

OPERATING BUDGET 2017-18

Adopted by the
Baltimore City Board of School Commissioners
May 23, 2017



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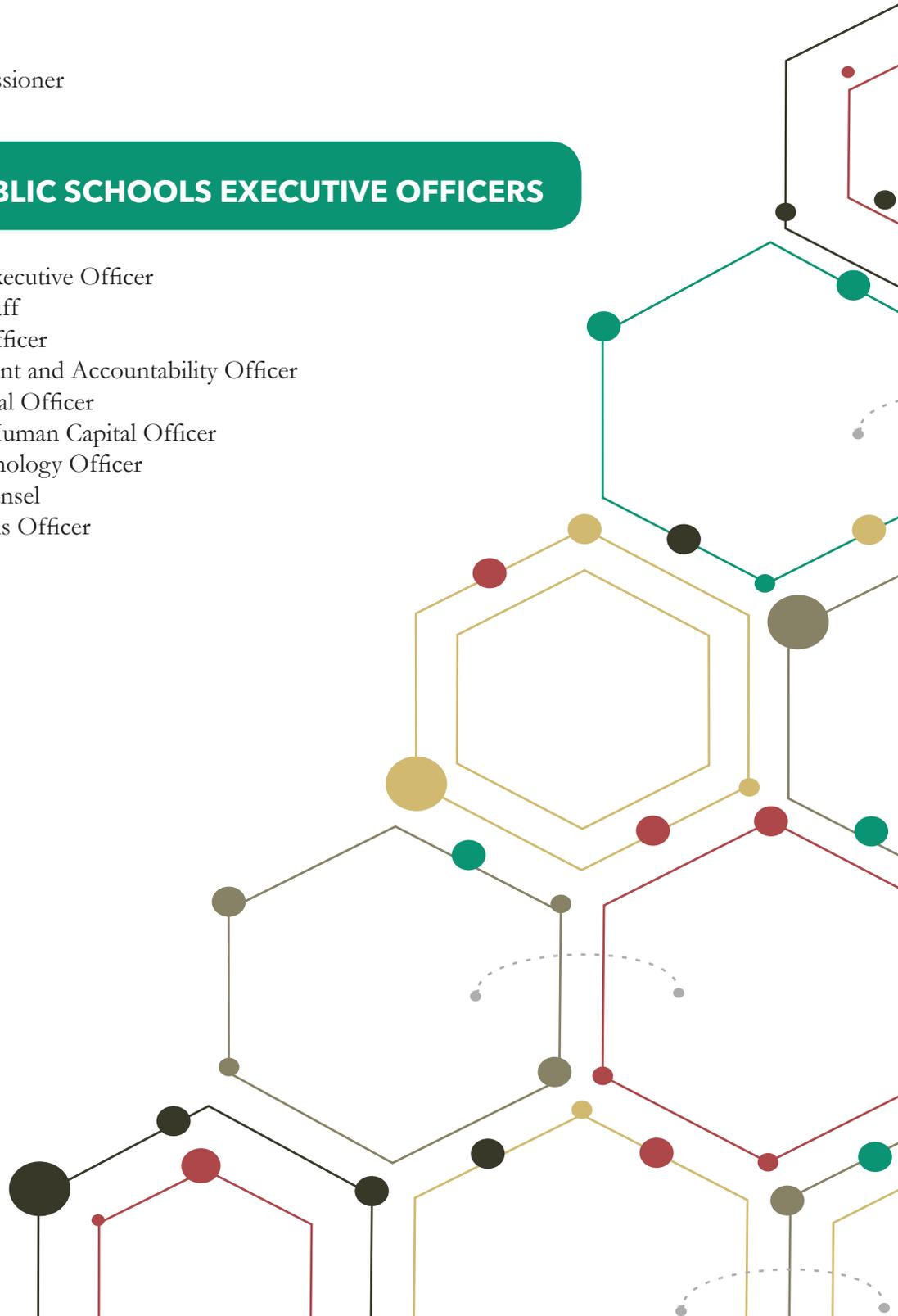
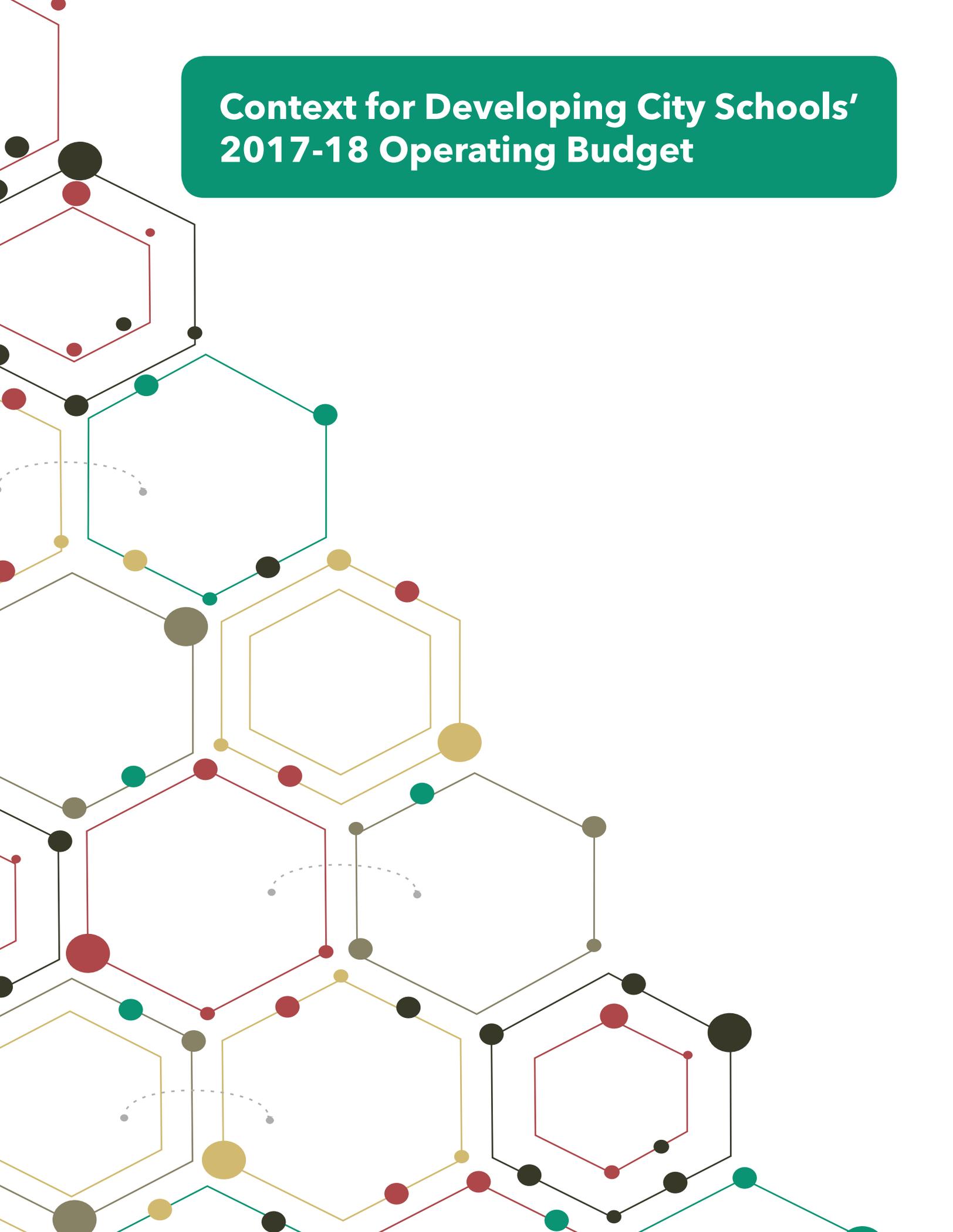


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Context for Developing City Schools' 2017-18 Operating Budget



Baltimore City Public Schools' annual operating budget documents how the district will allocate funds to advance its mission and vision. Priority areas identified by the Baltimore City Board of School Commissioners provide structure for considering where spending can have the most impact:

- Quality curricula and instruction
- Quality staff
- Climate and facilities
- Family and community engagement
- Responsible stewardship and excellent customer service
- Portfolio of great schools

City Schools' Mission: Excellence in education for every child at every level by focusing on quality instruction, managing systems efficiently, and sustaining a culture of excellence

Vision: Every student will graduate ready to achieve excellence in higher education and the global workforce

In keeping with the core belief that school communities know best how to meet the needs of their unique students, City Schools allocates as many dollars as possible directly to schools for flexible spending. School leaders build their own budgets, seeking input from families, staff members, partners, and stakeholders to identify values and priorities to guide decision making. At the district level, leaders across offices and departments identify how best to direct central resources to support students and schools with maximum effectiveness and efficiency.

At the outset of the budget development process for the 2017-18 school year, Chief Executive Officer Sonja Brookins Santelises defined areas where concerted, sustained focus would lead to significant improvement in student outcomes. At the same time, initial financial projections for the 2017-18 fiscal year (FY18) made clear that the district was facing a gap between revenue and expenses that would necessitate significantly reduced spending, increased revenue, or both. The FY18 operating budget was therefore developed with dual goals: To allocate resources strategically to the CEO's focus areas, where they will have maximum impact on student success; and to balance revenue and expenses for FY18 in a way that begins to break the cycle of annual cuts and establish long-term financial stability.

Allocating Resources for Student Success

To achieve at their full potential, students need and deserve support that enables and motivates them to learn, along with high-quality educational experiences provided by committed professionals. Early in the 2017-18 school year, City Schools will release a plan for creating these conditions for teaching and learning, structured around three focus areas identified by CEO Santelises: student wholeness, literacy, and staff leadership. In developing the FY18 budget, district leaders created organizational structures and made strategic decisions about how to allocate and redirect resources to lay the groundwork for advances in each area.

Student Wholeness

Students learn best in school communities that value and promote social, emotional, and physical well-being and provide a wide range of opportunities that ignite curiosity and passion for learning. Whole Child Services and Support, a new department in the district's Academics Office, will bring programs and initiatives in this area under a single umbrella to improve planning and effective, efficient service delivery. These include

restorative practices, resilience and trauma-informed practices, home and hospital services, attendance, suspension services, athletics, and school choice opportunities for students and families.

Also in the Academics Office, the Teaching and Learning department will house a unit for specialized services, focused on supporting curriculum design, implementation, and professional development for “multi-tiered systems of support.” This integrated, data-driven approach focuses on providing instruction and interventions that address students’ individual academic and behavioral needs.

To ensure that all students have access to what they need to be successful, City Schools will expand programming in several areas:

- To ensure equity in access to high-quality programs across neighborhoods and grades for students at all levels of need, a new director of equity position will report directly to the chief executive officer.
- Programs for gifted and advanced learners, now available at 28 schools serving elementary and middle grades, will be added at 9 schools.
- To strengthen middle grades STEM (science, technology, engineering, math) offerings, Project Lead the Way will be added at up to 10 schools, with an investment of up to \$500,000 in grant funds. This rigorous program brings a hands-on approach to real-world problem-solving and is now in place at 17 schools.
- Funding to support opportunities for students to earn college credit while in high school (“dual enrollment”) will more than double, from \$60,000 in FY17 to \$132,000 for FY18.
- To serve Baltimore’s growing population of students and families with a home language other than English, a staff position in the Engagement department has been repurposed to focus on ensuring non-English-speaking families can access information and resources to support their children at school.



In partnership with the Open Society Institute and the Family League, **restorative practices** will be implemented across the district. This approach focuses on building healthy communities, improving social behavior, repairing harm, and restoring positive relationships, and has been shown to improve school climate and culture for learning.

Literacy

High levels of ability in reading, writing, speaking, and listening are the foundation for learning in all subject areas. When students master skills in all these components of literacy, they gain the tools to think deeply, analyze critically, and express themselves powerfully—becoming not just more successful in school, but also preparing for success as adults who are engaged members of their communities. In 2017-18, City Schools will expand its focus on literacy teaching and learning in all grades, subjects, and schools.

This work began in the 2016-17 school year with the introduction of the district’s three-year academic plan. In Year 1, the plan’s focus has been on close reading of a range of different kinds of text, to promote both students’ mastery of reading skills and their abilities in deep levels of comprehension. In 2017-18 (year 2), the focus will be on the bridge between academic reading (year 1) and academic writing (year 3). In year 2, students will focus on using academic reading to develop a coherent written evidence-based argument, and on communicating with confidence and conviction.

To support the literacy focus in and beyond the classroom, the following will also take place in FY18:

- Professional learning will focus on instructional decision-making grounded in the curriculum. Teachers will have opportunities to increase their capacity for and comfort with teaching writing within the supportive framework for professional learning established in 2016-17, which brings professional development to the school level by supporting principals as instructional leaders.
- In FY18 budget development, the Academics Office allocated more than \$900,000 in grant and general funds to support development of literacy curriculum and aligned professional development for school-based staff across subject and grade levels. In addition, two staff positions have been repurposed as academic content liaisons in literacy in the Schools Office, to support curriculum implementation at the school level.
- Evening events will be planned across the district, to give families and other community members opportunities to learn how children experience the literacy focus in classrooms.
- District staff will facilitate student-led events that strengthen the literacy focus through real-world opportunities for writing and speaking, such as student “TEDx” talks, spoken word presentations, and writing contests.

Staff Leadership

City Schools is committed to providing all staff members with opportunities to grow as leaders who improve outcomes for students by connecting with, empowering, and championing them. This commitment is embodied in the district’s innovative 2010 and 2013 contracts with its largest union partner, the BTU; it remains in place as negotiations continue on a new contract.

The BTU contract is designed to establish career pathways for teachers to advance to model and lead roles where they serve as mentors and are directly involved in school-level decision making around instruction and professional development. This structure supports creation of true professional learning communities at the school level. The contract also allows for schools to have some flexibility in scheduling—for example, to dismiss students early on predetermined days so that teachers can engage in school-based professional development and collaboration.

- To date, the potential of the current contract to support teachers’ movement along career pathways to become teacher-leaders has not been fully realized. In partnership with the BTU, City Schools will ensure that moving forward, contract implementation creates expectations, support, and criteria for professional growth, and a structure both to reward teachers and to hold them accountable for participation in and creation of professional learning communities in their schools. This includes development of content expertise and regular opportunities for coaching and mentoring.

Bargaining Units and Employees

- *BTU*: Baltimore Teachers Union, representing more than 5,000 teachers
- *PSRP*: Paraprofessional and School-Related Personnel, a BTU affiliate representing office, administrative, and professional staff in non-teacher roles
- *PSASA*: Public School Administrators and Supervisors Association, representing principals and other school and district leaders
- *CUB*: City Union of Baltimore, whose members supervise support staff
- *Local 44*: Service and maintenance support staff
- *FOP*: Fraternal Order of Police, representing school police
- *Unaffiliated*: A small number of district office staff members in confidential and managerial positions are not members of any bargaining unit

- Similar recognition of employee professionalism is in place in district contracts with other bargaining units, all of which are also now under negotiation for renewal.
- With respect to district-provided opportunities for professional learning, the FY18 budget reflects investments in professional development for principals to build their capacity as instructional leaders, and a repurposed position in the Human Capital Office specializing in staff training and evaluation.
- City Schools is also developing professional development designed to improve customer service and responsiveness at all levels of the organization so that students, family members, staff, and other stakeholders who engage with our schools are treated with respect and courtesy that deepens their confidence in and relationship with our schools and the district as a whole.

Budgeting for Financial Stability

Developing the district’s annual budget begins with projections of revenue and expenses—that is, determining how much money will be available, and how much goods and services will cost. When projected expenses exceed projected revenue, the result is a budget gap that must be closed either by finding additional resources or by reducing expenses. This process of matching expenses and revenue is the routine initial stage of any budget cycle, but the gaps City Schools has experienced for the past several years have been particularly significant.

Drivers of the Budget Gap

The district’s budget gaps are the result of several years of flat or declining revenue in the face of rising expenses. They are *structural*, and not the result of overspending or mismanagement. Long-term financial stability for the district is essential to support work in the CEO’s focus areas that will improve students’ opportunities for success. To achieve that stability, the Board and district leadership committed to identifying solutions to the structural challenges at the earliest stage of budget development for FY18.

With support from the local philanthropic community, City Schools engaged Education Resource Strategies (ERS), a nonprofit organization that works to improve organization and management in urban school districts, to identify specific drivers of the annual budget gaps and ways to address them. That work yielded potential for action in five areas: revenue, student need, range of schools, school buildings, and staff salaries and benefits.

Revenue

For several years, City Schools’ revenue has been flat or declining. Financial stability will depend on reversing this trend.

Most of the district’s funding comes from the state, but the current implementation of the state funding formula (the “Thornton formula”) hasn’t kept up with inflation or been adjusted to reflect how increases in the city’s wealth affect local funding for Baltimore’s schools. Had the Thornton formula been fully funded,

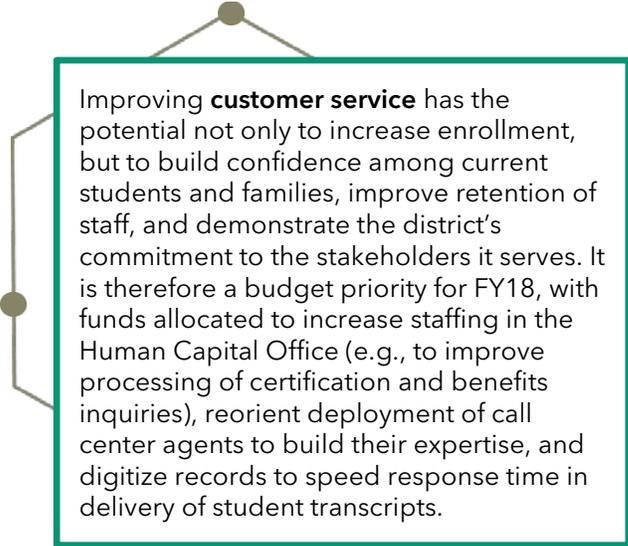
A **budget gap** is not a **deficit**, which occurs when a person or organization spends more money than it actually has. City Schools does not operate at a deficit. Instead, as a good steward of public resources, the district must have a *balanced* budget. When a gap is identified during budget development, it must be closed before a budget proposal is presented to the Board for approval. Like the operating budgets of the past several fiscal years, the budget outlined in this document is balanced, reflecting a high degree of fiscal responsibility in the face of limited resources.

the district would have received an additional \$290 million annually; further, a report commissioned by the state indicates that, to ensure an adequate education for Baltimore’s students, the district should receive an additional \$358 million per year.

Taking action: As a result of advocacy by the entire City Schools community and the tireless work of city and state lawmakers, the district has received additional resources totaling \$59.4 million for FY18 (see page 15). These efforts further resulted in a plan for additional resources of \$59.5 million for each of FY19 and FY20. A new state funding formula is anticipated in FY21, based on recommendations from the state’s Commission on Innovation and Excellence in Education (the “Kirwan Commission,” after chair William E. Kirwan), which is now reviewing information and data to guide its work. The district will work diligently to provide information to the commission and advocate in the strongest possible terms for what our students need and deserve.

Under the Thornton formula, state funding is calculated on a per-pupil basis; this is true also for most local and federal revenue. This per-pupil basis means that the district’s declining enrollment is a second primary contributor to the revenue decline experienced for the past several years.

Taking action: As part of the package of additional resources from the state and city, beginning in FY18 the state will provide funding for pre-k students in full-day programs. Initially, the funding will be at 50 percent of the per-pupil amount allocated in the higher grades, with the percentage increasing over three years to 100 percent. This summer, working with the City of Baltimore and the Baltimore Teachers Union, staff members are participating in a neighborhood door-knocking campaign, focusing on filling all available pre-k seats, in addition to promoting City Schools as a high-quality option in neighborhoods where families are not enrolling in their local schools, re-engaging students who have dropped out, and connecting with at-risk youth who may need additional support to attend school regularly. In the coming months, additional strategies will be implemented to boost enrollment:



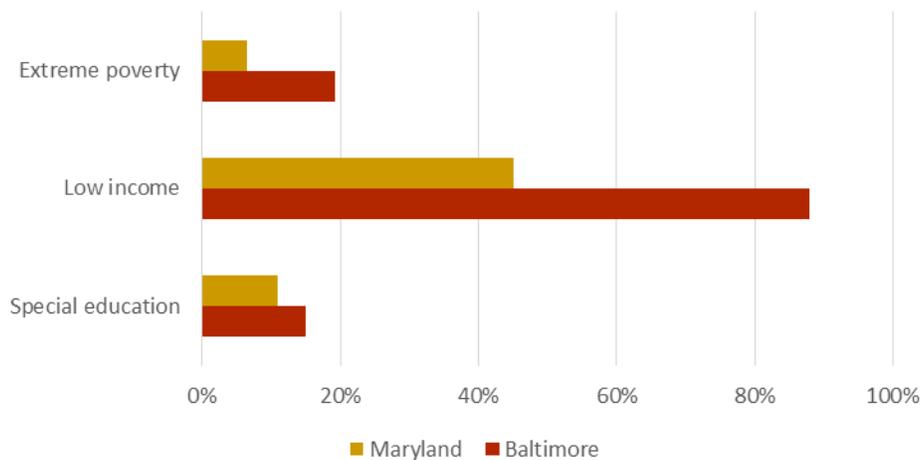
Improving **customer service** has the potential not only to increase enrollment, but to build confidence among current students and families, improve retention of staff, and demonstrate the district’s commitment to the stakeholders it serves. It is therefore a budget priority for FY18, with funds allocated to increase staffing in the Human Capital Office (e.g., to improve processing of certification and benefits inquiries), reorient deployment of call center agents to build their expertise, and digitize records to speed response time in delivery of student transcripts.

- Expanding high-quality middle school programming, to improve equity of access and promote City Schools as a strong middle grades option among families who may consider leaving the district after 5th grade
- Forming a taskforce with community partners to develop strategies for an enrollment campaign
- Leveraging relationships between traditional and charter schools, such as the evolving partnership between Garrett Heights Elementary/Middle School and Baltimore Montessori Public Charter School to implement high-quality Montessori programs in the early grades at a local neighborhood school, supported with funding for professional development from the district’s Title II grant
- Showcasing new and renovated buildings in the 21st Century School Buildings Plan, the first four of which open in the coming school year

- Including capacity to engage school communities when considering decisions about staffing school leadership positions
- Using data to identify areas for growth
- Improving customer service across the district

Student Need

Compared to other Maryland school districts, City Schools serves more students with higher needs and spends more on each of those students. This includes students with disabilities, those living in extreme poverty, and those who have experienced trauma in their lives and communities. Twenty-four percent of the district’s operating budget is spent on services for students with disabilities, and the district also spends more than comparison districts on support for students’ physical, social, and emotional well-being and on specialized transportation for students with disabilities and homeless students.



If City Schools can find ways to meet these increased needs effectively and efficiently, it should be possible to reduce the costs associated with long-term provision of specialized services.

Taking action: The CEO’s focus area on student wholeness will provide resources and programming responsive to the high levels of need among many of Baltimore’s students. This includes practices of trauma-informed care, resources to address health-related concerns that disproportionately affect children living in poverty, and other supports. In addition, the district is pursuing the following:

- For FY18, a new formula for allocation of Title I funding will provide additional resources to schools with the highest concentrations of poverty, where overall student need is greatest (see page 99).
- Professional learning opportunities for teachers in meeting the individual needs of students across a wide range of abilities will reduce the rate of student referral for specialized services outside the classroom.
- An instructional focus on the early grades (the “first teach”) will promote early mastery of skills, so students can apply those skills more successfully in upper grades without need for remediation and specialized services.
- Under a Board policy adopted in fall 2016, community schools now have an administrative structure to guide their mission of integrating academics with health services, youth development,

expanded learning opportunities, and family and community supports to ensure students have what they need to learn.

Range of Schools

As a “portfolio” district, City Schools includes a range of schools with different programs and structures. Students and families can choose from options to best meet their needs and interests. This approach is a hallmark of the district, promoting families’ engagement in school communities and increasing opportunities for student success.

But supporting a collection of schools with unique features poses challenges. For example, different school governance structures has meant that the district must manage different formulas for funding individual schools. Also, City Schools has more small schools than comparable districts, and they are more expensive to operate: Without providing supplementary funds to these schools, the smaller number of students means fewer teachers, less flexibility in instructional approaches, and more limited programming—which can lead to the school not being viewed as a high-quality option and struggling to attract sufficient students to remain viable.

Taking action:

- City Schools is committed to ensuring all schools have the resources they need for essential programming for students. As part of the annual review of the school portfolio, the district will continue to evaluate whether schools are meeting the needs of students, families, and communities.
- The district will review the models for funding traditional and charter schools to ensure that they are equitable and transparent (see page 21). This review will also consider whether the model now used to fund traditional schools (“fair student funding”) is the most effective approach for supporting strong school programming.
- In addition to a 2 percent fee for administrative services, charter schools will pay a fee of \$125 per student for provision of emergency response by City Schools Police.

School Buildings

Part of a high-quality educational experience includes attending school in a high-quality building that supports best practices in teaching and learning for the 21st century. With the oldest buildings in the state, including many in poor condition, City Schools puts a high priority on allocating available resources to improve the physical environments we provide for students’ education. In spring 2013, Governor Martin O’Malley signed legislation to enable approximately \$1 billion to be raised for renovation or replacement of public school buildings in Baltimore. The first two buildings in the 21st Century School Buildings Plan, Frederick Elementary and Fort Worthington Elementary/Middle, will open in August 2017, with John Eager Howard Elementary and Lyndhurst Elementary/Middle opening in January 2018.

The plan is a partnership among the state, city, and district, and under the terms of that partnership, City Schools makes a financial contribution each year to support the bond issuance that will provide the bulk of construction funding. While this is an added expense for the district, it is an important and necessary one to ensure that our students and Baltimore’s neighborhoods have the school buildings they need and deserve.

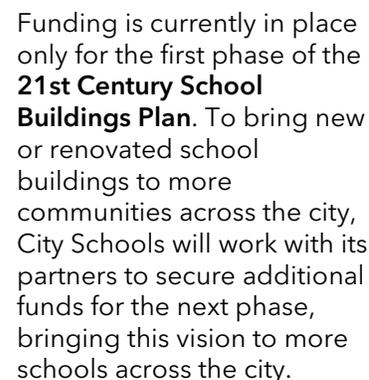
Taking action: City Schools makes an annual financial commitment to the 21st Century School Buildings Plan (see page 116), as part of the terms of the memorandum of understanding (MOU) that governs the project. For FY18, additional resources in the funding package provided by the state

and city include a \$4.6 million contribution toward the district's \$30 million annual commitment, with the district budget including the \$25.4 million balance. Also under the terms of the MOU, the district must expend funds for building maintenance. While this year's maintenance commitment of \$11 million added to the district's challenge in balancing its budget, over the long-term the increased maintenance effort will reduce the need for costly emergency repairs.

In addition to the 21st Century School Buildings Plan, the district receives funds through the state's Capital Improvement Program (CIP). Over five years, City Schools will use CIP funds strategically to install air-conditioning in more than 40 school buildings (see page 115). Whenever possible, energy efficient dual systems will be installed to provide both heat and cooling, rather than less efficient window units.

For all buildings projects, the district is working to protect the environment—and reduce utilities costs:

- Designs for renovated and new school buildings emphasize energy efficiency. With the assistance of grant funding, City Schools will be opening “net zero” buildings that produce as much energy (through solar and other alternative sources) as they use (see page 115).
- A newly created position in the Operations Office will monitor and analyze energy use, make recommendations regarding energy policies, and create an energy management plan.
- The district will continue to promote energy awareness among staff and students to reduce utilities costs. This includes an energy database for all buildings that tracks all utilities consumption, with data routinely analyzed and audited to reduce consumption and save money.



Funding is currently in place only for the first phase of the **21st Century School Buildings Plan**. To bring new or renovated school buildings to more communities across the city, City Schools will work with its partners to secure additional funds for the next phase, bringing this vision to more schools across the city.

Staff Salaries and Benefits

City Schools recognizes that high-quality staff members at all levels are essential to the success of students and schools. To recruit and retain outstanding people, the district has negotiated innovative contracts with its unions to provide career pathways and reward performance. The result is a national model that promotes the professionalism of educators, but it comes at the price salaries that increase more quickly than the average rate. The district also offers generous benefits, but costs in some benefits areas have been increasing at significant rates.

City Schools remains committed to rewarding the professionalism of its staff, and the CEO's focus on staff leadership ensures that staff members will have opportunities to grow as leaders. At the same time, the district will seek ways to manage costs in order to ensure financial stability for the long term.

