

# 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 August 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.

## **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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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, Edgecombe 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 21<sup>st</sup> 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 21<sup>st</sup> 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.

**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	8	13.9	2.75	3.5	2.75	6.1

Coordinator						
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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.

#### **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 21<sup>st</sup> 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 30<sup>th</sup>.

#### 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 1<sup>st</sup>, 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.

### **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.

## **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.

### **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.

**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.

**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.

## **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 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 30<sup>th</sup> 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.

## **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.

## **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>

## **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.

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

**Monitoring of Grant Expenditures (Updated for Q4 FY19)**

- 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.

**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 <sup>rd</sup> due to MSDE 10/30/17.
FY18 Title I, Part A	2/23/18	Feedback indicated additional information was needed with respect to 2 areas. Information was provided per set deadline. No compliance findings.
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

Grant	Monitoring Date	Required Follow-ups to Support Compliance
		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

### 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 will be submitted to MSDE in October 2019. 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 21<sup>st</sup> century learning within the new and renovated school buildings. Development of the SY2019/20 Title IV application is in process. The application will be submitted to MSDE in October 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.

#### **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.

## **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 surplused a total of 14 facilities back to the City of Baltimore as of the end of SY1819.

Q4 – FY19

- Since 2013, City Schools has surplused 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 surplused 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 surplused in December 2019.

**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 21<sup>st</sup> 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 8<sup>th</sup> graders through providing teacher training and resources for 6<sup>th</sup> 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 21<sup>st</sup> 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 27<sup>th</sup>. Various math data points for rising 6<sup>th</sup> graders were examined to identify eleven schools that will implement 6<sup>th</sup> grade honors programming for the 2018-19 school year. The 6<sup>th</sup> grade math teachers from these schools will participate in content and pedagogy training the week of August 6<sup>th</sup>. 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 21<sup>st</sup> 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 25<sup>th</sup> – PCAB Meeting @ District Office

- Wednesday, November 27<sup>th</sup> – Task Force Community Listening Session @ Arundel Elementary
  - Tuesday, December 4<sup>th</sup> – Task Force Community Listening Session @ Forest Park High School
  - Monday, December 10<sup>th</sup> – 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 6<sup>th</sup> 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 6<sup>th</sup> 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 2<sup>nd</sup> 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/bcpss/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 6<sup>th</sup> Grade Honors math during the 2018-19 school year and will implement 6<sup>th</sup> and 7<sup>th</sup> 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 6<sup>th</sup> 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.

**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.

### **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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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.

**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.

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

	FY 2019 Estimated Revenue	YTD April 2019 Actual Revenue	Balance
<b>Revenue:</b>			
State Grants	\$ 849,475	\$ 701,442	\$ 148,033
Baltimore City	278,412	237,219	41,193
Federal Grants	7,100	7,971	(871)
Other Revenue (including MSA revenue)	8,478	5,954	2,524
Investment Income, net	250	8,173	(7,923)
Other Financing Sources	25,063	-	25,063
<b>Total Revenue</b>	<u>\$ 1,168,778</u>	<u>\$ 960,759</u>	<u>\$ 208,019</u>

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

	FY 2019 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD April 2019 Expenditures	Encumbrances	Unencumbered Balance
<b>Expenditures (by category):</b>						
Administration	\$ 60,583	\$ 7,486	\$ 68,069	\$ 46,313	\$ 10,761	\$ 10,995
Mid-Level Administration	66,390	1,124	67,514	58,761	2,825	5,928
Instruction	416,712	6,317	423,029	311,863	13,711	97,455
Special Education	187,575	9,293	196,868	135,175	14,155	47,538
Student Personnel Services	15,039	-	15,039	11,058	-	3,981
Student Health Services	82	-	82	-	-	82
Student Transportation	41,455	6,284	47,739	31,121	15,697	921
Operation of Plant	63,881	7,389	71,270	50,717	11,594	8,959
Maintenance of Plant	23,899	5,170	29,069	19,794	6,619	2,656
Capital Outlay	32,657	540	33,197	26,431	551	6,215
Debt Service	21,622	-	21,622	5,884	-	15,738
Fringe	241,825	-	241,825	186,971	(5)	54,859
Enrollment Adjustment	(2,942)	-	(2,942)	14	-	(2,956)
<b>Total Expenditures</b>	<u>\$ 1,168,778</u>	<u>\$ 43,603</u>	<u>\$ 1,212,381</u>	<u>\$ 884,102</u>	<u>\$ 75,908</u>	<u>\$ 252,371</u>

