\$41,812	\$70,627	—
Contractual services	\$142,249	\$90,787	\$245,098
Materials	\$4,258	—	—
Other charges	\$72	—	—
Transfers	\$5,178	—	\$4,902
Total	\$340,005	\$330,000	\$250,000

Judith P. Hoyer – John Eager Howard	FY18 Actual	FY19 Adopted	FY20 Adopted
Total State Revenue	\$335,274	\$330,000	\$250,000
Expenditures			
Permanent salaries	\$146,333	\$147,663	—
Other wages	\$9,405	—	—
Fringe, other wages	\$71,214	\$65,798	—
Contractual services	\$83,937	\$116,539	\$245,098
Materials	\$16,594	—	—
Other charges	\$1,991	—	—
Transfers	\$5,800	—	\$4,902
Total	\$335,274	\$330,000	\$250,000

Judith P. Hoyer – Enhancement	FY18 Actual	FY19 Adopted	FY20 Adopted
Total State Revenue	\$102,587	\$73,440	—
Expenditures			
Permanent salaries	\$50,644	\$40,539	—
Other wages	\$270	—	—
Fringe, other wages	\$21,086	\$25,215	—
Contractual services	\$27,241	—	—
Materials	\$1,906	\$7,686	—
Transfers	\$1,440	—	—
Total	\$102,587	\$73,440	—

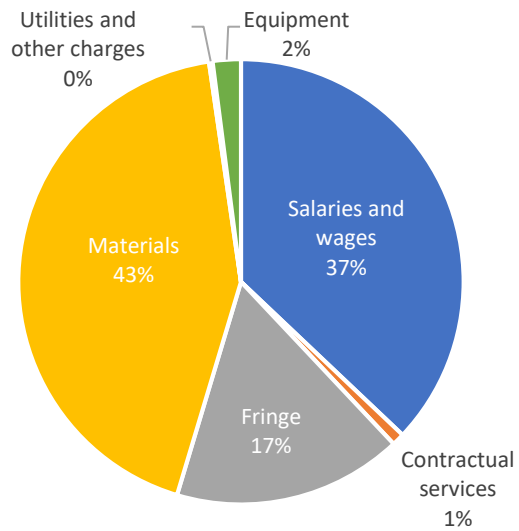
Other Restricted Grants

Other Restricted	FY18 Actual	FY19 Adopted	FY20 Adopted
Revenue			
State	\$2,886,548	—	—
Federal	\$4,334,895	—	—
Other	\$1,942,892	—	—
Total	\$9,164,335	—	—
Expenditures			
Permanent salaries	\$613,060	—	—
Other wages	\$574,562	—	—
Fringe, other wages	\$247,531	—	—
Contractual services	\$5,652,091	—	—
Materials	\$1,905,960	—	—
Other charges	\$41,121	—	—
Equipment	\$3,220	—	—
Transfers	\$126,790	—	—
Total	\$9,164,335	—	—

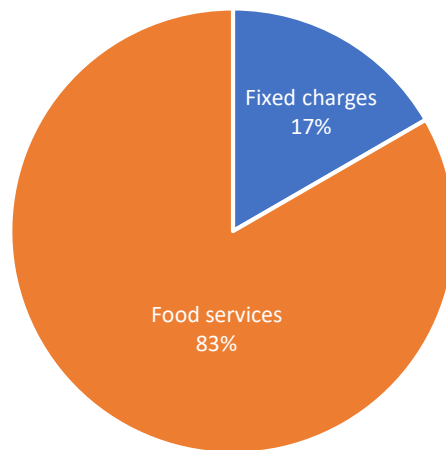
ENTERPRISE FUND

FY20 ADOPTED ENTERPRISE FUND EXPENDITURES

By Object



By Category



TOTAL ENTERPRISE FUND EXPENDITURES BY OBJECT, YEAR-BY-YEAR COMPARISON

	FY18 Actual	FY19 Adopted	FY20 Adopted
Salaries and wages	\$17,996,425	\$19,667,745	\$20,500,724
Contractual services	\$531,189	\$645,000	\$502,000
Fringe	\$9,710,993	\$9,848,470	\$9,216,394
Materials	\$24,991,239	\$21,993,177	\$23,811,074
Utilities and other charges	\$125,130	\$148,300	\$144,000
Equipment	\$252,065	\$515,000	\$1,130,000
Total	\$53,607,041	\$52,817,692	\$55,304,192