Taking action:

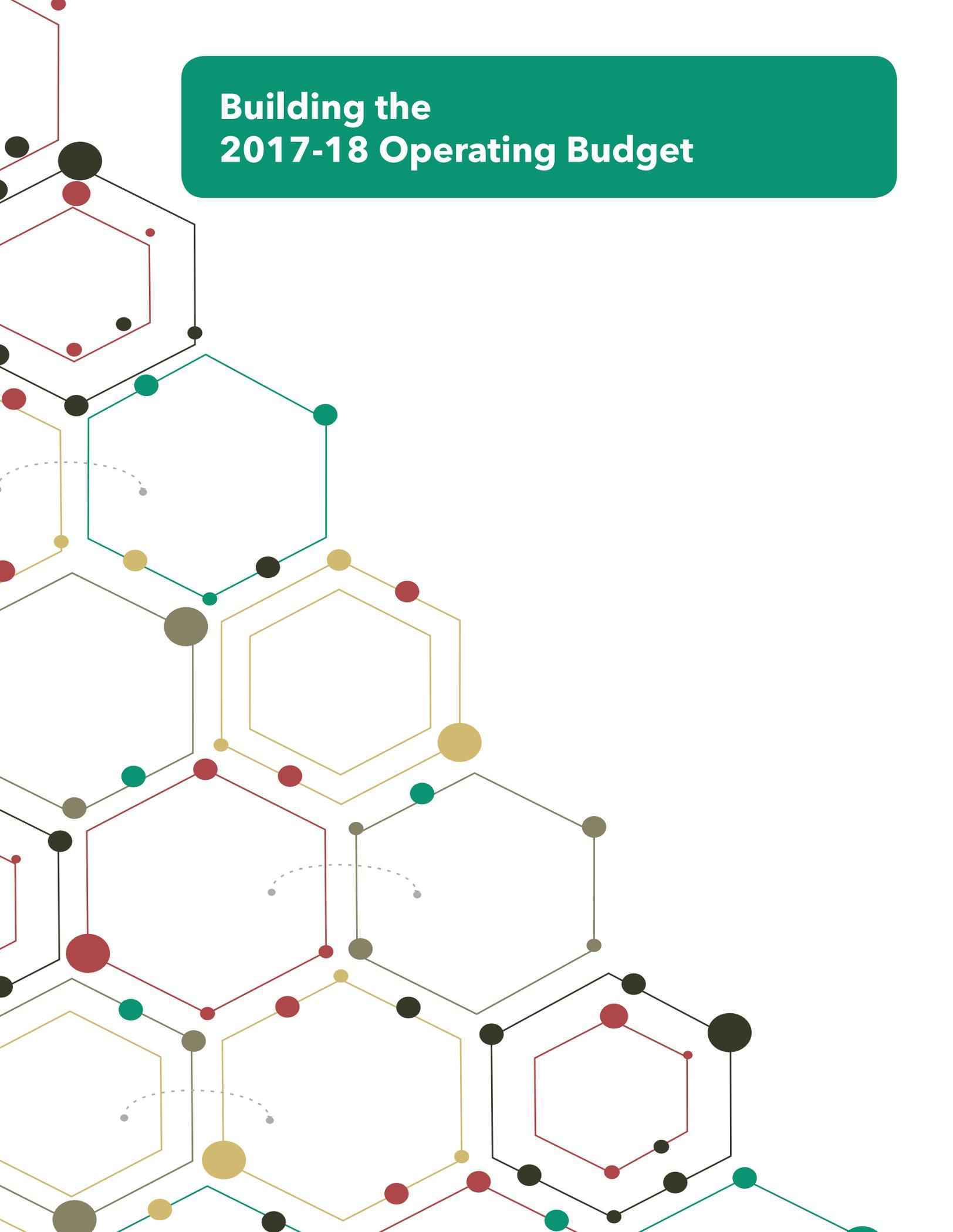
- The FY18 budget includes cost savings through a reduction in the number of staff positions, accomplished both by layoffs and by eliminating vacant positions.
- The district is currently in negotiations for new contracts with the Baltimore Teachers Union and the district's other bargaining units.

Toward a Balanced Budget for 2017-18

At the outset of budget planning for 2017-18, the district projected a budget gap of as much as \$130 million. The analysis of key budget drivers provided a roadmap for identifying how and where to close the gap while laying the groundwork for long-term financial stability that will support improved student outcomes through implementation of initiatives in the CEO's focus areas.

Over several months of budget development, the gap was closed through a combination of additional resources from the city and state, cost savings, and expense reductions. Along the way, decisions were guided by input from the entire City Schools community, who were engaged at both school and district levels and whose contributions in identifying priorities were invaluable. While some reductions will pose challenges, the strategic approach the district has pursued in budget development ensures that resources are allocated to enable students and schools to continue on the path to success. Details of the budget approach and decision making are outlined in the next section.

Building the 2017-18 Operating Budget



Creating the annual budget for all schools and district offices is a months-long process that gets underway each fall. The typical steps and timeline are as follows:

<i>November:</i>	The district’s budget team begins projecting revenues and expenses for the coming year.
<i>December:</i>	School leaders review projections about how many students the district anticipates their schools will serve in the coming year.
<i>January to February:</i>	The district receives the draft state aid calculation from the Maryland State Department of Education; school leaders receive information about their revenue allocations, based on their projected enrollment.
<i>February to March:</i>	School leaders develop their budgets, with input from their school communities; district offices receive allocations and develop their budgets.
<i>March to April:</i>	The budget team supports schools and district offices in budget finalization and ensures submitted budgets are balanced and cover all necessary expenses; districtwide forums are held to share information and gain public input on budget development; Maryland’s General Assembly votes on the state budget; the budget team makes final adjustments to the districtwide budget proposal.
<i>May to June:</i>	The Board votes on the proposed budget at a public meeting; the budget adopted by the Board is submitted for a vote by Baltimore City Council.
<i>June to August:</i>	Schools and district offices participate in staffing and purchasing processes in preparation for the first day of the new school year.
<i>July 1:</i>	The new fiscal year begins.
<i>September 30:</i>	Actual student enrollment numbers are determined for each school.
<i>October:</i>	School budgets are adjusted as a result of changes to enrollment or district revenue.

Although this timeline was generally followed for budget development for FY18, the size of the budget gap identified at the beginning of the process resulted in steps being added. Additional opportunities for public engagement were provided, including a series of public presentations and forums and a dedicated website with detailed information and for online submission of questions and comments. At the school level, principals broadened their engagement of staff, families, and partners, holding schoolwide sessions to identify priorities and strategies to mitigate the effect of budget cuts.

School leaders submitted initial budget proposals in early March, reflecting significant reductions from the prior year. At the same time, City Schools district leaders were working with state and city lawmakers to identify additional resources for the district, and the community rallied with a large-scale advocacy campaign. As confidence grew that additional resources would be provided by the city and state, school leaders were asked to revise their budget proposals based on increases in funding at two possible levels. In April, when the amount of additional resources was confirmed, school and district office budgets were finalized.

Revenue

City Schools’ funding comes from several sources. The largest contribution, accounting in recent years for approximately two-thirds of total district revenue, comes from the State of Maryland. Up until FY18, the amount of state funding for the coming year has been tied to the number of students enrolled in kindergarten to 12th grade in the prior year, as well as to the city’s wealth relative to the wealth of the state as a whole. Funding from the City of Baltimore is also based on a per-pupil amount and the amounts of many federal grants are also tied to numbers of students, often in particular groups or with certain characteristics (e.g., Title I funds tied to serving low-income students).

Funding for an Adequate and Equitable Education

Across the country, the primary source of funding for most school districts is local property taxes. But in urban districts, the property tax base can be low because of high numbers of entities that don’t pay property taxes (e.g., government buildings, universities, foundations, churches) and concentrated poverty that lowers property values.

Many states have mechanisms to address this inequity. In Maryland, the state’s funding formula (the “Thornton formula”) is designed to make up the difference between school districts that have capacity to fund education adequately and those that don’t. This means that districts like Baltimore that rely on the state for the majority of their funding are particularly hard hit when state contributions are flat. If the Thornton formula had kept pace with inflation over time, City Schools would receive an additional \$290 million in annual funding.

The state’s Kirwan Commission is now considering new funding approaches to ensure equity and excellence in education statewide. City Schools is working actively to inform the commission’s work and to advocate for what our students need and deserve.

	Funding for...				
	FY14	FY15	FY16	FY17	FY18
Total enrollment (prior year)	84,747	84,730	84,976	83,666	82,354
Pre-k enrollment	(4,884)	(4,750)	(4,810)	(4,684)	(4,468)
Additional funded students (SEED school)	158	166	173	176	185
Students ineligible for funding	(753)	(794)	(836)	(1,575)	(1,442)
Total funded students	79,268	79,352	79,503	77,583	76,629

With the passage of legislation by the General Assembly this year, Maryland school districts that provide full-day pre-k programs—including City Schools—will now also receive funds for those students. For FY18, that funding is calculated separately and at 50 percent of the per-pupil amount provided for students in higher grades; the amount will increase to 100 percent over three years. Finally, the district also receives some revenue from miscellaneous other sources, including rent, investments, and tuition paid by nonresidents of Baltimore who attend City Schools.

Depending on source and type, revenue flows into one of three funds.

District Revenue by Fund Type

	FY14 Actual	FY15 Actual	FY16 Actual	FY17 Adopted	FY18 Adopted
General	\$1,192,020,368	\$1,181,223,843	\$1,159,363,106	\$1,203,069,848	\$1,167,871,597
Special	\$128,762,674	\$109,225,269	\$101,315,951	\$99,712,680	\$97,317,520
Enterprise	\$40,044,178	\$42,101,935	\$50,887,669	\$46,249,881	\$48,553,681
Total	\$1,360,827,219	\$1,332,551,047	\$1,311,566,726	\$1,349,032,409	\$1,313,742,798

Typically, about 90 percent of the district’s revenue is in the **General Fund**. These are City Schools’ primary operating dollars, with more than half under the control of principals at the school level and the large majority of the remaining dollars supporting students and schools through centralized spending on infrastructure and other resources.

In April 2017, when schools and offices submitted their final budget proposals, the district projected General Fund revenue of \$1,167,871,597 for FY18. Despite the additional resources provided by the state and city, a decrease of \$35,198,251 (3%) over FY17 remains. A more detailed breakdown of General Fund revenue is found on page 51.

The City of Baltimore is still finalizing its budget for the upcoming fiscal year, and it is possible that a proposal for a further \$10 million in funding for the district may be approved. If that occurs, the district will allocate those funds in Fall 2017, when budget adjustments are made based on final school enrollments.

Additional Resources to Close the Budget Gap

When budget development got under way late in 2016, district office staff projected that total General Fund revenue from all sources would be \$1,113,985,176, a decrease of 7 percent from FY17, primarily due to lower enrollment and increased wealth in Baltimore, which lowered the level of state funding through the state’s current funding formula. With initial expense estimates exceeding this amount by more than \$100 million, school and district leaders were asked to identify significant spending cuts to close the projected budget gap.

In early spring 2017, after advocacy efforts by the City Schools community and the diligent effort of state and city lawmakers, the State of Maryland and City of Baltimore announced additional resources for the district. These take two forms: Revenue added to the district’s General Fund projections and services to be provided directly by the state or city without payment from the district.

Revenue: \$35 million

- Full-day pre-k, \$10.2 million
- Declining enrollment, \$13.5 million
- Disparity grant, \$0.9 million
- Local contribution increase, \$10 million
- TIF grant, \$0.4 million

Services: \$24 million

- Student MTA passes, \$5.2 million
- 21st Century Buildings Plan, \$4.6 million
- Pension, \$1.8 million
- School nurses, \$12.4 million

With these additional resources, schools and district offices were able to reverse many of the cuts they had planned. The figures presented in this document include the additional resources.

The district maintains a **fund balance** of money not used in a prior operating year—for example, if revenue amounts in some categories exceed projections in the adopted budget, or if expenses are lower than budgeted because of increased efficiencies, staff vacancies, or other savings.

Sound fiscal management precludes routine reliance on fund balance to fill budget gaps; further, Board policy defines that the percentage of the unassigned fund balance must be between 3 and 7 percent of the budgeted General Fund expenditures for the upcoming fiscal year.

In FY17, the district transferred \$53,570,964 from fund balance to the General Fund. For FY18, that amount is reduced to \$20,727,950.

Special Funds, which in recent years have made up between 5 and 10 percent of district revenue, include restricted and grant dollars that must be used in specified ways—for example, in support of students with disabilities (e.g., the Individuals with Disabilities Education Act, or IDEA) or of schools serving high percentages of children from low-income households (e.g., Title I). For FY18, City Schools expects to receive \$97,317,520 in Special Funds, a decrease of \$2,341,160 million (2%) over FY17. Detailed breakdowns of Special Funds by grant program begin on page 97.

The Enterprise Fund comprises revenue generated by City Schools' Food and Nutrition Services department, typically making up about 3 percent of the district's total revenue. This fund is used to support these food service operations. Details for this fund can be found beginning on page 112.

Allocating Revenue to Schools

In developing the annual operating budget, City Schools' top priority is to provide as many resources as possible where they matter most—serving students and schools. As a district, City Schools recognizes that school communities know how best to support their unique students. As a result, dollars follow students to schools, and school leaders have significant autonomy in deciding how those resources will be expended.

Just as City Schools receives the majority of its funding from the state and city based on the number of students enrolled, the district allocates funds and resources to schools based on the number of students they serve and their students' needs. In this enrollment-based approach, schools that serve more students typically receive more money, because larger schools need more teachers, supplies, and so on. But, unlike the state and city, which determine their revenue allocations based on the number of students enrolled in the prior year, schools need resources for the students they will actually be serving.

So, instead of developing next year's budgets for schools based on this year's enrollment, each fall the district makes projections about the number of students who will be enrolled at every school in the coming year. These projections take into account factors including past enrollment history, demographic trends, specialized programming, changes at nearby or similar schools, and plans for city neighborhoods, and are reviewed by principals before being finalized for budgeting purposes.

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

Enrollment projections for individual schools are included with the school budget summaries that begin on page 27.

Flexible Dollars for School-Level Spending at Traditional and Charter Schools

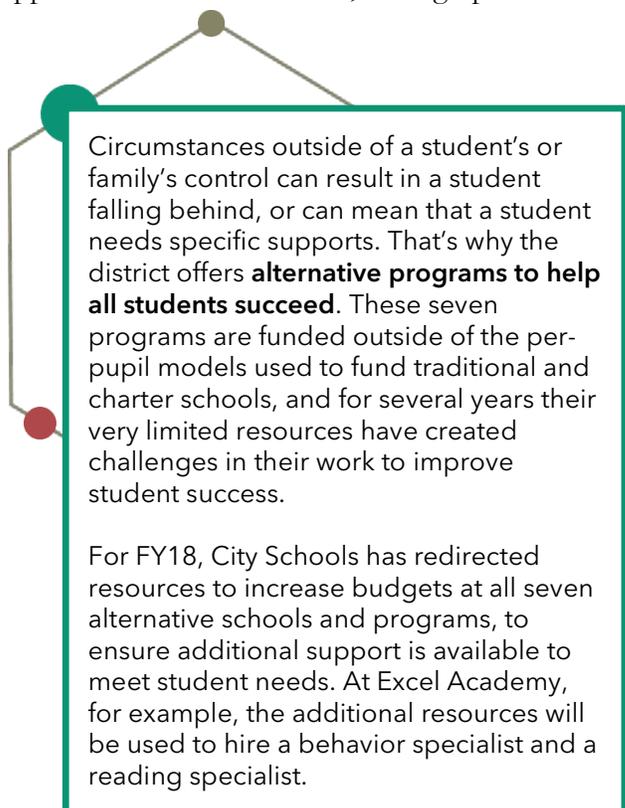
More than 80 percent of City Schools students attend traditional, non-charter schools. For elementary school students (pre-k or kindergarten to grade 5), these are neighborhood schools in their “attendance zones.” Some schools with elementary grades also offer grades 6 to 8, so many middle school students stay in their neighborhood schools until high school. Schools serving only middle grades and all high schools are “citywide” and serve students who live in all areas of the city.

Charter schools are run under contracts by “operators,” third-party organizations outside the traditional district management structure. Their contracts give them increased autonomy to implement their programming, which may include a particular instructional approach or curricular focus, adding options to the district’s portfolio of schools. In FY18, more than 15,000 City Schools students are projected to attend charter schools, representing nearly 20 percent of the district’s total projected enrollment.

With respect to budgeting, both traditional and charter schools receive a combination of dollars for flexible spending at the individual school level and services provided centrally by the district office, though the proportions for flexible dollars versus district-provided services differ. This is because charter schools, in accordance with state law, state guidance, and Board of School Commissioners policy, receive a larger portion of their resources in the form of flexible dollars to give them more flexibility to implement their programming.

(Note that, in addition to the 34 charter schools that will be included in City Schools’ portfolio in FY18, the district has two “contract schools”—Bard High School Early College and Elmer A. Henderson: A Johns Hopkins Partnership School—whose budgets follow the charter school formula. For purposes of this document, “charter schools” includes these two contract schools, except where noted. Budgets for separate public day schools that serve students with disabilities whose needs cannot be met in traditional or charter schools follow a different methodology because of the special populations they serve and the additional resources available to them through targeted funding and grants.)

For traditional and charter schools, dollars for flexible school-level spending (“fair student funding” or “per-pupil” dollars) are allocated as follows.



Circumstances outside of a student’s or family’s control can result in a student falling behind, or can mean that a student needs specific supports. That’s why the district offers **alternative programs to help all students succeed**. These seven programs are funded outside of the per-pupil models used to fund traditional and charter schools, and for several years their very limited resources have created challenges in their work to improve student success.

For FY18, City Schools has redirected resources to increase budgets at all seven alternative schools and programs, to ensure additional support is available to meet student needs. At Excel Academy, for example, the additional resources will be used to hire a behavior specialist and a reading specialist.

Fair student funding: Flexible dollars for traditional schools.

Steps for determining traditional schools per-pupil base	For FY18, the numbers look like this:
1. Start with the prior year's cost for Fair Student Funding (after enrollment adjustments)	\$385,030,564
2. Based on projected increases or decreases in these costs and revenue, adjust this amount for the current year. This equals the total amount available for Fair Student Funding.	(\$36,651,693) Total Fair Student Funding amount: \$348,378,871
3. Subtract districtwide additional funds (weights) for students in specific populations. These funds will be distributed to schools as part of their Fair Student Funding budget allocations, according to the student demographics of the school. This includes students at basic and advanced levels, students with disabilities taught in self-contained classrooms, and high school students at risk of dropping out.	(\$36,650,159) (Students at the basic or advanced level receive an extra \$800; students with disabilities taught in self-contained classrooms receive an additional \$641; and high school students at risk of dropping out receive an extra \$520.) Subtotal: \$311,728,712
4. To determine the base per-pupil amount for school budgets, the adjusted amount (from point 2 above) is divided by the projected number of funding-eligible students in traditional schools.	\$311,728,712 / 57,557 Per-pupil base amount: \$5,416 (In addition to this base amount, schools will also receive the weight amounts listed in step 3 according to the student demographics of the school.)

The per-pupil base amount and the additional weights (described in point 3) are used to calculate individual school budgets based on projected enrollment for each school. On top of this amount, traditional schools receive services from the district office that include salaries and benefits for principals, professional development, special education for students with disabilities, utilities and facility maintenance, programming for pre-k students and English language learners, and administrative resources and services.

The per-pupil approach works well for schools that have sufficient students at each grade level to realize economies of scale. A simple example:

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

At **small schools**, it can become difficult to provide things like after-school programming or a well-provisioned school library. That's why, for FY18, an additional \$2.8 million will be used to supplement the budgets for 23 traditional schools with an enrollment below 250 students (for elementary schools) or 275 students (for elementary/middle schools). As part of the annual review of the school portfolio, the district will continue to consider whether these schools are meeting the needs of students, families, and communities.

The small-school supplement is not available for charter schools, where size and configuration are included in the visions they submit for Board approval. If charters want to increase enrollment beyond their Board-approved cap, they can seek Board approval to do so.

The "charter per-pupil" for general education.

Steps for determining charter per-pupil	For FY18, the numbers look like this:
1. Start with all projected General Fund revenue.	\$1,151,691,798
2. Subtract "districtwide exclusions" <i>(This includes funding for pre-k and students in non-public placements; non-revenue contributions to the General Fund from fund balance and non-state/local sources; debt service; funding for retiree health benefits; and 21st Century School Buildings Plan debt expense)</i>	(\$159,929,918)
	Subtotal: \$991,761,880
3. Subtract "needs-based exclusions" <i>(This covers the costs to meet the needs of students with disabilities, English language learners, and those who require specialized transportation)</i>	(\$263,951,506)
	Subtotal: \$727,810,374
4. Subtract 2 percent of the remaining amount to contribute to district administrative costs (percentage allowed under state guidance)	(\$14,556,207)
	Total per-pupil allocable amount: \$713,254,167
5. Divide the remaining amount by projected enrollment (excluding students in pre-k and private placement, who are accounted for under districtwide exclusions, and other ineligible students)	\$713,254,167 / 76,789
	Charter per-pupil allocation: \$9,288

This year, charter schools will pay a mandatory fee of \$125 per student for emergency response by school police, reducing the amount charter schools receive to \$9,163 per student.

Taking into account the 15,891 students projected to attend charter schools in 2017-18 at \$9,288 per student, the district's allocation for charter schools in the FY18 budget is \$147,595,608. On top of this per-pupil amount, charter schools receive services or funding from the district office that include special education for students with disabilities, programming for pre-k students and English language learners, specialized transportation, and administrative resources and support exceeding the 2 percent contribution.

The table below shows annual charter and traditional school flexible-dollar allocations and per-pupil amounts since FY14, along with corresponding enrollment. For more detail on charter funding calculations, including projected and actual costs, see Appendix A.

Allocations for Flexible Spending, Year-by-Year Comparison

	Charter			Traditional			
	Enrollment	Base Allocation	Base Per-Pupil	Enrollment	Base Allocation	Base Per-Pupil	Per-Pupil Weights
FY14 Final	11,495	\$108,627,750	\$9,450	65,124	\$337,993,560	\$5,190	\$1,000 for student at basic or advanced level; \$641 for student with disabilities taught in a self-contained classroom; \$650 for high school student at risk of dropping out
FY15 Final	12,774	\$120,714,300	\$9,450	64,292	\$343,126,404	\$5,337	
FY16 Final	13,972	\$131,155,164	\$9,387*	61,414	\$330,652,976	\$5,384	
FY17 Final	15,011	\$138,866,761	\$9,251	59,381	\$338,056,033	\$5,693	
FY18 Adopted	15,891	\$147,595,608	\$9,288	57,557	\$311,728,712	\$5,416	\$800 for student at basic or advanced level; \$641 for student with disabilities taught in a self-contained classroom; \$520 for high school student at risk of dropping out

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

From these allocations, traditional and charter schools cover expenses for different things. At traditional schools, flexible dollars are typically spent on salaries for school staff (calculated based on districtwide averages), as well as on school-level priorities and initiatives (e.g., field trips, more computers or tablets for students) as determined by the school leader in consultation with the school community.

From their per-pupil allocation, charter schools must cover many of the same expenses (including actual, rather than average, salaries for the teachers they employ), as well as expenses that traditional schools don't have because they are covered by the district. These include

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

District-Provided Services for Schools

Flexible dollars are only part of the budget story for City Schools' students and its different types of schools. To ensure that all students receive the high-quality education they need and deserve and that the district maximizes efficiency, acts as a good steward of public resources, and adheres to all legal requirements that govern how educational services are provided to the broad range of students in Baltimore, several important areas are budgeted centrally for all schools.

The first area involves making sure that there are sufficient resources for three specific types of programs, as required by law and Board policy.

1. Special education services for students with disabilities

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

The cost of providing special education varies with the nature of services based on the student's disability and unique needs—from a few hundred dollars more than the base per-pupil amount for a student who

Different Formulas, Different Per-Pupil Amounts

When school leaders received their initial budget allocations for FY18, the traditional and charter per-pupil amounts were \$4,585 and \$8,778, respectively. When additional resources were received from the state and city, these numbers were recalculated, with the final per-pupil amount increasing to \$5,416 and \$9,288.

Although these amounts increased for both types of schools, the recalculated per-pupil amount for traditional schools remained below the amount for FY17, while the recalculated charter school per-pupil amount exceeds the FY17 amount. This discrepancy is the result of the different funding approaches used to calculate the per-pupil amounts for each school type. Over the next year, City Schools will review the two funding formulas to ensure they are providing schools with equitable funding. This work will also increase the transparency of the fair student funding model and facilitate the ability of school communities to compare the two formulas.

receives minimal or occasional services in a general-education classroom to \$100,000 or more for a student who requires non-public placement. With respect to charter schools and traditional schools, both serve roughly the same percentage of special education students, but the special education students who attend charter schools have a lower degree of need overall.

To meet the unique needs of individual students, there is a large range in services and expenses required. Because of the wide variation, it is not possible to provide traditional and charter schools with an average per-pupil amount for delivery of special education services; doing so could give one school more than it requires and another less, while leaving too little to cover the cost for a student in a private placement. Instead, in developing the districtwide budget, City Schools calculates the total expense associated with special education services and allocates funding based on the hours of services and programs needed to meet the specific, individual needs of the students actually enrolled at individual traditional schools, charter schools, and separate public day schools, and in non-public placements.

In the FY18 budget, the district will allocate the following for special education services, which will be reflected in resources at the school level according to the needs of the students with disabilities enrolled at each school.

Students with disabilities funding

For “locked” positions (required for compliance with state and federal law and district policy)	\$117,844,514
For “unlocked” positions (to meet specific needs of enrolled students with disabilities, as determined at the school level)	+ \$82,697,369
Total	\$200,541,883

In addition, \$34 million is included in the FY18 budget to cover the cost of non-public placements for students who cannot be served within a district school; a further \$39 million is budgeted centrally for specialized transportation services for students (including those with disabilities) whose circumstances mean that they cannot walk to school or use the bus or MTA service provided to students in accordance with the district’s usual transportation policy. The total amount budgeted for special education services therefore amounts to more than 20 percent of total operating dollars for FY18.

2. English for Speakers of Other Languages (ESOL) programs for students who are learning English

As is the case for students with disabilities, students who are learning English may require varying degrees of support and may be dispersed unevenly across the city. Funds and positions to support ESOL programs are therefore managed centrally and provided to traditional and charter schools based on the number and needs of students actually enrolled. In the FY18 budget, the districtwide allocation for services to support English language learners is \$17.9 million, or 1.9 percent of operating dollars.

3. Pre-k programs

As previously noted, pre-k students are not counted in the enrollment-based formulas the state uses to allocate revenue to school districts. However, under legislation passed by the state in Spring 2017, for FY18 local education agencies that provide full-day pre-k will receive funding for eligible pre-k students at

a rate of 50 percent of the amount provided for students in kindergarten to 12th grade. To ensure that sufficient resources are provided for the high-quality full-day programming that the district is committed to providing, funds for pre-k are managed centrally at the district level and provided to schools based on the number of pre-k students they serve.

The budget for FY18 includes \$43 million to serve students in pre-k and early learning programs; the new state funding for pre-k is \$10.1 million.

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

With respect to budgets for charter schools, legal guidance from the Maryland State Department of Education says that school districts can retain 2 percent of per-pupil dollars to pay for administrative services that must be provided by the district office. These services actually cost more than is covered by this 2 percent. Over the next year, City Schools will review the two funding formulas to ensure they are providing equitable funding for all students and schools.

Budget summaries for all traditional and charter schools, including General Fund and Title I dollars, are found beginning on page 27. Detailed school budgets are available on the district website, at www.baltimorecityschools.org.

Funding the District Office

Grant Funds for Schools

In addition to the dollars received from the General Fund, many schools receive additional resources through Special Funds—notably the district’s federal Title I grant, which supports 124 schools that serve a high percentage of low-income students. High concentrations of poverty tend to increase need for additional resources. This year, to target limited resources where they are most needed, City Schools allocated Title I dollars using a weighted formula that provided additional funds for schools with poverty rates of 75% or higher.

Special Fund dollars are allocated to traditional and charter schools based on their eligibility under the terms of each grant. Details regarding grants are found in the Budget Tables section, beginning on page 97.

The balance of City Schools’ revenue is allocated to meet districtwide obligations and to departments within the district office, to cover costs for centrally provided services and initiatives and administrative expenses. In planning their budgets and making decisions for FY18, district leaders were guided by the Board’s priorities and the CEO’s focus areas of literacy, student wholeness, and staff leadership (see pages 3 to 6).

For FY18, the district office budget is \$371,299,916, calculated as shown in the table below. This represents a reduction of \$12,746,091 over the amount budgeted for FY17, omitting \$14,946,576 in vacancy savings budgeted in that year (no vacancy savings have been budgeted for FY18).

While the total district office allocation represents approximately 31.8 percent of the total General Fund budget, only 7 percent is spent on administration and overhead. Also included in the district office allocation (whether within individual departments or at the districtwide level) are funds to cover services that directly

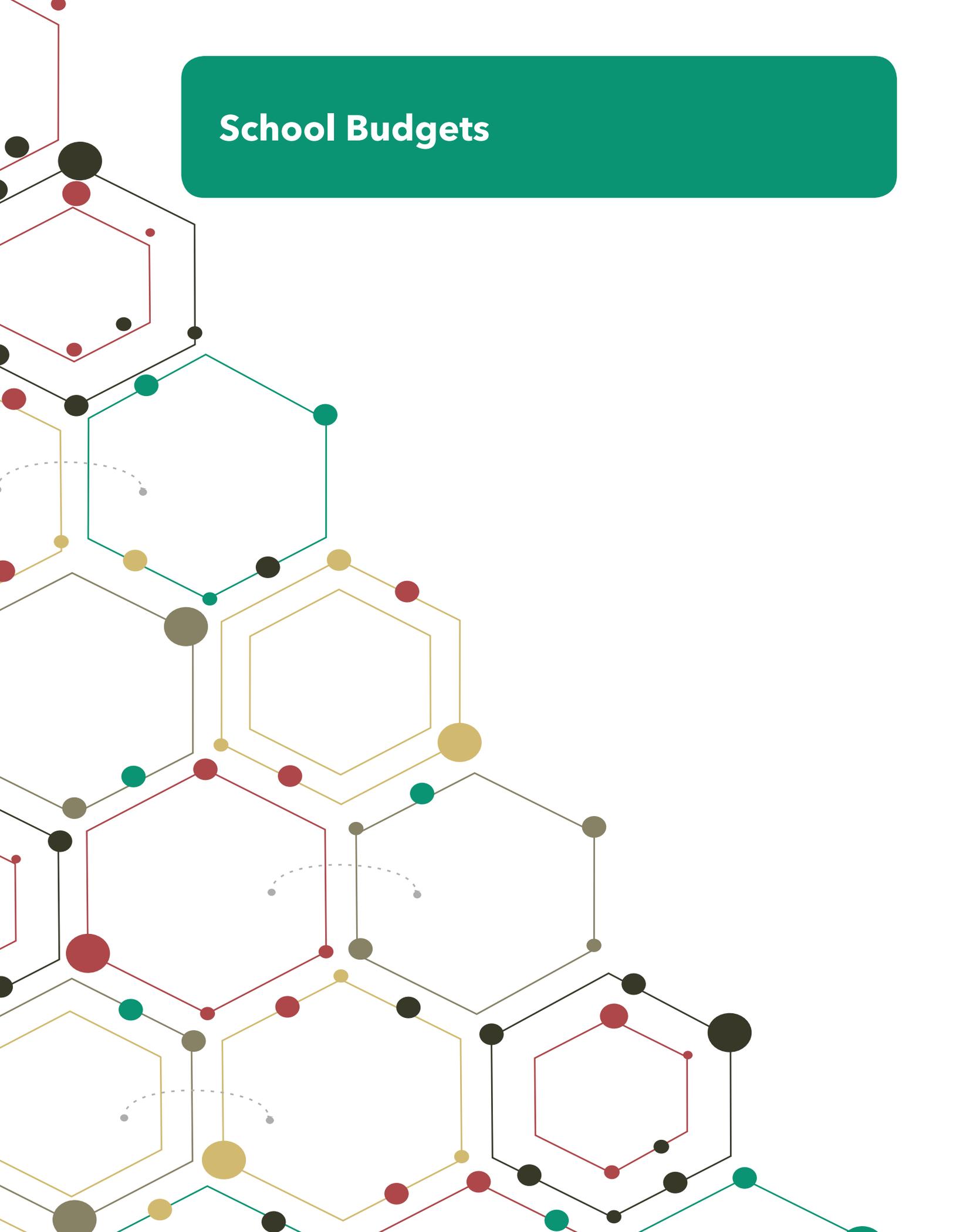
benefit schools and students, but are not seen in school-level budgets over which school leaders have authority: for example, student transportation (\$35 million), staff who deliver specialized services to students with disabilities or who support and monitor special education services (\$66.8 million), and computer and telephone networks (\$4.4 million).