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

	FY 2019 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD April 2019 Expenditures	Encumbrances	Unencumbered Balance
<b>Expenditures (by object):</b>						
Salaries and Wages	\$ 613,323	\$ -	\$ 613,323	\$ 458,090	\$ -	\$ 155,233
Fringe Benefits	233,514	-	233,514	186,971	-	46,543
Contract Services	180,115	30,176	210,291	136,039	57,214	17,038
Textbooks	873	163	1,036	627	261	148
Instructional Supplies	12,442	2,467	14,909	8,614	4,043	2,252
Other Supplies and Materials	11,662	2,727	14,389	7,815	4,055	2,519
Utilities	30,398	6,626	37,024	22,989	8,271	5,764
Other Charges	32,604	164	32,768	26,484	453	5,831
Property	3,485	1,074	4,559	2,656	1,690	213
Principal & Interest	21,622	-	21,622	5,884	-	15,738
Indirect Cost Recovery	(3,132)	-	(3,132)	(3,049)	-	(83)
Transfers	29,730	28	29,758	30,982	(258)	(966)
Structures and Improvements	1	178	179	-	179	-
Contingency Reserve	2,141	-	2,141	-	-	2,141
<b>Total Expenditures</b>	<u>\$ 1,168,778</u>	<u>\$ 43,603</u>	<u>\$ 1,212,381</u>	<u>\$ 884,102</u>	<u>\$ 75,908</u>	<u>\$ 252,371</u>

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

	FY 2019 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD April 2019 Actual Revenue	Balance
<b>Revenue:</b>					
State Grants	\$ 2,569	\$ 897	\$ 3,466	\$ 1,314	\$ 2,152
Baltimore City	-	-	-	-	-
Federal Grants	111,406	45,627	157,033	80,147	76,886
Proceeds From Leases	-	-	-	-	-
Food sales and other charges	-	-	-	-	-
Investment Income, net	-	-	-	-	-
Other	488	733	1,221	807	414
<b>Total Revenue</b>	<u>\$ 114,463</u>	<u>\$ 47,257</u>	<u>\$ 161,720</u>	<u>\$ 82,268</u>	<u>\$ 79,452</u>

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

	FY 2019 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD April 2019 Expenditures	Encumbrances	Unencumbered Balance
<b>Expenditures (by category):</b>						
Administration	\$ 4,570	\$ 1,595	\$ 6,165	\$ 4,228	\$ -	\$ 1,937
Mid-Level Administration	5,221	5,702	10,923	4,707	1,455	4,761
Instruction	61,881	29,100	90,981	43,215	13,209	34,557
Special Education	14,520	5,405	19,925	11,985	2,070	5,870
Student Personnel Services	1,772	651	2,423	1,401	-	1,022
Student Health Services	3,000	-	3,000	-	410	2,590
Student Transportation	140	79	219	77	(3)	145
Operation of Plant	3	4	7	-	7	-
Maintenance of Plant	272	316	588	103	7	478
Capital Outlay	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Food Services	44	54	98	77	3	18
Community Services	-	-	-	-	32	(32)
Fringe	23,040	4,351	27,391	16,475	(16)	10,932
<b>Total Expenditures</b>	<u>\$ 114,463</u>	<u>\$ 47,257</u>	<u>\$ 161,720</u>	<u>\$ 82,268</u>	<u>\$ 17,174</u>	<u>\$ 62,278</u>