TOTAL ENTERPRISE FUND EXPENSES BY CATEGORY, YEAR-BY-YEAR COMPARISON

	FY18 Actual	FY19 Adopted	FY20 Adopted
Instruction	\$150,225	—	—
Fixed charges	\$9,710,993	\$9,848,470	\$9,216,394
Food services	\$43,745,823	\$42,969,222	\$46,087,798
Total	\$53,607,041	\$52,817,692	\$55,304,192

Food and Nutrition Services

The Food and Nutrition Services department serves over 15 million breakfast, lunch, and after-school meals each year to promote students' health and wellbeing, contributing to their academic achievement. The department supervises and monitors cafeteria operations to ensure that healthy meals are prepared, served, and reported in compliance with all federal government and health department regulations; develops and provides nutritional analyses for a variety of menus; organizes employee training; procures foods, supplies, and services; and repairs and maintains food services equipment.

In FY20, City Schools will continue to provide all students at all schools with breakfast and lunch for free as part of the U.S. Department of Agriculture's Community Eligibility Provision. In addition, the department will focus on expanding the Child and Adult Care Food Program (CACFP), which provides free snacks and suppers at after-school programs in 100 schools. The district will be piloting a food truck and marketing campaign to increase meal participation among high school students, who consume fewer meals compared to elementary and middle school grades. Food and Nutrition Services will also continue to implement strategies to improve meal quality and achieve fiscal sustainability, taking into account projected increases in expenses for food, paper goods, employee benefits, and new equipment purchased as part of the department's five-year replacement plan. Increased investments will be made in professional development for food service employees, exceeding new Department of Agriculture professional standards. The department will continue to expand farms-to-schools strategies that increase student awareness of the link between food, farming, and nutrition, and to support the local agricultural economy and the district's wellness policy; to support these efforts, the department will incorporate the district's Great Kids Farm, formerly housed within the College and Career Readiness Department in the Academics Office.

FOOD AND NUTRITION SERVICES, YEAR-BY-YEAR COMPARISON

	FY18 Actual	FY19 Adopted	FY20 Adopted
Revenue			
State	\$807,028	\$600,000	\$750,000
Federal	\$51,988,105	\$52,182,692	\$54,530,913
Other	\$162,744	\$35,000	\$23,279
Total	\$52,957,877	\$52,817,692	\$55,304,192
Expenditures			
Permanent salaries	\$16,836,892	\$19,136,745	\$19,690,724
Other wages	\$1,074,604	\$531,000	\$810,000
Fringe, other wages	\$9,691,727	\$9,848,470	\$9,216,394
Contractual services	\$449,022	\$645,000	\$502,000
Materials	\$23,035,987	\$21,993,177	\$23,811,074
Other charges	\$125,130	\$148,300	\$144,000
Equipment	\$252,065	\$515,000	\$1,130,000
Total	\$51,465,427	\$52,817,692	\$55,304,192

BUILDINGS

Capital Improvement Program (CIP)

District staff meets several times a year to evaluate existing buildings, identify critical needs, and prioritize projects. Each year, the most critical systemic upgrade projects are included in the district's CIP submission to the state, along with requests for modernizations, renovations, and new schools.

Funding from the State of Maryland comes from the Public School Construction Program (PSCP) on an annual basis. Funds are requested for specific projects, which must meet strict standards defined by state regulations. Baltimore City and the 23 Maryland counties are awarded portions of the annual available construction funds based on a formula developed by the state.

For FY20, total statewide CIP funds approved to date are \$252 million, 90% of the anticipated total new authorization of \$280 million. The total CIP allocation approved by the state's Interagency Committee (IAC) on School Construction on February 12, 2019, for City Schools is \$26.6 million. Approximately \$28 million remains to be recommended statewide at the 100% round for school construction projects. City Schools is projected for an additional allocation of \$2.8 million, for a combined total of \$29.4 million. In May 2019, the IAC will approve the 100% recommendations.

Funding from the City of Baltimore comes from the sale of General Obligation (GO) bonds. For FY20, the allocation is \$19 million to be used for the local share of state-funded projects such as modernization, renovation, and systemic work. In FY19, the funding level was increased from \$17 million to \$19 million toward the end of the funding session, and it remains unchanged for FY20.