Details of departmental budgets for the district office are found in the Budget Tables section, beginning on page 62.

Calculating the District Office Budget for FY18

Start with revenue	Total anticipated revenue from all sources	\$1,313,742,798
	Subtract special funds and the Enterprise Fund	(\$145,871,201)
	Total anticipated General Fund revenue	\$1,167,871,597
Set aside funds for flexible spending at schools	“Fair Student Funding” for traditional schools	(\$348,378,871)
	Charter per-pupil allocation	(\$147,595,608)
Set aside additional funds for schools	To serve students with disabilities: Locked funds	(\$117,844,514)
	Unlocked funds	(\$82,083,195)
	Separate public day schools (other than personnel)	(\$614,174)
	General education: Locked funds	(\$94,817,198)
	Targeted funds	(\$2,048,485)
	Alternative options schools and programs (serving over-age, under-credited students)	(\$13,677,301)
Calculate remaining available funds	Title I-eligible high schools	(\$790,318)
	Reserves set aside for all schools	\$11,277,983
	Allocation for district office, including centrally provided programs, services, and priority initiatives	\$371,299,916

School Budgets



In 2017-18, City Schools will include 171 schools in a range of categories:

Traditional (neighborhood) schools, including:	125
<i>Traditional</i>	123
<i>Alternative</i>	2
Operator schools, including	40
<i>Charter schools</i>	34
<i>Contract schools</i>	2
<i>New School Initiative schools</i>	1
<i>Transformation schools</i>	3
Separate public day schools	6

(For 2017-18, the district also has six alternative options programs, which provide specialized supports and programming primarily for students who have fallen behind in their progress to high school graduation—for example, those who are returning to school after dropping out. These programs are budgeted within the Schools Office.)

As described in the preceding section (beginning on page 12), City Schools uses a different methodology to fund traditional schools and charter/contract schools. (New School Initiative and transformation schools are funded according to the traditional school model.) Because of the unique nature of separate public day schools, which serve students with significant disabilities whose needs cannot be met with special education programming at traditional or operator schools, these schools’ budgets are developed in accordance with their students’ needs and to ensure compliance with state and federal laws and guidelines.

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

On the pages that follow in this section, revenue allocations are provided for each traditional, operator-run, and separate public day school for both General Fund and Title I (since the latter constitutes a significant portion of resources for many of the district’s schools), along with projected K-12 (funded) enrollment. Information about the methodology for calculating Title I funding appears on page 99, and reflects a change for FY18 that allocates more resources to schools with greater need. Note that the funding allocations for FY18 will be adjusted after September 30, 2017, when official school enrollment has been determined; the comparative figures provided for FY17 reflect allocations adjusted after September 30, 2016.

Individual spending plans, developed at the school level, are posted at the district’s website (www.baltimorecityschools.org/budget) once finalized.

School Name <i>(italics indicate charter schools)</i>		FY17 Adjusted	FY18 Adopted	Change
Abbottston Elementary	Enrollment	213	238	25
	General Fund (\$)	1,577,781	1,565,188	(12,593)
	Title I (\$)	116,288	183,000	66,712
	Total Funds (\$)	1,694,069	1,748,188	54,119
Academy for College and Career Exploration	Funded enrollment	593	531	(62)
	General Fund (\$)	4,945,585	4,318,123	(627,462)
	Title I (\$)	300,022	280,641	(19,382)
	Total Funds (\$)	5,245,607	4,598,764	(646,844)
<i>Afya Public Charter</i>	Enrollment	348	348	0
	General Fund (\$)	3,763,799	3,772,923	9,124
	Title I (\$)	161,252	165,904	4,652
	Total Funds (\$)	3,925,051	3,938,827	13,776
Alexander Hamilton Elementary	Enrollment	220	219	(1)
	General Fund (\$)	1,702,188	1,617,630	(84,558)
	Title I (\$)	172,881	210,000	37,119
	Total Funds (\$)	1,875,069	1,827,630	(47,439)
Arlington Elementary/Middle	Enrollment	586	568	(18)
	General Fund (\$)	4,113,354	3,819,282	(294,072)
	Title I (\$)	328,706	310,100	(18,606)
	Total Funds (\$)	4,442,060	4,129,382	(312,678)
Armistead Gardens Elementary/Middle	Enrollment	670	684	14
	General Fund (\$)	4,523,989	4,381,977	(142,012)
	Title I (\$)	347,312	305,449	(41,864)
	Total Funds (\$)	4,871,301	4,687,426	(183,876)
Arundel Elementary/Middle	Enrollment	342	310	(32)
	General Fund (\$)	2,338,683	2,065,284	(273,399)
	Title I (\$)	247,305	312,000	64,695
	Total Funds (\$)	2,585,988	2,377,284	(208,704)
Augusta Fells Savage Institute of Visual Arts	Enrollment	464	500	36
	General Fund (\$)	4,251,403	4,146,786	(104,617)
	Title I (\$)	241,103	0	(241,103)
	Total Funds (\$)	4,492,506	4,146,786	(345,720)

School Name <i>(italics indicate charter schools)</i>		FY17 Adjusted	FY18 Adopted	Change
Baltimore City College	Enrollment	1,313	1,300	(13)
	General Fund (\$)	9,672,437	8,854,089	(818,348)
	Title I (\$)	0	0	0
	Total Funds (\$)	9,672,437	8,854,089	(818,348)
<i>Baltimore Collegiate School for Boys</i>	Enrollment	311	381	70
	General Fund (\$)	3,282,238	4,004,370	722,132
	Title I (\$)	65,121	99,722	34,601
	Total Funds (\$)	3,347,359	4,104,092	756,733
Baltimore Design School	Enrollment	509	500	(9)
	General Fund (\$)	3,912,126	3,652,041	(260,085)
	Title I (\$)	210,868	211,643	775
	Total Funds (\$)	4,122,994	3,863,684	(259,310)
<i>Baltimore International Academy</i>	Enrollment	720	750	30
	General Fund (\$)	6,756,958	7,061,608	304,650
	Title I (\$)	0	0	0
	Total Funds (\$)	6,756,958	7,061,608	304,650
<i>Baltimore Leadership School for Young Women</i>	Enrollment	509	525	16
	General Fund (\$)	4,902,468	5,045,249	142,781
	Title I (\$)	211,643	217,845	6,202
	Total Funds (\$)	5,114,111	5,263,094	148,983
<i>Baltimore Montessori Public Charter</i>	Enrollment	366	388	22
	General Fund (\$)	3,636,278	3,869,963	233,685
	Title I (\$)	0	0	0
	Total Funds (\$)	3,636,278	3,869,963	233,685
Baltimore Polytechnic Institute	Enrollment	1,563	1,550	(13)
	General Fund (\$)	11,029,723	10,095,395	(934,328)
	Title I (\$)	0	0	0
	Total Funds (\$)	11,029,723	10,095,395	(934,328)
Baltimore School for the Arts	Enrollment	393	415	22
	General Fund (\$)	3,916,329	3,536,822	(379,507)
	Title I (\$)	0	0	0
	Total Funds (\$)	3,916,329	3,536,822	(379,507)

School Name <i>(italics indicate charter schools)</i>		FY17 Adjusted	FY18 Adopted	Change
<i>Banneker Blake Academy of Arts and Sciences</i>	Enrollment	202	301	99
	General Fund (\$)	2,285,164	3,312,121	1,026,957
	Title I (\$)	41,864	91,480	49,616
	Total Funds (\$)	2,327,028	3,403,601	1,076,573
Barclay Elementary/Middle	Enrollment	443	452	9
	General Fund (\$)	3,004,641	2,870,788	(133,853)
	Title I (\$)	251,181	256,608	5,427
	Total Funds (\$)	3,255,822	3,127,396	(128,426)
<i>Bard Early College High School Baltimore</i> (contract school funded according to the charter school model)	Enrollment	328	415	87
	General Fund (\$)	3,074,762	3,894,991	820,229
	Title I (\$)	0	0	0
	Total Funds (\$)	3,074,762	3,894,991	820,229
Bay-Brook Elementary/Middle	Enrollment	427	438	11
	General Fund (\$)	2,848,801	2,832,285	(16,516)
	Title I (\$)	252,732	265,136	12,404
	Total Funds (\$)	3,101,533	3,097,421	(4,113)
Beechfield Elementary/Middle	Enrollment	560	565	5
	General Fund (\$)	3,854,860	3,704,709	(150,151)
	Title I (\$)	325,605	324,830	(775)
	Total Funds (\$)	4,180,465	4,029,539	(150,926)
Belmont Elementary	Enrollment	286	287	1
	General Fund (\$)	1,972,287	1,888,274	(84,013)
	Title I (\$)	210,093	273,000	62,907
	Total Funds (\$)	2,182,380	2,161,274	(21,106)
Benjamin Franklin High at Masonville Cove	Enrollment	471	448	(23)
	General Fund (\$)	3,998,291	3,625,501	(372,790)
	Title I (\$)	198,464	0	(198,464)
	Total Funds (\$)	4,196,755	3,625,501	(571,254)
Bluford Drew Jemison STEM Academy West	Enrollment	451	375	(76)
	General Fund (\$)	3,782,820	3,074,434	(708,386)
	Title I (\$)	199,239	231,025	31,786
	Total Funds (\$)	3,982,059	3,305,459	(676,601)

School Name <i>(italics indicate charter schools)</i>		FY17 Adjusted	FY18 Adopted	Change
Booker T. Washington Middle	Enrollment	263	240	(23)
	General Fund (\$)	2,048,639	1,820,338	(228,301)
	Title I (\$)	192,262	215,000	22,738
	Total Funds (\$)	2,240,901	2,035,338	(205,563)
<i>Brehms Lane Public Charter School</i>	Enrollment	613	600	(13)
	General Fund (\$)	6,415,313	6,254,750	(160,563)
	Title I (\$)	407,782	389,176	(18,607)
	Total Funds (\$)	6,823,095	6,643,926	(179,170)
Callaway Elementary	Enrollment	279	297	18
	General Fund (\$)	1,924,299	1,890,701	(33,598)
	Title I (\$)	162,803	185,285	22,482
	Total Funds (\$)	2,087,102	2,075,986	(11,116)
Calverton Elementary/Middle	Enrollment	616	601	(15)
	General Fund (\$)	4,385,682	4,071,197	(314,485)
	Title I (\$)	410,107	518,000	107,893
	Total Funds (\$)	4,795,789	4,589,197	(206,592)
Calvin M. Rodwell Elementary	Enrollment	305	299	(6)
	General Fund (\$)	2,055,039	1,918,474	(136,565)
	Title I (\$)	171,330	171,330	0
	Total Funds (\$)	2,226,369	2,089,804	(136,565)
Carver Vocational-Technical High	Enrollment	836	849	13
	General Fund (\$)	6,677,747	6,233,902	(443,845)
	Title I (\$)	0	0	0
	Total Funds (\$)	6,677,747	6,233,902	(443,845)
Cecil Elementary	Enrollment	281	261	(20)
	General Fund (\$)	1,942,733	1,729,987	(212,746)
	Title I (\$)	180,633	172,106	(8,528)
	Total Funds (\$)	2,123,366	1,902,093	(221,274)
Charles Carroll Barrister Elementary	Enrollment	304	309	5
	General Fund (\$)	2,008,268	1,934,250	(74,018)
	Title I (\$)	167,454	175,207	7,753
	Total Funds (\$)	2,175,722	2,109,457	(66,266)

School Name <i>(italics indicate charter schools)</i>		FY17 Adjusted	FY18 Adopted	Change
Cherry Hill Elementary/Middle	Enrollment	448	448	0
	General Fund (\$)	3,126,450	3,000,360	(126,090)
	Title I (\$)	296,921	409,000	112,079
	Total Funds (\$)	3,423,371	3,409,360	(14,011)
<i>City Neighbors Charter</i>	Enrollment	226	226	0
	General Fund (\$)	2,450,110	2,468,257	18,147
	Title I (\$)	0	0	0
	Total Funds (\$)	2,450,110	2,468,257	18,147
<i>City Neighbors Hamilton</i>	Enrollment	233	234	1
	General Fund (\$)	2,449,975	2,519,607	69,632
	Title I (\$)	0	0	0
	Total Funds (\$)	2,449,975	2,519,607	69,632
<i>City Neighbors High</i>	Enrollment	412	416	4
	General Fund (\$)	4,779,170	5,003,423	224,253
	Title I (\$)	0	0	0
	Total Funds (\$)	4,779,170	5,003,423	224,253
<i>City Springs Elementary/Middle</i>	Enrollment	702	693	(9)
	General Fund (\$)	7,292,730	7,260,597	(32,133)
	Title I (\$)	528,721	637,000	108,279
	Total Funds (\$)	7,821,451	7,897,597	76,146
Coldstream Park Elementary/Middle	Enrollment	243	203	(40)
	General Fund (\$)	1,917,827	1,563,171	(354,656)
	Title I (\$)	197,689	207,000	9,311
	Total Funds (\$)	2,115,516	1,770,171	(345,345)
Collington Square Elementary/Middle	Enrollment	449	430	(19)
	General Fund (\$)	3,113,302	2,815,596	(297,706)
	Title I (\$)	317,853	430,000	112,147
	Total Funds (\$)	3,431,155	3,245,596	(185,559)
Commodore John Rodgers Elementary/Middle	Enrollment	803	801	(2)
	General Fund (\$)	5,624,359	5,362,690	(261,669)
	Title I (\$)	407,006	416,309	9,303
	Total Funds (\$)	6,031,365	5,778,999	(252,366)

School Name <i>(italics indicate charter schools)</i>		FY17 Adjusted	FY18 Adopted	Change
<i>ConneXions: A Community Based Arts School</i>	Enrollment	470	460	(10)
	General Fund (\$)	5,295,414	5,278,025	(17,389)
	Title I (\$)	220,946	238,002	17,056
	Total Funds (\$)	5,516,360	5,516,027	(333)
<i>Coppin Academy</i>	Enrollment	357	355	(2)
	General Fund (\$)	3,890,985	3,929,800	38,815
	Title I (\$)	0	0	0
	Total Funds (\$)	3,890,985	3,929,800	38,815
<i>Creative City Public Charter School</i>	Enrollment	325	374	49
	General Fund (\$)	3,280,787	3,749,466	468,679
	Title I (\$)	107,760	131,017	23,257
	Total Funds (\$)	3,388,547	3,880,483	491,936
Cross Country Elementary/Middle	Enrollment	727	680	(47)
	General Fund (\$)	5,224,101	4,702,608	(521,493)
	Title I (\$)	295,370	297,696	2,326
	Total Funds (\$)	5,519,471	5,000,304	(519,167)
<i>The Crossroads School</i>	Enrollment	162	162	0
	General Fund (\$)	1,748,059	1,751,312	3,253
	Title I (\$)	79,076	78,300	(776)
	Total Funds (\$)	1,827,135	1,829,612	2,477
Curtis Bay Elementary/Middle	Enrollment	561	561	0
	General Fund (\$)	3,820,625	3,582,972	(237,653)
	Title I (\$)	310,875	323,279	12,404
	Total Funds (\$)	4,131,500	3,906,251	(225,249)
Dallas F. Nicholas, Sr. Elementary	Enrollment	243	233	(10)
	General Fund (\$)	1,809,312	1,766,248	(43,064)
	Title I (\$)	162,803	162,027	(776)
	Total Funds (\$)	1,972,115	1,928,275	(43,840)
Dickey Hill Elementary/Middle	Enrollment	335	347	12
	General Fund (\$)	2,354,256	2,289,536	(64,720)
	Title I (\$)	140,320	151,949	11,629
	Total Funds (\$)	2,494,576	2,441,485	(53,091)

School Name <i>(italics indicate charter schools)</i>		FY17 Adjusted	FY18 Adopted	Change
Digital Harbor High	Enrollment	1,412	1,347	(65)
	General Fund (\$)	11,938,992	10,638,142	(1,300,850)
	Title I (\$)	0	0	0
	Total Funds (\$)	11,938,992	10,638,142	(1,300,850)
Dr. Bernard Harris, Sr., Elementary	Enrollment	380	363	(17)
	General Fund (\$)	2,655,852	2,418,140	(237,712)
	Title I (\$)	300,022	345,000	44,978
	Total Funds (\$)	2,955,874	2,763,140	(192,734)
Dr. Carter Godwin Woodson Elementary/Middle	Enrollment	339	342	3
	General Fund (\$)	2,357,723	2,343,145	(14,578)
	Title I (\$)	206,217	296,000	89,783
	Total Funds (\$)	2,563,940	2,639,145	75,205
Dr. Martin Luther King, Jr., Elementary/Middle	Enrollment	287	282	(5)
	General Fund (\$)	2,180,670	2,071,602	(109,068)
	Title I (\$)	186,060	260,000	73,940
	Total Funds (\$)	2,366,730	2,331,602	(35,128)
Dr. Nathan A. Pitts-Ashburton Elementary/Middle	Enrollment	420	435	15
	General Fund (\$)	3,001,164	2,954,821	(46,343)
	Title I (\$)	210,093	229,474	19,381
	Total Funds (\$)	3,211,257	3,184,295	(26,962)
Edgecombe Circle Elementary	Enrollment	290	280	(10)
	General Fund (\$)	1,942,930	1,759,719	(183,211)
	Title I (\$)	235,676	270,000	34,324
	Total Funds (\$)	2,178,606	2,029,719	(148,887)
Edgewood Elementary	Enrollment	212	211	(1)
	General Fund (\$)	1,576,686	1,552,862	(23,824)
	Title I (\$)	148,848	179,000	30,152
	Total Funds (\$)	1,725,534	1,731,862	6,328
Edmondson-Westside High	Enrollment	921	936	15
	General Fund (\$)	7,315,048	6,899,353	(415,695)
	Title I (\$)	0	0	0
	Total Funds (\$)	7,315,048	6,899,353	(415,695)

School Name <i>(italics indicate charter schools)</i>		FY17 Adjusted	FY18 Adopted	Change
<i>Elmer A. Henderson: A Johns Hopkins Partnership School</i> <i>(contract school funded according to the charter school model)</i>	Enrollment	551	567	16
	General Fund (\$)	5,417,119	5,581,626	164,507
	Title I (\$)	267,461	267,461	0
	Total Funds (\$)	5,684,580	5,849,087	164,507
<i>Empowerment Academy</i>	Enrollment	245	235	(10)
	General Fund (\$)	2,434,552	2,362,735	(71,817)
	Title I (\$)	102,333	0	(102,333)
	Total Funds (\$)	2,536,885	2,362,735	(174,150)
Eutaw-Marshburn Elementary	Enrollment	256	257	1
	General Fund (\$)	1,878,013	1,783,480	(94,533)
	Title I (\$)	218,621	266,000	47,379
	Total Funds (\$)	2,096,634	2,049,480	(47,154)
Fallstaff Elementary/Middle	Enrollment	442	462	20
	General Fund (\$)	2,988,262	2,937,959	(50,303)
	Title I (\$)	167,454	164,082	(3,372)
	Total Funds (\$)	3,155,716	3,102,041	(53,675)
Federal Hill Preparatory Academy	Enrollment	291	272	(19)
	General Fund (\$)	2,020,624	1,873,396	(147,228)
	Title I (\$)	128,692	137,995	9,303
	Total Funds (\$)	2,149,316	2,011,391	(137,926)
Forest Park High	Enrollment	436	603	167
	General Fund (\$)	3,694,128	4,529,887	835,759
	Title I (\$)	0	0	0
	Total Funds (\$)	3,694,128	4,529,887	835,759
Fort Worthington Elementary/Middle	Enrollment	428	507	79
	General Fund (\$)	3,051,409	3,388,458	337,049
	Title I (\$)	304,673	361,000	56,327
	Total Funds (\$)	3,356,082	3,749,458	393,376
Francis Scott Key Elementary/Middle	Enrollment	444	430	(14)
	General Fund (\$)	2,837,619	2,642,304	(195,315)
	Title I (\$)	185,285	159,839	(25,447)
	Total Funds (\$)	3,022,904	2,802,143	(220,762)

School Name <i>(italics indicate charter schools)</i>		FY17 Adjusted	FY18 Adopted	Change
Franklin Square Elementary/Middle	Enrollment	417	402	(15)
	General Fund (\$)	3,054,388	2,782,933	(271,455)
	Title I (\$)	239,552	353,000	113,448
	Total Funds (\$)	3,293,940	3,135,933	(158,007)
Frederick Douglass High	Enrollment	881	802	(79)
	General Fund (\$)	7,742,673	6,739,675	(1,002,998)
	Title I (\$)	616,324	0	(616,324)
	Total Funds (\$)	8,358,997	6,739,675	(1,619,322)
<i>Frederick Elementary (opens as a neighborhood "conversion" charter school in 2017-18)</i>	Enrollment	136	440	304
	General Fund (\$)	1,132,799	4,658,606	3,525,807
	Title I (\$)	124,040	428,000	303,960
	Total Funds (\$)	1,256,839	5,086,606	3,829,767
Friendship Academy of Engineering and Technology	Enrollment	452	451	(1)
	General Fund (\$)	3,728,048	3,617,089	(110,959)
	Title I (\$)	208,542	196,138	(12,404)
	Total Funds (\$)	3,936,590	3,813,227	(123,363)
Furley Elementary	Enrollment	433	400	(33)
	General Fund (\$)	3,052,309	2,720,906	(331,403)
	Title I (\$)	234,126	258,158	24,032
	Total Funds (\$)	3,286,435	2,979,064	(307,371)
<i>Furman Templeton Preparatory Academy</i>	Enrollment	468	460	(8)
	General Fund (\$)	4,937,456	4,873,187	(64,269)
	Title I (\$)	320,954	410,000	89,046
	Total Funds (\$)	5,258,410	5,283,187	24,777
Gardenville Elementary	Enrollment	357	316	(41)
	General Fund (\$)	2,541,300	2,178,165	(363,135)
	Title I (\$)	188,386	171,330	(17,056)
	Total Funds (\$)	2,729,686	2,349,495	(380,191)
Garrett Heights Elementary/Middle	Enrollment	311	315	4
	General Fund (\$)	2,267,593	2,193,288	(74,305)
	Title I (\$)	163,578	193,037	29,459
	Total Funds (\$)	2,431,171	2,386,325	(44,846)

School Name <i>(italics indicate charter schools)</i>		FY17 Adjusted	FY18 Adopted	Change
George Washington Elementary	Enrollment	231	217	(14)
	General Fund (\$)	1,697,740	1,600,546	(97,194)
	Title I (\$)	151,174	207,000	55,826
	Total Funds (\$)	1,848,914	1,807,546	(41,368)
Gilmor Elementary	Enrollment	214	194	(20)
	General Fund (\$)	1,626,930	1,444,226	(182,704)
	Title I (\$)	177,532	216,000	38,468
	Total Funds (\$)	1,804,462	1,660,226	(144,236)
Glenmount Elementary/Middle	Enrollment	578	601	23
	General Fund (\$)	3,823,024	3,766,210	(56,814)
	Title I (\$)	265,136	283,742	18,606
	Total Funds (\$)	4,088,160	4,049,952	(38,209)
<i>Govans Elementary</i>	Enrollment	398	440	42
	General Fund (\$)	4,093,784	4,485,596	391,812
	Title I (\$)	202,340	222,497	20,157
	Total Funds (\$)	4,296,124	4,708,093	411,969
Graceland Park/O'Donnell Heights Elementary/Middle	Enrollment	430	425	(5)
	General Fund (\$)	2,974,791	2,783,277	(191,514)
	Title I (\$)	197,689	188,386	(9,303)
	Total Funds (\$)	3,172,480	2,971,663	(200,817)
<i>The Green School of Baltimore</i>	Enrollment	150	150	0
	General Fund (\$)	1,570,555	1,580,783	10,228
	Title I (\$)	0	0	0
	Total Funds (\$)	1,570,555	1,580,783	10,228
<i>Green Street Academy</i>	Enrollment	734	809	75
	General Fund (\$)	8,060,361	8,786,340	725,979
	Title I (\$)	296,146	332,582	36,436
	Total Funds (\$)	8,356,507	9,118,922	762,415
Grove Park Elementary/Middle	Enrollment	282	276	(6)
	General Fund (\$)	2,012,400	1,855,391	(157,009)
	Title I (\$)	127,916	125,591	(2,326)
	Total Funds (\$)	2,140,316	1,980,982	(159,335)

School Name <i>(italics indicate charter schools)</i>		FY17 Adjusted	FY18 Adopted	Change
Guilford Elementary/Middle	Enrollment	333	312	(21)
	General Fund (\$)	2,289,517	2,076,833	(212,684)
	Title I (\$)	213,969	205,441	(8,528)
	Total Funds (\$)	2,503,486	2,282,274	(221,212)
Gwynns Falls Elementary	Enrollment	342	332	(10)
	General Fund (\$)	2,254,252	2,084,710	(169,542)
	Title I (\$)	212,419	202,340	(10,079)
	Total Funds (\$)	2,466,671	2,287,050	(179,621)
Hamilton Elementary/Middle	Enrollment	707	696	(11)
	General Fund (\$)	4,701,735	4,380,671	(321,064)
	Title I (\$)	251,956	0	(251,956)
	Total Funds (\$)	4,953,691	4,380,671	(573,020)
Hampden Elementary/Middle	Enrollment	363	381	18
	General Fund (\$)	2,408,004	2,384,175	(23,829)
	Title I (\$)	135,669	0	(135,669)
	Total Funds (\$)	2,543,673	2,384,175	(159,498)
<i>Hampstead Hill Academy</i>	Enrollment	718	726	8
	General Fund (\$)	7,002,866	7,083,638	80,772
	Title I (\$)	232,575	0	(232,575)
	Total Funds (\$)	7,235,441	7,083,638	(151,803)
Harford Heights Elementary	Enrollment	394	375	(19)
	General Fund (\$)	2,667,605	2,422,472	(245,133)
	Title I (\$)	354,289	370,000	15,711
	Total Funds (\$)	3,021,894	2,792,472	(229,422)
Harlem Park Elementary/Middle	Enrollment	323	298	(25)
	General Fund (\$)	2,208,294	1,941,745	(266,549)
	Title I (\$)	252,732	316,000	63,268
	Total Funds (\$)	2,461,026	2,257,745	(203,281)
Hazelwood Elementary/Middle	Enrollment	420	433	13
	General Fund (\$)	2,989,614	2,944,889	(44,725)
	Title I (\$)	199,239	196,914	(2,326)
	Total Funds (\$)	3,188,853	3,141,803	(47,051)

School Name <i>(italics indicate charter schools)</i>		FY17 Adjusted	FY18 Adopted	Change
Highlandtown Elementary/Middle #215	Enrollment	421	427	6
	General Fund (\$)	2,711,241	2,597,027	(114,214)
	Title I (\$)	225,598	191,487	(34,111)
	Total Funds (\$)	2,936,839	2,788,514	(148,325)
Highlandtown Elementary/Middle #237	Enrollment	764	790	26
	General Fund (\$)	5,071,962	4,976,047	(95,915)
	Title I (\$)	358,941	358,941	(0)
	Total Funds (\$)	5,430,903	5,334,988	(95,915)
Hilton Elementary	Enrollment	355	333	(22)
	General Fund (\$)	2,336,037	2,117,983	(218,054)
	Title I (\$)	206,992	200,790	(6,202)
	Total Funds (\$)	2,543,029	2,318,773	(224,256)
The Historic Samuel Coleridge-Taylor Elementary	Enrollment	303	285	(18)
	General Fund (\$)	1,976,089	1,772,502	(203,587)
	Title I (\$)	251,956	288,000	36,044
	Total Funds (\$)	2,228,045	2,060,502	(167,543)
Holabird Elementary/Middle	Enrollment	436	390	(46)
	General Fund (\$)	2,999,817	2,583,643	(416,174)
	Title I (\$)	225,598	200,790	(24,808)
	Total Funds (\$)	3,225,415	2,784,433	(440,982)
<i>Independence School Local I</i>	Enrollment	135	128	(7)
	General Fund (\$)	1,645,549	1,562,850	(82,699)
	Title I (\$)	0	0	0
	Total Funds (\$)	1,645,549	1,562,850	(82,699)
James McHenry Elementary/Middle	Enrollment	317	302	(15)
	General Fund (\$)	2,349,679	2,152,810	(196,869)
	Title I (\$)	232,575	300,000	67,425
	Total Funds (\$)	2,582,254	2,452,810	(129,444)
James Mosher Elementary	Enrollment	208	202	(6)
	General Fund (\$)	1,519,130	1,421,011	(98,119)
	Title I (\$)	132,568	190,000	57,432
	Total Funds (\$)	1,651,698	1,611,011	(40,687)

