

## OUR VISION

All Jefferson County Public Schools students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world.

# Jefferson County Public Schools FY 2019-20 Working Budget September 2019



The Jefferson County Board of Education (JCBE)



**District 1: Diane Porter**



**District 2: Dr. Chris Kolb**



**District 3: James Craig**



**District 4: Joe Marshall**



**District 5: Linda Duncan**



**District 6: Corrie Shull**



**District 7: Chris Brady**

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OUR MISSION - To challenge and engage each learner to grow through effective teaching and meaningful experiences within caring, supportive environments.

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### **Jefferson County Public Schools Superintendent – Dr. Martin “Marty” Pollio**

Dr. Martin “Marty” Pollio assumed the role of acting superintendent of the Jefferson County Public School (JCPS) District on July 2, 2017. He was named JCPS Superintendent on February 11, 2018. For 20 years, Dr. Pollio has dedicated his career to serving students of JCPS. He is a longtime administrator and educator whose focus is on improving culture and climate across the district, increasing student achievement, and implementing deeper learning strategies to make lessons come alive for students and teachers.

Dr. Pollio began his career with JCPS in 1997 as a social studies teacher at Shawnee High School. He went on to serve as a teacher and assistant principal at Waggener High School before taking the helm as principal of Jeffersontown High School from 2007 to 2015. Dr. Pollio was the principal of Doss High School when he was selected as the acting superintendent.

Dr. Pollio received his undergraduate degree from Indiana University and his master’s degree from Eastern Kentucky University. He earned his doctorate from the University of Louisville in 2012.



## **FY 2019 -20 WORKING BUDGET**

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**Our Vision** – All JCPS Students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world.

**Our Mission** – To challenge and engage each learner to grow through effective teaching and meaningful experiences within caring, supportive environments.

### Core Values

- **Caring** – All JCPS children are nurtured as if they are our own.
- **Equity** – All students receive an education that gives them what they need to thrive through differentiated supports focused on removing social factors as a predictor of success.
- **Excellence** – Empowering people to lead, create, and innovate is essential to creating a culture of excellence.
- **Respect** – All students, staff, and families are treated with dignity and respect as members of a safe and welcoming learning community.
- **Individuality** – Children learn differently and require personalized approaches to learning.
- **Diversity** – Our diversity is strength – differences between each are assets of the whole.
- **Opportunity** – Effective teaching is the most powerful tool for engaging and motivating students to reach their full potential.
- **Creativity** – The ability to create, innovate, and solve challenging problems is a critical skill for educators and children to develop and employ in teaching and learning.
- **Collaboration** – Relationships, cooperation, and partnerships among students, staff, families, and communities are fundamental to the success of our students.
- **Stewardship** – Adults model integrity, respect, and responsibility through mindful stewardship of talents, resources, and time.



## JCPS at a Glance

The Louisville Public Schools began in 1829. On April 14, 1829, the Louisville Mayor and Council established a public school for children under 16 years of age, and on August 17, 1829, a school was opened at the southwest corner of Fifth and Green (now Liberty) Streets in the rented upper story of the Baptist Church. In September 1830, the first public school building in the Louisville Public School district was opened at the corner of Fifth and Walnut (now Muhammad Ali Boulevard) Streets. JCPS traces its origins to an act of the legislature of Kentucky, which established a system of commons schools in the state in 1838. Official reports begin with the 1840 Annual Report of the Superintendent of Public Instruction. The Common Schools of Jefferson County reported 30 schools were “districted previous to 1840.” Reports made by the Commission of the Common Schools of Jefferson County to the state superintendent of public instruction, beginning with the 1876-1877 school year, report 68 public schools in Jefferson County. The first superintendent was elected by popular vote in 1884. Many smaller districts were gradually merged or incorporated into the JCPS district. The Louisville Public Schools and the Jefferson County Public Schools merged April 1, 1975 into the present JCPS.

## District Profile

- 29th largest school district in the U.S.
- 167 schools
- 81% of market share
- 6 high schools on U.S. News & World Report list of Best U.S. High Schools
- Two new schools in 18-19: Newcomer Academy and W.E.B. DuBois Academy
- Approximately 6,700 teachers, with an average experience of 10.8 years;
- 14,400 full-time employees.
- 85% of teachers have a masters degree
- Over 400 teachers with National Board Education
- 27,674 members of parent Teacher Association (PTA)
- 66 magnet schools and programs



## Student Demographics

FY 2018-19 Databook		
Race Description	Count	Percentage
Hispanic/Latino	11,344	11.53%
American Indian/Alaska Native	119	0.12%
Asian	4,304	4.38%
African American	35,904	36.50%
Native Hawaiian/Pacific Islander	148	0.15%
White	41,766	42.46%
2 or more	4,776	4.86%
<b>TOTAL</b>	<b>98,361</b>	<b>100.00%</b>
Gender Description	Count	Percentage
Female	48,014	48.81%
Male	50,347	51.19%
<b>TOTAL</b>	<b>98,361</b>	<b>100.00%</b>

## Our City – Louisville, Kentucky

Louisville Metro is best known as the home of the Kentucky Derby, Kentucky Fried Chicken, the University of Louisville and its Louisville Cardinals athletic teams, and Louisville Slugger baseball bats. The city was founded in 1778 by George Rogers Clark and is named after King Louis XVI of France. The name was a tribute to King Louis who had supported American colonists during the Revolutionary War. In October of 1803, Meriwether Lewis met William Clark just across the river from Louisville, at the falls of the Ohio, before they set out for their expeditionary journey to the Pacific Ocean.

Louisville is the largest city in Kentucky, and the 29<sup>th</sup> most populous city in the U.S. It is one of the oldest cities west of the Appalachian Mountains. The city consistently ranks in the top 50 cities to live in U.S. Louisville was the original home of Muhammad Ali, one of the most celebrated athletes of all time. Jefferson County is named after Thomas Jefferson, and as a population of 763,623 (2015). The county has a total area of 398 square miles and has the Ohio River forming its northern boundary with the state of Indiana.



## Community Partners

JCPS is honored to have significant support from our engaged community. Our partnerships are dynamic and innovative, and we always remain open to new ideas. Examples of current partnerships include:

- One hundred and thirteen (up from 98 in the previous year) businesses are engaged in the Academies of Louisville, providing relevant learning opportunities for students to connect what happens in the classroom with potential careers. From field trips to project-based learning, experiences like these help prepare, empower and inspire students. Some examples include:
  - Ford engineers partner with teachers at Jeffersontown High by challenging students to re-design the cup holder on the Ford Escape. Working in teams, students had to design and build a prototype of a new cup holder based on customer feedback and space constraints.
  - UPS partners with Valley High School's Industrial Maintenance Academy, providing an equipment donation of a conveyor belt system and assisting with curriculum to help students build problem-solving skills as they learn to diagnose issues and fix the system.
  - Norton Healthcare provides opportunities for 30 rising seniors in health science pathways to work a summer internship at a hospital and possibly continue to work as a co-op student during their senior year.
  - Heine Brothers Coffee provides a 5-week training program for Western High Schools Culinary and Business students on both the business aspects of managing a coffee shop and how to make the tasty Heine Bros. drinks. Students learned about the cost of goods sold, customer service, using a cash register, and food safety.
- Evolve502, a strategic partnership involving 16 organizations, is working to align wrap-around support services across our community and raise funds to ensure every public school graduate has the opportunity for post-secondary education.
- The Hilliard Lyons Excellence Awards and ExCEL awards, sponsored by WHAS11 and LG&E-KU Energy, recognize the incredible work teachers do every day.