Current Projects

Two new “net zero” buildings will replace the following two school buildings, which are both outdated and in poor condition. Net zero buildings are designed and built so the amount of energy generated on site over the course of one year equals the amount of energy consumed in the building, hence creating a “net zero” impact on the environment. In addition to CIP funds, the district received grants from the Maryland Energy Administration toward construction of these two new energy-efficient buildings. The buildings’ systems and equipment will minimize energy use, and the school community will receive teaching and professional development about their energy-saving features.

Graceland Park/O’Donnell Heights Elementary/Middle School #240 (6300 O’Donnell Street, 21224; 84,069 square feet)

Source of Funds	Appropriated to Date	FY20 Funding	Total
State PSC funds	\$15,258,000	\$5,370,000	\$20,628,000
City GO bonds	\$13,090,000	\$2,000,000	\$15,090,000
Total	\$28,348,000	\$7,370,000	\$35,718,000

Holabird Elementary/Middle School #229 (1500 Imla Street, 21224; 89,434 square feet)

Source of Funds	Appropriated to Date	FY20 Funding	Total
State PSC funds	\$15,258,000	\$5,932,000	\$21,190,000
City GO bonds	\$13,090,000	\$1,000,000	\$14,090,000
Total	\$28,348,000	\$6,932,000	\$35,280,000

Armistead Elementary/Middle School #243 (5001 E. Eager Street, 21205)

Armistead Elementary/Middle School is one of the most overcrowded in the district, with a utilization rate of 212 percent in 2018-19. The school will be renovated with an addition to the existing building to alleviate overcrowding and provide a state-of-the-art environment for 21st-century teaching and learning.

Source of Funds	Appropriated to Date	FY20 Funding	Total
State PSC funds	—	—	—
City GO bonds	\$1,000,000	\$1,100,000	\$2,100,000
Total	\$1,000,000	\$1,100,000	\$2,100,000

Maree G. Farring Elementary/Middle School #203 (300 Pontiac Avenue, 21225)

Maree G. Farring Elementary/Middle School is another overcrowded program in the district, with a utilization rate of 220 percent in 2018-19. City Schools purchased an adjacent property (301 E. Patapsco Avenue, 21225) where a second building for the school will address the overcrowding. The church

building currently on this property will be renovated for common areas, an annex building will be demolished, and a new classroom building will be constructed.

Source of Funds	Appropriated to Date	FY20 Funding	Total
State PSC funds	—	\$1,500,000	\$1,500,000
City GO bonds	—	\$1,000,000	\$1,000,000
Total	—	\$2,500,000	\$2,500,000

Systemic and programmatic space upgrades and Qualified Zone Academy Bond (QZAB) projects
(various locations)

This funding is dedicated to completion of systemic improvement and life-cycle equipment replacement projects and miscellaneous minor building renovations to serve educational program changes at various school sites. The table below reflects funds appropriated to systemic projects, programmatic space upgrades, and QZAB projects over the last two years (FY18 and FY19 funding).

Source of Funds	Appropriated to Date	FY20 Funding	Total
State PSC funds	\$61,735,000	\$14,330,000	\$76,065,000
City GO bonds	\$88,000,000	\$12,900,000	\$100,900,000
Total	\$149,735,000	\$27,230,000	\$176,965,000

Among the projects in FY20 is third-year implementation of the district’s five-year plan to address climate control in school buildings that are not part of the 21st Century School Buildings Program, are not already scheduled for installation or upgrades to their HVAC systems, and currently do not have air conditioning. The plan calls for installation of either vertical packaged units that address both cooling and heating issues or portable window units, depending on need at each school. In FY20, the 7 schools (in 6 buildings) listed below will receive vertical packaged units:

- Augusta Fells Savage Institute (Harlem Park building)
- Bluford Drew Jemison STEM Academy West (Harlem Park building)
- Collington Square Elementary/Middle School
- Eutaw Marshburn Elementary School
- Johnston Square Elementary School
- Franklin Square Elementary/Middle School
- Yorkwood Elementary School

21st-Century School Buildings Program

In 2013, City Schools embarked on an ambitious plan to renovate or replace the district’s outdated school buildings—an investment that reflects the priority of providing students with learning environments that will support improved educational outcomes and transform Baltimore’s neighborhoods. With support from the state and city, and in partnership with Maryland Stadium Authority and the state’s Interagency Committee on School Construction, the first four new or renovated schools in the 21st Century School Buildings Program opened in the 2017-18 school year (Dorothy I. Height Elementary, Frederick Elementary, Fort Worthington Elementary/Middle, and Lyndhurst Elementary/Middle); five additional

buildings opened for the 2018-19 year (Academy for College and Career Exploration and Independence School Local I High in the Robert Poole building, Arundel Elementary School, Cherry Hill Elementary/Middle School, Forest Park High School, and Pimlico Elementary/Middle School).