School Name <i>(italics indicate charter schools)</i>		FY17 Adjusted	FY18 Adopted	Change
John Eager Howard Elementary	Enrollment	316	281	(35)
	General Fund (\$)	2,147,810	1,839,335	(308,475)
	Title I (\$)	269,012	288,000	18,988
	Total Funds (\$)	2,416,822	2,127,335	(289,487)
John Ruhrah Elementary/Middle	Enrollment	760	772	12
	General Fund (\$)	5,008,709	4,830,872	(177,837)
	Title I (\$)	352,739	290,680	(62,059)
	Total Funds (\$)	5,361,448	5,121,552	(239,896)
Johnston Square Elementary	Enrollment	326	322	(4)
	General Fund (\$)	2,260,421	2,156,904	(103,517)
	Title I (\$)	255,833	303,000	47,167
	Total Funds (\$)	2,516,254	2,459,904	(56,350)
KASA (Knowledge and Success Academy)	Enrollment	431	382	(49)
	General Fund (\$)	3,462,011	2,967,029	(494,982)
	Title I (\$)	235,676	243,429	7,753
	Total Funds (\$)	3,697,687	3,210,458	(487,230)
<i>KIPP Harmony Academy</i>	Enrollment	1,522	1,512	(10)
	General Fund (\$)	14,918,839	14,985,253	66,414
	Title I (\$)	661,288	649,660	(11,629)
	Total Funds (\$)	15,580,127	15,634,913	54,786
Lakeland Elementary/Middle	Enrollment	756	764	8
	General Fund (\$)	5,211,661	4,940,115	(271,546)
	Title I (\$)	344,211	322,504	(21,707)
	Total Funds (\$)	5,555,872	5,262,619	(293,253)
Leith Walk Elementary/Middle	Enrollment	1,236	1,180	(56)
	General Fund (\$)	8,327,535	7,589,712	(737,823)
	Title I (\$)	472,127	426,472	(45,655)
	Total Funds (\$)	8,799,662	8,016,184	(783,478)
Liberty Elementary	Enrollment	420	422	2
	General Fund (\$)	3,045,712	2,897,962	(147,750)
	Title I (\$)	216,295	224,823	8,528
	Total Funds (\$)	3,262,007	3,122,785	(139,223)

School Name <i>(italics indicate charter schools)</i>		FY17 Adjusted	FY18 Adopted	Change
<i>Lillie May Carroll Jackson School</i>	Enrollment	172	200	28
	General Fund (\$)	1,866,961	2,130,675	263,714
	Title I (\$)	31,785	68,222	36,437
	Total Funds (\$)	1,898,746	2,198,897	300,151
Lockerman Bundy Elementary	Enrollment	231	240	9
	General Fund (\$)	1,635,896	1,571,942	(63,954)
	Title I (\$)	160,477	158,926	(1,551)
	Total Funds (\$)	1,796,373	1,730,868	(65,505)
Lyndhurst Elementary	Enrollment	314	354	40
	General Fund (\$)	2,182,430	2,360,499	178,069
	Title I (\$)	203,116	191,487	(11,629)
	Total Funds (\$)	2,385,546	2,551,986	166,440
Maree G. Farring Elementary/Middle	Enrollment	684	707	23
	General Fund (\$)	4,766,923	4,688,477	(78,446)
	Title I (\$)	296,146	319,403	23,257
	Total Funds (\$)	5,063,069	5,007,880	(55,189)
Margaret Brent Elementary/Middle	Enrollment	324	324	0
	General Fund (\$)	2,317,373	2,205,189	(112,184)
	Title I (\$)	135,669	148,848	13,179
	Total Funds (\$)	2,453,042	2,354,037	(99,005)
Mary Ann Winterling Elementary at Bentalou	Enrollment	251	224	(27)
	General Fund (\$)	1,869,191	1,759,678	(109,513)
	Title I (\$)	186,060	245,000	58,940
	Total Funds (\$)	2,055,251	2,004,678	(50,573)
Mary E. Rodman Elementary	Enrollment	210	211	1
	General Fund (\$)	1,622,957	1,565,255	(57,702)
	Title I (\$)	145,747	211,000	65,253
	Total Funds (\$)	1,768,704	1,776,255	7,551
Matthew A. Henson Elementary	Enrollment	329	342	13
	General Fund (\$)	2,285,002	2,238,732	(46,270)
	Title I (\$)	231,025	302,000	70,975
	Total Funds (\$)	2,516,027	2,540,732	24,705

School Name <i>(italics indicate charter schools)</i>		FY17 Adjusted	FY18 Adopted	Change
Medfield Heights Elementary	Enrollment	342	338	(4)
	General Fund (\$)	2,428,410	2,266,500	(161,910)
	Title I (\$)	0	0	0
	Total Funds (\$)	2,428,410	2,266,500	(161,910)
Mergenthaler Vocational- Technical High	Enrollment	1,657	1,606	(51)
	General Fund (\$)	13,181,147	11,879,354	(1,301,793)
	Title I (\$)	0	0	0
	Total Funds (\$)	13,181,147	11,879,354	(1,301,793)
<i>Midtown Academy</i>	Enrollment	198	198	0
	General Fund (\$)	1,980,521	1,987,983	7,462
	Title I (\$)	0	0	0
	Total Funds (\$)	1,980,521	1,987,983	7,462
<i>Monarch Academy Public Charter School</i>	Enrollment	979	967	(12)
	General Fund (\$)	9,713,675	9,620,224	(93,451)
	Title I (\$)	442,668	453,521	10,853
	Total Funds (\$)	10,156,343	10,073,745	(82,598)
Montebello Elementary/Middle	Enrollment	494	479	(15)
	General Fund (\$)	3,591,018	3,326,762	(264,256)
	Title I (\$)	293,820	299,247	5,427
	Total Funds (\$)	3,884,838	3,626,009	(258,830)
Moravia Park Elementary	Enrollment	725	700	(25)
	General Fund (\$)	4,812,213	4,371,862	(440,351)
	Title I (\$)	428,713	399,254	(29,459)
	Total Funds (\$)	5,240,926	4,771,116	(469,810)
Morrell Park Elementary/Middle	Enrollment	382	379	(3)
	General Fund (\$)	2,740,891	2,615,306	(125,585)
	Title I (\$)	210,093	203,891	(6,202)
	Total Funds (\$)	2,950,984	2,819,197	(131,787)
Mount Royal Elementary/Middle	Enrollment	700	686	(14)
	General Fund (\$)	4,844,326	4,516,737	(327,589)
	Title I (\$)	344,211	328,706	(15,505)
	Total Funds (\$)	5,188,537	4,845,443	(343,094)

School Name <i>(italics indicate charter schools)</i>		FY17 Adjusted	FY18 Adopted	Change
The Mount Washington School	Enrollment	617	603	(14)
	General Fund (\$)	4,177,717	3,880,915	(296,802)
	Title I (\$)	0	0	0
	Total Funds (\$)	4,177,717	3,880,915	(296,802)
NACA Freedom and Democracy Academy II	Enrollment	304	258	(46)
	General Fund (\$)	2,588,614	2,296,139	(292,475)
	Title I (\$)	138,770	142,646	3,876
	Total Funds (\$)	2,727,384	2,438,785	(288,599)
National Academy Foundation	Enrollment	840	806	(34)
	General Fund (\$)	6,710,060	6,080,078	(629,982)
	Title I (\$)	403,130	407,006	3,876
	Total Funds (\$)	7,113,190	6,487,084	(626,106)
New Era Academy	Enrollment	334	350	16
	General Fund (\$)	3,105,062	3,011,634	(93,428)
	Title I (\$)	203,891	188,386	(15,505)
	Total Funds (\$)	3,308,953	3,200,020	(108,933)
New Song Academy	Enrollment	147	150	3
	General Fund (\$)	1,461,332	1,430,482	(30,850)
	Title I (\$)	82,177	76,750	(5,427)
	Total Funds (\$)	1,543,509	1,507,232	(36,277)
North Bend Elementary/Middle	Enrollment	453	438	(15)
	General Fund (\$)	3,228,561	2,981,144	(247,417)
	Title I (\$)	238,002	215,520	(22,483)
	Total Funds (\$)	3,466,563	3,196,664	(269,900)
<i>Northwood Appold Community Academy</i>	Enrollment	187	166	(21)
	General Fund (\$)	1,839,203	1,645,743	(193,460)
	Title I (\$)	75,199	0	(75,199)
	Total Funds (\$)	1,914,402	1,645,743	(268,659)
Northwood Elementary	Enrollment	577	564	(13)
	General Fund (\$)	3,988,431	3,725,739	(262,692)
	Title I (\$)	295,370	281,416	(13,954)
	Total Funds (\$)	4,283,801	4,007,155	(276,646)

School Name <i>(italics indicate charter schools)</i>		FY17 Adjusted	FY18 Adopted	Change
Patterson High	Enrollment	1,160	1,203	43
	General Fund (\$)	9,295,248	8,960,099	(335,149)
	Title I (\$)	0	0	0
	Total Funds (\$)	9,295,248	8,960,099	(335,149)
<i>Patterson Park Public Charter</i>	Enrollment	644	644	0
	General Fund (\$)	6,774,740	6,803,821	29,081
	Title I (\$)	263,585	236,929	(26,656)
	Total Funds (\$)	7,038,325	7,040,750	2,425
Paul Laurence Dunbar High	Enrollment	817	778	(39)
	General Fund (\$)	6,000,635	5,254,455	(746,180)
	Title I (\$)	0	0	0
	Total Funds (\$)	6,000,635	5,254,455	(746,180)
Pimlico Elementary/Middle	Enrollment	307	273	(34)
	General Fund (\$)	2,568,819	2,164,856	(403,963)
	Title I (\$)	294,595	275,000	(19,595)
	Total Funds (\$)	2,863,414	2,439,856	(423,558)
The Reach! Partnership School	Enrollment	564	590	26
	General Fund (\$)	4,842,638	4,739,404	(103,234)
	Title I (\$)	0	0	0
	Total Funds (\$)	4,842,638	4,739,404	(103,234)
Reginald F. Lewis High	Enrollment	570	490	(80)
	General Fund (\$)	4,893,210	4,068,952	(824,258)
	Title I (\$)	0	0	0
	Total Funds (\$)	4,893,210	4,068,952	(824,258)
Renaissance Academy	Enrollment	284	263	(21)
	General Fund (\$)	2,786,135	2,480,154	(305,981)
	Title I (\$)	0	0	0
	Total Funds (\$)	2,786,135	2,480,154	(305,981)
Robert W. Coleman Elementary	Enrollment	348	344	(4)
	General Fund (\$)	2,411,999	2,290,694	(121,305)
	Title I (\$)	206,992	298,000	91,008
	Total Funds (\$)	2,618,991	2,588,694	(30,297)

School Name <i>(italics indicate charter schools)</i>		FY17 Adjusted	FY18 Adopted	Change
Rognel Heights Elementary/Middle	Enrollment	240	228	(12)
	General Fund (\$)	1,880,951	1,714,733	(166,218)
	Title I (\$)	142,646	151,174	8,528
	Total Funds (\$)	2,023,597	1,865,907	(157,690)
Roland Park Elementary/Middle	Enrollment	1,341	1,344	3
	General Fund (\$)	9,017,534	8,452,204	(565,330)
	Title I (\$)	0	0	0
	Total Funds (\$)	9,017,534	8,452,204	(565,330)
<i>Roots and Branches School</i>	Enrollment	211	213	2
	General Fund (\$)	2,160,047	2,211,013	50,966
	Title I (\$)	120,939	116,288	(4,652)
	Total Funds (\$)	2,280,986	2,327,301	46,315
<i>Rosemont Elementary/Middle</i>	Enrollment	329	313	(16)
	General Fund (\$)	3,267,190	3,183,368	(83,822)
	Title I (\$)	194,588	191,487	(3,101)
	Total Funds (\$)	3,461,778	3,374,855	(86,923)
Sarah M. Roach Elementary	Enrollment	241	238	(3)
	General Fund (\$)	1,659,639	1,549,883	(109,756)
	Title I (\$)	136,444	137,995	1,551
	Total Funds (\$)	1,796,083	1,687,878	(108,206)
Sinclair Lane Elementary	Enrollment	320	336	16
	General Fund (\$)	2,114,741	2,090,646	(24,095)
	Title I (\$)	235,676	289,000	53,324
	Total Funds (\$)	2,350,417	2,379,646	29,229
<i>Southwest Baltimore Charter</i>	Enrollment	413	414	1
	General Fund (\$)	4,372,105	4,392,540	20,435
	Title I (\$)	179,858	183,734	3,876
	Total Funds (\$)	4,551,963	4,576,274	24,311
Stadium School	Enrollment	249	257	8
	General Fund (\$)	1,832,813	1,785,007	(47,806)
	Title I (\$)	112,411	121,714	9,303
	Total Funds (\$)	1,945,224	1,906,721	(38,503)

School Name <i>(italics indicate charter schools)</i>		FY17 Adjusted	FY18 Adopted	Change
Steuart Hill Academic Academy	Enrollment	252	251	(1)
	General Fund (\$)	1,669,313	1,623,314	(45,999)
	Title I (\$)	203,116	253,000	49,884
	Total Funds (\$)	1,872,429	1,876,314	3,885
Tench Tilghman Elementary/Middle	Enrollment	368	373	5
	General Fund (\$)	2,623,508	2,541,266	(82,242)
	Title I (\$)	255,833	353,000	97,167
	Total Funds (\$)	2,879,341	2,894,266	14,925
Thomas Jefferson Elementary/Middle	Enrollment	427	428	1
	General Fund (\$)	3,002,760	2,795,704	(207,056)
	Title I (\$)	200,015	206,217	6,202
	Total Funds (\$)	3,202,775	3,001,921	(200,855)
Thomas Johnson Elementary/Middle	Enrollment	518	500	(18)
	General Fund (\$)	3,643,742	3,359,203	(284,539)
	Title I (\$)	0	0	0
	Total Funds (\$)	3,643,742	3,359,203	(284,539)
<i>Tunbridge Public Charter School</i>	Enrollment	450	450	0
	General Fund (\$)	4,631,538	4,642,334	10,796
	Title I (\$)	0	0	0
	Total Funds (\$)	4,631,538	4,642,334	10,796
Vanguard Collegiate Middle	Enrollment	428	456	28
	General Fund (\$)	3,081,674	3,098,124	16,450
	Title I (\$)	266,686	227,148	(39,538)
	Total Funds (\$)	3,348,360	3,325,272	(23,088)
Violetville Elementary/Middle	Enrollment	428	428	0
	General Fund (\$)	2,808,942	2,676,549	(132,393)
	Title I (\$)	169,780	182,184	12,404
	Total Funds (\$)	2,978,722	2,858,733	(119,989)
Vivien T. Thomas Medical Arts Academy	Enrollment	401	391	(10)
	General Fund (\$)	3,271,485	2,936,794	(334,691)
	Title I (\$)	0	0	0
	Total Funds (\$)	3,271,485	2,936,794	(334,691)

School Name <i>(italics indicate charter schools)</i>		FY17 Adjusted	FY18 Adopted	Change
Walter P. Carter Elementary/Middle	Enrollment	311	305	(6)
	General Fund (\$)	2,281,462	2,148,860	(132,602)
	Title I (\$)	176,757	176,757	0
	Total Funds (\$)	2,458,219	2,325,617	(132,602)
Waverly Elementary/Middle	Enrollment	660	636	(24)
	General Fund (\$)	4,519,952	4,183,096	(336,856)
	Title I (\$)	375,996	343,436	(32,560)
	Total Funds (\$)	4,895,948	4,526,532	(369,416)
Western High	Enrollment	998	950	(48)
	General Fund (\$)	7,320,380	6,422,790	(897,590)
	Title I (\$)	0	0	0
	Total Funds (\$)	7,320,380	6,422,790	(897,590)
Westport Academy	Enrollment	303	311	8
	General Fund (\$)	2,304,692	2,212,917	(91,775)
	Title I (\$)	216,295	258,000	41,705
	Total Funds (\$)	2,520,987	2,470,917	(50,070)
William Paca Elementary	Enrollment	457	448	(9)
	General Fund (\$)	3,062,041	2,853,890	(208,151)
	Title I (\$)	332,582	301,572	(31,010)
	Total Funds (\$)	3,394,623	3,155,462	(239,161)
William Pinderhughes Elementary/Middle	Enrollment	233	225	(8)
	General Fund (\$)	1,865,246	1,735,798	(129,448)
	Title I (\$)	146,522	202,000	55,478
	Total Funds (\$)	2,011,768	1,937,798	(73,970)
Windsor Hills Elementary/Middle	Enrollment	267	264	(3)
	General Fund (\$)	2,018,528	1,868,758	(149,770)
	Title I (\$)	181,409	150,399	(31,011)
	Total Funds (\$)	2,199,937	2,019,157	(180,781)
<i>Wolfe Street Academy</i>	Enrollment	223	231	8
	General Fund (\$)	2,206,247	2,279,890	73,643
	Title I (\$)	119,389	127,916	8,527
	Total Funds (\$)	2,325,636	2,407,806	82,170

School Name <i>(italics indicate charter schools)</i>		FY17 Adjusted	FY18 Adopted	Change
Woodhome Elementary/Middle	Enrollment	324	325	1
	General Fund (\$)	2,305,405	2,333,162	27,757
	Title I (\$)	104,659	0	(104,659)
	Total Funds (\$)	2,410,064	2,333,162	(76,902)
Yorkwood Elementary	Enrollment	396	395	(1)
	General Fund (\$)	2,717,323	2,558,787	(158,536)
	Title I (\$)	180,633	173,656	(6,977)
	Total Funds (\$)	2,897,956	2,732,443	(165,513)
Schools closing in June 2017 <i>(funds follow students from closing schools to new schools for 2017-18, and will be allocated with enrollment adjustments after September 30, 2017)</i>	Enrollment	0	345	345
	General Fund (\$)	0	3,070,536	3,070,536
	Title I (\$)	0	0	0
	Total Funds (\$)	0	3,070,536	3,070,536

Budget Tables



In this section are summaries and details regarding specific budget allocations for the General Fund, Special Funds, Enterprise Fund, and Capital Improvement Program. Information about specific expenditures by district offices, grant-funded programs, food service activities, and building construction and maintenance is presented in tables that show year-to-year comparisons for FY16, FY17, and FY18. For FY16, which ended on June 30, 2016, actual expenditures are provided; this explains why negative amounts may appear if funds were moved among line items in a particular budget. For FY17, amounts reflected in the budget adopted by the Board of School Commissioners and revised on July 12, 2016, are presented (since actual expenses will not be available until after the year ends on June 30, 2017).

Following reporting requirements of the Maryland State Department of Education, the tables throughout this section present budget expenditures (FY16) and allocations (FY17 and 18) by “object” (the type of expenditure) and “category” (how funds are spent). All tables show amounts in dollars.

Expenses by Object, All Funds; Year-to-Year Comparison

Object	FY16 Actual	FY17 Adopted	FY18 Adopted
Salaries and wages	\$674,361,605	\$687,925,040	\$669,469,322
Contractual services	\$190,344,854	\$175,767,956	\$184,148,375
Fringe	\$260,663,578	\$289,542,728	\$284,318,266
Materials	\$46,659,578	\$43,315,517	\$42,027,042
Utilities and other charges	\$33,504,906	\$46,426,096	\$41,624,850
Equipment	\$7,060,934	\$30,813,722	\$29,220,526
Transfers	\$53,502,327	\$48,756,041	\$38,428,306
Structures and improvements	\$256,283	—	—
Principal and interest	\$15,452,420	\$21,484,809	\$21,699,791
Contingency reserve	—	\$5,000,500	\$2,806,320
Total	\$1,287,783,910	\$1,349,032,409	\$1,313,742,798

Key

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

Expenses by Category, All Funds; Year-to-Year Comparison

Category	FY16 Actual	FY17 Adopted	FY18 Adopted
Administration	\$64,004,628	\$53,105,252	\$65,017,892
Mid-level administration	\$85,572,318	\$74,033,026	\$68,274,951
Instruction	\$453,335,104	\$477,299,006	\$457,211,189
Special education	\$197,155,092	\$205,828,234	\$206,467,171
Student services	\$29,532,703	\$27,362,303	\$20,170,561
Transportation	\$51,024,326	\$47,334,181	\$43,207,003
Plant	\$80,808,720	\$83,374,327	\$79,822,457
Fixed charges	\$260,662,468	\$289,442,183	\$284,318,266
Food services	\$40,694,731	\$37,929,768	\$39,646,537
Capital	\$3,563,764	\$31,839,320	\$27,906,980
Debt	\$21,430,055	\$21,484,809	\$21,699,791
Total	\$1,287,783,910	\$1,349,032,409	\$1,313,742,798

Key

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

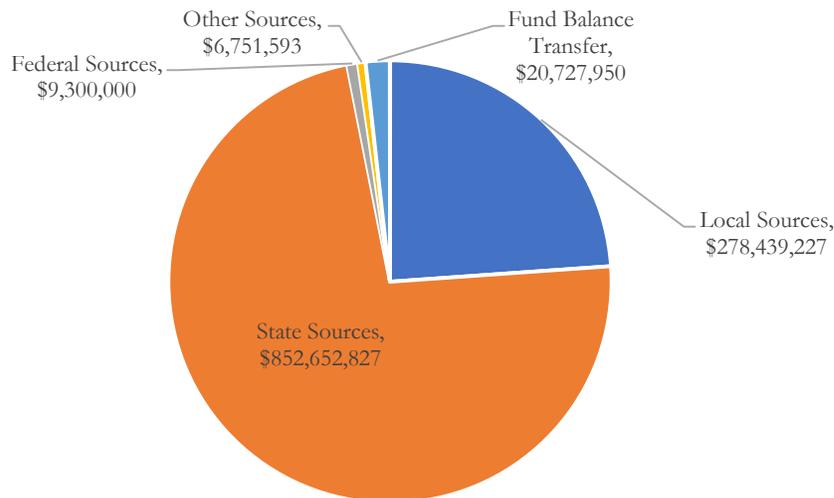
GENERAL FUND

General Fund Revenue by Source

	FY16 Actual	FY17 Adopted	FY18 Adopted
Local Sources			
Maintenance of effort grant	\$207,706,071	\$207,706,071	\$238,663,870
Separation or retirement of employees	\$2,800,000	—	—
Retiree health benefits	\$29,805,357	\$29,805,357	\$29,805,357
State retirement, local share	\$17,900,753	\$17,900,753	—
Supplemental allocation	—	\$10,000,000	\$10,000,000
<i>Subtotal</i>	<i>\$258,212,181</i>	<i>\$265,412,181</i>	<i>\$278,439,227</i>
State Sources			
Foundation program	\$399,097,341	\$408,006,958	\$386,103,982
Compensatory education	\$322,245,503	\$310,396,208	\$297,988,989
Special education model	\$52,893,344	\$49,699,618	\$47,624,065
Students with disabilities, nonpublic placement	\$14,882,184	\$15,600,000	\$14,231,125
Student transportation	\$19,449,658	\$19,412,733	\$19,516,800
Limited English proficiency	\$19,446,655	\$19,960,873	\$22,117,633
Guaranteed tax base	\$31,420,381	\$26,157,884	\$21,692,833
Other (stipends)	\$275,000	\$800,000	—
Supplemental grant	\$18,310,933	\$18,310,933	\$18,310,933
NTI adjustment	\$453,884	—	—
Pre-k appropriation	—	—	\$10,145,322
Enrollment grant	—	—	\$13,552,593
TIF grant	—	—	\$422,107
Disparity grant	—	—	\$946,445
<i>Subtotal</i>	<i>\$878,474,883</i>	<i>\$868,345,207</i>	<i>\$852,652,827</i>
Federal Sources			
E-Rate	\$4,844,048	\$6,000,000	\$6,000,000
Impact aid	\$239,036	—	—
U.S. treasury bond subsidy payment	\$4,566,291	\$3,000,000	\$3,000,000
ROTC reimbursements	\$697,355	\$300,000	\$300,000
<i>Subtotal</i>	<i>\$10,346,729</i>	<i>\$9,300,000</i>	<i>\$9,300,000</i>

	FY16 Actual	FY17 Adopted	FY18 Adopted
Other Sources			
Earnings on investment	\$929,939	\$250,000	\$250,000
Intestate	\$648,186	—	—
Tuition, nonresident	\$373,822	\$350,000	\$350,000
Tuition, summer school	\$196,436	\$100,000	\$100,000
Reimbursable agreements	\$190,790	—	—
Special use of school buildings	\$190,042	\$100,000	\$100,000
MSA reimbursable	\$1,886,906	\$4,046,193	\$4,000,000
Other sources	\$1,263,553	\$1,595,304	\$1,951,593
Miscellaneous sources	\$5,564,228	—	—
School police overtime reimbursement	\$1,085,421	—	—
<i>Subtotal</i>	<i>\$12,329,313</i>	<i>\$6,441,497</i>	<i>\$6,751,593</i>
Fund Balance Transfer			
Assigned	—	\$20,000,000	—
Unassigned	—	\$33,570,964	\$20,727,950
<i>Subtotal</i>	<i>—</i>	<i>\$53,570,964</i>	<i>\$20,727,950</i>
Total General Fund	\$1,159,363,106	\$1,203,069,849	\$1,167,871,597

FY18 General Fund Revenue by Source



General Fund Expenditures by Object

Object	FY16 Actual	FY17 Adopted	FY18 Adopted
Salaries and wages	\$608,543,301	\$624,098,028	\$604,411,769
Contractual services	\$173,301,994	\$169,928,552	\$172,353,622
Fringe	\$234,357,091	\$258,933,500	\$253,602,351
Materials	\$15,884,058	\$15,129,483	\$16,771,524
Utilities and other charges	\$32,850,677	\$35,584,765	\$35,895,734
Equipment	\$6,816,312	\$30,517,122	\$28,984,526
Transfers	\$43,396,658	\$42,393,089	\$31,345,960
Structures and improvements	\$256,283	—	—
Principal and interest	\$15,452,420	\$21,484,809	\$21,699,791
Contingency reserve	\$5,977,636	\$5,000,500	\$2,806,320
Total	\$1,136,836,430	\$1,203,069,848	\$1,167,871,597

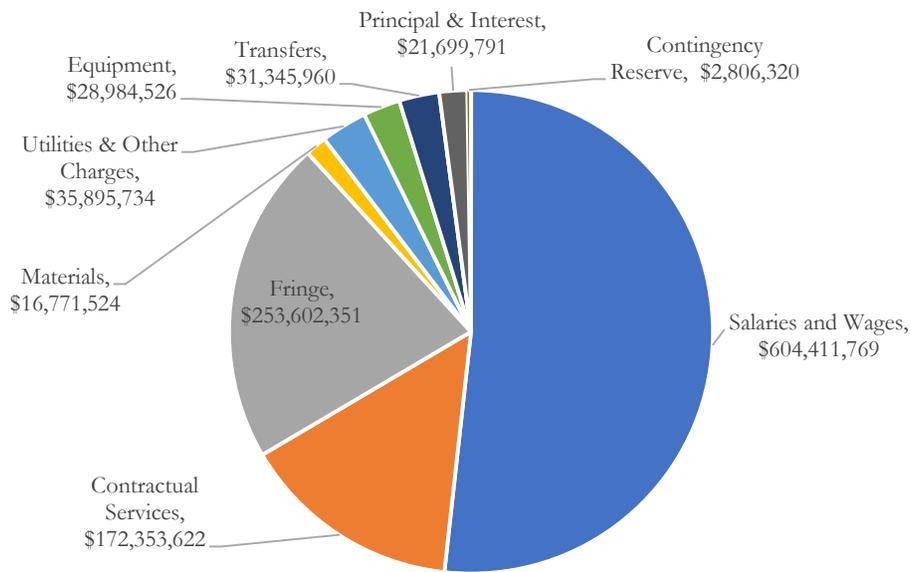
General Fund Expenditures by Category

Category	FY16 Actual	FY17 Adopted	FY18 Adopted
Administration	\$60,105,557	\$49,417,863	\$61,908,436*
Mid-level administration	\$80,099,088	\$67,037,879	\$62,197,810
Instruction	\$402,141,798	\$429,586,786	\$410,174,843
Special education	\$181,950,212	\$192,105,425	\$192,238,053
Student services	\$21,481,932	\$22,056,303	\$15,133,568
Transportation	\$50,915,671	\$47,334,181	\$43,187,308
Plant	\$80,792,162	\$83,374,327	\$79,822,457
Fixed charges	\$234,356,191	\$258,832,955	\$253,602,351
Capital	\$3,563,764	\$31,839,320	\$27,906,980
Debt	\$21,430,055	\$21,484,809	\$21,699,791
Total	\$1,136,836,430	\$1,203,069,848	\$1,167,871,597