## JCPS Accomplishments in FY 2018-19

- Developed and launched the bold new JCPS Backpack of Success Skills Initiative. This will ensure all students leave high school with the skills needed to succeed in college, career, and life. As a result of this initiative, the following aspects were accomplished:
  - Over 91,000 students have items evidencing their learning (aka 'artifacts') in their virtual backpacks.
  - There are 825,000 total artifact tags which are the number of times the specifically identified success skills are addressed by the artifacts submitted by the students.
  - 5<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> graders held over 19,000 presentations (aka 'defenses') of their learning
- Drastically improved district morale, which is indicative of a positive climate and culture as evidenced in the latest Comprehensive School Survey results. The following were specific accomplishments in 2018-19 in the category of culture and climate:
  - Implementation of Multi-Tiered Systems of Support (MTSS) framework to increase student achievement by equipping teachers with high-yield pedagogical practices to maximize student engagement, based on the core values of equity, opportunity, and collaboration.
  - Implementation of Positive Behavior Interventions and Supports (PBIS) in schools throughout the district with a focus on consistent implementation with fidelity.
  - Training in the appropriate use of progressive discipline and de-escalation techniques.
  - Implementation of integrated PBIS/Restorative Practice in selected schools, including significant investment in professional development.
  - Close analysis of and significant revisions to the Student Support and Behavior Intervention Handbook to support positive school culture and climate.
  - Anti-Bullying and Suicide Prevention summit and training held in March.
  - Finalization of a plan for placement of mental health professionals in every school in 19-20.
  - Tracking and review of suspension and other discipline data by Central Office with supports and interventions when discipline issues are identified.
  - Training for bus drivers in positive interventions and de-escalation techniques.
  - Planning for the future of school security in the district.
- Took monumental strides in focusing on significant and concrete strides in racial equity. This was accomplished in the following ways:
  - Development and approval of a Racial Policy, a major milestone that only a small number of urban districts have accomplished through the nation
  - Creation and adoption of the transformative district-wide Racial Equity Plan with quantified goals, including the reduction and eventual elimination of the achievement gap
  - Development and adoption of a Racial Equity Plan by every school
  - Adoption and beginning the use of the Racial Equity Analysis Protocol (REAP) by Cabinet, within divisions and departments, and in schools
  - Establishment of the internal JCPS REAP Committee to guide the district's implementation of the REAP across all Divisions and schools
  - Establishment and regular meetings of the Racial Equity Advisory Council
  - Significant professional development for school and district staff
  - Finalization of a policy to increase participation in procurement for Minority, Women, and Veteran-owned business enterprises (MWVBes)
  - Changes to policy and procedures to address the under-identification of students of color for the Gifted and Talented Program
  - Accountability system for Racial Equity Plans, with accompanying support to schools

- Created a central office structure that better supports schools and reflects those of best-practice urban districts. The structural changes of FY 2018-19 and FY 2019-20 resulted in the largest and most significant overhaul of the central office ever.
- JCPS implemented a universal screening tool for all students in math and reading in kindergarten through eighth grades in FY 2017-18. This was then expanded to kindergarten through 11<sup>th</sup> for FY 2018-19 and beyond. The MAP assessment reflected the following milestones:
  - For the first time, we see JCPS above 50% at meeting grade-level benchmarks in Reading.
  - 50.1 % met grade-level Reading benchmarks and 44.3% meeting grade-level Math benchmarks. This represented a 2.5% increase in Reading and a 3.1% increase in Math from the fall.
  - More students are making expected growth. In Reading, 55% of students made expected growth in spring, representing a 7% increase from the fall. In Math, 57% of students made expected growth in spring, representing an 8% increase from the fall.
  - The Spring MAP data shows for the first time since JCPS began MAP testing, over 50% of students in all of our race/ethnic groups made expected growth.
- Opened a satellite office in west Louisville at the California Community Center and at Shawnee. These centers provide an opportunity for JCPS to be better engaged with families, and to promote family involvement.
- Centralized our Newcomer Academy supporting our English as a Second Language (ESL) students by identifying a permanent home for all four locations to better serve the students.
- Passed a district budget reaffirming our strong commitment to putting money where it is most important: into our schools and the programs that support our students' needs.
- Focused intensely from day one on three focus areas: strengthening culture and climate; increasing backpack of student success skills; and racial equity.
- Significantly moved forward the Academies of Louisville initiative as JCPS poised to be a national model for the wall-to-wall career academy model with business partnerships.
- Intensely focused on compliance as JCPS collaborated with the Kentucky Department of Education (KDE) to address issues surrounding our corrective action plan. KDE staff have commented numerous times about a new sense of collaboration between the two organizations that did not previously exist.
- Worked diligently to strengthen our communication and accountability through Weekly Wrap-Ups, biweekly press briefings, and other communication efforts.
- Established a task force to reimagine how we provide services to alternative school students.
- Launched the process of revising our Vision 2020 strategic plan in order to regularly hold ourselves accountable in front of the community on our outcomes.
- Opened the new W.E.B. DuBois Academy with a full class of sixth graders, and this school will expand to seventh graders in FY 2019-20.
- Met the legally required responsibilities and was the only authorizer in the state to develop policies, procedures, and an application for charter schools.



## Focus Areas for FY 2019-20

There are three pillars that continue to drive the work of JCPS, and the District maintains a laser-like focus on reimagining learning through our innovative JCPS Backpack of Success Skills initiative, strengthening student success through our Racial Equity Plan, and improving culture and climate in all our school buildings. This work is already being recognized by our accrediting body, which noted a new standard of high expectations that is leading to a culture of hope and renewed energy in JCPS.

For FY 2019-20, JCPS heads into the new year with momentum on our side. Now is the time when JCPS transitions from a district in the implementation phase to the impact phase with the work on the JCPS Backpack of Success Skills initiative, our commitment to racial equity, and the continued strengthening of culture and climate in all our schools

### PILLAR 1 - BACKPACK OF SKILLS

- Students are developing digital backpacks that will track their progress in attaining key cognitive, social, and self-management skills they need to be successful in school, life, and work.
- Students are entering “artifacts” which are examples of their own work and evidence of learning into their own electronic backpack.
- Students are defending their work through formal presentations at the end of their fifth grade, eighth grade, and twelfth grade in order to show they are transition ready.
- Students are obtaining proficiency in reading and math.
- Measured Academic Progress (MAP) assessment is ensuring that specifically missing skills are identified for each student resulting in specifically designed interventions and supports.
- Students are obtaining key life-long skills in personal development.