In FY20, five more schools will move into new or renovated buildings:

- Arlington Elementary School
- Bay-Brook Elementary/Middle School
- Calvin M. Rodwell Elementary/Middle School
- John Ruhrah Elementary/Middle School
- The Reach! Partnership School (Fairmont Harford building)

Funding for the plan comes from several revenue streams, including an annual investment by the district that will gradually increase over the next several years.

	FY15	FY16	FY17	FY18*	FY19	FY20	FY21	FY22	FY23-25**
Maintenance commitment	\$3 million	\$6 million	\$8 million	\$11 million	\$14 million	\$17 million	\$20 million	\$23 million	\$26 million
Bond payment	\$10 million	—	\$30 million	\$25.4 million	\$30 million	\$30 million	\$30 million	\$30 million	\$30 million

* As part of the state and city commitment to additional resources for City Schools, \$4.6 million was provided toward the annual \$30 million bond payment in this year.

** These amounts reflect annual commitments for each of the three fiscal years FY23 through FY25.

Appendix



BUDGET-RELATED POLICIES OF THE BOARD OF SCHOOL COMMISSIONERS

Annual Operating Budget Development and Adoption (Board Policy DBC)

I. Purpose

A. The Baltimore City Board of School Commissioners (“Board”) recognizes that the foundation of any operating budget process is a comprehensive annual budget development policy. The annual operating budget development policy is in place to outline budget rules, regulations, and procedures to successfully execute a fiscal year operating budget. This policy will create transparency in the budget development process for all stakeholders. The advantages of the Annual Operating Budget Development policy are as follows:

- Community engagement
- Timeline of budget process
- Equitable and transparent funding allocation
- Outlined steps to execute process
- Transparency for stakeholders and commitment to community input

II. Definitions

A. Budget Process

The annual process of the development of City Schools’ operating budget.

B. COMAR

The *Code of Maryland Regulations*, often referred to as *COMAR*, is the official compilation of all administrative regulations issued by agencies of the state of Maryland.

C. Operating Budget

The portion of the budget pertaining to daily operations that provides basic governmental services. The operating budget contains appropriations for such expenditures as personnel, supplies, utilities and other charges, materials, travel and consultants.

III. Policy Standards

A. Scope

Elements that fall within the scope of this policy include Board authority, governing law, Board priorities, and the timing of the process. This policy will also address annual budgetary priorities that will be approved by the Board.

B. Responsibility and Board Authorization

The Board will develop and approve annual budget priorities. The Board is responsible for the annual approval of City Schools’ operating budget. The Board authorizes the Chief Executive Officer (“CEO”)/designee to organize and develop an annual operating budget process for the district.

C. Allocation Transparency and Equity

City Schools shall annually allocate revenues to schools in a transparent and equitable manner. The Board will provide the opportunity for community input to assure that our funding allocations reflect the needs of our school communities.

D. Timeliness of the Budget Process

The annual budget process shall be in compliance with state and local laws and COMAR. City Schools' budget must be recommended to the Board for approval by the CEO, and then sequentially approved by the Board, and the Mayor and City Council of Baltimore ("the City").

E. Budget Funding Compliance

The amount requested in the Board's annual operating budget for current expenses for the next school year and that is to be raised by revenue from local sources may not be less than the minimum amount required to be levied under § 5-202(d)(1)(i) of the Educational Article.

IV. Compliance

On a quarterly basis, the CEO/designee shall present any budget amendments in accordance with the policy regulation. In addition, the CEO/designee shall present a quarterly variance report in accordance with the policy regulation. The Board will approve the annual operating budget by the assigned May 31st. The CEO/designee shall provide the Board with the annual operating budget and organization chart for approval.

V. Legal and Policy References

A. Legal Authority

§§ 5-101, 5-102 and 5-103, Md. Code Ann., Educ.