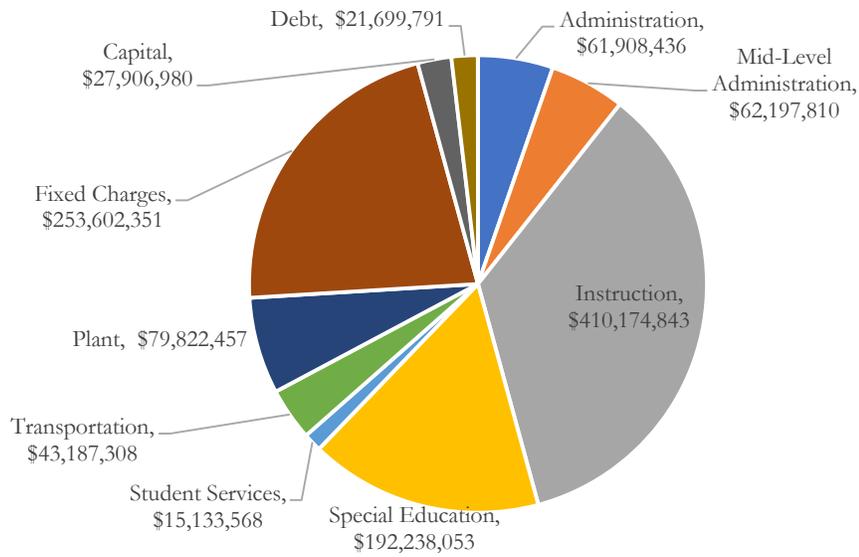
**The difference between FY17 and FY18 reflects a vacancy factor of \$14,946,576 budgeted in FY17. No vacancy factor was budgeted for FY18.*

FY18 General Fund Expenditures

By Object



By Category



General Fund Budgets: Schools

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

Total General Fund Expenditures for Schools, by Object

Object	FY16 Actual	FY17 Adopted	FY18 Adopted
Permanent salaries	\$525,980,998	\$540,164,144	\$503,836,666
Other wages	\$16,506,391	\$7,776,532	\$7,689,542
Fringe, other wages	\$152,816,950	\$202,658,442	\$198,610,894
Contractual services	\$73,273,318	\$65,650,502	\$73,858,296
Materials	\$11,234,414	\$10,158,130	\$11,927,005
Other charges	\$1,284,345	\$505,439	\$378,452
Equipment	\$586,110	\$53,500	\$270,826
Transfers	\$6,778,882	\$7,003,728	—
Total	\$788,461,408	\$833,970,417	\$796,571,681

Total General Fund Expenditures for Schools, by Category

Category	FY16 Actual	FY17 Adopted	FY18 Adopted
Administration			
Permanent salaries	\$7,452,138	—	—
Other wages	\$9,310	—	—
Contractual services	\$158,491	—	—
Materials	\$3,527	—	—
<i>Subtotal</i>	<i>\$7,623,466</i>	—	—
Mid-Level Administration			
Permanent salaries	\$61,814,561	\$53,637,407	\$52,367,915
Other wages	\$754,747	\$12,495	\$104,750
Contractual services	\$3,998,013	\$1,687,927	\$1,670,404
Materials	\$1,007,261	\$437,824	\$672,923
Other charges	\$292,668	\$269,286	\$236,825
Equipment	\$76,944	\$5,000	\$41,356
<i>Subtotal</i>	<i>\$67,944,194</i>	<i>\$56,049,939</i>	<i>\$55,094,173</i>

Category	FY16 Actual	FY17 Adopted	FY18 Adopted
Instruction			
Permanent salaries	\$318,293,388	\$338,608,596	\$304,539,495
Other wages	\$12,390,315	\$6,687,950	\$6,641,759
Contractual services	\$54,089,940	\$54,976,535	\$63,711,254
Materials	\$7,353,694	\$6,518,822	\$8,806,070
Other charges	\$184,974	\$183,315	\$121,127
Equipment	\$316,890	—	\$147,226
Transfers	\$252,163	—	—
<i>Subtotal</i>	<i>\$392,881,364</i>	<i>\$406,975,218</i>	<i>\$383,966,931</i>
Special Education			
Permanent salaries	\$112,902,690	\$123,150,072	\$122,744,400
Other wages	\$2,640,371	\$914,312	\$770,333
Contractual services	\$5,184,353	\$474,395	\$180,566
Materials	\$2,224,519	\$2,575,550	\$1,687,480
Other charges	\$24,894	\$52,838	\$20,500
Equipment	\$133,061	\$5,000	\$600
<i>Subtotal</i>	<i>\$123,109,888</i>	<i>\$127,172,167</i>	<i>\$125,403,879</i>
Student Personnel Services			
Permanent salaries	\$14,446,065	\$14,815,723	\$14,779,968
Other wages	\$35,070	—	—
Contractual services	\$367,152	—	—
<i>Subtotal</i>	<i>\$14,848,287</i>	<i>\$14,815,723</i>	<i>\$14,779,968</i>
Student Health Services			
Contractual services	\$23,003	\$136,189	\$80,091
Transfers	\$6,526,719	\$7,003,728	\$(2)
<i>Subtotal</i>	<i>\$6,549,722</i>	<i>\$7,139,917</i>	<i>\$80,089</i>
Student Transportation Services			
Permanent salaries	\$32,830	—	—
Other wages	\$554	—	—
Contractual services	\$740,286	—	—
<i>Subtotal</i>	<i>\$773,670</i>	<i>—</i>	<i>—</i>

Category	FY16 Actual	FY17 Adopted	FY18 Adopted
Operation of Plant			
Permanent salaries	\$11,029,047	\$9,952,346	\$9,404,890
Other wages	\$676,022	\$161,775	\$172,700
Contractual services	\$8,712,081	\$8,375,456	\$8,215,981
Materials	\$645,413	\$625,934	\$760,532
Equipment	\$59,214	\$43,500	\$81,644
<i>Subtotal</i>	<i>\$21,121,777</i>	<i>\$19,159,011</i>	<i>\$18,635,747</i>
Maintenance of Plant			
Permanent salaries	\$1,448	—	—
Fixed Charges			
Fringe, other wages	\$152,816,956	\$202,658,442	\$198,610,894
Capital Outlay			
Permanent salaries	\$8,829	—	—
Other charges	\$781,807	—	—
<i>Subtotal</i>	<i>\$790,636</i>	<i>—</i>	<i>—</i>
Total	\$788,461,408	\$833,970,417	\$796,571,681

General Fund Budgets: District Office

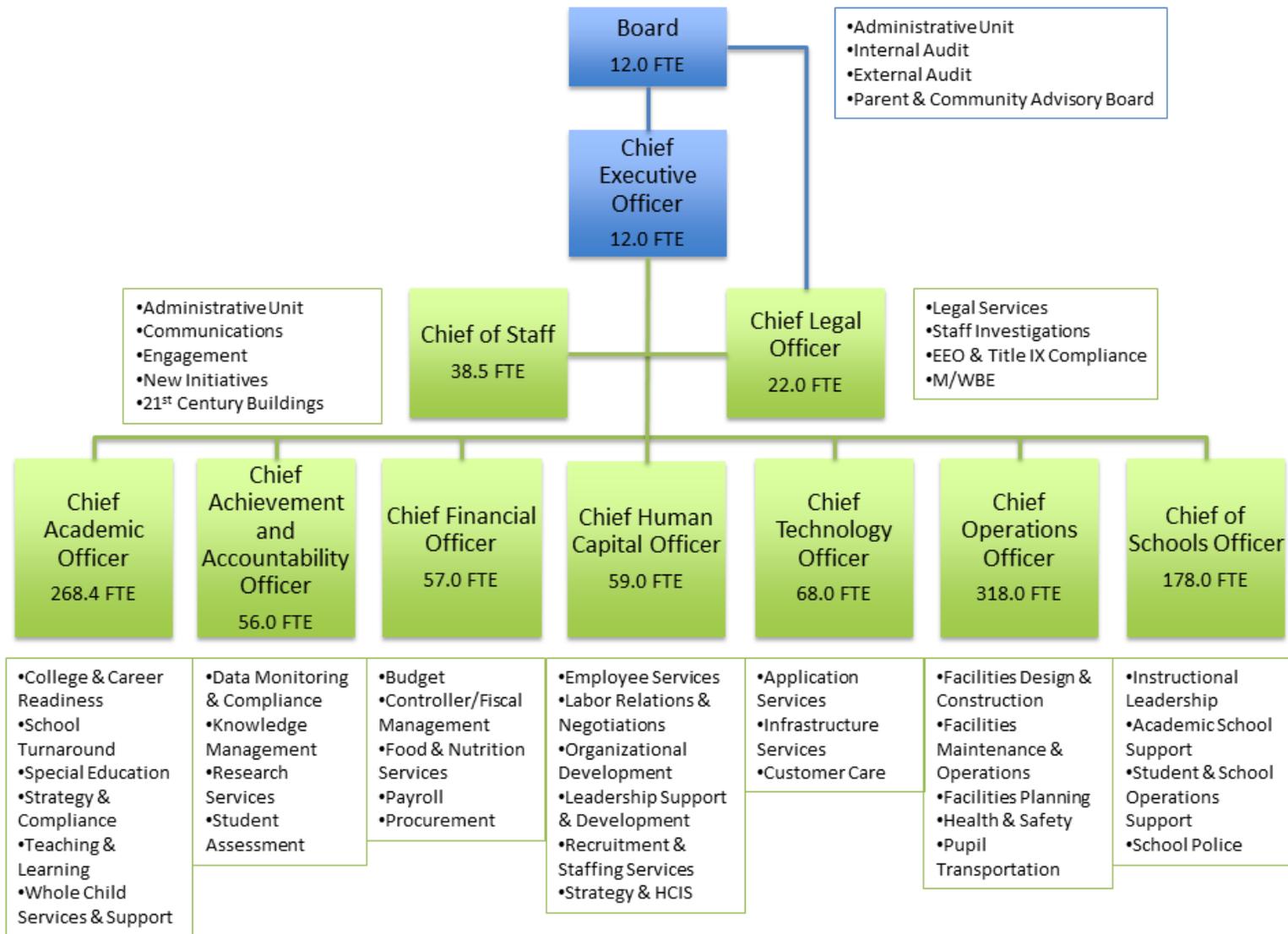
City Schools' district office provides planning, oversight, and direction along with programmatic, infrastructure, and administrative support to the schools, programs, and staff members who serve the district's students and families. In addition to allocations for central administration, the district office budget includes resources for transportation, utilities, and other essential services that are delivered centrally to schools.

In January 2017, a reorganization in the district office created a new Schools Office responsible for connecting district initiatives and strategic priorities in the areas of academic programming and school climate directly to school-level implementation. In collaboration with the Academics Office, the Schools Office is responsible for delivery of academic, student, and operations support to schools, ensuring that resources are in place to foster high academic achievement and the conditions necessary for students to thrive. With the creation of the Schools Office, certain functions and associated staff members were shifted from the Academics Office; functions and staff members in the School Support Office were shifted among Academics and the newly created Schools Office, and the School Support Office was eliminated.

In the tables and narratives that follow, the shifts resulting from this reorganization are most notable in the following areas:

- The Instructional Leadership department moved from the Academics Office to the Schools Office.
- The Whole Child Support and Services department was created in Academics, absorbing several units from the School Supports Office (e.g., enrollment, suspension services, athletics).
- The Home and Hospital department, which provides services to students who are unable to attend school because of health concerns, was shifted from school budgets to the district office budget, within the Whole Child Supports and Services department in the Academics Office.

District Office Organizational Structure for FY18



Summaries of district office expenses and staffing appear below; office-by-office detail begins on page 62.

General Fund Expenditures, by District Office

	FY16 Actual	FY17 Adopted	FY18 Adopted
Board of School Commissioners	\$1,931,649	\$1,757,480	\$1,640,667
Chief Executive	\$6,376,249	\$8,079,007	\$8,435,047
Academics*	\$79,293,125	\$84,044,481	\$89,614,029
Achievement and Accountability	\$3,945,810	\$4,282,817	\$4,011,248
Finance	\$34,163,244	\$3,212,296	\$2,730,171
Human Capital	\$5,403,415	\$4,302,539	\$4,429,087
Information Technology	\$22,857,795	\$20,065,890	\$19,407,267
Legal	\$4,353,716	\$2,422,036	\$2,269,856
Operations	\$84,246,628	\$73,143,859	\$69,270,446
School Supports*	\$20,227,766	\$14,663,619	<i>[office eliminated]</i>
Schools*	<i>[new office, budgeted in FY18]</i>		\$10,768,099
Total	\$262,799,397	\$215,974,024	\$212,575,917

* Changes among these office budgets is affected by the district office reorganization described on page 57.

District Office: Full-Time Equivalent Positions

The number of full-time equivalent (FTE) positions listed in the table on the following page includes positions supported by the General Fund, Special Funds, and the Enterprise Fund budgeted under each office, with the exception of Food and Nutrition Services staff members (primarily school cafeteria staff budgeted through the Enterprise Fund).

From the FY17 adopted to the FY17 actual budget (as of January 2017, following the district office reorganization), 61.6 positions were created in the district office. This includes shifting 46.8 FTEs in the Home and Hospital department from school budgets to the district office budget as part of the reorganization described on page 57. In addition, 14.8 new positions were created with available resources in either the General Fund or Special Funds; a breakdown of FTEs by fund appears on page 61.

From the FY17 actual to the FY18 adopted budget, the district office will eliminate 18.7 FTE positions. Setting aside the 46.8 Home and Hospital FTEs—which represent transferred, not new, positions—this reduces the FTE count by 3.9 positions over the FY17 adopted budget.

FTEs by District Office

	FY16 Actual	FY17 Adopted	FY17 Actual*	FY18 Adopted
Board of School Commissioners	12.0	12.0	12.0	12.0
Chief Executive	44.0	46.0	50.0	50.5
Academics**	235.3	244.0	277.6	268.4
Achievement and Accountability	53.0	57.0	57.0	56.0
Finance	54.5	57.0	58.0	57.0
Human Capital	67.0	56.0	56.0	59.0
Information Technology	72.0	71.0	72.0	68.0
Legal	24.0	24.0	24.0	22.0
Operations	350.0	316.0	316.0	318.0
Schools Office**	<i>[new office created January 2017]</i>		185.0	178.0
School Supports**	188.0	162.0	<i>[office eliminated January 2017]</i>	
Total	1099.8	1046.0	1,107.6	1,088.9

* Increases from FY17 adopted to FY17 actual include movement of 46.8 FTEs in the Home and Hospital department to the district office from school budgets, along with creation of 14.8 new positions.

** Changes among these office budgets reflect the district office reorganization described on page 57.

In order to improve service to schools and maximize use of grant dollars, in FY18 budget development, district office leaders focused on ensuring that staff positions were funded from the most appropriate source. Of the 1,107.6 actual FTEs in FY17 (as of January 2017), 12.5 percent are grant funded; for FY18, that percentage increases to 13.8 percent.

FTEs by Funding Source

	Fund	FY17 Actual	FY18 Adopted
Board of School Commissioners	General	12.0	12.0
	Special	—	—
Chief Executive	General	47.0	47.25
	Special	3.0	3.25
Academics	General	217.3	193.9
	Special	60.3	74.5
Achievement and Accountability	General	32.9	30.9
	Special	24.1	25.1
Finance	General	52.5	52.5
	Special	5.5	4.5
Human Capital	General	39.0	44.0
	Special	17.0	15.0
Information Technology	General	71.8	67.8
	Special	0.2	0.2
Legal	General	24.0	22.0
	Special	—	—
Operations	General	316.0	318.0
	Special	—	—
Schools Office	General	156.5	150
	Special	28.5	28
Total	General	969.0	938.4
	Special	138.6	150.5

Board of School Commissioners Office

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

Office structure

For FY18, there are 12 full-time equivalent positions (all from General Funds) in the Board of School Commissioners Office. (Note that the Board commissioners themselves are volunteers and do not receive compensation.)

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

Board: Expenditure Summary

Board Office	FY16 Actual	FY17 Adopted	FY18 Adopted
Administration	\$827,240	\$944,302	\$835,110
External Audit	\$185,642	\$150,000	\$150,000
Internal Audit	\$890,572	\$613,194	\$615,218
PCAB	\$28,195	\$49,984	\$40,339
Total	\$1,931,649	\$1,757,480	\$1,640,667

Board: Expenditures by Object and Category

Object	FY16 Actual	FY17 Adopted	FY18 Adopted
Permanent salaries	\$969,359	\$1,057,179	\$1,051,340
Other wages	\$13,422	\$20,000	\$17,500
Fringe, other wages	\$394,977	\$4,484	\$1,339
Contractual services	\$365,736	\$442,048	\$351,000
Materials	\$45,878	\$58,000	\$72,839
Other charges	\$134,672	\$175,769	\$137,649
Equipment	\$7,605	—	\$9,000
Total	\$1,931,649	\$1,757,480	\$1,640,667

Category	FY16 Actual	FY17 Adopted	FY18 Adopted
Administration			
Permanent salaries	\$969,359	\$1,057,179	\$1,051,340
Other wages	\$13,422	\$20,000	\$17,500
Fringe, other wages	—	\$2,954	—
Contractual services	\$365,736	\$442,048	\$351,000
Materials	\$45,878	\$58,000	\$72,839
Other charges	\$134,672	\$175,769	\$137,649
Equipment	\$7,605	—	\$9,000
<i>Subtotal</i>	<i>\$1,536,672</i>	<i>\$1,755,950</i>	<i>\$1,639,328</i>
Fixed Charges			
Fringe, other wages	\$394,977	\$1,530	\$1,339
Total	\$1,931,649	\$1,757,480	\$1,640,667

Chief Executive Office

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

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

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

Office structure

For FY18, there are 50.5 full-time equivalent positions (47.25 from General Funds; 3.25 from Special Funds) in the Chief Executive Office. Changes in FY18 over FY17 include movement of the ombudsman function (2 FTEs) from the eliminated School Supports Office to the Engagement department; movement of a staff position from the Human Capital Office to lead work in ensuring equity; and creation of a new position to lead work in strategy and data collection and analysis.

- Administration, led by the **chief of staff**, supports the CEO's work in strategic planning and implementation and in all other activities to advance the district and the achievement of its students. It coordinates and communicates regularly with the Board of School Commissioners, establishes protocols and processes to support district office efficiencies, and fosters a culture of collaboration across all district office departments and units.
- **Communications** develops effective methods and strategies to communicate clearly, strategically, and transparently about the work of the district and positive outcomes for students and families. This includes managing internal and external communications, media relations and public information, print and online publications, crisis communications, video production, the parent notification system, districtwide websites, and social media channels, and providing support and consulting services to schools. The unit involves students in its work through a student media team that highlights activities and successes at schools.
- **Engagement** provides the systemic link between City Schools and its families, partners, and communities, grounding its work in genuine, collaborative, and trusting relationships to address unique community needs and ensure equity for all stakeholders. Staff members work alongside students, families, residents, community-based organizations, businesses, the faith community, philanthropic groups, and volunteers to increase engagement with City Schools and to mobilize resources in support of student achievement. This unit's focus areas are creating a framework of capacity building and comprehensive training to promote family and community engagement at the school level; community engagement to reform schools by organizing neighborhoods; and providing tiered supports and education on the community school strategy.
- **New Initiatives** manages the district's portfolio of schools to ensure creation and maintenance of diverse academic offerings that provide students and families access to high-quality school options, focusing on ensuring distribution of high-quality school programs. This unit leads new school creation to expand the diversity of school choices, performance review and oversight for schools operated by external entities, cross-functional work that affects portfolio offerings, and the annual portfolio review that assesses performance factors for all schools to inform changes to improve the quality of available school options.
- **21st-Century Buildings** works in conjunction with partners under the 2013 legislated memorandum of understanding to implement the 21st Century School Buildings Plan with fiscal fidelity and a focus on student achievement, working closely with school communities, neighborhood groups, and other stakeholders to deliver high-quality modernized facilities supporting quality instruction and support services to neighborhoods across the city.

CEO: Expenditure Summary

Chief Executive Office	FY16 Actual	FY17 Adopted	FY18 Adopted
Chief Executive Officer	\$1,144,965	\$1,017,333	\$1,087,637
Chief of Staff	\$923,018	\$453,523	\$743,497
Communications	\$2,994,052	\$1,963,364	\$859,554
Engagement			\$1,359,214
New Initiatives	\$15,578	\$855,438	\$662,533
21 st -Century Buildings	\$1,298,637	\$3,789,349	\$3,722,612
Total	\$6,376,249	\$8,079,007	\$8,435,047

CEO: Expenditures by Object and Category

Object	FY16 Actual	FY17 Adopted	FY18 Adopted
Permanent salaries	\$2,603,719	\$4,342,515	\$4,664,498
Other wages	\$80,836	\$46,053	\$18,534
Fringe, other wages	\$886,352	\$100,885	\$1,188
Contractual services	\$2,169,291	\$3,243,754	\$2,698,300
Materials	\$141,544	\$133,850	\$201,737
Other charges	\$402,834	\$196,950	\$831,990
Equipment	\$91,673	\$15,000	\$18,800
Total	\$6,376,249	\$8,079,007	\$8,435,047

Category	FY16 Actual	FY17 Adopted	FY18 Adopted
Administration			
Permanent salaries	\$2,579,646	\$4,222,515	\$4,664,498
Other wages	\$78,863	\$46,053	\$18,534
Fringe, other wages	—	\$97,591	—
Contractual services	\$1,439,362	\$1,461,754	\$1,398,300
Materials	\$141,544	\$133,850	\$201,737
Other charges	\$121,059	\$196,950	\$831,990
Equipment	\$210	\$15,000	\$18,800
<i>Subtotal</i>	<i>\$4,360,684</i>	<i>\$6,173,713</i>	<i>\$7,133,859</i>

Category	FY16 Actual	FY17 Adopted	FY18 Adopted
Mid-Level Administration			
Permanent salaries	\$24,073	\$120,000	—
Student Transportation Services			
Contractual services	\$719,582	\$1,782,000	\$1,300,000
Operation of Plant			
Other wages	\$1,974	—	—
Other charges	\$(2)	—	—
<i>Subtotal</i>	<i>\$1,972</i>	—	—
Fixed Charges			
Fringe, other wages	\$886,352	\$3,294	\$1,188
Capital Outlay			
Contractual services	\$10,347	—	—
Other charges	\$281,777	—	—
Equipment	\$91,462	—	—
<i>Subtotal</i>	<i>\$383,586</i>	—	—
Total	\$6,376,249	\$8,079,007	\$8,435,047

Academics Office

This office develops strategies and coordinates resources to ensure that students receive rigorous, engaging instruction tailored to their individual needs, preparing them to graduate from high school ready for postsecondary success. Restructuring within the Academics Office early in 2017 increased capacity to develop support to schools that meets students' academic, social, and emotional needs. All departments work in collaboration with the Schools Office to ensure a strong connection between strategy and implementation.

Office structure

For FY18, there are 268.4 full-time equivalent positions (193.9 from General Funds; 74.5 from Special Funds) in the Academics Office. As described on page 57, from FY17 to FY 18, numerous functions and associated FTE positions shifted among this office, the newly created Schools Office, and the eliminated School Supports Office.

- **College and Career Readiness** promotes a culture in which students are able and committed to pursuing postsecondary opportunities, informed about postsecondary options, and supported in identifying and pursuing those that meet their needs, talents, and interests; and provides rigorous academic programming with career-pathway options to ensure successful transition to postsecondary opportunities. This department supports and oversees college readiness and dual-enrollment programs that enable students to earn college credit

while also pursuing high school diplomas; two P-TECH high schools; Career and Technology Education (CTE); Junior Reserve Officer Training Corps (JROTC) programs; school counseling services; secondary school and course scheduling; and the Great Kids Farm.

- **Special Education** recognizes the unique needs of City Schools’ diverse students and promotes their achievement and academic, social, and emotional development. This is done by ensuring that identified needs of students with disabilities are met, and that the district adheres to local, state, and federal guidelines. This office oversees citywide special education programs for students including Life Skills, autism, hearing/vision, and emotional support classrooms, professional development and technical assistance to support creation and implementation of Individualized Education Programs (IEPs) for students with disabilities, provision of related services, 504 Plan implementation and monitoring, the parent response unit, special education due process, special education monitoring and compliance, and separate public day and nonpublic programs.
- **Strategy and Compliance** develops and ensures alignment with strategies to achieve district and academic priorities, manages adherence to all relevant policies, and develops, implements, and monitors effective and efficient operating processes.
- **Teaching and Learning** prepares students for college and career through development and implementation of curricula aligned to Maryland state standards, interventions, enrichment, and assessments to meet individual student need. This department is also responsible for content-specific professional development for teachers and school leaders to improve teaching and learning. The department is organized into units: Science, Technology, Engineering, and Mathematics (STEM); Literacy, Languages, and Culture; Media and Instructional Technology; Differentiated Learning; Early Learning Programs; and School Turnaround, which provides strategic, targeted, coordinated, and aligned supports for priority and School Improvement Grant schools identified by the Maryland State Department of Education. In FY18, a new Specialized Learning unit will support curriculum strategy, design, and implementation and professional development related to a multi-tiered system of supports and specialized instruction for students with disabilities.
- **Whole Child Services and Support** leads strategic direction for initiatives in wellness, climate, social-emotional, behavioral, wrap-around, extension services, and enrichment opportunities that keep the holistic needs of students, families, and staff at the forefront. The department oversees work to develop and align strategies for schools and staff including restorative practices, Positive Behavioral Interventions and Supports (PBIS), athletics, resilience and trauma-informed practices, home and hospital services, attendance, suspension services, and school choice opportunities for students and families.