### PILLAR 2 - CULTURE AND CLIMATE

- A centralized vision has been created that centers on healthier academic climates within schools.
- This vision is one where all JCPS team members come to work with a passion for the kids we are serving, enthusiastic about the job we are doing, focusing on the mission and vision, and to be successful in moving students forward in academic achievement.
- All JCPS employees follow the philosophy: “We love our job and we are very, very good at it.”
- This is also about positive and nurturing relationships (between students; and between students and adults).
- We are creating wrap-around services to ensure the success of all students.
- Providing a greater level of support teams within all schools.
- All students will be supported by Mental Health Practitioners.
- The student-centered focus will be supported in each classroom by Academic Instructional Coaches.
- Exceptional Child Education will be girded by an increase in ECE teachers and the start of an ECE Implementation Coach program at all schools.
- JCPS has become a leader among other districts in work related to addressing bullying and suicide by establishing a system to identify these issues, and by holding a statewide Bullying and Suicide Summit.

- Academies of Louisville is increasing student engagement, expanding collaboration with private sector business partners, and increasing the number of students that graduate from JCPS legitimately prepared for a future.

### PILLAR 3 – RACIAL EQUITY

- The Board has established an Equity Policy in order to eliminate the achievement gap, the opportunity gap, and all disproportionality throughout the District.
- JCPS has developed an Equity Plan to execute strategies to ensure the fulfillment of the Equity Policy.
- Schools and departments have established Equity Plans that ensure actions at all levels.
- The Racial Equity Analysis Protocol (REAP) is being used to ensure all policies and procedures are scrutinized to ensure correlation to the objectives of the Equity Policy.
- The Racial Equity Analysis Protocol (REAP) committee will ensure the forward momentum on actions needed within each division in order to support REAP and the equity plans.
- JCPS is providing specialized programs that address the individualized needs of students.
- Partnerships with community groups and teachers will be used in the summer of 2019 to support extended and engaging learning opportunities for elementary students.
- JCPS will increase activity around the hiring of minority teachers and administrators to better reflect the student demographics.

### The Purpose of the Budget

The purpose of the budget is to ensure the resources of the JCPS are aligned with the vision and mission of our district. This alignment is achieved by using formal processes that best deliver the correlation of resources with the focus areas and goals established for our district within Vision 2020, our strategic plan. The ultimate outcome must be for resources to meet the needs of all students, as those needs are identified by the administration, and the Jefferson County Board of Education (Board). The primary objective is to strive for the best utilization of available resources towards an optimal academic achievement level for each student. The driving philosophy of the budget is the resources must follow the needs of the students. Strategies must be scientifically-based, with measured outcomes.

The budget reflects how JCPS accomplishes the vital work of student learning. The budget is best understood when the components and many strategies behind the numbers are fully explained and comprehended. This budget document will not just demonstrate trends in revenue and expenses but will reveal how limited resources are used with the greatest intentionality and focus. Only by ensuring the budget is used with the greatest impact can JCPS become the greatest urban school district in the 21<sup>st</sup> century.

The budget process is also about making decisions at all levels that must include prioritization of potential usages of limited available resources. It is about deciding which budget components ensure the greatest level of impact on student achievement. If everything is important, then nothing is. Budget decisions must be based on proven impact within the classroom.

## The Legacy of the Budget

This document provides the opportunity to also reflect on the investments made in resources over many years. The areas invested by any institution is a legitimate reflection of the values of that organization. The components financially supported are those items that are the most central to our reason for existence, vital to our values, and central to our vision. The budget presentation of JCPS is a clear demonstration of how resources are aligned to support a multi-faceted plan of action for impacting student achievement. The demonstration of the budget will present how limited resources are used to support the strategic vision. The presentation of the budget will also tell a story of what JCPS is really about, what we are focused on, and how we intend on meeting our goals. More importantly, the budget will show how JCPS is focused on teaching and learning in order to ensure “All JCPS students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world.” The following is an example of the higher standards supported by JCPS:

- Full-day Kindergarten when the state only funds for the half-day program;
- Early Childhood program that is significantly supported locally;
- School allocation standards for direct instructional staff that are actually more liberal than state or contract requirements;
- A significant list of supplementary programs at the school level that supports a wide variety of intentional programs including designated wrap-around programs in FY 2019-20 that address the specific needs of student subsets.
- School Choice: We pride ourselves in having a system of schools that offers a wide spectrum of offerings and settings to meet the need of every student.
- In support of school choice, JCPS has a system of magnet schools and programs that gives parents and students a myriad of enriched options that meets their individual needs and interests. Examples of magnet programs include STEAM/STEM, dual language, International Baccalaureate, Montessori, Visual and Performing Arts, Gifted and Talented, just to name a few.
- Championing Diversity: Continued focus on support for a diverse student population while pressing aggressively for inclusion and success for all;
- Transporting students for safety reasons that the state does not recognize in their reimbursement calculation embedded in their revenue formula;
- Grant rescues and supplements for much-needed services to students even as other entities outside JCPS shrink from their support of the public school system. Examples of grant rescues and local supplements are as follows: Family Resource Youth Service Centers (FRYSCs); KERA Pre-kindergarten; Textbook and instructional materials; State Agency; College and Career programs; and National Board Certification for certified teachers.
- An Investment Tracking System (ITS) that captures individual programs (proposed and pre-existing) submitted with details on description, implementation plan and period, quantified goals and expected outcomes, budget detail, cost per student impacted, return on investment, and much more. The ITS provides a mechanism to ensure the accountability and tracking of specific projects. More importantly, it is a measuring device by which one strategy can be weighed against others in terms of its impact on student achievement.
- A Continuous Improvement Cycle that ensures only those initiatives that are the most impactful for student achievement are the programs that are sustained and supported. The JCPS Continuous Improvement Cycle has now been recognized by the international organization, Association of School Business Officials.
- Strong and vibrant partnerships with private industry that continues to expand and flourish.

## About the JCPS FY 2019-20 Working Budget Document

This document summarizes the philosophies, processes, and influences that drive how JCPS spends its funding. There are many considerations that impact the budget and some of the major items are as follows:

- Board feedback and direction on major priorities and pivotal issues;
- Student enrollment;
- Board-approved and Kentucky Department of Education-approved standards for allocating to schools;
- Board-approved tax rate on property, and trends on property assessment values;
- The impact of the local economy on occupational tax revenue;
- State funding levels for General Fund via the SEEK formula;
- State funding levels for grants;
- Federal grant funding and policy decisions;
- Specific strategies supporting the three pillars are formally submitted by designated program administrators through our Investment Tracking Systems and the subsequent decisions regarding those strategies;
- The monitored outcome of the strategies submitted into the Investment Tracking Systems, and verification of measurable impact on student achievement.
- Bonding capacity is available through categorical funds that can only be used for capital improvement.