COMAR 13A.02.05

B. Policy References

Replaces Board Rule 910.01

C. Administrative Regulation References

DBC-RA

Debt Management (Board Policy DCB)

I. Purpose

A. The Baltimore City Board of School Commissioners ("Board") recognizes that the foundation of any well-managed debt program is a comprehensive debt policy. The debt policy sets forth the parameters for issuing debt. The debt policy recognizes a binding commitment to full and timely repayment of all debt as a necessary element to entry into the capital markets. Adherence to a debt policy assists in assuring that an entity maintains a sound debt position and that credit quality is protected and enhanced. The advantages of a debt policy are as follows:

- enhances the quality of decisions by imposing consistency and discipline;
- rationalizes the decision making process;
- identifies objectives for staff;
- demonstrates a commitment to long term planning; and
- is regarded positively by rating agencies.

B. This policy is modeled after the Government Finance Officers Association ("GFOA") 1998 publication entitled *A Guide for Preparing a Debt Policy*. A debt policy, however, cannot envision every possible structural element

to debt issuance and management nor can it substitute for the good business judgment of the Board and City Schools.

II. Definitions

A. Arbitrage

The difference between the interest paid on tax-exempt bonds and the interest earned on normally higher-yielding taxable securities.

B. Arbitrage rebate

Arbitrage earnings are subject to a myriad of tax laws and IRS tests. In the event that the tests and laws are not met, the Arbitrage earnings must be remitted to the federal government.

C. Bond counsel

An attorney or firm with the requisite knowledge and experience in municipal finance, securities, and tax law, including bond issuance and financing. The role of bond counsel is to render an opinion to the investing public as to the legality and, if applicable, tax-exempt status of the debt and to assist the Board in drafting authorizing legislation.

D. Capital Improvement Plan (“CIP”)

A six-year plan that identifies capital projects for the improvement of school facilities, provides a planning schedule and identifies options for financing the plan. The plan provides a link between City Schools and the State (through its Interagency Committee on Public School Construction, or IAC), relative to the State’s annual budget, and between City Schools and the City government’s comprehensive plan and annual budget.

E. Competitive sale

Sale of debt instruments through a competitive bidding process in which sealed bids are solicited and debt is sold to the underwriter bidding the lowest interest rate, with the underwriter ultimately selling the debt to the investing public. The risk of offering failure rests with the issuer.

F. Credit enhancement

The use of the credit of a stronger entity to strengthen the credit of a lower-rated entity in bond or note financing. This term is used in the context of bond insurance, bank facilities, and government programs.

G. General Fund

For this policy, the “General Fund” is defined as the primary operating fund. This fund excludes special revenue from federal and state sources, CIP revenue, and philanthropic donations. The main components of the General Fund are the local Maintenance of Effort (MOE) contribution and revenues distributed through the state aid formula.

H. Intercept

A transaction credit enhancement that performs a lock box function for a transaction. For the Board, the State of Maryland Intercept provides that the State remit directly to the Trustee for the Board’s bondholders amounts necessary to service the debt from amounts payable to the Board under the State’s Aid to Education program. In other cases, the Board may provide the remittance directly to the trustees for debt service from funds to contracted entities for loans that the contracted entity has entered into.

I. Lease obligations

Obligations for the payment of money under capitalized leases, installment or conditional purchase agreements, or similar arrangements.

J. Loan guarantee

Used to guarantee the debt payment on loans or bonds that contracted entities have entered into.

K. Negotiated sale

The sale of debt instruments through negotiation with an underwriter or other purchaser. May be a public offering or a private placement.

L. Operations Committee

A subcommittee of the Board comprised of the vice-chairman of the Board and other Board members as required from time to time to oversee the financial performance and management of City Schools and to make recommendations to the Board for decision.

M. Private placement

The sale of debt instruments to one or more sophisticated institutions, such as banks or other investor groups.

N. Public offering

The sale of debt instruments to the public at large. May be effected through a negotiated sale or a competitive sale.

O. Rating agencies

Nationally recognized firms engaged in the business of issuing credit ratings to entities and transactions. Moody's and Standard and Poor's currently rate the Board's bonds.

P. Resolution of the Board to issue debt

A definitive authorization of the Board to issue debt within defined parameters. This resolution delegates the authority to determine the final terms of the debt and to execute the transaction to the Chief Executive Officer.

Q. Revenue bond

A bond on which the debt service is payable solely from the revenue generated from the operation of the project being financed or a category of facilities or from other nontax sources.

R. True Interest Cost ("TIC")

A method of calculating bids for new issues of municipal securities that takes into consideration the time value of money. Also referred to as Total Interest Cost.