Expenditure Summary

Academics Office	FY16 Actual	FY17 Adopted	FY18 Adopted
College and Career Readiness			
Learning to work	\$406,652	\$1,090,671	\$1,005,993
Secondary services	\$951,657	\$1,568,088	\$1,503,857
Guidance and school counseling	\$345,984	\$217,226	\$190,048
<i>Subtotal</i>	<i>\$1,704,293</i>	<i>\$2,875,985</i>	<i>\$2,699,898</i>

Academics Office	FY16 Actual	FY17 Adopted	FY18 Adopted
Instructional Leadership			
School team	\$376,577	—	<i>[department eliminated; functions moved to Teaching and Learning department and to Schools Office]</i>
Elementary instructional leadership	\$791,454	\$1,422,875	
Early childhood	\$1,499,936	\$949,071	
Secondary instructional leadership	\$333,668	\$1,053,729	
<i>Subtotal</i>	<i>\$3,001,635</i>	<i>\$3,425,675</i>	
Specialized Education (formerly Specialized Services)			
Administration	\$809,246	\$702,931	\$763,870
Nonpublic programs	\$41,111,203	\$38,443,423	\$39,618,156
Related services	\$19,533,236	\$23,532,502	\$22,616,441
Special populations	\$372,177	\$35,765	—
Compliance investigations	\$1,021,952	\$1,161,003	\$1,031,627
Special education	\$1,412,476	\$1,346,206	\$1,052,412
<i>Subtotal</i>	<i>\$64,260,290</i>	<i>\$65,221,830</i>	<i>\$65,082,506</i>
Strategy and Compliance			
Administration	\$1,541,492	\$846,621	\$1,194,434
Teaching and Learning			
Administration	\$708,990	\$765,253	\$2,488,049
Literacy, languages, and culture	\$1,570,454	\$2,817,515	\$2,348,199
STEM (science, technology, engineering, mathematics)	\$2,969,747	\$2,201,060	\$2,171,098
School turnaround	\$1,976,737	\$3,809,563	—
Media and instructional technology	\$587,148	\$709,714	\$457,037
Differentiated learning	\$896,727	\$1,371,265	\$1,757,919
Early learning	—	—	\$998,304
<i>Subtotal</i>	<i>\$8,709,804</i>	<i>\$11,674,370</i>	<i>\$10,220,606</i>

Academics Office	FY16 Actual	FY17 Adopted	FY18 Adopted
Whole Child Services and Supports			
Home and hospital	<i>[new department, budgeted in FY18]</i>		\$4,040,779
Social-emotional learning climate and wellness			\$4,373,650
Whole child			\$291,893
Suspension services			\$888,795
Enrollment and attendance			\$821,468
<i>Subtotal</i>			
Total	\$79,293,126	\$84,044,481	\$89,614,029

Academics: Expenditures by Object

Object	FY16 Actual	FY17 Adopted	FY18 Adopted
Permanent salaries	\$9,945,235	\$15,808,279	\$18,114,755
Other wages	\$2,573,044	\$3,706,000	\$3,721,040
Fringe, other wages	\$2,730,030	\$283,129	\$157,597
Contractual services	\$22,302,036	\$24,935,018	\$31,643,080
Materials	\$2,425,820	\$2,690,336	\$1,679,621
Other charges	\$224,175	\$274,120	\$289,936
Equipment	\$38,626	—	\$8,000
Transfers	\$39,054,159	\$36,347,599	\$34,000,000
Total	\$79,293,125	\$84,044,481	\$89,614,029

Academics: Expenditures by Category

Category	FY16 Actual	FY17 Adopted	FY18 Adopted
Administration			
Permanent salaries	\$3,639,810	\$6,143,270	\$6,141,273
Other wages	\$35,405	\$61,000	\$520,000
Contractual services	\$2,247,321	\$3,125,149	\$3,164,516
Materials	\$565,924	\$1,286,500	\$530,405
Other charges	\$112,454	\$83,000	\$117,436
Equipment	\$38,626	—	\$8,000
<i>Subtotal</i>	<i>\$6,639,540</i>	<i>\$10,698,919</i>	<i>\$10,481,630</i>

Category	FY16 Actual	FY17 Adopted	FY18 Adopted
Mid-Level Administration			
Permanent salaries	\$1,300,587	\$2,923,185	\$2,919,243
Other wages	\$790,480	\$895,000	\$640,000
Contractual services	\$2,144,544	\$2,302,869	\$1,774,400
Materials	\$1,425,826	\$192,572	\$329,102
Other charges	\$28,735	\$26,120	\$17,000
<i>Subtotal</i>	<i>\$5,690,172</i>	<i>\$6,339,746</i>	<i>\$5,679,745</i>
Instruction			
Permanent salaries	\$159,061	\$580,916	\$1,523,872
Other wages	\$315,698	—	\$1,260,000
Contractual services	\$(457)	—	\$2,100,000
Materials	\$20,074	\$200,000	\$301,000
Other charges	\$2,762	\$55,000	\$2,500
Transfers	\$5,238,148	\$1,000,000	\$1,000,000
<i>Subtotal</i>	<i>\$5,735,286</i>	<i>\$1,835,916</i>	<i>\$6,187,372</i>
Special Education			
Permanent salaries	\$4,768,016	\$6,060,245	\$7,256,856
Other wages	\$1,429,871	\$2,750,000	\$1,301,040
Contractual services	\$17,909,272	\$19,507,000	\$24,604,164
Materials	\$413,995	\$1,011,264	\$519,114
Other charges	\$80,223	\$110,000	\$153,000
Transfers	\$33,816,012	\$35,347,599	\$33,000,000
<i>Subtotal</i>	<i>\$58,417,389</i>	<i>\$64,786,108</i>	<i>\$66,834,174</i>
Student Personnel Services			
Permanent salaries	\$77,761	\$100,663	\$273,511
Student Transportation Services			
Contractual services	\$1,356	—	—
Operation of Plant			
Other wages	\$1,588	—	—
Fixed Charges			
Fringe, other wages	\$2,730,033	\$283,129	\$157,597
Total	\$79,293,125	\$84,044,481	\$89,614,029

**Academics: College and Career Readiness Department,
Expenditures by Object and Category**

Object	FY16 Actual	FY17 Adopted	FY18 Projected
Permanent salaries	\$797,464	\$1,400,465	\$1,632,418
Other wages	\$27,239	\$51,000	\$34,000
Fringe, other wages	\$190,942	\$3,520	\$2,219
Contractual services	\$649,159	\$1,383,000	\$974,099
Materials	\$11,335	\$15,500	\$28,726
Other charges	\$28,154	\$22,500	\$28,436
Total	\$1,704,293	\$2,875,985	\$2,699,898

Category	FY16 Actual	FY17 Adopted	FY18 Projected
Administration			
Permanent salaries	\$658,858	\$1,219,330	\$1,632,418
Other wages	\$20,884	\$51,000	\$34,000
Contractual services	\$650,012	\$1,383,000	\$874,176
Materials	\$11,657	\$15,500	\$28,726
Other charges	\$25,249	\$22,500	\$28,436
<i>Subtotal</i>	<i>\$1,366,660</i>	<i>\$2,691,330</i>	<i>\$2,597,756</i>
Mid-Level Administration			
Permanent salaries	\$91,250	\$63,068	—
Other charges	\$2,987	—	—
<i>Subtotal</i>	<i>\$94,237</i>	<i>\$63,068</i>	—
Instruction			
Permanent salaries	\$47,356	\$118,067	—
Other wages	\$6,355	—	—
Contractual services	\$(853)	—	—
Materials	\$(323)	—	—
Other charges	\$(82)	—	—
<i>Subtotal</i>	<i>\$52,453</i>	<i>\$118,067</i>	—
Special Education			
Contractual Services	—	—	\$99,923

Category	FY16 Actual	FY17 Adopted	FY18 Projected
Fixed Charges			
Fringe, other wages	\$190,943	\$3,520	\$2,219
Total	\$1,704,293	\$2,875,985	\$2,699,898

Academics: Specialized Services Department (formerly Specialized Services), Expenditures by Object and Category

Object	FY16 Actual	FY17 Adopted	FY18 Adopted
Permanent salaries	\$4,111,177	\$5,285,591	\$4,572,580
Other wages	\$1,434,440	\$2,750,000	\$1,301,040
Fringe, other wages	\$1,262,069	\$210,376	\$99,531
Contractual services	\$17,910,575	\$19,507,000	\$24,444,241
Materials	\$400,748	\$1,011,264	\$513,114
Other charges	\$82,341	\$110,000	\$152,000
Transfers	\$39,058,940	\$36,347,599	\$34,000,000
Total	\$64,260,290	\$65,221,830	\$65,082,506

Category	FY16 Actual	FY17 Adopted	FY18 Adopted
Instruction			
Permanent salaries	\$47	—	—
Other wages	\$4,568	—	—
Contractual services	\$696	—	—
Materials	\$7,251	—	—
Other charges	\$2,118	—	—
Transfers	\$5,242,929	\$1,000,000	\$1,000,000
<i>Subtotal</i>	<i>\$5,257,609</i>	<i>\$1,000,000</i>	<i>\$1,000,000</i>
Special Education			
Permanent salaries	\$4,033,369	\$5,184,928	\$4,472,885
Other wages	\$1,429,871	\$2,750,000	\$1,301,040
Contractual services	\$17,909,272	\$19,507,000	\$24,444,241
Materials	\$393,497	\$1,011,264	\$513,114
Other charges	\$80,223	\$110,000	\$152,000
Transfers	\$33,816,012	\$35,347,599	\$33,000,000
<i>Subtotal</i>	<i>\$57,662,244</i>	<i>\$63,910,791</i>	<i>\$63,883,280</i>

Category	FY16 Actual	FY17 Adopted	FY18 Adopted
Student Personnel Services			
Permanent salaries	\$77,761	\$100,663	\$99,695
Student Transportation Services			
Contractual services	\$606	—	—
Fixed Charges			
Fringe, other wages	\$1,262,070	\$210,376	\$99,531
Total	\$64,260,290	\$65,221,830	\$65,082,506

**Academics: Strategy and Compliance Department,
Expenditures by Object and Category**

Object	FY16 Actual	FY17 Adopted	FY18 Adopted
Permanent salaries	\$832,524	\$589,822	\$738,955
Other wages	\$133,237	—	—
Fringe, other wages	\$165,353	—	—
Contractual services	\$377,663	\$247,099	\$268,000
Materials	\$23,634	\$7,000	\$184,179
Other charges	\$13,863	\$2,700	\$3,300
Transfers	\$(4,782)	—	—
Total	\$1,541,492	\$846,621	\$1,194,434

Category	FY16 Actual	FY17 Adopted	FY18 Adopted
Administration			
Permanent salaries	\$803,367	\$589,822	\$677,592
Other wages	\$(1,892)	—	—
Contractual services	\$377,663	\$247,099	\$268,000
Materials	\$23,764	\$7,000	\$184,179
Other charges	\$13,863	\$2,700	\$3,300
<i>Subtotal</i>	<i>\$1,216,765</i>	<i>\$846,621</i>	<i>\$1,133,071</i>
Mid-Level Administration			
Permanent salaries	\$29,157	—	\$61,363

Category	FY16 Actual	FY17 Adopted	FY18 Adopted
Instruction			
Other wages	\$135,128	—	—
Materials	\$(130)	—	—
Transfers	\$(4,782)	—	—
<i>Subtotal</i>	<i>\$130,216</i>	—	—
Fixed Charges			
Fringe, other wages	\$165,354	—	—
Total	\$1,541,492	\$846,621	\$1,194,434

**Academics: Teaching and Learning Department,
Expenditures by Object and Category**

Object	FY16 Actual	FY17 Adopted	FY18 Projected
Permanent salaries	\$2,031,122	\$5,337,226	\$5,319,038
Other wages	\$820,574	\$905,000	\$650,000
Fringe, other wages	\$600,629	\$69,233	\$49,726
Contractual services	\$3,283,655	\$3,767,919	\$3,533,740
Materials	\$1,930,710	\$1,531,572	\$612,102
Other charges	\$43,114	\$63,420	\$48,000
Equipment	—	—	\$8,000
Total	\$8,709,804	\$11,674,370	\$10,220,606

Category	FY16 Actual	FY17 Adopted	FY18 Projected
Administration			
Permanent salaries	\$798,877	\$1,633,905	\$1,860,114
Other wages	\$9,613	\$10,000	\$10,000
Contractual services	\$1,139,111	\$1,465,050	\$1,699,340
Materials	\$472,083	\$1,139,000	\$277,000
Other charges	\$16,773	\$37,300	\$30,000
Equipment	—	—	\$8,000
<i>Subtotal</i>	<i>\$2,436,457</i>	<i>\$4,285,255</i>	<i>\$3,884,454</i>

Category	FY16 Actual	FY17 Adopted	FY18 Projected
Mid-Level Administration			
Permanent salaries	\$812,888	\$2,860,117	\$2,361,241
Other wages	\$790,480	\$895,000	\$640,000
Contractual services	\$2,144,544	\$2,302,869	\$1,774,400
Materials	\$1,425,384	\$192,572	\$329,102
Other charges	\$25,616	\$26,120	\$17,000
<i>Subtotal</i>	<i>\$5,198,912</i>	<i>\$6,276,678</i>	<i>\$5,121,743</i>
Instruction			
Permanent salaries	\$55,663	\$109,989	—
Other wages	\$18,892	—	—
Materials	\$12,743	\$ 200,000	—
Other charges	\$725	—	—
<i>Subtotal</i>	<i>\$88,023</i>	<i>\$309,989</i>	<i>—</i>
Special Education			
Permanent salaries	\$363,695	\$733,215	\$1,097,683
Contractual services	—	—	\$60,000
Materials	\$20,498	—	\$6,000
<i>Subtotal</i>	<i>\$384,193</i>	<i>\$733,215</i>	<i>\$1,164,683</i>
Operation of Plant			
Other wages	\$1,588	—	—
Fixed Charges			
Fringe, other wages	\$600,631	\$69,233	\$49,726
Total	\$8,709,804	\$11,674,370	\$10,220,606

**Academics: Whole Child Services and Supports Department,
Expenditures by Object and Category**

Object	FY16 Actual	FY17 Adopted	FY18 Projected
Permanent salaries	<i>[New department, budgeted in FY18]</i>		\$5,851,764
Other wages			\$1,736,000
Fringe, other wages			\$6,121
Contractual services			\$2,423,000
Materials			\$341,500
Other charges			\$58,200
Total			\$10,416,585

Category	FY16 Actual	FY17 Adopted	FY18 Projected
Administration			
Permanent salaries	<i>n/a</i>		\$1,971,149
Other wages			\$476,000
Contractual services			\$323,000
Materials			\$40,500
Other charges			\$55,700
<i>Subtotal</i>			\$2,866,349
Mid-Level Administration			
Permanent salaries	<i>n/a</i>		\$496,639
Instruction			
Permanent Salaries	<i>n/a</i>		\$1,523,872
Other Wages			\$1,260,000
Contractual Services			\$2,100,000
Materials			\$301,000
Other Charges			\$2,500
<i>Subtotal</i>			\$5,187,372
Special Education			
Permanent salaries	<i>n/a</i>		\$1,686,288
Student Personnel Services			
Permanent salaries	<i>n/a</i>		\$173,816
Fixed Charges			
Fringe, other wages	<i>n/a</i>		\$6,121
Total	<i>n/a</i>		\$10,416,585

Achievement and Accountability Office

This office provides teachers, principals, and district leaders with the tools and expertise they need to inform data-driven decision making and improve outcomes for students. The office ensures fidelity in administration of assessments and accuracy in data reporting; analyzes data to inform policy development and implementation and to conduct and report on program evaluation; develops analytical tools for measuring teacher, school leader, and school effectiveness; and shares knowledge of schools across the district. Achievement and Accountability staff members also monitor use of grant funds and resources to ensure compliance with terms of grant allocations, allowing the district to make stronger, data-driven decisions that affect use of local, state, and federal resources. The office serves as custodian of student and school-level data and ensures the accuracy of those data and their responsible use. In FY18, student records will be digitized to improve efficiency and customer service in managing requests for transcripts and other student information.

Office structure

For FY18, there are 56 full-time equivalent positions (30.9 from General Funds; 25.1 from Special Funds) in the Achievement and Accountability Office.

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

Expenditure Summary

Achievement and Accountability	FY16 Actual	FY17 Adopted	FY18 Adopted
Administration	\$767,602	\$475,051	\$385,554
Student Assessments	\$1,078,918	\$1,245,198	\$1,159,722
Knowledge Management	\$1,214,573	\$1,388,046	\$1,210,539
Research Services	\$721,243	\$1,031,256	\$1,111,136
Data Monitoring and Compliance	\$163,474	\$143,266	\$144,297
Total	\$3,945,810	\$4,282,817	\$4,011,248

Expenditure Detail by Object and Category

Object	FY16 Actual	FY17 Adopted	FY18 Projected
Permanent salaries	\$1,802,384	\$2,732,586	\$2,702,142
Other wages	\$167,478	\$197,200	\$156,500
Fringe, other wages	\$670,084	\$15,086	\$11,973
Contractual services	\$1,271,791	\$1,076,239	\$1,033,014
Materials	\$12,089	\$76,931	\$36,434
Other charges	\$21,984	\$184,775	\$51,185
Equipment	—	—	\$20,000
Total	\$3,945,810	\$4,282,817	\$4,011,248

Object	FY16 Actual	FY17 Adopted	FY18 Projected
Administration			
Permanent salaries	\$1,546,300	\$2,523,389	\$2,495,058
Other wages	\$167,358	\$197,200	\$156,500
Contractual services	\$1,271,791	\$1,076,239	\$1,033,014
Materials	\$9,175	\$76,931	\$36,434
Other charges	\$21,984	\$184,775	\$51,185
Equipment	—	—	\$20,000
<i>Subtotal</i>	<i>\$3,016,608</i>	<i>\$4,058,534</i>	<i>\$3,792,191</i>
Mid-Level Administration			
Permanent salaries	\$223,502	\$209,197	\$207,084
Instruction			
Other wages	\$120	—	—
Special Education			
Materials	\$2,915	—	—
Operation of Plant			
Permanent salaries	\$32,581	—	—
Fixed Charges			
Fringe, other wages	\$670,084	\$15,086	\$11,973
Total	\$3,945,810	\$4,282,817	\$4,011,248

Finance Office

This office ensures that the district operates as a good steward of financial resources, overseeing the implementation and consistent application of sound financial management practices and controls, including financial reporting and analysis, cash flow, debt management, budget adjustments, procurement requests, processing of employee payroll, and food and nutrition services. This office supports school leaders in developing and managing their budgets, and provides research and analysis on financial matters affecting all district offices, schools, and programs.

Office structure

For FY18, there are 57 full-time equivalent positions (52.5 from General Funds; 4.5 from Special and Enterprise Funds) in the Finance Office.

- **Budget** prepares, manages, and monitors the operating budgets for schools and offices, exceeding a total of \$1 billion annually. The budget team supports schools by aiding in budget development, reviewing budgets and making adjustments to ensure effective spending, assisting with the acquisition of materials and services, and providing support for the development and monitoring of spending plans for grant funds received by schools. The team designs and implements strategies to ensure that key areas of the district are managed using a data-driven approach and ensures that business and operational processes are aligned to ongoing district strategic imperatives.
- **Fiscal Management** includes two units. Accounting and Financial Reporting produces financial reports, data, and analyses required by federal, state, and local stakeholders to reflect City Schools' fiscal position; plans and maintains effective cash management practices to identify trends and assess the liquidity of City Schools; accounts for outstanding debt to ensure that the organization meets its fiscal obligations; and includes accounts payable and receivable functions. Third-Party Billing maximizes recovery of Medicaid funding through the evaluation of City Schools' billing recovery method.
- **Food and Nutrition Services** advances student academic achievement and well-being by offering healthy food choices in compliance with state and federal regulations, serving approximately 15 million breakfasts, lunches, and after-school meals each year. The budget for this department is included in the Enterprise Fund (see page 112).
- **Payroll** ensures employees are paid accurately and timely; ensures that all payments and withholdings are made in accordance with federal and state laws and regulations; processes biweekly paychecks and pay deposits for employees; and manages employee benefits deductions.
- **Procurement** administers contracts, maintains the procurement technology system, ensures compliance with public procurement regulations, and supports schools and offices with approximately \$300 million of annual purchasing.

Expenditure Summary

Note: The budget for the Food and Nutrition Services department is included in the Enterprise Fund. See page 112.

Finance	FY16 Actual	FY17 Adopted	FY18 Projected
Administration	\$2,332,345	\$938,639	\$599,565
Budget	\$773,948	\$583,468	\$852,775
Fiscal Management	\$(1,723,357)	\$(769,629)	\$(787,209)
Food and Nutrition Services	\$(14,898)	—	—
Payroll	\$980,322	\$664,907	\$676,767
Procurement	\$1,862,248	\$1,398,177	\$1,388,273
Third-Party Billing	\$5	—	—
Strategy and performance administration	\$147,274	\$396,734	<i>[department eliminated]</i>
Total	\$4,357,887	\$3,212,296	\$2,730,171

Finance: Expenditure Detail by Object and Category

Object	FY16 Actual	FY17 Adopted	FY18 Projected
Permanent salaries	\$4,396,175	\$4,284,995	\$4,382,530
Other wages	\$27,555	—	\$31,116
Fringe, other wages	\$1,636,702	—	\$1,848
Contractual services	\$(1,216,073)	\$654,465	\$705,500
Materials	\$124,628	\$47,050	\$40,200
Other charges	\$653,579	\$711,524	\$223,015
Equipment	\$1,181,091	—	—
Transfers	\$(2,445,770)	\$(2,485,738)	\$(2,654,038)
Total	\$4,357,887	\$3,212,296	\$2,730,171

Category	FY16 Actual	FY17 Adopted	FY18 Projected
Administration			
Permanent salaries	\$3,681,078	\$4,284,995	\$4,382,530
Other wages	\$34,516	—	\$31,116
Contractual services	\$(372,770)	\$654,465	\$705,500
Materials	\$132,078	\$47,050	\$40,200
Other charges	\$653,671	\$711,524	\$223,015
Equipment	\$1,181,091	—	—
Transfers	\$(2,445,968)	\$(2,485,738)	\$(2,654,038)
<i>Subtotal</i>	<i>\$2,863,696</i>	<i>\$3,212,296</i>	<i>\$2,728,323</i>
Mid-Level Administration			
Permanent salaries	\$588,163	—	—
Materials	\$(389)	—	—
<i>Subtotal</i>	<i>\$ 587,774</i>	<i>—</i>	<i>—</i>
Instruction			
Permanent salaries	\$ (151,988)	—	—
Other wages	\$ (6,960)	—	—
Contractual services	\$(212,843)	—	—
Materials	\$ (7,060)	—	—
Other charges	\$ (94)	—	—
Transfers	\$ 198	—	—
<i>Subtotal</i>	<i>\$ (378,747)</i>	<i>—</i>	<i>—</i>
Special Education			
Permanent salaries	\$197,935	—	—
Student Personnel Services			
Permanent salaries	\$6,161	—	—
Student Transportation Services			
Permanent salaries	\$ (27,483)	—	—
Contractual services	\$(173,132)	—	—
<i>Subtotal</i>	<i>\$ (200,615)</i>	<i>—</i>	<i>—</i>
Operation of Plant			
Permanent salaries	\$22,840	—	—
Contractual services	\$36,185	—	—
<i>Subtotal</i>	<i>\$59,025</i>	<i>—</i>	<i>—</i>

Category	FY16 Actual	FY17 Adopted	FY18 Projected
Maintenance of Plant			
Permanent salaries	\$78,324	—	—
Contractual services	\$ (493,513)	—	—
<i>Subtotal</i>	<i>\$(415,189)</i>	—	—
Fixed Charges			
Fringe, other wages	\$1,636,702	—	\$1,848
Capital Outlay			
Permanent salaries	\$1,145	—	—
Total	\$4,357,887	\$3,212,296	\$2,730,171

Human Capital Office

This office leads City Schools in attracting and retaining high-quality staff at all levels, ensuring equity, excellence, and opportunity in support of improved student outcomes. Key elements of this work include creating and managing data collection and analysis to project staffing needs and manage staff assignments; providing principals and district office supervisory staff with tools, resources, and support to increase their effectiveness as human capital managers and staff leaders; facilitating and managing top-tier compensation and benefits programs to provide strategic support to the district's workforce; and providing professional development to improve the effectiveness of all employees, thereby contributing to increased student achievement and staff members' professional growth, job satisfaction, and retention. The Human Capital Office also leads negotiations with bargaining units that represent the district's teachers, administrators, paraprofessionals, and other key employee groups, and monitors employee certifications required for a range of assignments and job functions.

Office structure

For FY18, there are 59 full-time equivalent positions (44 from General Funds; 15 from Special Funds) in the Human Capital Office. This includes 3 new positions created to improve service and support to staff across the district, focusing on improving responsiveness and service quality. One new position will assist with processing staff certifications, retirements, leaves, and benefits; the remaining two will focus on providing strategic support, particularly in conducting data analysis to guide decision making, improving processes across teams, and responding to the many data inquiries received from staff members and external partners.

- **Benefits** manages the planning and implementation of the City Schools' medical, dental, and vision healthcare plans and all other ancillary plans related to employee wellness, retirement, or insurance.
- **Labor Relations** leads negotiations with bargaining units and oversees implementation of all collective bargaining agreements; manages the grievance resolution processes for members of bargaining units; distributes disciplinary guidance to supervisors; makes

recommendations on behalf of the CEO; and coordinates, oversees, and monitors the leave management, workers' compensation, and unemployment claims programs and processes.

- **Organizational Development** coordinates and facilitates organizational change through training and professional development for all employees; manages and enhances pipelines for internal advancement, with a specific focus on leadership development for staff interested in pursuing promotion to positions in school leadership; and implements and manages the performance evaluation process for all employee groups.
- **School-Based and District Office Staffing** assigns staff to school and office positions with a deliberate focus on ensuring best matches of talent, skills, and experience; develops and implements strategies for increased retention of top talent; supports principals and supervisors as they increase capacity as human capital managers; and oversees all temporary and contract employment, including substitute teachers and temporary workers.
- **Strategy** uses data collection and analysis to develop and support implementation of innovative approaches to advance key initiatives, improve internal organizational design and project management, and provide strategic guidance on staff recruitment, support, and retention.
- **Talent Acquisition, Retention, and Support** develops and implements strategies to attract, support, and retain top talent for school-based and district office positions; facilitates and manages all recruitment, certification, compensation programs (including retirement and other benefits) to provide strategic support to the district's workforce; and administers pre-employment and record-retention services.

Expenditure Summary (amounts in dollars)

Human Capital	FY16 Actual	FY17 Adopted	FY18 Projected
Administration	\$ 1,175,978	\$725,349	\$ 779,468
Benefits	\$691,185	\$ 458,309	\$763,295
Labor Relations	\$273,319	\$ 356,300	\$ 337,001
Organizational Development	\$304,879	\$ 258,123	\$375,348
School-Based and District Office Staffing	\$2,236,597	\$1,521,109	\$1,429,382
Strategy	\$586,281	\$ 756,218	\$ 530,142
Talent Acquisition, Retention, and Support	\$ 135,176	\$ 227,131	\$214,451
Total	\$5,403,415	\$4,302,539	\$4,429,087

Human Capital: Expenditure Detail by Object and Category

Object	FY16 Actual	FY17 Adopted	FY18 Projected
Permanent salaries	\$2,603,665	\$2,927,142	\$3,406,405
Other wages	\$36,249	—	—
Fringe, other wages	\$1,057,193	—	—
Contractual services	\$1,651,833	\$1,236,284	\$748,114
Materials	\$20,416	\$129,600	\$272,055
Other charges	\$32,762	\$2,513	\$2,513
Equipment	\$1,297	\$7,000	—
Total	\$5,403,415	\$4,302,539	\$4,429,087

Category	FY16 Actual	FY17 Adopted	FY18 Projected
Administration			
Permanent salaries	\$2,603,664	\$2,927,142	\$3,306,211
Other wages	\$29,753	—	—
Contractual services	\$1,651,833	\$1,236,284	\$748,114
Materials	\$20,416	\$129,600	\$272,055
Other charges	\$32,762	\$2,513	\$2,513
Equipment	\$1,297	\$7,000	—
<i>Subtotal</i>	\$4,339,725	\$4,302,539	\$4,328,893
Mid-Level Administration			
Other wages	\$6,017	—	—
Instruction			
Permanent Salaries	—	—	\$100,194
Operation of Plant			
Other wages	\$480	—	—
Fixed Charges			
Fringe, other wages	\$1,057,193	—	—
Total	\$5,403,415	\$4,302,539	\$4,429,087

Information Technology Office

This office provides the infrastructure to support students' and teachers' use of online and networked computers and other technology tools for teaching and learning, research, communications, and assessment; manages the district office call center to provide prompt and courteous directing of and response to telephone inquiries from parents, staff, and the public; provides technical support and "help desk" services for staff on use of technology systems and

district-provided computers, cellphones, and other devices; develops computer applications, manages technology services from external providers, and integrates technology tools to meet classroom instructional objectives and business needs; and provides secure data systems to maintain student information and records and to support student transportation, food and nutrition services in schools, school and district budgeting, procurement, contract management, and business continuity. This office is also responsible for managing City Schools’ participation in the federal E-Rate program that provides funds to support connectivity for schools and libraries.

Office structure

For FY18, there are 68 full-time equivalent positions (67.8 from General Funds; 0.2 from Special Funds) in the Information Technology Office.

- **Application Services** is responsible for ensuring the availability of instructional and business data systems, responding to requests, maintaining systems, and developing new applications in support of district priorities. This team manages and develops data systems for student information, financial management, human capital management, food and nutrition services, and transportation.
- **Infrastructure Services** provides Internet and telephone connectivity in all district schools and other facilities. This department provides technical support for the district’s WAN (wide area network) and LAN (local area network), data cabling and wiring, and telecommunication. The department is responsible for monitoring and maintaining the business and disaster recovery sites and the district’s dual data centers. It also monitors, maintains, and services the district’s server farm, which houses the district’s custom and enterprise applications.
- **Customer Care** serves as the point of contact for calls to the district and for “help desk” services. The department includes call center services that will be restructured in FY18 to improve responsiveness to inbound calls by increasing expertise of call center agents. It also provides technical assistance, laptop/desktop services, and customer support for schools and offices on technology use and ensures that staff and students have tools that enable them to use technology in secure online environments.

Expenditure Summary

Information Technology	FY16 Actual	FY17 Adopted	FY18 Projected
Administration	\$554,150	\$481,503	\$584,946
Customer Care	\$10,080,507	\$9,102,480	\$8,115,925
Application Services	\$8,035,627	\$5,923,638	\$5,958,650
Infrastructure Services	\$4,187,511	\$4,558,269	\$4,747,746
Total	\$22,857,795	\$20,065,890	\$19,407,267

Information Technology: Expenditure Detail by Object and Category

Object	FY16 Actual	FY17 Adopted	FY18 Projected
Permanent salaries	\$5,098,604	\$5,907,802	\$5,770,177
Other wages	\$49,208	—	—
Fringe, other wages	\$2,094,727	—	—
Contractual services	\$8,749,267	\$12,218,285	\$9,024,593
Materials	\$35,035	\$95,000	\$185,865
Other charges	\$2,221,647	\$112,103	\$1,556,732
Equipment	\$4,599,919	\$205,200	\$2,869,900
Transfers	\$9,388	\$1,527,500	—
Total	\$22,857,795	\$20,065,890	\$19,407,267

Category	FY16 Actual	FY17 Adopted	FY18 Projected
Administration			
Permanent salaries	\$5,098,604	\$5,907,802	\$5,770,177
Other wages	\$49,208	—	—
Contractual services	\$8,749,267	\$12,218,285	\$9,024,593
Materials	\$35,035	\$95,000	\$185,865
Other charges	\$57,448	\$112,103	\$1,556,732
Equipment	\$4,599,919	\$205,200	\$2,869,900
Transfers	\$9,388	\$1,527,500	—
<i>Subtotal</i>	<i>\$18,598,869</i>	<i>\$20,065,890</i>	<i>\$19,407,267</i>
Mid-Level Administration			
Other charges	\$2,164,199	—	—
Fixed Charges			
Fringe, other wages	\$2,094,727	—	—
Total	\$22,857,795	\$20,065,890	\$19,407,267

Legal Office

This office provides legal advice, counsel, and litigation defense to the Board of School Commissioners, the CEO, and district employees. Its work contributes to efficient management of administrative functions, minimizes financial liability, and ensures compliance with federal, state, and local laws and Board policy. Staff members in this office also support the community by providing assistance to minority- and women-owned businesses that wish to provide materials or services to City Schools in compliance with Baltimore's Minority and Women's Business Enterprises program.

Office structure

For FY18, there are 22 full-time equivalent positions (all from General Funds) in the Legal Office.

- **Legal Services** develops, reviews, and negotiates written memoranda of understanding and contracts; represents City Schools in administrative, local, state, and federal litigation, including tort defense, employment matters, contract disputes, and premises liability; provides advice and counsel on charter law, fair use, facility use, employee relations, student attendance, school closings, and privacy law; represents City Schools in special education due process hearings; and processes requests submitted under freedom of information acts.
- **Staff Investigations** investigates complaints of misconduct, neglect of duty, incompetence, immorality, insubordination, and alleged violations of law or Board policy involving City Schools' personnel.
- **EEO and Title IX Compliance** investigates alleged violations of Title VII and Title IX complaints; provides training related to sexual harassment and other equal employment issues; collaborates with administrative staff to ensure compliance with Office of Civil Rights conciliation agreements; and processes requests for accommodation pursuant to the Americans with Disabilities Act.
- **Minority/Women Business Enterprise** ensures compliance with state and local laws governing participation in government contracts by minority and women business enterprises; assists minority- and women-owned businesses that wish to participate in the Board of School Commissioners' Minority and Women Business Enterprise procurement program; and provides information to businesses about certification programs.