Additionally, budget information can be found at the following websites:

<https://www.jefferson.kyschools.us/departments/financial-planning-and-management>

<https://www.jefferson.kyschools.us/departments/business-services-division/financial-services/accounting-services/comprehensive-annual>



## How the District Improves Intentionality, Cohesiveness, and Focus: CYCLE-BASED BUDGETING

In FY 2015-16, Jefferson County Public Schools (JCPS) located in Louisville, Kentucky first began implementing Cycle-based Budgeting. The ultimate objective was to ensure the optimal use of limited resources towards the greatest student outcome. The system emerged as district administrators realized there must be deliberate use of resources in order to ensure elements of the strategic plan for the District became fully funded. It was also understood the focused use of resources must be selective and the selection needs to be based on both needs and results. JCPS prioritizes funding of programs with proven student outcomes measured by a return on investment. Subsequently, a system was built to capture and identify the following for district existing and potential investments: the respective owner/champion of each investment; success metrics defined by each owner to meet goals; and a review period to determine alignment with district priorities and return on investment (e.g. student outcome). These details are systematically captured by the submission by the owner/champion of an initiative on an Investment Tracking Form. At the end of the review period for each investment, a decision can be made to sustain, selectively abandon, or to retain but retool. Since the inception of the system, JCPS has re-cycled 29 items totaling \$31.9 million that reached the end of the original review period; and discontinued \$6.1 million in programs where the resources could be redirected to new initiatives more closely tied to the district's strategic vision.

In addition to establishing the process to systematically track and scrutinize investments, the district is also able to leverage the investment tracking data to document focuses, trends, and patterns (including overlaps and duplicates). The investment data are further combined with student outcome data to analyze overall return on investment in some key improvement areas of the district. All these data are then provided to the district leadership to inform budget decisions.

With a few selected large investment items, the district is also piloting to have participating schools set their own individual school goals for the purpose of improving implementation and accountability. This process encourages schools to implement the district initiatives as designed with fidelity and allows the central office to provide differentiated supports based on individual school goals and other factors.



## Factors Influencing the FY 2019-20 Budget

The District considers a multitude of operational and economic factors as it prepares its budget. The process provides opportunities where proposals can be submitted by program directors, department heads, principals, division chiefs, or other designated stakeholders. The budget process also provides an opportunity for the highest priorities to be considered and weighed by the Superintendent, the Cabinet, and the Board through the Cycle-based Budgeting Process. The Superintendent and the Board of Education determine the direction of the District in the context of a deeply drilled analysis of the needs of the schools, and of the District as a whole. It is the administrative team that must decide what strategies must be pursued in order to fulfill the established goals and priorities. The administrative team accomplishes this by submitting proposals into the Investment Tracking System. The access to submit proposals and the process for weighing of priorities correlates to strategy 3.2.4 in Vision 2020, listen and respond to stakeholders. There were many factors considered in preparing the budget for FY 2019-20. Notable factors influencing this budget are:

- A continued flattening of the Base SEEK based on the state's new biennial budget, coupled with a sizeable increase in tax assessments, resulted in a substantial decrease in state SEEK funding. The Base SEEK was increased from \$3,981 to \$4,000 for each year of the current biennium. However, this is a paltry 0.5% increase over two years. There was also a legislated change by the state on eligible Kindergarteners that decreased state SEEK. It is noteworthy to point out when tax values increase in Jefferson County, the mandatory amount of local support for elementary and secondary education also increases just as the state portion of SEEK decreases. In other words, increasing property values also worked inversely to SEEK revenue from the state. These combined factors result in a \$15.5 million decrease in state SEEK from FY 2017-18. Since FY 2015-16, there has been a \$33.7 million decrease in state SEEK revenue for JCPS.
- The property assessment increase also provides us an opportunity to receive an optimal revenue increase in property taxes without increasing the property tax rate. The increase in property tax budget from FY 2018-19 is \$30.2 million, and this includes real estate, motor vehicle, and franchise property.
- Occupational taxes are sensitive to fluctuations in the economy. The projected increase over the prior year is 4% which will yield an additional \$6.6 million.
- Indirect Cost decreased by \$893,000 from last year, due in part to the relinquishment of Head Start.
- The County Employee Retirement System (CERS) rate is now 24.06%. This rate was 21.48% in FY 2018-19, 19.18% in FY 2017-18, 18.68% in the 2016-17 fiscal year, 17.06% in 2015-16, and 13.50% in FY 2008-09. So, in 11 years, the percent increase of the CERS rate is 78%. The employer contribution rate continues to increase along with concerns regarding the underfunding of the retirement system. Due to the rate increase, increased salaries, and added classified positions, the total increased cost in FY 2019-20 is was \$5.4 million. This increase is a result of the combined impact of a 12% increase in rate, and an increase in salary expenses overall. The FY 2019-20 budget for this item is also \$14.7 million over the levels paid in General Fund in FY 2015-16, a 56.6% increase in four years. This dramatic increase was necessary to



solve the pension crisis our Commonwealth is currently confronted with. The newly passed state law will allow the state to increase the CERS rate by another 12% for FY 2020-21, as well as an additional 12% for each year beyond thereafter for another eight years. The state will decide in each biennial budget how much of the 12% allowable increase will actually be administered. A fully executed increase each of those years could result in an additional annual cost of \$69.5 million in additional annual expenses by FY 2027-28 compared to FY 2017-18 expenses. The total CERS cost to General Fund in FY 2019-20 could potentially be as much as \$100.7 million compared to 2017-18 expenses of \$31.2 million.

- The expense for Kentucky Teachers Retirement System (KTRS) was a new cost to the District in FY 2010-11, and the cost to General Fund was \$1.1 million at that time. The rate was 0.25% and was increased incrementally to 3.00%. The new cost in FY 2019-20 is \$18.0 million.
- At the end of FY 2017-18, state-paid benefits (on-behalf payments) for JCPS employees increased by over \$100 million for that year. This increase was first reflected in the FY 2018-19 budget and is a sustained increase in FY 2019-20. State-paid benefits are reflected in the budget even though these funds are not available for JCPS usage. These employee benefit payments made by the state on behalf of JCPS are budgeted on the revenue side and an equal amount budgeted on the expense side.
- Approvals included in the Draft Budget of FY 2019-20 included the following items:
  - STEPS - \$12,920,395
  - 0.5% COLA - \$3,433,941
  - CERS Rate Increase (12% increase) - \$3,191,618
  - Accelerated Improvement School Stipend for Certified Non-Administrators - \$3,172,109
  - W.E.B. DuBois (Expand to 7<sup>th</sup> grade) - \$836,638
  - 10 Additional ECE Teachers (added late in 18-19) - \$666,486
  - FRYSC Expansion (added late in 18-19) - \$161,185
- Included in the Tentative Budget were additional approvals exceeding \$18.2 million as follows:
  - ECE Implementation Coaches and Clerks - \$11,028,063 (net new cost was \$7,519,547 after subtracting cost of ECE Consulting Teachers)
  - Mental Health Practitioners - \$6,169,112 (net new cost was \$4,404,001 after subtracting cost of Mental Health Counselors)
  - Accelerated Improvement School Allocation for high schools and middle schools - \$2,448,613
  - Half teacher allocation for support of each middle school and high school - \$1,518,264
  - Accelerated Improvement School Allocation by Application - \$1,410,523
  - Five Middle School Athletic Directors - \$345,060
  - General Fund pickup of Human Resource Positions from Title II - \$327,668
  - Frontline Central and Integration - \$257,780
- Since the Tentative budget approved on May 14<sup>th</sup>, 2019 there has been \$15.1 million added to the budget, and these items are as follows:
  - Academies of Louisville (year 3) - \$3,698,638.
  - Accelerated Improvement Schools Five PD Days - \$3,222,112