III. Policy Standards

A. Scope

The scope of this policy includes the direct debt and lease obligations of the Board. The policy does not include or envision debt incurred on the Board's behalf by the State of Maryland or the City of Baltimore to fund the Capital Improvement Plan ("CIP") of the Board.

B. Responsibility and Board Authorization

1. The responsibility for debt issuance is entrusted to the Board, which receives guidance from the Operations Committee. Management of debt issuance is the responsibility of the Chief Executive Officer (“CEO”)/designee.
2. The CEO/designee is responsible for developing cost projections associated with the CIP and projected funding sources and to recommend a plan of financing for review and approval by the Operations Committee.
3. Every effort must be made to fund the CIP and other capital needs from grant, State of Maryland, or City of Baltimore sources prior to making a recommendation to borrow from public or private markets.
4. The Operations Committee is responsible for reviewing CEO/designee recommendations prior to the CEO/designee’s presentation to the Board.
5. All debt must be authorized by a Resolution of the Board to Issue Debt prescribing, at a minimum, the following items:
 - a. the maximum principal amount of borrowing,
 - b. the maximum term of the debt,
 - c. the maximum interest rate to be borne by the debt, and any credit enhancement, if necessary,
 - d. the effect on debt service and debt service cap and percentage,
 - e. a schedule of debt service payments for the life of the issue, and
 - f. a summary of how the debt issue fits within the overall long-term Capital Improvement Plan.

Additionally, the Resolution of the Board to Issue Debt will authorize the CEO/designee to execute all the related documents associated with the transaction.

C. Debt Limitations

1. Good judgment is essential in establishing affordable levels of debt. In the judgment of the Board, the following statements summarize the debt limitation for bond and lease obligations:
 - a. For all proposed debt offerings, an identifiable source of repayment will be paramount to the decision to finance. The source of repayment will be of sufficient duration and amount as to fully and timely liquidate the debt.
 - b. In consideration of any proposed debt, including Loans and Guarantees, the Board will limit debt service to 5.0% of the then current total General Fund operating budget. In the event the General Fund operating budget is less in succeeding years than at the time of the obligated debt service, obligations are not required to be liquidated to meet the debt service limit. Funding streams specifically provided and restricted to capital projects shall be exempt from the overall debt service limitation.

D. Bond Counsel and Financial Advisors

1. The Board will appoint bond counsel for each offering of debt other than privately placed Lease Obligations. For private placement of Lease Obligations, hiring of outside bond counsel will be discretionary.

2. For each public offering of bonds, the Board will appoint financial advisor(s) to provide structuring, analytic, and administrative support to the CEO/designee to assure a timely and optimal transaction as well as long term viability of Board credit. Financial advisors are necessary to public offerings due to the intense due diligence and disclosure requirements inherent in such transactions. Typically, financial advisors are not required for private placements of Lease Obligations.

E. Disclosure

It is the policy of the Board to maintain good communications and disclosure with Rating Agencies, insurers, and the investing public, which shall include compliance with Rule 15c2-12 of the Securities and Exchange Commission.

F. Internal Interim Financing

From time to time the Board may choose to begin projects and incur expense prior to the issuance of debt by the use of operating cash flow. When this financing method is utilized, operating funds are reimbursed from the proceeds of the debt issued at a later date. To the extent that operating funds are available and there is substantial reason to believe that the offering will be successful, this method of interim financing is acceptable. Whenever it utilizes internal interim financing, the Board must declare its official intent by resolution of the Board. Failure to declare such intent will put the tax-exempt nature of the transaction in jeopardy.

G. Arbitrage Liability Management

By the nature of borrowing in tax-exempt markets and investing in taxable markets, proceeds from debt in anticipation of spend-down may generate Arbitrage interest earnings. The IRS Treasury regulations, however, put significant restrictions on the tax-issuer's ability to keep the Arbitrage earnings.

H. Financial Guarantor of Charter Operator Property and Charter

The Board will not guarantee debt of Charter School Operators.

IV. Implementation Strategies

The CEO shall ensure that adequate records are maintained so as to assist rating agencies in assigning ratings to public bond issuances. This includes providing updated financial statements to the rating agencies.

V. Compliance

The CEO/designee will provide an annual debt report, disclosing City Schools' debt burden in relation to its state and local limitations, to the Board, and upon Board request.