Expenditure Summary

Legal	FY16 Actual	FY17 Adopted	FY18 Projected
Total	\$4,353,716	\$2,422,036	\$2,269,856

Legal: Expenditure Detail by Object and Category

Object	FY16 Actual	FY17 Adopted	FY18 Projected
Permanent salaries	\$1,991,577	\$2,115,702	\$1,973,089
Other wages	\$24,917	\$20,000	\$20,000
Fringe, other wages	\$806,005	\$1,148	\$1,148
Contractual services	\$1,495,181	\$201,900	\$208,259
Materials	\$27,616	\$57,000	\$39,500
Other charges	\$7,331	\$26,286	\$22,860
Equipment	\$1,089	—	\$5,000
Total	\$4,353,716	\$2,422,036	\$2,269,856

Category	FY16 Actual	FY17 Adopted	FY18 Projected
Administration			
Permanent salaries	\$1,991,578	\$2,115,702	\$1,973,089
Other wages	\$24,917	\$20,000	\$20,000
Contractual services	\$1,495,181	\$201,900	\$208,259
Materials	\$27,616	\$57,000	\$39,500
Other charges	\$7,331	\$26,286	\$22,860
Equipment	\$1,089	—	\$5,000
<i>Subtotal</i>	<i>\$3,547,712</i>	<i>\$2,420,888</i>	<i>\$2,268,708</i>
Fixed Charges			
Fringe, other wages	\$806,004	\$1,148	\$1,148
Total	\$4,353,716	\$2,422,036	\$2,269,856

Operations Office

The Operations Office ensures that facilities are effective, safe, orderly, and clean in order to support high-quality teaching and learning and that students are transported to schools safely and efficiently. It is responsible for implementing construction projects under the district's Capital Improvement Plan; analyzing enrollment, population, and demographic trends to inform decision making related to building occupancy rates; providing building maintenance for all district-owned school and office facilities; ensuring adherence to health and safety standards with respect to school buildings; and overseeing transportation services for all eligible students.

Office structure

For FY18, there are 318 full-time equivalent positions (all from General Funds) in the Operations Office.

- The **Administrative unit** provides oversight and management for all office departments and functions and. It encompasses the Real Estate department, which provides permits for facility use and right of entry and manages leases of school buildings and property.
- **Facility Design and Construction** provides in-house architectural and engineering design management and construction management, and includes the Facility Planning unit that supports spatial studies, establishing school zones, GIS mapping, projecting school enrollment, and capital programming.
- **Facility and Maintenance Operations** provides staff and services to improve, repair, renovate, and maintain schools and other facilities belonging to City Schools, and oversees the daily operation of physical plants for all schools and offices. A new position, lead technician, will increase efficiency through expertise in both delivering and supervising repair and maintenance work.
- **Health and Safety** ensures that employees work in safe environments, and that the district complies with all relevant regulations.

- **Mail Distribution** manages this function for inbound and outbound mail deliveries for schools and offices.
- **Student Transportation** provides bus or other appropriate services for eligible students for travel to and from school or special events.

Expenditure Summary

Operations	FY16 Actual	FY17 Adopted	FY18 Projected
Administration	\$1,411,843	\$912,092	\$1,142,371
Facility Design and Construction	\$2,964,560	\$1,994,738	\$2,630,361
Facility and Maintenance Operations	\$30,247,312	\$26,653,618	\$25,742,526
Health and Safety	\$1,695,321	\$1,258,607	\$1,730,371
Mail Distribution	\$1,041,327	\$690,867	\$804,873
Student Transportation	\$46,886,265	\$41,633,937	\$37,219,944
Total	\$84,246,628	\$73,143,859	\$69,270,446

Operations: Expenditure Detail by Object and Category

Object	FY16 Actual	FY17 Adopted	FY18 Projected
Permanent salaries	\$14,893,308	\$15,534,649	\$15,777,088
Other wages	\$1,226,986	\$299,400	\$702,000
Fringe, other wages	\$7,654,402	\$14,872	\$16,448
Contractual services	\$58,071,417	\$55,460,361	\$49,675,063
Materials	\$1,460,661	\$1,333,800	\$2,172,728
Utilities	\$418,402	\$70,000	\$300,000
Other charges	\$219,862	\$206,355	\$244,119
Equipment	\$301,590	\$224,422	\$383,000
Total	\$84,246,628	\$73,143,859	\$69,270,446

Category	FY16 Actual	FY17 Adopted	FY18 Projected
Administration			
Permanent salaries	\$686,668	\$678,341	\$902,131
Other wages	\$34,862	—	\$7,000
Contractual services	\$137,026	\$245,000	\$1,111,500
Materials	\$32,637	\$50,500	\$136,960
Other charges	\$15,440	\$24,000	\$27,537
<i>Subtotal</i>	<i>\$906,633</i>	<i>\$997,841</i>	<i>\$2,185,128</i>
Mid-Level Administration			
Permanent salaries	\$52,719	\$221,530	\$221,381
Other wages	—	\$85,000	—
Contractual services	—	\$4,900	\$9,000
Materials	—	\$5,000	—
Other charges	—	\$6,400	—
<i>Subtotal</i>	<i>\$52,719</i>	<i>\$322,830</i>	<i>\$230,381</i>
Instruction			
Materials	—	\$386,000	—
Student Transportation Services			
Permanent salaries	\$3,360,581	\$4,096,046	\$4,215,766
Other wages	\$461,814	\$70,400	\$380,000
Contractual services	\$42,301,911	\$38,685,070	\$33,539,819
Materials	\$516,719	\$28,000	\$773,500
Utilities	\$415,144	\$70,000	\$300,000
Other charges	\$17,275	\$8,500	\$24,175
Equipment	\$5,190	—	\$8,000
<i>Subtotal</i>	<i>\$47,078,634</i>	<i>\$42,958,016</i>	<i>\$39,241,260</i>
Operation of Plant			
Permanent salaries	\$4,732,531	\$4,545,183	\$4,312,883
Other wages	\$415,408	—	\$275,000
Contractual services	\$721,785	\$608,220	\$875,408
Materials	\$871,601	\$815,000	\$861,000
Utilities	\$3,259	—	—
Other charges	\$84,381	\$77,500	\$105,000
Equipment	—	—	\$150,000
<i>Subtotal</i>	<i>\$6,828,965</i>	<i>\$6,045,903</i>	<i>\$6,579,291</i>

Category	FY16 Actual	FY17 Adopted	FY18 Projected
Maintenance of Plant			
Permanent salaries	\$4,396,817	\$4,440,829	\$4,499,715
Other wages	\$214,550	\$20,000	\$40,000
Contractual services	\$14,476,903	\$15,774,571	\$13,518,736
Materials	\$19,560	\$29,300	\$149,000
Other charges	\$62,731	\$89,955	\$78,507
Equipment	\$294,406	\$224,422	\$225,000
<i>Subtotal</i>	<i>\$19,464,967</i>	<i>\$20,579,077</i>	<i>\$18,510,958</i>
Fixed Charges			
Fringe, other wages	\$7,654,399	\$14,872	\$16,448
Capital Outlay			
Permanent salaries	\$1,663,993	\$1,552,720	\$1,625,212
Other wages	\$100,352	\$124,000	—
Contractual services	\$433,793	\$142,600	\$620,600
Materials	\$20,144	\$20,000	\$252,268
Other charges	\$40,035	—	\$8,900
Equipment	\$1,994	—	—
<i>Subtotal</i>	<i>\$2,260,311</i>	<i>\$1,839,320</i>	<i>\$2,506,980</i>
Total	\$84,246,628	\$73,143,859	\$69,270,446

Schools Office

Early in 2017, the Academics and School Support offices were re-organized to provide a stronger structure for school-level implementation of strategies and district priorities. The latter office was eliminated and a new Schools Office created, with positions and functions shifting to support this structure.

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

Office structure

For FY18, there are 178 full-time equivalent positions (150 from General Funds; 28 from Special Funds) in the Schools Office.

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

Schools Office: Expenditure Summary

Operations	FY16 Actual	FY17 Adopted	FY18 Projected
Administration	\$4,710,198	\$4,478,057	\$3,046,630
Instructional Leadership*	—	—	\$848,639
School Police	\$12,848,800	\$7,181,015	\$6,872,830
Climate and Suspension	\$1,791,719	\$2,147,219	<i>[departments now included in the Academics Office]</i>
Enrollment and Attendance	\$877,049	\$857,328	
Total	\$20,227,766	\$14,663,619	\$10,768,099

* This department was formerly budgeted within the Academics Office; for comparative purposes, the departmental budget was \$3,001,635 for FY16 (actual) and \$3,425,675 for FY17 (adopted).

Schools Office: Expenditure Detail by Object and Category

Object	FY16 Actual	FY17 Adopted	FY18 Projected
Permanent salaries	\$10,471,090	\$10,835,944	\$10,335,759
Other wages	\$2,480,794	\$885,000	\$115,000
Fringe, other wages	\$4,913,040	\$2,678	—
Contractual services	\$1,901,572	\$2,385,130	\$75,000
Materials	\$355,957	\$349,786	\$143,540
Other charges	\$98,002	\$193,081	\$98,800
Equipment	\$7,311	\$12,000	—
Total	\$20,227,766	\$14,663,619	\$10,768,099

Category	FY16 Actual	FY17 Adopted	FY18 Projected
Administration			
Permanent salaries	\$1,430,940	\$3,306,864	\$2,574,380
Other wages	\$17,458	\$30,000	—
Contractual services	\$191,095	\$268,130	\$75,000
Materials	\$24,642	\$60,000	\$43,540
Other charges	\$71,258	\$48,081	\$14,300
<i>Subtotal</i>	<i>\$1,735,393</i>	<i>\$3,713,075</i>	<i>\$2,707,220</i>
Mid-Level Administration			
Permanent salaries	\$1,421,026	\$452,744	\$787,007
Other wages	\$(15,708)	\$730,000	—
Contractual services	\$1,060,987	\$2,115,000	—
Materials	\$270,949	\$239,286	\$53,000
Other charges	\$1,698	\$126,000	\$53,500
<i>Subtotal</i>	<i>\$2,738,952</i>	<i>\$3,663,030</i>	<i>\$893,507</i>
Instruction			
Permanent salaries	\$35,682	\$38,302	\$280,542
Other wages	\$1,347,690	—	—
Contractual services	\$649,151	—	—
Materials	\$40	—	\$5,000
Other charges	\$834	—	\$9,000
<i>Subtotal</i>	<i>\$2,033,397</i>	<i>\$38,302</i>	<i>\$294,542</i>

Category	FY16 Actual	FY17 Adopted	FY18 Projected
Special Education			
Permanent salaries	\$2,684	\$65,519	—
Operation of Plant			
Permanent salaries	\$7,580,758	\$6,972,515	\$6,693,830
Other wages	\$1,131,354	\$125,000	\$115,000
Contractual services	\$338	\$2,000	—
Materials	\$60,325	\$50,500	\$42,000
Other charges	\$24,213	\$19,000	\$22,000
Equipment	\$7,311	\$12,000	—
<i>Subtotal</i>	<i>\$8,804,299</i>	<i>\$7,181,015</i>	<i>\$6,872,830</i>
Fixed Charges			
Fringe, other wages	\$4,913,041	\$2,678	—
Total	\$20,227,766	\$14,663,619	\$10,768,099

Additional General Fund Expenditures

Fringe Benefits and Liability Insurance

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

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

Fringe Benefits and Liability Insurance

	FY16 Actual	FY17 Adopted	FY18 Projected
Special leave	\$1,634,148	\$4,372,900	\$3,321,695
Long-term substitutes	\$2,514,963	\$3,597,661	\$2,882,385
Severance	\$7,821,432	\$7,189,031	\$8,720,332
Sick leave conversion	\$4,239,491	\$4,369,496	\$4,431,710
FICA	\$46,024,276	\$44,901,066	\$45,000,724
Major medical	\$28,136	\$28,159	\$28,722
Medical insurance	\$81,671,543	\$90,191,960	\$90,301,863
Dental	\$2,478,941	\$2,460,184	\$2,494,039
Prescription drugs	\$24,053,730	\$32,333,151	\$32,697,690
Vision	\$348,050	\$417,012	\$549,897
Payment in lieu of medical insurance	—	\$6,500	\$6,500
Retirement, city	\$12,750,243	\$12,927,889	\$13,000,000
Retirement, state	—	\$28,033	—
Retiree health benefits	\$29,805,357	\$29,805,357	\$29,805,357
State pension, administrative fee	\$1,147,194	\$1,422,692	\$1,422,692
State retirement, local share	\$18,369,404	\$24,995,209	\$20,200,000
Tuition reimbursement, BTU	\$2,475,809	\$2,912,899	\$2,579,076
Tuition reimbursement, other	\$21,479	\$34,913	\$16,224
Tuition reimbursement, PSASA	\$43,741	\$48,969	\$43,450
ERIP, termination benefits, paraprofessionals	—	\$28,560	\$27,039
Meal allowance	\$28,088	\$27,168	\$30,341
ACA transitional reinsurance contribution	\$661,944	\$406,193	—
Life insurance	\$563,701	\$618,000	\$613,400
Long-term disability	—	\$199,488	\$216,457
Unemployment	\$1,286,021	\$5,094,058	\$5,195,939
Workers' compensation	\$7,880,707	\$8,882,794	\$9,060,450
Employee Assistance Program	—	\$169,554	\$168,229
Physical exams	—	\$5,773	\$749
International teacher reimbursement	—	\$2,999	—
ERIP, termination benefits	\$4,364,914	\$2,580,297	\$4,464,341
Fringe benefit burden	—	\$1,000,000	\$2,000,000
Contractual services	\$1,396,573	\$550,566	\$459,403
Auto insurance	\$115,598	\$117,910	\$120,268
Liability insurance	\$2,427,701	\$2,476,255	\$2,525,780
Total	\$254,178,202	\$284,202,696	\$282,384,752

Debt Service

	FY16 Actual	FY17 Adopted	FY18 Projected
Bonded Debt			
2009A QSCB revenue bonds	\$1,409,917	\$3,034,000	\$3,720,000
2009B refunding revenue bonds	\$7,595,292	\$5,196,250	\$5,195,000
2011 QSCB revenue bonds	\$4,486,416	\$6,317,159	\$7,152,159
<i>Total bonded debt</i>	<i>\$13,491,625</i>	<i>\$14,547,409</i>	<i>\$16,067,159</i>
Capital Lease Debt			
1999 master lease	\$700,761	—	—
2009 lease refunding, 1st Niagara	\$3,787,691	\$3,521,500	\$1,976,526
2009 lease refunding, M&T	\$2,630,801	\$2,599,800	\$2,599,741
2014 master lease, addendum #1, bus	\$819,176	\$816,100	\$815,957
Computer lease	—	—	\$240,408
<i>Total capital lease debt</i>	<i>\$7,938,429</i>	<i>\$6,937,400</i>	<i>\$5,632,632</i>
Long-Term Lease			
Baltimore Design School	\$1,700,000	\$1,700,000	\$1,700,000
Roman Catholic Archbishop of Baltimore	\$174,000	\$174,000	\$174,000
<i>Total long-term lease debt</i>	<i>\$1,874,000</i>	<i>\$1,874,000</i>	<i>\$1,874,000</i>
Total	\$23,304,054	\$23,358,809	\$23,573,791

Contingency Reserve, Utilities, Capital, External Assignments, Vacancy Savings

	FY16 Actual	FY17 Adopted	FY18 Adopted
Contingency reserve	—	\$5,000,500	\$2,806,320
Utilities	\$24,715,368	\$30,331,412	\$29,112,435
General Fund capital projects	—	\$30,000,000	\$25,400,000
External assignments	—	\$854,667	\$569,964
Vacancy savings	—	\$(14,946,576)	—

SPECIAL FUNDS

Special Fund Revenue by Source

Funding Source	FY16 Actual	FY17 Adopted	FY18 Adopted
Restricted Federal Fund			
Title I, Part A	\$49,673,283	\$52,016,783	\$47,356,912
Title I, Part C - Carl D. Perkins	\$1,248,807	\$1,394,941	\$1,473,020
Title I, Part D - Neglected and Delinquent	\$237,493	\$220,460	\$124,686
Title I, School Improvement Grant (1003 a)	\$3,451,763	\$1,408,165	\$4,822,721
Title II, Part A - Improving Teacher Quality	\$5,998,930	\$7,357,850	\$6,697,504
Title III - English Language Acquisition	\$509,012	\$499,699	\$499,699
Title III, Part A - Emergency Immigrant subgrant	\$45,450	—	—
Title VII - Native American Education	\$40,585	\$42,368	\$38,979
IDEA, Part B	\$22,361,623	\$23,422,244	\$23,217,986
IDEA, Part B - Preschool	\$541,226	\$598,934	\$628,568
Third-Party Billing	\$10,069,349	\$7,895,000	\$7,900,000
Medical Assistance, Infants and Toddlers	\$14,988	\$15,000	\$15,000
Gear Up, Year 3	—	—	\$199,000
Judy Hoyer Center, Preschool	\$2,277,228	\$2,670,042	\$2,670,041
Race to the Top	\$240,898	—	—
Other restricted federal funds	\$1,391,984	—	—
<i>Subtotal</i>	<i>\$98,102,619</i>	<i>\$97,541,486</i>	<i>\$95,644,116</i>
Restricted State Fund			
Fine Arts Initiative	\$62,618	\$55,866	\$53,073
Baltimore Community Foundation, Judy Center	—	—	\$824,997
Judy Hoyer Programs (Moravia)	\$322,800	\$323,333	\$323,333
Judy Center at John Eager Howard (DRU)	\$378,498	\$322,000	\$322,001
Judy Hoyer Education Enhancement Grant	\$190,089	\$150,000	\$150,000
Other restricted state funds	\$137,716	—	—
<i>Subtotal</i>	<i>\$1,091,721</i>	<i>\$851,199</i>	<i>\$1,673,404</i>
Other Restricted Fund			
Baltimore Community Foundation, Judy Center	\$1,158,856	\$1,320,000	—
Other restricted funds	\$962,755	—	—
<i>Subtotal</i>	<i>\$2,121,611</i>	<i>\$1,320,000</i>	<i>—</i>
Total	\$101,315,951	\$99,712,685	\$97,317,520

Total Special Fund Expenses by Object

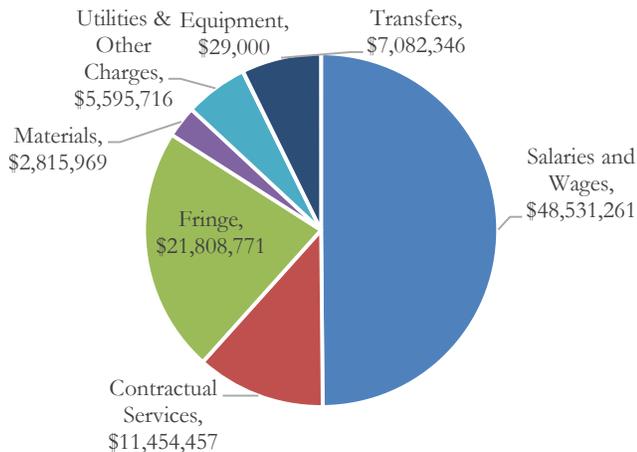
Object	FY16 Actual	FY17 Adopted	FY18 Adopted
Salaries and wages	\$50,237,844	\$49,100,684	\$48,531,261
Contractual services	\$16,464,625	\$5,146,904	\$11,454,457
Fringe	\$18,926,406	\$22,289,115	\$21,808,771
Materials	\$6,463,823	\$6,058,894	\$2,815,969
Utilities and other charges	\$554,160	\$10,725,131	\$5,595,716
Equipment	\$118,279	\$29,000	\$29,000
Transfers	\$10,105,669	\$6,362,952	\$7,082,346
Total	\$102,870,806	\$99,712,680	\$97,317,520

Total Special Fund Expenses by Category

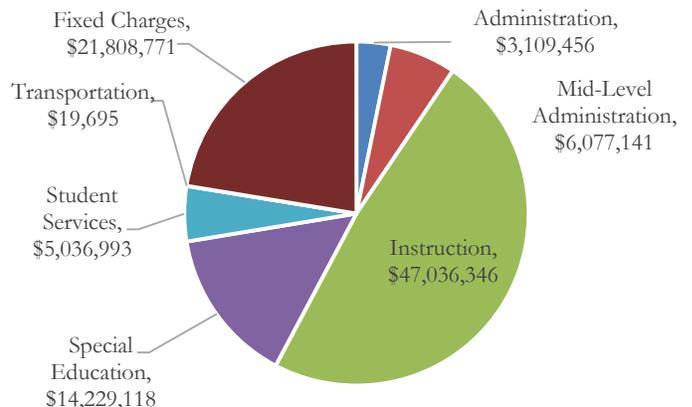
Category	FY16 Actual	FY17 Adopted	FY18 Adopted
Administration	\$3,896,999	\$3,687,389	\$3,109,456
Mid-level administration	\$5,473,230	\$6,995,147	\$6,077,141
Instruction	\$51,193,306	\$47,712,220	\$47,036,346
Special education	\$15,204,880	\$13,722,809	\$14,229,118
Student services	\$8,050,771	\$5,306,000	\$5,036,993
Transportation	\$108,655	—	\$19,695
Plant	\$16,558	—	—
Fixed charges	\$18,926,406	\$22,289,115	\$21,808,771
Total	\$102,870,806	\$99,712,680	\$97,317,520

FY18 Special Fund Expenditures

By Object



By Category



Title I

The purpose of Title I of the Every Student Succeeds Act (ESSA) is to ensure that all students have a fair, equal, and significant opportunity to obtain a high-quality education and to reach proficiency in state academic standards and on state assessments. Title I funds are designed to support students who attend schools in high-poverty areas. In addition to school-level allocations, Title I resources fund district Title I implementation and support to schools, support Title I priority schools, provide additional services to neglected and homeless students, support parent involvement activities, provide equitable services to nonpublic schools, support pre-k, and fund a Title I summer school program.

For FY18, there are 382 full-time equivalent Title I–funded positions in the district.

Title I, Part A, funds are used to supplement a school’s core instructional program. These funds contribute to building teacher capacity, increasing student achievement through evidence-based interventions and instructional practices, and building parental capacity to support student learning.

Under the district’s “rank and serve” model, schools that serve any students in pre-k through 8th grade with a poverty rate of 45% or higher are designated as Title I schools. Based on guidance from the Maryland State Department of Education (MSDE), the poverty rate is determined by using the number of students who are eligible for the Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF) as of October 31, 2016; who are homeless; or who are in foster care. These students are “directly certified” as low income.

For FY18, the district implemented two changes in the Title I funding methodology to support concentrating Title I resources in the district’s schools with the highest poverty rates—and resulting higher need. First, the poverty rate cut point was raised from 36.7 percent in FY17 to 45 percent in FY18. This change resulted in six schools no longer being identified as Title I schools. The second change was to shift from a flat per-pupil funding amount to a tiered funding model. In FY17, the per-pupil amount was \$775.25. For FY18, schools with a poverty rate higher than 75 percent receive \$1,000 for each directly certified student; for schools with poverty rates between 50 and 75 percent, \$775.25 is provided for each funding-eligible student; for schools with poverty rates between 45 and 50 percent, the per-pupil amount is \$707.25.

For FY18, 124 schools met the criteria to be Title I schools, a decrease of 11 schools over FY17. Of the schools no longer identified as Title I, two will close in June 2017, and three high schools are no longer Title I due to the end of the ESEA flexibility waiver; finally, six schools now fall below the district’s poverty rate cut point for Title I eligibility.

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

Title I, Part A	FY16 Actual	FY17 Adopted	FY18 Adopted
Total federal revenue	\$49,673,283	\$52,016,783	\$47,356,912
Expenditures			
Permanent salaries	\$25,410,151	\$23,382,634	\$23,130,310
Other wages	\$2,255,788	\$445,274	\$657,889
Fringe, other wages	\$11,129,636	\$12,408,727	\$12,036,831
Contractual services	\$4,438,846	\$921,955	\$3,143,814
Materials	\$3,715,047	\$3,208,994	\$1,290,359
Other charges	\$75,790	\$9,193,586	\$4,683,816
Equipment	\$32,903	—	—
Transfers	\$2,615,122	\$2,455,613	\$2,413,893
Total expenditures	\$49,673,283	\$52,016,783	\$47,356,912

The **Title I, Part C—Carl D. Perkins** grant supports Career and Technology Education (CTE) programs as part of the approved Local CTE Plan for Program Improvement, in compliance with the Carl D. Perkins Career and Technology Education Improvement Act of 2006. Schools with approved CTE curricula purchase approved items to improve or expand existing programs or begin new CTE pathways. The College and Career Readiness Department in the Academics Office ensures that each program receives the licensing, textbooks, software, and student testing sessions required for student success, as well as professional development opportunities for teachers and staff that meet MSDE and industry requirements and standards.

For FY18, there are 3.0 full-time equivalent Perkins-funded positions in the district.

Title I, Part C	FY16 Actual	FY17 Adopted	FY18 Adopted
Total federal revenue	\$1,248,807	\$1,394,941	\$1,473,020
Expenditures			
Permanent salaries	\$96,706	\$161,067	\$256,850
Other wages	\$50,667	\$26,000	—
Fringe, other wages	\$59,087	\$73,050	\$111,761
Contractual services	\$237,858	\$220,000	\$276,779
Materials	\$660,203	\$773,788	\$726,855
Other charges	\$69,525	\$69,681	\$71,775
Equipment	\$37,395	\$29,000	\$29,000
Transfers	\$37,366	\$42,355	—
Total expenditures	\$1,248,807	\$1,394,941	\$1,473,020

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

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

Title I, Part D	FY16 Actual	FY17 Adopted	FY18 Adopted
Total federal revenue	\$237,493	\$220,460	\$124,686
Expenditures			
Permanent salaries	\$4,721	—	—
Other wages	\$140,637	\$171,504	\$98,835
Fringe, other wages	\$11,120	\$13,120	\$7,561
Contractual services	\$8,605	\$21,035	\$12,150
Materials	\$64,480	\$7,965	\$2,180
Transfers	\$7,930	\$6,836	\$3,960
Total expenditures	\$237,493	\$220,460	\$124,686

The **School Improvement Grants (SIG)**, authorized under section 1003(g) of Title I, are awarded to local education agencies that demonstrate the greatest need for funds and the strongest commitment to using the funds to substantially raise the achievement of students in the lowest-performing schools.

These funds are used to implement proven methods for raising achievement at struggling schools. One strategy for FY18 is pairing a team from Commodore John Rodgers Elementary/Middle School, which successfully improved student performance through strategic decision making, with three SIG schools. Led by the school's transformational principal, the team from Commodore will mentor and provide support to the SIG schools as they develop and implement their improvement plans. This strategy will provide critical support to expand the capacity of the three SIG schools' leadership teams and replicate and scale the strategic school-reform interventions achieved at Commodore.

SIG – Cohort IV funds were awarded in FY17 and will support the five schools (Harford Heights Elementary School, James McHenry Elementary/Middle School, Mary E. Rodman Elementary School, Frederick Elementary School, and the Academy for College and Career Exploration) through FY21.

For FY18, there are 11.2 full-time equivalent SIG-funded positions in the district.

Title I, SIG	FY16 Actual	FY17 Adopted	FY18 Adopted
Total federal revenue	\$3,451,763	\$1,408,165	\$4,822,721
Expenditures			
Permanent salaries	\$594,613	\$514,824	\$881,090
Other wages	\$304,863	\$72,800	\$80,000
Fringe, other wages	\$281,985	\$259,573	\$418,870
Contractual services	\$1,894,547	\$200,000	\$3,269,694
Materials	\$330,148	\$968	—
Other charges	\$1,765	\$360,000	\$19,905
Transfers	\$43,842	—	\$153,162
Total expenditures	\$3,451,763	\$1,408,165	\$4,822,721

Title II, Part A—Improving Teacher Quality

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

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

For FY18, there are 28 full-time equivalent Title II, Part A–funded positions in the district.

Title II, Part A	FY16 Actual	FY17 Adopted	FY18 Adopted
Total federal revenue	\$5,998,930	\$7,357,850	\$6,697,504
Expenditures			
Permanent salaries	\$1,708,292	\$3,074,963	\$2,841,172
Other wages	\$807,076	\$477,000	\$340,000
Fringe, other wages	\$714,834	\$1,468,212	\$1,173,167
Contractual services	\$1,615,576	\$1,049,000	\$765,250
Materials	\$123,630	\$49,062	\$64,549
Utilities	\$370	—	—
Other charges	\$311,369	\$1,031,747	\$723,517
Transfers	\$717,783	\$207,866	\$789,849
Total expenditures	\$5,998,930	\$7,357,850	\$6,697,504

Title III, English Language Acquisition

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

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

For FY18, there are 1.5 full-time equivalent Title III–funded positions in the district.

Title III	FY16 Actual	FY17 Adopted	FY18 Adopted
Total federal revenue	\$509,012	\$499,699	\$499,699
Expenditures			
Permanent salaries	\$87,958	\$130,418	\$132,697
Other wages	\$142,405	\$135,242	\$140,000
Fringe, other wages	\$63,065	\$74,246	\$76,185
Contractual services	\$75,039	\$70,000	\$60,000
Materials	\$119,656	\$60,000	\$66,029
Other charges	\$10,001	\$20,000	\$15,000
Transfers	\$10,888	\$9,793	\$9,788
Total expenditures	\$509,012	\$499,699	\$499,699

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

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

To meet the needs of students, the program provides

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

Title VII	FY16 Actual	FY17 Adopted	FY18 Adopted
Total federal revenue	\$40,585	\$42,368	\$38,979
Expenditures			
Permanent salaries	\$26,797	\$20,793	—
Other wages	—	—	\$34,351
Fringe, other wages	\$13,788	\$21,575	\$2,628
Materials	—	—	\$2,000
Total expenditures	\$40,585	\$42,368	\$38,979

Individuals with Disabilities Education Act (IDEA), Part B

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

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

IDEA, Part B, Discretionary provides professional development for teachers in both general and special education settings, to ensure their provision of quality, rigorous instruction to support students toward success. The SECAC (Special Education Citizens Advisory Council) grant enables the council to carry out its mission to seek meaningful input from parents, grandparents, caregivers, community partners, service providers, educators, advocates, and administrators on issues related to provision of services to students with disabilities. For FY18, there are 155.4 full-time equivalent IDEA, Part B–funded positions in the district.