- School network infrastructure upgrade - \$1,238,219
- Phase I Security Force - \$1,000,000 (earmarked as set-aside for future distribution)
- Alternative School Redesign - \$940,387
- Student and Teacher Replacement Instructional Device - \$745,000
- Restorative Practices - \$324,056
- Additional Transition Teachers - \$320,046
- Security Monitors at 7 middle schools - \$302,505
- Backpack of Skills Technology Support - \$300,000
- Edmentum - \$285,000
- Equity Institute - \$220,000
- Evolve 502 Licenses - \$200,000
- Classified Employee Teacher Pipeline - \$185,000
- Gifted and Talented School positions - \$172,531
- Bullying Prevention - \$172,224
- DuBois Library - \$170,765
- Waller Williams positions - \$159,546
- Lassiter M.S. Positions - \$155,754
- Ramsey M.S. Positions - \$127,298
- J-Town H.S. Positions - \$112,227
- Indian Trail Position and start-up costs - \$109,576
- Carrithers M.S. Position - \$109,479
- Newcomer Position - \$109,479
- McFerran E.S. Position - \$108,437
- Shelby E.S. Reading Program - \$80,752
- Male H.S. Position - \$69,012
- Fern Creek H.S. Position - \$69,012
- Generalist Diversity – 62,418
- Internal Equity Data Tech Management - \$51,647
- Farnsley M.S. Position - \$40,323
- Simmons College Liaison - \$34,000
- Diversity Curriculum Design - \$30,000
- ECE New Classroom Start-up - \$29,000
- Teacher Retention Program - \$27,500
- Audubon E.S. Position - \$26,915
- Community Data Specialist & Program Reviewer - \$26,749
- Male H.S. Start-up costs for Gheens space - \$14,293
- Administrative Support for Frost and Stuart - \$12,108
- Social Services Crosby M.S. - \$10,149
- H.U.G.S. - \$8,565
- Camp Taylor E.S. Start-up costs - \$8,400
- Slaughter E.S. Start-up costs - \$6,775

- The fastest-growing segment of our student population is English Learners (EL). The number of students supported by this program is increasing each year. This additional growth is due to a greater number of EL families receiving English a Second Language (ESL) services than ever before. Approximately 86% of students identified as English Learners accept ESL support services. For FY 2019-20, there are 9,395 English Learners (EL), and 8,054 receive supplementary services. The ESL program has grown from \$6.4 million in FY 2008-09 to over \$23.0 million in FY 2019-20, a \$16.6 million increase.
- The actual increase in budget for Exceptional Child Education (ECE ) in General Fund was \$12.5 million, including ECE Implementation Coaches and additional teachers and assistants added late in 2018-19. The support of Exceptional Child Education in General Fund has increased and the total program now exceeds \$118.9 million. Since the 2013-14 fiscal year, the program has increased by \$20.3 million.
- Unused salary budget (i.e. vacancy credit) is caused by many factors, resignations retirements, and primarily the delay of assigning personnel to vacated positions. After analysis of the unused portion of the budget, we have adjusted our projected vacancy credit from \$10 to \$12 million.
- There is an increased cost of the bus driver attendance bonus that began in FY 2016-17. The first-year expenses were \$2.6 million and it has grown to \$3.0 million in 2019-20.
- A commitment of \$154.7 million for local bonding to accelerate capital projects. This investment uses categorical funding that cannot be used for purposes other than capital improvement.



## Budget Development FY 2019-20

SEPTEMBER 12, 2018 – The Board and superintendent engaged in the first work session to determine the new-year funding priorities. The Board received information on cabinet priorities and provided feedback. The following were discussed:

- Backpack of Skills
- Racial Equity;
- Transform Instructional Core;
- Modernize Facilities;
- Increased Support for Accelerated Improvement Schools;
- Alternative Schools Redesign;
- Louisville Promise;
- Summer Learning to Support Transition Readiness;
- Funding Racial Equity Policy;
- Increased Technology focusing on equity to support Backpack;
- Increase Internal Security at schools;
- Mental Health Counseling;
- ECE Supports.

NOVEMBER 27<sup>th</sup>, 2018 – The Board and superintendent met again to refine and add to the list of priorities, as well as the calendar of budgetary events. The Board's priorities from the September work session were revisited, and following management recommendations in the context of those priorities were expanded on:

- Backpack of Skills
  - Increase technology
  - Continue MAP testing
- Culture and Climate
  - Increase certified mental health professionals
  - Support Restorative Practice
  - Increase School Security
  - Provide additional student support services
- Racial Equity / Closing the Achievement Gap
  - Expand summer learning initiative
  - Continue Racial Equity Institute
  - Offer professional development opportunities
  - Continue support of Accelerated Improvement Schools
  - Increase Gifted / Talented teachers
- Teacher Training and Recruitment
  - Continue Deeper Learning Symposium
  - Enhance programs for attracting teachers and support career pipelines
  - Implement a teacher residency program to increase minority hires
- Modernize Facilities and Other Infrastructure Needs
  - Support alternative school reconfiguration
  - Continue Grounds Department Preventative Maintenance crew
  - Increase Annual Facilities Improvement Fund

JANUARY 8<sup>th</sup>, 2019 – Board received and approved enrollment projections, and school allocation standards for usage in FY 2019-20. Board also accepted General Fund Draft Budget for FY 2019-20. The following items were presented for inclusion in the Draft Budget:

- Salary Adjustments for Steps - \$12.9 million
- Cost of living adjustment - \$3.4 million
- Assumption of a 4% maximum increase in property tax revenue, but with the understanding the Board would decide on the tax rate in August prior to Working Budget presented in September.
- \$3.5 million – increased cost due to a projected 12% increase in the rate for CERS employer-paid pension.
- \$3.1 million – stipend for certified staff at Accelerated Improvement Schools
- \$1 million – Backpack League: JCPS Summer Learning Adventure
- W.E.B. DuBois Academy Addition of 7<sup>th</sup> Grade -\$772,226
- 10 New ECE teachers-\$666,486

JANUARY 23, 2019 –

- Board approved the superintendent's recommendation on school allocation standards for FY 2018-19 and the Draft Budget included elements previously discussed and supported by the Board in previous meetings.
- Board approved the Draft Budget which included many of the early changes presented on January 9<sup>th</sup>.