VI. Legal and Policy References

A. Legal Authority

IRS Treasury Regulation § 141

IRS Treasury Regulation § 1.150-2

SEC Rule 15c2-12

§ 4-306.1, Md. Code Ann., Educ.

§ 4-306.2, Md. Code Ann., Educ.

B. Policy References

Replaces Board Rule Section 914

C. Administrative Regulation References

DCB-RA

Policy History: New Policy adopted July 14, 2009; revised February 14, 2012; revised October 22, 2013.

Financial Controls (Board Policy DIC)

I. Purpose

The purpose of this financial controls policy is to ensure that adequate fiscal responsibility and financial controls are maintained for all financial assets entrusted to Baltimore City Public Schools (City Schools).

II. Policy Standards

A. Responsibility

The Chief Executive Officer is responsible for providing accurate and timely financial information to the Board. The Board is responsible for providing oversight of the financial condition of City Schools.

B. Budgetary Appropriations

The Board operates within budget requirements for local education agencies as specified by State law or by the City Charter. The Board is required to submit an annual budget to the Mayor and City Council each year. The Board shall approve an organization chart in conjunction with the Board approval of the annual operating budget.

C. Authorization for Banking and Financial Relationships

The Board shall designate and authorize staff to conduct banking activity and other financial relationships.

III. Implementation Strategies

A. Adequate system controls are established and maintained to ensure that expenditures are made in accordance with the operating budget.

B. All Procurement items are purchased in accordance with the Board-approved Procurement Policy and Administrative Regulations.

C. A report of General Fund operating budget transfers shall be prepared on a quarterly basis and shall be submitted to the Board for approval.

D. The Board shall authorize designated staff positions to open banking or financial accounts and to conduct financial transactions, as limited by the regulations created by the Chief Executive Officer.

E. No person, entity, or any officer, agent, or employee of the Board is authorized to open an account of any type or transact investment purchases with any broker dealer or financial institution in the name of the Baltimore City Board of School Commissioners or of any constituent body or involving any activity of the Baltimore City Board of School Commissioners without the express authorization of the Board.

F. The Chief Executive Officer and the Chief Financial Officer are hereby authorized to open accounts, enter into financial services agreement, and invest excess funds on behalf of the board.

IV. Compliance

The Chief Executive Officer shall provide the Board with the annual external audit reports by September 30th.

V. Legal and Policy References

A. Legal Authority

§§4-303 and 4-304, Md. Code Ann., Educ.

B. Policy References

Related Board Policies: DJA, DMA

Replaces Board Rule Section 908

C. Administrative Regulation References

DIC-RA, DJA-RA, DMA-RA

Fund Balance (Board Policy DIG)

I. Purpose

The purposes of this policy are to promote sound fiscal practices, to ensure adherence to Statement No. 54 (Fund Balance Reporting and Governmental Fund Type Definitions) issued by the Governmental Accounting Standards Board (“GASB”), as well as to establish a target range for the minimum amount of general funds available for spending, that is neither committed to operating budget, or restricted in its use by agreement, law, policy or Board action. This policy will ensure that the Baltimore City Board of School Commissioners (“Board”) and Baltimore City Public Schools (“City Schools” or “the district”) comply with the requirements of GASB 54, and maintain adequate fund balances and reserves in order to:

- A. Secure and maintain investment grade bond ratings;
- B. Set aside financial resources for known obligations;
- C. Offset significant economic downturns or revenue shortfalls; and
- D. Provide funds for unforeseen emergencies.

II. Definitions

A. A fund balance is the difference between assets and liabilities. When assets are greater than liabilities, the balance is positive.

B. GASB 54 provides for five types of fund balances:

1. *Nonspendable fund balance*—Amounts that are not in a spendable form and not expected to be converted to cash (e.g., inventory, prepaid items) or are legally or contractually required to be maintained intact (e.g., permanent principal of endowment funds).
2. *Committed fund balance*—The *committed fund balance* classification reflects amounts that can be used only for the specific purposes determined by a formal action of the Board. Commitments may be changed or lifted only by referring to the formal action that imposed the constraint originally (e.g., the Board’s commitment in connection with future construction projects, budget stabilization).