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

	FY 2019 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD April 2019 Expenditures	Encumbrances	Unencumbered Balance
<b>Expenditures (by object):</b>						
Salaries and Wages	\$ 54,202	\$ 16,963	\$ 71,165	\$ 46,069	\$ -	\$ 25,096
Fringe Benefits	23,040	4,456	27,496	16,475	-	11,021
Contract Services	20,537	16,914	37,451	10,481	12,187	14,783
Supplies and Materials	4,905	5,059	9,964	5,099	4,138	727
Utilities and Other Charges	965	388	1,353	217	68	1,068
Property	85	78	163	14	(98)	247
Principal & Interest	-	-	-	-	-	-
Indirect Cost Recovery	4,041	1,351	5,392	3,049	-	2,343
Transfers	3,000	-	3,000	864	879	1,257
Unallocated Grants	1,727	1,413	3,140	-	-	3,140
Contingency Reserve	-	-	-	-	-	-
Out of County	1	-	1	-	-	1
Non - Public	1,960	635	2,595	-	-	2,595
<b>Total Expenditures</b>	<u>\$ 114,463</u>	<u>\$ 47,257</u>	<u>\$ 161,720</u>	<u>\$ 82,268</u>	<u>\$ 17,174</u>	<u>\$ 62,278</u>

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

	FY 2019 Estimated Revenue	YTD April 2019 Actual Revenue	Balance
<b>Revenue:</b>			
State Grants	\$ 600	\$ 656	\$ (56)
Baltimore City		-	-
Federal Grants	53,888	37,142	16,746
Proceeds From Leases	-	-	-
Food sales and other charges	82	-	82
Investment Income, net	-	-	-
Other	27	40	(13)
	<hr/>	<hr/>	<hr/>
Total Revenue	<u>\$ 54,597</u>	<u>\$ 37,838</u>	<u>\$ 16,759</u>

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

	FY 2019 Appropriations	YTD April 2019 Actual	Encumbrances	Unencumbered Balance
<b>Expenditures (by category):</b>				
Administration	\$ -	\$ -	\$ -	\$ -
Mid-Level Administration	-	-	-	-
Instruction	72	62	20	(10)
Special Education	-	-	-	-
Student Personnel Services	-	-	-	-
Student Transportation	-	-	-	-
Operation of Plant	-	-	-	-
Maintenance of Plant	-	-	-	-
Capital Outlay	-	-	-	-
Debt Service	-	-	-	-
Food Services	42,955	33,228	7,059	2,668
Fringe	11,570	7,356	-	4,214
<b>Total Expenditures</b>	<u>\$ 54,597</u>	<u>\$ 40,646</u>	<u>\$ 7,079</u>	<u>\$ 6,872</u>

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

	FY 2019 Appropriations	YTD April 2019 Actual	Encumbrances	Unencumbered Balance
<b>Expenditures (by object):</b>				
Salaries and Wages	\$ 18,850	\$ 15,467	\$ -	\$ 3,383
Fringe Benefits	11,570	7,356	-	4,214
Contract Services	725	363	347	15
Supplies and Materials	22,785	17,122	6,623	(960)
Utilities and Other Charges	152	103	33	16
Property	515	235	76	204
Principal & Interest	-	-	-	-
Indirect Cost Recovery	-	-	-	-
Transfers	-	-	-	-
Unallocated Grants	-	-	-	-
Contingency Reserve	-	-	-	-
Out of County	-	-	-	-
Non - Public	-	-	-	-
<b>Total Expenditures</b>	<u>\$ 54,597</u>	<u>\$ 40,646</u>	<u>\$ 7,079</u>	<u>\$ 6,872</u>

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

	FY 2019 Estimated Revenue	YTD May 2019 Actual Revenue	Balance
<b>Revenue:</b>			
State Grants	\$ 849,475	\$ 839,232	\$ 10,243
Baltimore City	278,412	257,936	20,476
Federal Grants	7,100	8,454	(1,354)
Other Revenue (including MSA revenue)	8,478	7,472	1,006
Investment Income, net	250	8,882	(8,632)
Other Financing Sources	25,063	-	25,063
<b>Total Revenue</b>	<u>\$ 1,168,778</u>	<u>\$ 1,121,976</u>	<u>\$ 46,802</u>