IDEA, Part B	FY16 Actual	FY17 Adopted	FY18 Adopted
Total federal revenue	\$22,361,623	\$23,422,244	\$23,217,986
Expenditures			
Permanent salaries	\$11,279,740	\$12,588,559	\$12,983,411
Other wages	\$2,224,719	\$3,536,560	\$2,575,530
Fringe, other wages	\$4,749,348	\$5,902,137	\$5,910,926
Contractual services	\$2,905,652	\$340,001	\$584,518
Materials	\$627,127	\$409,006	\$542,698
Other charges	\$3,732	\$43,000	\$15,500
Transfers	\$571,305	\$602,981	\$605,403
Total expenditures	\$22,361,623	\$23,422,244	\$23,217,986

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

For FY18, there are 7 full-time equivalent IDEA, Part B—Preschool—funded positions in the district.

IDEA, Part B - Preschool	FY16 Actual	FY17 Adopted	FY18 Adopted
Total federal revenue	\$541,226	\$598,934	\$628,568
Expenditures			
Permanent salaries	\$339,190	\$393,749	\$383,502
Other wages	\$41,084	\$5,811	—
Fringe, other wages	\$144,409	\$192,730	\$210,190
Contractual services	—	—	\$8,860
Materials	—	\$6,644	\$6,335
Transfers	\$16,543	—	\$19,681
Total expenditures	\$541,226	\$598,934	\$628,568

Third-Party Billing

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

For FY18, there are 25 full-time equivalent Third-Party Billing—funded positions in the district.

Third-Party Billing	FY16 Actual	FY17 Adopted	FY18 Adopted
Total federal revenue	\$10,069,349	\$7,895,000	\$7,900,000
Expenditures			
Permanent salaries	\$1,479,525	\$1,741,091	\$2,114,687
Other wages	\$57,720	—	—
Fringe, other wages	\$677,769	\$772,832	\$925,314
Contractual services	\$3,215,433	\$2,291,217	\$1,848,999
Materials	\$193,206	\$85,010	\$11,000
Other charges	\$515	\$4,850	—
Equipment	\$36	—	—
Transfers	\$6,000,000	\$3,000,000	\$3,000,000
Total expenditures	\$11,624,204	\$7,895,000	\$7,900,000

Medical Assistance, Infants and Toddlers

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

Medical Assistance, Infants and Toddlers	FY16 Actual	FY17 Adopted	FY18 Adopted
Total federal revenue	\$14,988	\$15,000	\$15,000
Expenditures			
Materials	\$14,988	\$15,000	\$15,000
Total expenditures	\$14,988	\$15,000	\$15,000

Gear Up

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

In FY18, the grant will support services for 10th-grade students at Carver Vocational-Technical, Digital Harbor, Edmondson-Westside, and Frederick Douglass high schools. Through Gear Up, students receive critical college awareness and support activities including tutoring, mentoring, academic preparation, college advising, and financial education services.

For FY18, there is 1 full-time equivalent Gear Up Program funded position in the district.

Gear Up	FY16 Actual	FY17 Adopted	FY18 Adopted
Total federal revenue	—	—	\$199,000
Expenditures			
Permanent salaries	—	—	\$111,902
Other wages	—	—	\$13,750
Fringe, other wages	—	—	\$44,467
Contractual services	—	—	\$10,000
Materials	—	—	\$2,561
Other charges	—	—	\$10,000
Transfers	—	—	\$6,320
Total expenditures	—	—	\$199,000

Race to the Top

Maryland's Race to the Top (RTTT) grant that supported City Schools' initiatives in the areas of standards and assessments, data systems to support instruction, great teachers and leaders, and turning around the lowest performing schools ended in June 2015. The Maryland State Department of Education awarded RTTT funds in FY16 through the Early Learning Challenge Grant, providing additional support to the Judy Centers at four school locations. These funds will not be available for FY18.

Race to the Top	FY16 Actual	FY17 Adopted	FY18 Adopted
Total federal revenue	\$240,898	—	—
Expenditures			
Permanent salaries	\$52,735	—	—
Other wages	\$46,496	—	—
Fringe, other wages	\$13,173	—	—
Contractual services	\$71,206	—	—
Materials	\$56,738	—	—
Other charges	\$550	—	—
Total expenditures	\$240,898	—	—

Fine Arts Initiative

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

Fine Arts Initiatives	FY16 Actual	FY17 Adopted	FY18 Adopted
Total state revenue	\$62,618	\$55,866	\$53,073
Expenditures			
Other wages	\$7,710	\$8,600	\$11,100
Fringe, other wages	\$820	\$658	\$849
Contractual services	\$38,515	\$33,695	\$32,695
Materials	\$14,793	\$11,839	\$7,388
Transfers	\$780	\$1,074	\$1,041
Total expenditures	\$62,618	\$55,866	\$53,073

Judith P. Hoyer (“Judy Hoyer”) Programs

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

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

For FY18, there are 28 full-time equivalent positions in Judith P. Hoyer programs.

Judy Hoyer: Preschool	FY16 Actual	FY17 Adopted	FY18 Adopted
Total federal revenue	\$2,277,228	\$2,670,042	\$2,670,041
Expenditures			
Permanent Salaries	\$1,402,516	\$1,414,053	\$1,220,413
Other Wages	\$59,807	—	—
Fringe-Other Wages	\$626,520	\$723,184	\$629,770
Contractual Services	\$123,084	—	\$706,416
Materials	\$27,727	\$494,103	\$9,760
Other Charges	\$1,180	\$2,267	\$56,203
Transfers	\$36,394	\$36,435	\$47,479
Total Expenditures	\$2,277,228	\$2,670,042	\$2,670,041

Judy Hoyer: Baltimore Community Foundation	FY16 Actual	FY17 Adopted	FY18 Adopted
Revenue			
Federal	\$1,158,856	\$1,320,000	—
State	—	—	\$824,997
Total revenue	\$1,158,856	\$ 1,320,000	\$824,997
Expenditures			
Permanent salaries	\$359,958	\$548,349	\$268,643

Judy Hoyer: Baltimore Community Foundation	FY16 Actual	FY17 Adopted	FY18 Adopted
Other wages	\$47,006	—	—
Fringe, other wages	\$128,715	\$270,193	\$148,896
Contractual services	\$508,676	—	\$391,282
Materials	\$113,951	\$501,458	—
Other charges	\$550	—	—
Transfers	—	—	\$16,176
Total Expenditures	\$1,158,856	\$1,320,000	\$824,997

Judy Hoyer: Moravia Park	FY16 Actual	FY17 Adopted	FY18 Adopted
Total state revenue	\$322,800	\$323,333	\$323,333
Expenditures			
Permanent salaries	\$105,062	\$113,151	\$112,063
Other wages	\$53,624	—	—
Fringe, other wages	\$46,722	\$43,150	\$43,453
Contractual services	\$112,757	—	\$100,000
Materials	\$4,635	\$167,032	\$61,477
Transfers	—	—	\$6,340
Total expenditures	\$322,800	\$323,333	\$323,333

Judy Hoyer: John Eager Howard	FY16 Actual	FY17 Adopted	FY18 Adopted
Total state revenue	\$378,498	\$322,000	\$322,001
Expenditures			
Permanent salaries	\$142,800	\$85,027	\$143,064
Other wages	\$14,668	—	—
Fringe, other wages	\$57,099	\$36,580	\$67,905
Contractual services	\$154,483	—	\$104,000
Materials	\$9,448	\$200,393	\$718
Transfers	—	—	\$6,314
Total expenditures	\$378,498	\$322,000	\$322,001

Judy Hoyer: Enhancement	FY16 Actual	FY17 Adopted	FY18 Adopted
Total state revenue	\$190,089	\$150,000	\$150,000
Expenditures			
Permanent salaries	\$73,063	\$53,218	—
Other wages	\$19,928	—	—
Fringe, other wages	\$32,238	\$29,149	—
Contractual services	\$54,236	—	\$140,000
Materials	\$10,624	\$67,633	\$7,059
Transfers	—	—	\$ 2,941
Total expenditures	\$190,089	\$150,000	\$150,000

Other Restricted Grants

Other Restricted	FY16 Actual	FY17 Adopted	FY18 Adopted
Revenue			
State	\$137,716	—	—
Federal	\$1,391,984	—	—
Other	\$962,755	—	—
Total revenue	\$2,492,455	—	—
Expenditures			
Permanent salaries	\$365,259	—	—
Other wages	\$399,403	—	—
Fringe, other wages	\$174,639	—	—
Contractual services	\$1,010,113	—	—
Materials	\$371,228	—	—
Other charges	\$76,384	—	—
Equipment	\$47,945	—	—
Transfers	\$47,484	—	—
Total expenditures	\$2,492,455	—	—

Enterprise Fund

Enterprise Fund Expenses by Object, Year-to-Year Comparison

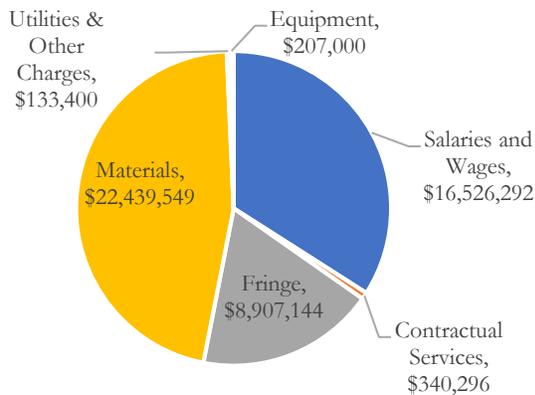
Object	FY16 Actual	FY17 Adopted	FY18 Adopted
Salaries and wages	\$15,580,460	\$14,726,328	\$16,526,292
Contractual services	\$578,235	\$692,500	\$340,296
Fringe	\$7,379,870	\$8,320,113	\$8,907,144
Materials	\$24,311,697	\$22,127,140	\$22,439,549
Utilities and other charges	\$100,069	\$116,200	\$133,400
Equipment	\$126,343	\$267,600	\$207,000
Total	\$48,076,674	\$46,249,881	\$48,553,681

Enterprise Fund Expenses by Category, Year-to-Year Comparison

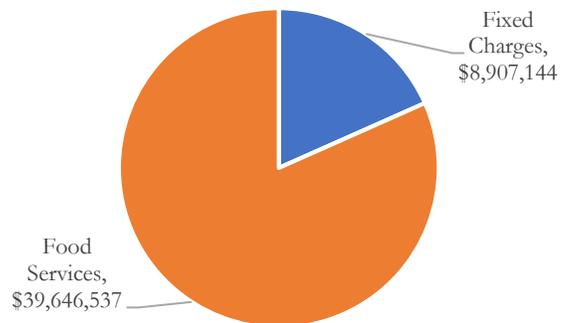
Category	FY16 Actual	FY17 Adopted	FY18 Adopted
Administration	\$2,075	—	—
Fixed charges	\$7,379,871	\$8,320,113	\$8,907,144
Food services	\$40,694,731	\$37,929,768	\$39,646,537
Total	\$48,076,674	\$46,249,881	\$48,553,681

FY18 Enterprise Fund Expenditures

By Object



By Category



Food and Nutrition Services

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

In FY18, City Schools will continue to provide all students with breakfast and lunch for free as part of the U.S. Department of Agriculture’s Community Eligibility Provision and will expand services to offer supper at eligible schools that provide afterschool programs.

Food and Nutrition Services will also continue to implement strategies to improve meal quality and increase student participation in meal programs and achieve fiscal sustainability, taking into account projected increases in expenses for food, employee benefits, and new equipment purchased as part of the department’s five-year replacement plan. A key component of these strategies is an investment in professional development for food service employees that meets new Department of Agriculture professional standards and the needs of a large labor force.

For FY18, there are 594.5 full-time equivalent food services positions in the district.

Food Service Detail, Year-to-Year Comparison

	FY16 Actual	FY17 Adopted	FY18 Adopted
Revenue			
State	\$720,817	\$738,037	\$727,130
Federal	\$49,857,812	\$44,849,844	\$47,151,551
Other	\$50,633	\$25,000	\$25,000
Total Revenue	\$50,629,262	\$45,612,881	\$47,903,681
Expenditures			
Permanent salaries	\$14,978,540	\$13,941,828	\$15,789,127
Other wages	\$508,566	\$625,000	\$605,000
Fringe, other wages	\$7,369,481	\$8,239,613	\$8,828,292
Contractual services	\$567,353	\$678,000	\$325,296
Materials	\$24,101,025	\$21,783,040	\$22,042,566
Other charges	\$100,069	\$102,800	\$123,400
Equipment	\$126,343	\$242,600	\$190,000
Total Expenditures	\$47,751,377	\$45,612,881	\$47,903,681

Great Kids Café

The Great Kids Café provides cafeteria meals for district office staff and visitors. In FY18, as in prior years, the café will provide opportunities for students to gain hands-on training in the hospitality industry.

For FY18, there are 4 full-time equivalent Great Kids Café positions.

Great Kids Café Detail, Year-to-Year Comparison

	FY16 Actual	FY17 Adopted	FY18 Adopted
Total Other Revenue	\$258,407	\$ 637,000	\$650,000
Expenditures			
Permanent salaries	\$19,962	\$121,500	\$129,165
Other wages	\$73,392	\$38,000	\$3,000
Fringe, other wages	\$10,389	\$80,500	\$78,852
Contractual services	\$10,882	\$14,500	\$15,000
Materials	\$210,672	\$344,100	\$396,983
Other charges	—	\$13,400	\$10,000
Equipment	—	\$25,000	\$17,000
Total Expenditures	\$325,297	\$637,000	\$650,000

BUILDINGS

Capital Improvement Program (CIP)

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

Funding from the State of Maryland comes from the Public School Construction Program (PSCP) on an annual basis. Funds are requested for specific projects, which must meet strict standards defined by state regulations. Baltimore City and the 23 Maryland counties are awarded portions of the annual available construction funds based on a formula developed by the state. Of the \$280 million recommended by the governor for public school construction in FY18, City Schools is currently slated to receive approximately \$27.1 million in new authorization and \$10.2 million from City Schools' reserve contingency account. The total CIP allocation approved by the state's Interagency Committee on School Construction on May 2, 2017, is \$37.3 million.

Funding from the City of Baltimore comes from the sale of General Obligation (GO) bonds. For FY18, the allocation is \$17,000,000, to be used for the local share of state-funded projects such as modernization, renovation, and systemic work. This funding level is unchanged from FY17.

Current Projects

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

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

Source of Funds	Appropriated to Date	FY18 Funding	Total
State PSC funds		\$5,558,000	\$5,558,000
City GO bonds	\$6,000,000	\$2,000,000	\$8,000,000
Total	\$6,000,000	\$7,558,000	\$13,558,000

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

Source of Funds	Appropriated to Date	FY18 Funding	Total
State PSC funds	—	\$7,110,000	\$7,110,000
City GO bonds	\$6,000,000	\$2,000,000	\$8,000,000
Total	\$6,000,000	\$9,110,000	\$15,110,000

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

This school is one of the most overcrowded in the district, with a utilization rate of 197 percent in 2016-17. While there are no funds dedicated to this project for FY18, local planning will take place for renovation and an addition to the existing building to alleviate overcrowding and provide a state-of-the-art environment for 21st-century teaching and learning.

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

Funding required for the completion of systemic improvement and life cycle equipment replacement projects and miscellaneous minor building renovations to serve educational program changes at various school sites.

Source of Funds	Appropriated to Date	FY18 Funding	Total
State PSC funds	—	\$25,000,000	\$25,000,000
City GO bonds	\$61,000,000	\$13,000,000	\$74,000,000
Total	\$61,000,000	\$38,000,000	\$99,000,000

Among the projects in FY18 is first-year implementation of the district’s five-year plan to address climate control in school buildings that are not part of the 21st Century School Buildings Plan, are not already scheduled for installation or upgrades to their HVAC systems, and currently do not have air conditioning. The plan calls for installation of either vertical packaged units that address both cooling and heating issues or portable window units, depending on need at each school. In FY18, the first seven schools in the plan (listed below) will all receive vertical packaged units:

- Baltimore Polytechnic Institute
- Edmondson-Westside High School
- Frederick Douglass High School
- Lakewood Elementary School
- Mergenthaler Vocational-Technical High School
- Reginald F. Lewis High School
- Western High School

21st-Century School Buildings Plan

In 2013, City Schools embarked on an ambitious plan to renovate or replace the district’s outdated school buildings – an investment that reflects the priority of providing students with learning environments that will support improved educational outcomes and transform Baltimore’s neighborhoods.

With support from the state and city, and in partnership with Maryland Stadium Authority and the state’s Interagency Committee on School Construction, City Schools has 11 “Year 1” school buildings now in design or construction, with 4 opening in FY18:

- Arlington Elementary School
- Arundel Elementary School
- Cherry Hill Elementary/Middle School
- Forest Park High School
- Fort Worthington Elementary/Middle School (*opens August 2017*)
- Frederick Elementary School (*opens August 2017*)
- John Eager Howard Elementary School (*opens January 2018*)
- Lyndhurst Elementary/Middle School (*opens January 2018*)
- Patterson building (housing Patterson High School and the Claremont School)
- Pimlico Elementary/Middle School
- Robert Poole building (housing Academy for College and Career Exploration and Independence High School Local 1)

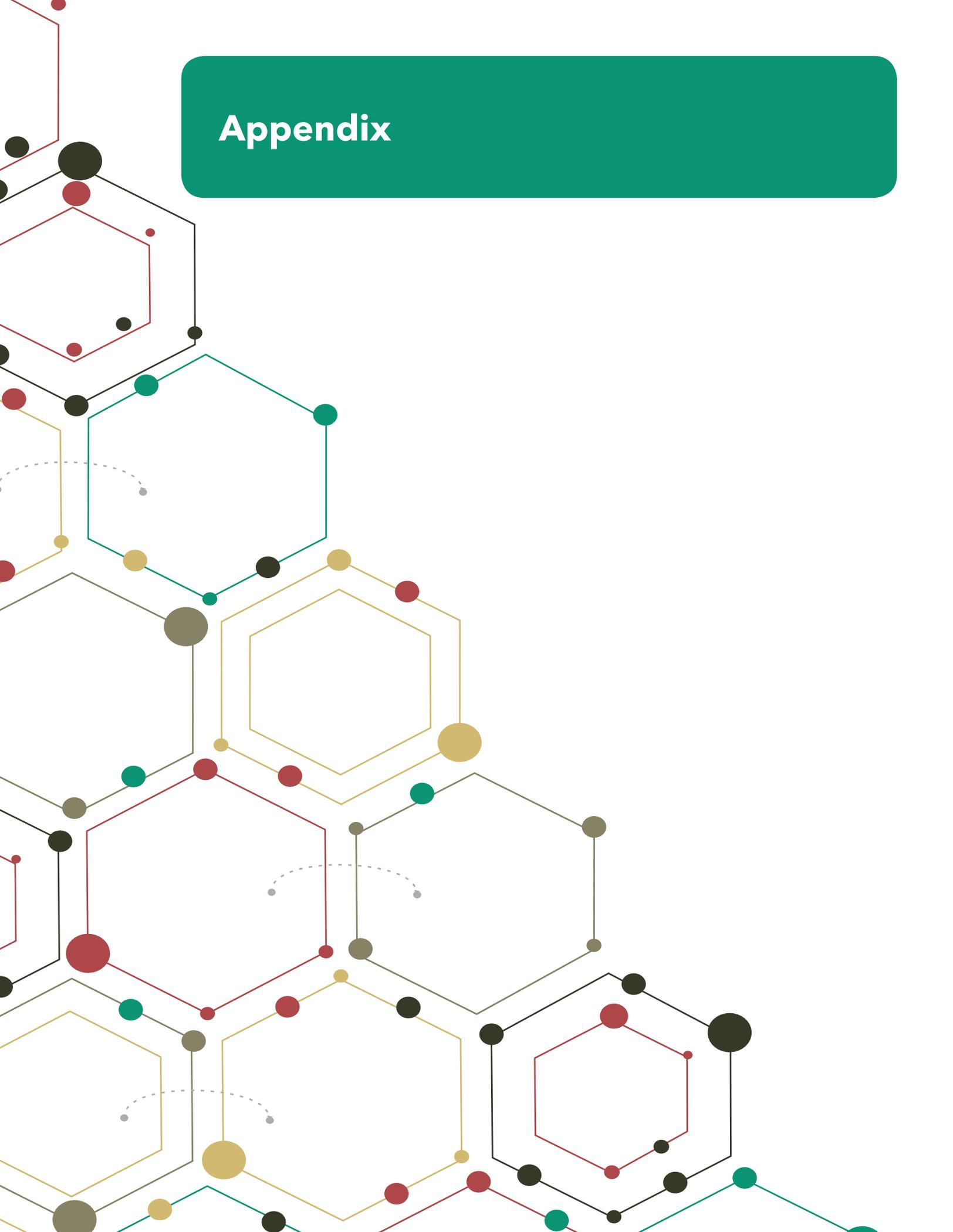
Funding for the plan comes from several revenue streams, including an annual investment by the district that will gradually increase over the next several years.

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

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

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

Appendix



A. Charter School Funding Formula: Year over Year Comparison

Each year, charter school per-pupil allocations are calculated based on projections and most recent costs available at the time. Questions have been raised regarding how the per-pupil amounts would change if actual revenue and expenses could be used in the calculations. This table shows the final amounts used for per-pupil calculations for FY14 through FY16, along with how those calculations would have differed if actual amounts were used. In each case, if actual amounts had been available, charter per-pupil funding would have decreased.

	FY14 Final	FY14 Actual	FY15 Final	FY15 Actual	FY16 Final	FY16 Actual
General Fund Revenue						
State sources	\$897,701,547	\$903,237,289	\$907,251,047	\$907,033,756	\$883,769,293	\$878,474,883
Local sources	\$254,516,158	\$264,557,199	\$254,684,808	\$254,684,808	\$258,212,181	\$258,212,181
Federal sources	\$5,400,000	\$9,847,842	\$9,563,646	\$11,121,586	\$9,604,855	\$10,346,729
Other revenue sources	\$2,360,000	\$14,378,038	\$8,057,136	\$8,383,693	\$9,361,948	\$12,329,313
Contribution from fund balance	\$15,000,000	0	\$27,526,157	0	\$23,000,000	0
Total General Fund Revenue	\$1,174,977,705	\$1,192,020,368	\$1,207,082,794	\$1,181,223,843	\$1,183,948,277	\$1,159,363,106
Districtwide Exclusions						
Retiree health benefits	\$28,298,920	\$29,510,254	\$29,805,357	\$29,805,357	\$29,805,357	\$29,805,357
Teacher pensions, local share of state obligation	0	\$16,380,092	\$14,824,485	\$15,308,285	0	\$18,369,404
Debt service	\$21,432,573	\$20,454,827	\$23,972,573	\$21,051,346	\$23,712,770	\$21,430,056
Contribution from fund balance	\$15,000,000	0	\$27,526,157	0	\$23,000,000	0
Pre-k funding	\$28,658,040	\$22,088,487	\$28,550,093	\$22,921,020	\$29,047,651	\$25,142,927
Revenue from other than state, local, and federal sources	\$2,360,000	\$14,378,038	\$8,057,136	\$8,383,693	\$9,361,948	\$12,329,313
Non-public education funding	\$57,141,985	\$46,941,653	\$48,446,728	\$41,058,396	\$44,603,791	\$35,479,565
Total Districtwide Exclusions	\$152,891,518	\$149,753,351	\$181,182,528	\$138,528,097	\$159,531,517	\$142,556,623
General Funds Net of Districtwide Exclusions	\$1,022,086,187	\$1,042,267,017	\$1,025,900,266	\$1,042,695,746	\$1,024,416,760	\$1,016,806,483
Need-Based Exclusions						
Students with disabilities funding	\$202,222,311	\$220,976,335	\$212,066,055	\$219,365,925	\$219,364,018	\$219,170,646
English for Speakers of Other Languages funding	\$12,847,865	\$10,799,300	\$13,242,792	\$11,064,202	\$15,281,264	\$12,435,201
Specialized transportation funding	\$35,000,000	\$40,287,820	\$36,533,623	\$42,774,387	\$40,287,819	\$43,060,234
Total Need-Based Exclusions	\$250,070,176	\$272,063,455	\$261,842,470	\$273,204,514	\$274,933,101	\$274,666,081
Gross Funds Available for Per-Pupil Allocation	\$772,016,011	\$770,203,562	\$764,057,796	\$769,491,232	\$749,483,659	\$742,140,403
Less Overhead and Indirect Administrative Cost @ 2%	\$15,440,320	\$15,404,071	\$15,281,156	\$15,389,825	\$14,989,673	\$14,842,808
Net Funds Available for Per-Pupil Allocation	\$756,575,691	\$754,799,491	\$748,776,640	\$754,101,408	\$734,493,986	\$727,297,594
Enrollment (net of pre-k and non-public students)	\$80,062	\$80,062	\$79,878	\$79,878	\$78,761	\$78,761
Charter Per-Pupil Allocation (calculated)	\$9,450	\$9,428	\$9,374	\$9,441	\$9,326	\$9,234
Charter Per-Pupil Allocation (actual)			\$9,450*		\$9,387**	

*Represents actual per-pupil amount given to charter schools after negotiated adjustment.

**See page 20.

B. Budget-Related Policies of the Board of School Commissioners

Annual Operating Budget Development and Adoption (Board Policy DBC)

I. Purpose

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

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

II. Definitions

A. Budget Process

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

B. COMAR

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

C. Operating Budget

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

III. Policy Standards

A. Scope

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

B. Responsibility and Board Authorization

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

C. Allocation Transparency and Equity

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

D. Timeliness of the Budget Process

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

E. Budget Funding Compliance

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

IV. Compliance

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

V. Legal and Policy References

A. Legal Authority

§§ 5-101, 5-102 and 5-103, Md. Code Ann., Educ.
COMAR 13A.02.05

B. Policy References

Replaces Board Rule 910.01

C. Administrative Regulation References

DBC-RA

Debt Management (Board Policy DCB)

I. Purpose

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

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

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

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

II. Definitions

A. Arbitrage

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

B. Arbitrage rebate

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

C. Bond counsel

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

D. Capital Improvement Plan (“CIP”)

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

E. Competitive sale

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

F. Credit enhancement

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

G. General Fund

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

H. Intercept

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

I. Lease obligations

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

J. Loan guarantee

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

K. Negotiated sale

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

L. Operations Committee

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

M. Private placement

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

N. Public offering

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

O. Rating agencies

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

P. Resolution of the Board to issue debt

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

Q. Revenue bond

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

R. True Interest Cost ("TIC")

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

III. Policy Standards

A. Scope

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

B. Responsibility and Board Authorization

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

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

C. Debt Limitations

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

D. Bond Counsel and Financial Advisors

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

E. Disclosure

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

F. Internal Interim Financing

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

G. Arbitrage Liability Management

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

H. Financial Guarantor of Charter Operator Property and Charter

The Board will not guarantee debt of Charter School Operators.

IV. Implementation Strategies

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

V. Compliance

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

VI. Legal and Policy References

A. Legal Authority

IRS Treasury Regulation § 141

IRS Treasury Regulation § 1.150-2

SEC Rule 15c2-12

§ 4-306.1, Md. Code Ann., Educ.

§ 4-306.2, Md. Code Ann., Educ.

B. Policy References

Replaces Board Rule Section 914

C. Administrative Regulation References

DCB-RA

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

Financial Controls (Board Policy DIC)

I. Purpose

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

II. Policy Standards

A. Responsibility

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

B. Budgetary Appropriations

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

C. Authorization for Banking and Financial Relationships

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

III. Implementation Strategies

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

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

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

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

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

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

IV. Compliance

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

V. Legal and Policy References

A. Legal Authority

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

B. Policy References

Related Board Policies: DJA, DMA

Replaces Board Rule Section 908

C. Administrative Regulation References

DIC-RA, DJA-RA, DMA-RA

Fund Balance (Board Policy DIG)

I. Purpose

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

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

II. Definitions

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

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

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

3. *Restricted fund balance*—The *restricted fund balance* classification is based on amounts upon which constraints are placed on the use of resources either (a) externally imposed by creditors, grantors, contributors, or laws or regulations of other governments; or (b) imposed by law through constitutional provisions or enabling legislation (e.g., Qualified School Construction bond debt).

4. *Assigned fund balance*—The *assigned fund balance* classification reflects amounts that are considered by the Board’s intent, as delegated to the Chief Executive Officer, to be used for specific purposes, but meet neither the criteria to be considered restricted or committed funds.

5. *Unassigned fund balance*—The *unassigned fund balance* classification is applied to all amounts not contained in other classifications and is the residual classification for the general fund only. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report deficit fund balances as unassigned.

III. Policy Standards

A. *Spending Policy—Order of Use*

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

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

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

B. *Authority to Create Committed Fund Balances*

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

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

C. *Authority to Create Assigned Fund Balances*

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

D. *Unassigned Fund Balance*

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

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

IV. Compliance

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

V. Legal and Policy References

A. Legal Authority

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

B. Policy References

Related Board Policies and Rules: DBC, DCB and DIC

C. Administrative Regulations References:

DBC-RA, DCB-RA, DIC-RA

Procurement Authority (Board Policy DJA)

I. Purpose

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

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

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

II. Legal and Policy References

A. Legal Authority

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

B. Policy References

Related Board Policies: Replaces Board Rule Section 1001

C. Administrative Regulation References

DJA-RA

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