3. *Restricted fund balance*—The *restricted fund balance* classification is based on amounts upon which constraints are placed on the use of resources either (a) externally imposed by creditors, grantors, contributors, or laws or regulations of other governments; or (b) imposed by law through constitutional provisions or enabling legislation (e.g., Qualified School Construction bond debt).
4. *Assigned fund balance*—The *assigned fund balance* classification reflects amounts that are considered by the Board’s intent, as delegated to the Chief Executive Officer, to be used for specific purposes, but meet neither the criteria to be considered restricted or committed funds.
5. *Unassigned fund balance*—The *unassigned fund balance* classification is applied to all amounts not contained in other classifications and is the residual classification for the general fund only. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report deficit fund balances as unassigned.

III. Policy Standards

A. Spending Policy—Order of Use

When Restricted resources are available, the Board will spend Restricted resources prior to spending any Committed, Assigned, or Unassigned resources.

When Restricted resources are unavailable, the Board will spend in the following order:

- a. Committed fund balances
- b. Assigned fund balances
- c. Unassigned fund balances

B. Authority to Create Committed Fund Balances

The authority to commit fund balances to a specific purpose shall be done by formal action or vote of the Board. Once the action has been taken, the Committed funds cannot be used for any other purpose unless the commitment is rescinded by formal Board action. The action to commit must occur prior to the end of the fiscal year, but the specific amount of the Committed funds may be determined in the subsequent fiscal year.

Funds that are committed for budget stabilization purposes shall only be committed and used to assist the district in recovering from a financial situation, that has resulted in the district’s inability to meet critical, non-recurring obligations,(e.g., inability to meet payroll, expenditures for flood damages to multiple schools, and other such non-recurring events).

C. Authority to Create Assigned Fund Balances

Except for the use of fund balances to balance the subsequent year’s budget, the authority to create Assigned fund balances to specific purposes is delegated to the Chief Executive Officer (“CEO”)/designee. The authority to assign fund balances for the purpose of balancing the subsequent year’s budget shall be done by formal action of the Board. The CEO/designee may create Assigned fund balances after year end.

D. Unassigned Fund Balance

The Board shall annually adopt an Unassigned fund balance target for the upcoming fiscal year. The Unassigned fund balance shall not exceed seven percent (7%) of the current year’s budgeted general fund expenditures. The percentage of the Unassigned fund balance shall be informed by the economic climate at the time of adoption and recommended to be between three percent (3%) and five percent (5%) but shall not exceed seven percent (7%) of the budgeted general fund expenditures for the upcoming fiscal year. If the target Unassigned fund balance

percentage goes below the three percent (3%) recommended minimum, a plan shall be developed, including timelines, to bring the balance back to between three (3) and five (5) percent.

IV. Compliance

The CEO/designee shall provide semi-annual reports to show compliance with this policy.

V. Legal and Policy References

A. Legal Authority

§§ 2-303(b), 5-101, 5-114 and 5-205(a), Md. Code Ann., Educ.
Code of Maryland Regulations (COMAR) 13A.02.01.02
Financial Reporting Manual for Maryland Public Schools
Governmental Accounting Standards Board (GASB) Statements 34 and 54

B. Policy References

Related Board Policies and Rules: DBC, DCB and DIC

C. Administrative Regulations References:

DBC-RA, DCB-RA, DIC-RA

Procurement Authority (Board Policy DJA)

I. Purpose

A. To ensure that funds provided to the Board for materials, supplies, equipment, services, contract administration, and contractual services are expended and handled most effectively, prudently, and efficiently, and to ensure that bids are obtained for certain items, the Board prescribes that purchases be carried out in compliance with Section 5-112 of the Education Article of the Maryland Annotated Code and in accordance with the administrative regulations developed by the Chief Executive Officer.

B. As it pertains to the Minority Business Enterprise and Women Business Enterprise, the Board abides by the goals of the State of Maryland or City of Baltimore, as appropriate.

C. The Board will consistently encourage competitive bidding. When it is not practical to obtain competitive bids or when the need for supplies, equipment, materials, or services is of an emergency nature, then such purchases may be made without competitive bidding.

II. Legal and Policy References

A. Legal Authority

§ 4-303(d)(2), Md. Code Ann., Educ.
§ 4-310, Md. Code Ann., Educ.
§ 5-112, Md. Code Ann., Educ.

B. Policy References

Related Board Policies: Replaces Board Rule Section 1001

C. Administrative Regulation References

DJA-RA



BALTIMORE CITY
PUBLIC SCHOOLS

200 E. North Avenue
Baltimore, MD 21202

443-984-2000
www.baltimorecityschools.org