MARCH 13<sup>th</sup>, 2019 – Board presented a list of additional recommended budget changes and existing strategies along with correlating needs assessment and focus areas as follows:

- Learning, Growth, and Development: Student Learning
- Increasing Capacity and Improving Culture: Culture and Climate
- Improving Infrastructure and Integrating Systems: Organizational Coherence

MARCH 27<sup>th</sup>, 2019 – Board received and approved a list of additional items for Tentative Budget (\$12.75 million), and a list of existing items up for review and recommended for continued support (\$27.38 million) for the new year.

APRIL 16<sup>th</sup>, 2019 – Work session to finalize the list of board-approved new-year priorities.

APRIL 23<sup>rd</sup>, 2019 - Work Session to present 2019-20 Tentative Budget

MAY 14<sup>h</sup>, 2019 – Final presentation of Tentative Budget for approval

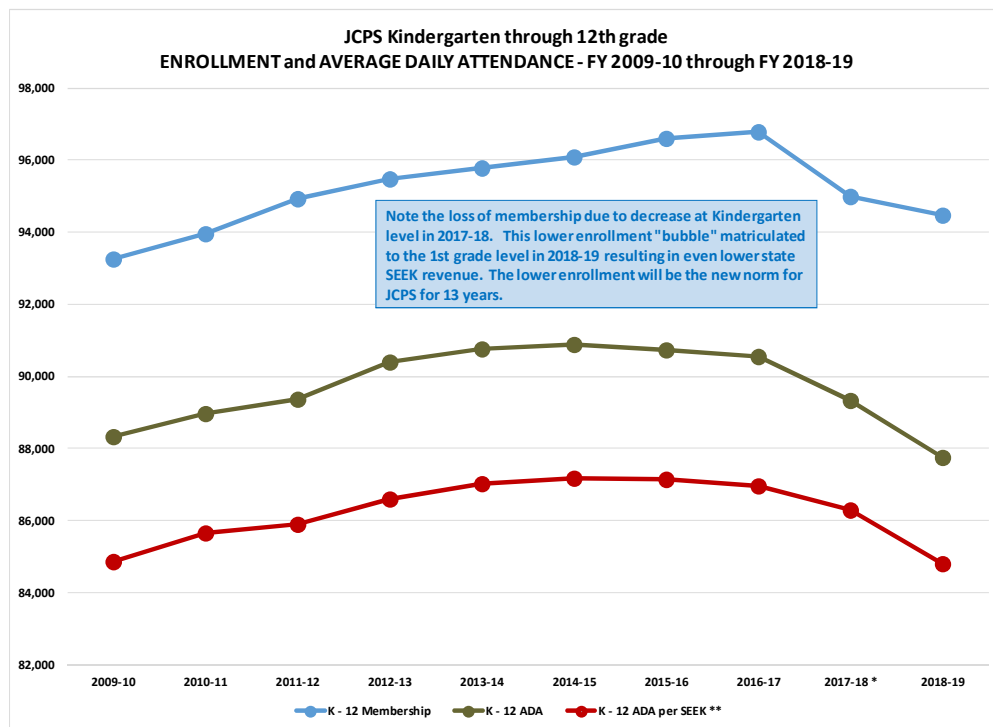
SEPTEMBER 10<sup>th</sup>, 2019 – Work Session on Working Budget

SEPTEMBER 24<sup>th</sup>, 2019 – Final presentation of Working Budget for approval

## Enrollment and Attendance

Average Daily Attendance (ADA) has not been keeping up with student enrollment increases. Increasing the compulsory age to 18 increased enrollment, however, it may have negatively impacted our attendance. The data for 2017-18 ADA reveals yet another decrease from the prior year which impacts FY 2018-19 state SEEK. This decrease in attendance compared to prior year cost JCPS \$2.6 million in FY 2018-19. This is due to a loss of membership of 1,774, of which 1,213 was the decrease in Kindergarten due to a change in the birth month for a child to enter Kindergarten. If membership had not been lost and attendance was proportionally the same as it was in FY 2009-10 (94.0% versus 94.7%), the state SEEK would be \$5.2 million more. While student attendance is important for providing resources, its importance is most pivotal in ensuring student learning.

The negative impact of the decreased enrollment will be roughly twice as much in FY 2019-20. This is because the state SEEK only provides us a half credit per daily attendance for a Kindergarten student. In FY 2019-20, SEEK will be impacted by the enrollment decrease at the first-grade level. This lower first-grade enrollment will result in a loss of a full credit per daily attendance rather than the half-credit applicable for Kindergarten attendance in the prior year.



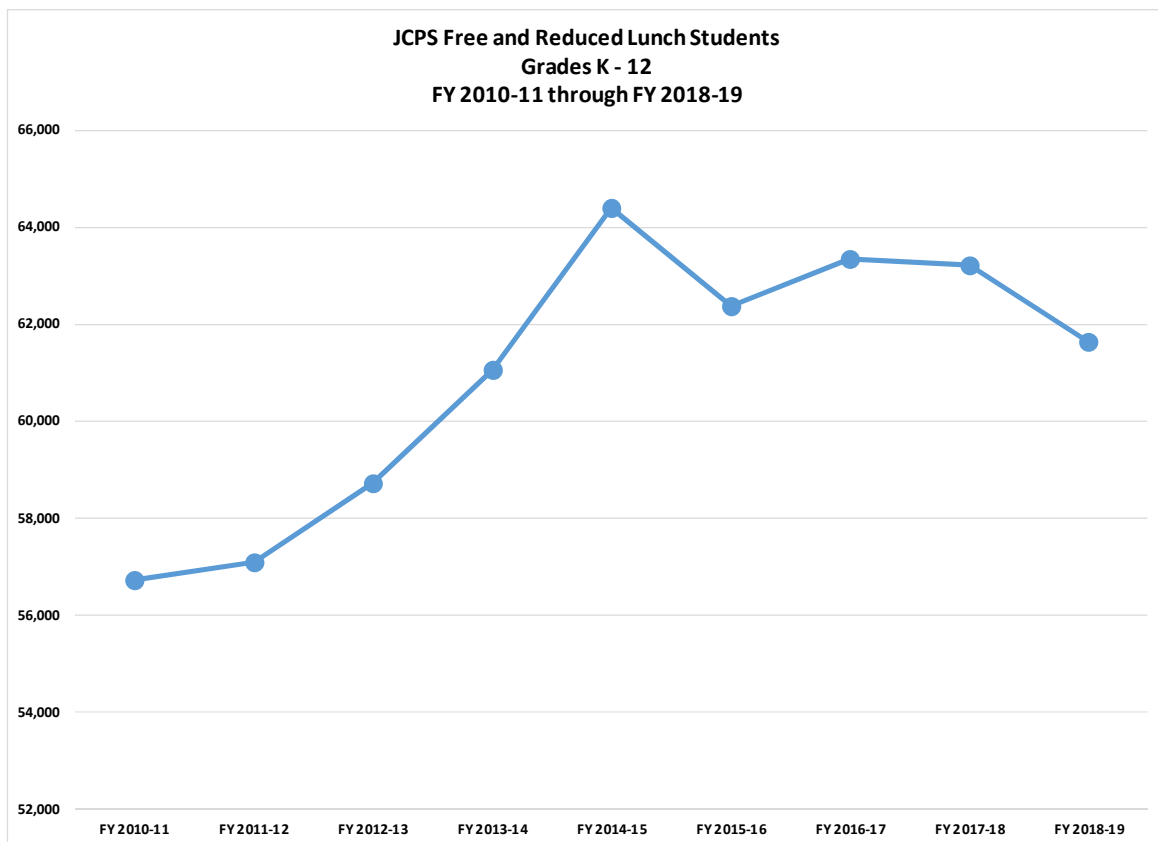
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 *	2018-19
K - 12 Membership	93,271	93,951	94,921	95,483	95,796	96,094	96,595	96,779	95,005	94,466
K - 12 ADA	88,326	88,967	89,368	90,400	90,782	90,886	90,747	90,555	89,328	87,753
K - 12 ADA per SEEK **	84,862	85,656	85,914	86,604	87,017	87,185	87,151	86,975	86,296	84,806