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

	FY 2019 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD May 2019 Expenditures	Encumbrances	Unencumbered Balance
<b>Expenditures (by category):</b>						
Administration	\$ 58,812	\$ 7,486	\$ 66,298	\$ 50,264	\$ 10,015	\$ 6,019
Mid-Level Administration	66,427	1,124	67,551	65,407	2,144	-
Instruction	416,294	6,317	422,611	352,728	11,766	58,117
Special Education	188,572	9,293	197,865	147,747	15,333	34,785
Student Personnel Services	14,815	-	14,815	12,497	-	2,318
Student Health Services	82	-	82	-	-	82
Student Transportation	43,392	6,284	49,676	36,176	13,144	356
Operation of Plant	63,904	7,389	71,293	55,361	10,911	5,021
Maintenance of Plant	23,949	5,170	29,119	20,986	6,061	2,072
Capital Outlay	32,358	540	32,898	31,581	535	782
Debt Service	21,622	-	21,622	19,114	-	2,508
Fringe	241,493	-	241,493	205,637	(5)	35,861
Enrollment Adjustment	(2,942)	-	(2,942)	14	-	(2,956)
<b>Total Expenditures</b>	<u>\$ 1,168,778</u>	<u>\$ 43,603</u>	<u>\$ 1,212,381</u>	<u>\$ 997,512</u>	<u>\$ 69,904</u>	<u>\$ 144,965</u>

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

	FY 2019 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD May 2019 Expenditures	Encumbrances	Unencumbered Balance
<b>Expenditures (by object):</b>						
Salaries and Wages	\$ 609,384	\$ -	\$ 609,384	\$ 512,629	\$ -	\$ 96,755
Fringe Benefits	233,182	-	233,182	205,637	-	27,545
Contract Services	185,989	30,176	216,165	155,722	51,702	8,741
Textbooks	854	163	1,017	653	267	97
Instructional Supplies	12,366	2,467	14,833	9,271	3,806	1,756
Other Supplies and Materials	12,411	2,727	15,138	8,777	3,853	2,508
Utilities	30,398	6,626	37,024	24,761	8,487	3,776
Other Charges	32,465	164	32,629	31,356	251	1,022
Property	3,475	1,074	4,549	2,771	1,617	161
Principal & Interest	21,622	-	21,622	19,114	-	2,508
Indirect Cost Recovery	(3,132)	-	(3,132)	(3,582)	-	450
Transfers	29,731	28	29,759	30,403	(258)	(386)
Structures and Improvements	1	178	179	-	179	-
Contingency Reserve	32	-	32	-	-	32
<b>Total Expenditures</b>	<u>\$ 1,168,778</u>	<u>\$ 43,603</u>	<u>\$ 1,212,381</u>	<u>\$ 997,512</u>	<u>\$ 69,904</u>	<u>\$ 144,965</u>

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

	FY 2019 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD May 2019 Actual Revenue	Balance
<b>Revenue:</b>					
State Grants	\$ 6,602	\$ 897	\$ 7,499	\$ 1,434	\$ 6,065
Baltimore City	-	-	-	-	-
Federal Grants	111,515	45,627	157,142	91,553	65,589
Proceeds From Leases	-	-	-	-	-
Food sales and other charges	-	-	-	-	-
Investment Income, net	-	-	-	-	-
Other	627	761	1,388	927	461
<b>Total Revenue</b>	<u>\$ 118,744</u>	<u>\$ 47,285</u>	<u>\$ 166,029</u>	<u>\$ 93,914</u>	<u>\$ 72,115</u>

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

	FY 2019 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD May 2019 Expenditures	Encumbrances	Unencumbered Balance
<b>Expenditures (by category):</b>						
Administration	\$ 4,797	\$ 1,619	\$ 6,416	\$ 4,631	\$ -	\$ 1,785
Mid-Level Administration	4,462	5,608	10,070	5,182	1,284	3,604
Instruction	64,901	29,251	94,152	50,052	12,531	31,569
Special Education	16,070	5,405	21,475	13,361	1,880	6,234
Student Personnel Services	1,369	651	2,020	1,561	-	459
Student Health Services	3,399	-	3,399	-	410	2,989
Student Transportation	162	74	236	81	17	138
Operation of Plant	107	4	111	-	7	104
Maintenance of Plant	292	316	608	102	206	300
Capital Outlay	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Food Services	44	54	98	86	2	10
Community Services	-	-	-	-	32	(32)
Fringe	23,141	4,303	27,444	18,858	(16)	8,602
<b>Total Expenditures</b>	<u>\$ 118,744</u>	<u>\$ 47,285</u>	<u>\$ 166,029</u>	<u>\$ 93,914</u>	<u>\$ 16,353</u>	<u>\$ 55,762</u>