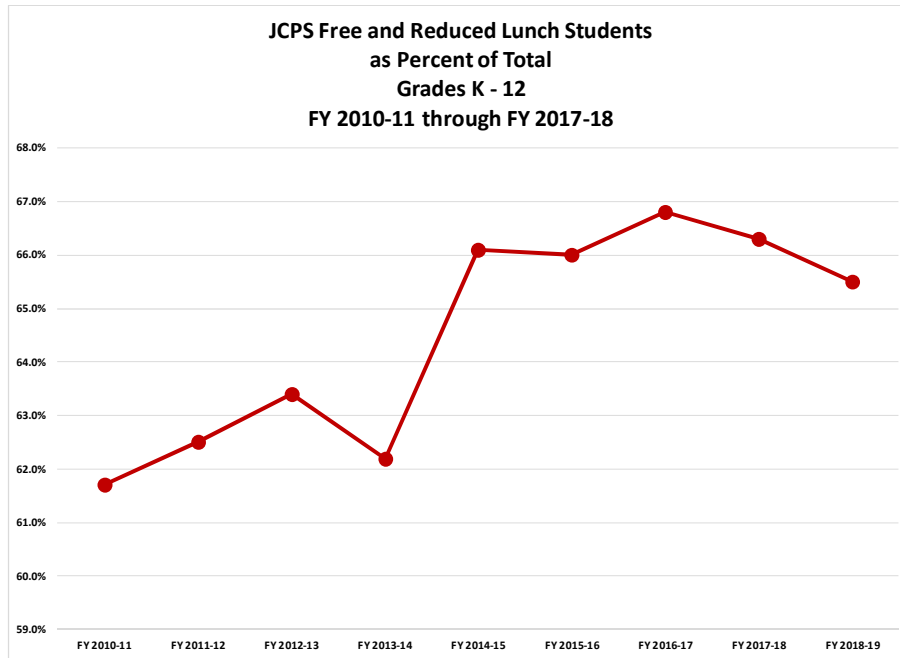
\* Of the total membership loss of 1,774 from previous year, 1,213 was at the Kindergarten level due to state change in age requirement.

\*\* SEEK only gives half credit for Kindergarten average daily attendance since state does not fund a full-day Kindergarten program.

## Free and Reduced Lunch Students

Students in this particular subset may face unique challenges, and these challenges can become barriers to their success. It is imperative JCPS provides optimal support in the form of additional resources to each student in this subset, which correlates to strategy 1.1.2, personalize learning. These additional resources must be allocated to the degree all obstacles are removed in order to accelerate learning. The removal of obstacles to learning is an imperative captured in strategy 1.1.3, providing equitable access. Another factor correlating to the challenges a student may face is the concentration of free and reduced students that exists within the school the student attends. Many years ago, the Systems Improvement Department concluded a literature review on the research validating the reality that students at schools with higher poverty concentrations face greater challenges than students at schools with lower poverty concentrations. The research captured in the literature review demonstrates poverty concentration at a school is a stronger predictor of academic failure than the individual poverty of a student. Therefore, discussions continue to occur on the best approaches to allocating resources with intentionality and accountability while focusing on the needs and individual learning styles of each child. JCPS will not lose sight of the reality that the free and reduced percentages (i.e. concentrations) at school matters. The numbers of free and reduced lunch students have dropped in the last few years, as well as the overall percentage of our students across the District that fall within this growing segment. However, neither the number of free and reduced nor the percent of the entire student population has returned to the lower pre-recession levels.





**Free and Reduced (grades K - 12)**

Free and Reduced ( grades K - 12)	<u>FY 2010-11</u>	<u>FY 2011-12</u>	<u>FY 2012-13</u>	<u>FY 2013-14</u>	<u>FY 2014-15</u>	<u>FY 2015-16</u>	<u>FY 2016-17</u>	<u>FY 2017-18</u>	<u>FY 2018-19</u>
	61.7%	62.5%	63.4%	62.2%	66.1%	66.0%	66.8%	66.3%	65.5%

**Other relevant facts regarding poverty levels in Louisville Metro:**

- 1 in 7 people in Louisville community live in concentrated poverty
- The highest percent of poverty is in 4 Louisville neighborhoods which are disproportionately high in African Americans living in these areas as opposed to other racial or ethnic groups
- 2 of Louisville's census tracts are in the top 10 poorest areas of other peer cities.

**Additional Information on Poverty from NoKidsHungry.org:**

Did you know?

- 1 out of 6 (13 million) kids in the U.S. struggle with hunger daily
- 25% of households with children living in large cities are food-insecure, meaning they have limited availability to nutritionally adequate and safe food
- A healthy breakfast gives children the energy and the ability to focus and make the most of their school day