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

	FY 2019 Current Appropriations	Carryover Appropriations	Total Appropriations	YTD May 2019 Expenditures	Encumbrances	Unencumbered Balance
<b>Expenditures (by object):</b>						
Salaries and Wages	\$ 56,421	\$ 17,000	\$ 73,421	\$ 51,852	\$ -	\$ 21,569
Fringe Benefits	23,144	4,407	27,551	18,858	-	8,693
Contract Services	22,218	16,819	39,037	12,641	11,529	14,867
Supplies and Materials	5,254	5,226	10,480	5,641	4,106	733
Utilities and Other Charges	682	361	1,043	280	58	705
Property	82	78	160	23	(107)	244
Principal & Interest	-	-	-	-	-	-
Indirect Cost Recovery	4,268	1,351	5,619	3,583	-	2,036
Transfers	3,000	-	3,000	1,036	767	1,197
Unallocated Grants	1,714	1,408	3,122	-	-	3,122
Contingency Reserve	-	-	-	-	-	-
Out of County	1	-	1	-	-	1
Non - Public	1,960	635	2,595	-	-	2,595
<b>Total Expenditures</b>	<u>\$ 118,744</u>	<u>\$ 47,285</u>	<u>\$ 166,029</u>	<u>\$ 93,914</u>	<u>\$ 16,353</u>	<u>\$ 55,762</u>

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

	<b>FY 2019 Estimated Revenue</b>	<b>YTD May 2019 Actual Revenue</b>	<b>Balance</b>
<b>Revenue:</b>			
State Grants	\$ 600	\$ 656	\$ (56)
Baltimore City		-	-
Federal Grants	53,888	42,574	11,314
Proceeds From Leases	-	-	-
Food sales and other charges	82	-	82
Investment Income, net	-	-	-
Other	27	41	(14)
	<u>\$ 54,597</u>	<u>\$ 43,271</u>	<u>\$ 11,326</u>
<b>Total Revenue</b>	<u>\$ 54,597</u>	<u>\$ 43,271</u>	<u>\$ 11,326</u>

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

	FY 2019 Appropriations	YTD May 2019 Actual	Encumbrances	Unencumbered Balance
<b>Expenditures (by category):</b>				
Administration	\$ -	\$ -	\$ -	\$ -
Mid-Level Administration	-	-	-	-
Instruction	72	62	20	(10)
Special Education	-	-	-	-
Student Personnel Services	-	-	-	-
Student Transportation	-	-	-	-
Operation of Plant	-	-	-	-
Maintenance of Plant	-	-	-	-
Capital Outlay	-	-	-	-
Debt Service	-	-	-	-
Food Services	42,955	37,564	4,442	949
Fringe	11,570	8,251	-	3,319
<b>Total Expenditures</b>	<u>\$ 54,597</u>	<u>\$ 45,877</u>	<u>\$ 4,462</u>	<u>\$ 4,258</u>

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

	FY 2019 Appropriations	YTD May 2019 Actual	Encumbrances	Unencumbered Balance
<b>Expenditures (by object):</b>				
Salaries and Wages	\$ 18,850	\$ 17,284	\$ -	\$ 1,566
Fringe Benefits	11,570	8,251	-	3,319
Contract Services	725	445	278	2
Supplies and Materials	22,785	19,362	4,088	(665)
Utilities and Other Charges	152	111	33	8
Property	515	424	63	28
Principal & Interest	-	-	-	-
Indirect Cost Recovery	-	-	-	-
Transfers	-	-	-	-
Unallocated Grants	-	-	-	-
Contingency Reserve	-	-	-	-
Out of County	-	-	-	-
Non - Public	-	-	-	-
<b>Total Expenditures</b>	<u>\$ 54,597</u>	<u>\$ 45,877</u>	<u>\$ 4,462</u>	<u>\$ 4,258</u>