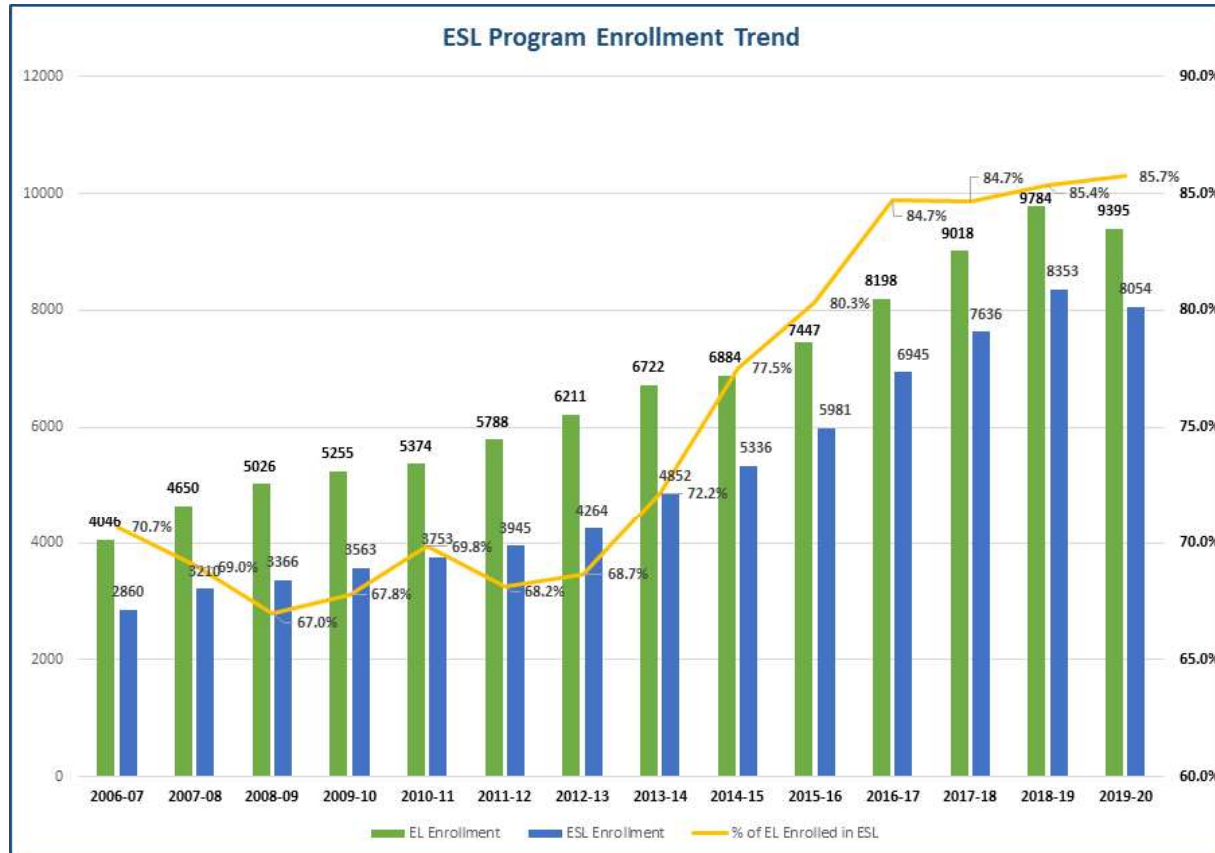
Kids who eat school breakfast:

- Miss fewer school days
- Get 17.5% better grades
- Are 20% more likely to graduate high school
- Eating breakfast can reduce obesity, high blood pressure, heart disease, and diabetes.



## Increased Diversity in Our Student Population – English Learners

In the Every Student Succeeds Act (ESSA), the U.S. Department of Education replaced the term Limited English Proficiency (LEP) with EL – English Learner. With more than 9,300 ELs, JCPS is truly a diverse district. Our English as a Second Language (ESL) Department provides direction, leadership, and support for our fastest-growing subset. In addition, they provide valuable resources to the ELs, their families, tutors, and teachers. It is no coincidence our ESL program has become one of the primary areas of investment the Board of Education has focused on. This investment correlates to strategy 1.1.7, eliminating achievement, learning, and opportunity gaps. The number of languages supported by the ESL Department has grown. In 2003-04, 77 languages were supported by ESL Department, in 2012-13 it was 109 languages, and in 2019-20 there are more than 140 languages in our District (up from 125 in 2017-18). The continued success of the program allows us to reach other students in order to remove the barriers impacting their opportunity for success. The Newcomer Academy is a large part of the momentum behind our EL students' achievements in learning. The goal of the school is to provide a welcoming and respectful environment to meet the needs of sixth through tenth grade ELs. All students at the academy are beginning English speakers, and most are in their first year of instruction in a U.S. school. Many of our students have had limited or interrupted educational experiences in their native countries. Newcomer Academy students transition to a different middle or high school with an ESL program after one to three semesters at the Newcomer Academy. The graph below demonstrates the following realities: the growth of EL students in our district; the increase in the number of students in this subset served by the ESL Department; and the upsurge of the percent of students eligible that are receiving support from the ESL Department. The total General Fund budget for the ESL program is \$23.0 million. The program is also supported by a \$1.2 million federal Title III grant.



## Homeless Students

Jefferson County Public Schools serves one-fifth of all the students who are homeless in Kentucky and provides services to homeless students enrolled or enrolling at any of our 155 schools. Our homeless count went from 4580 in 2017-18 to 5200 in 2019. Please note this number does not take into consideration the students served by our district that completed the school year in another district. Unlike data that is collected on other groups of students by income, race, ethnicity, disability, and language, homelessness is a challenge that is often invisible to the teachers and administrators tasked with supporting a student population whose educational performance is increasingly hampered by personal hardships, such as poverty and lack of stable housing. Students and parents often try to hide their homelessness because they are embarrassed or fear they will be judged or stigmatized. Other factors impacting the homeless count includes federal and state guidelines, changes in the identification process to ensure accuracy, political climate (immigrant and refugee students that lack US citizenship now are more reluctant to disclose their housing situation). The support of our homeless students correlates to strategy 1.1.3, equitable access and 1.1.7, eliminating achievement gaps.

### Student count by grade level and demographic group

<i>Primary enrollments only</i>											
Grade Level	Total	Gender		Race/Ethnicity							Percent to Total Homeless
		Female	Male	African American	American Indian /Alaska Native	Asian	Hispanic	Native Hawaiian/ Pacific Islander	Two or More Races	White	
P	154	67	87	104	0	4	9	0	7	30	2.98%
K	415	191	224	218	0	8	60	0	25	104	8.02%
1	319	141	178	186	1	1	30	1	21	79	6.17%
2	386	197	189	207	0	8	34	0	35	102	7.46%
3	410	197	213	211	0	3	60	2	26	108	7.93%
4	389	185	204	213	1	5	39	1	23	107	7.52%
5	412	203	209	225	0	5	48	1	33	100	7.97%
6	455	235	220	272	0	6	44	1	28	104	8.80%
7	363	163	200	196	0	7	37	0	18	105	7.02%
8	379	199	180	219	1	2	44	1	20	92	7.33%
9	577	264	313	324	0	14	98	0	7	134	11.16%
10	419	205	214	218	0	7	57	1	10	126	8.10%
11	282	144	138	162	0	4	39	0	9	68	5.45%
12	260	136	124	141	0	5	19	1	11	83	5.03%
14	10	3	7	7	0	0	1	0	0	2	0.19%
Total	5,172	2,500	2,672	2,869	3	78	615	9	271	1,327	
% of total		48.34%	51.66%	55.47%	0.06%	1.51%	11.89%	0.17%	5.24%	25.66%	

### Student count by homeless indicator and demographic group

Homeless Indicator	Total	Gender		Race/Ethnicity							Percent to Total Homeless
		Female	Male	African American	American Indian /Alaska Native	Asian	Hispanic	Native Hawaiian/ Pacific Islander	Two or More Races	White	
Doubled up	3,081	1,495	1,586	1,695	2	48	272	6	177	881	59.57%
Hotels/Motels	303	158	145	171	0	1	25	3	20	83	5.86%
Shelters and Transitional Housing	928	454	474	556	1	19	77	0	44	231	17.94%
Unsheltered (inadequate housing)	901	413	488	467	0	10	243	0	33	148	17.42%
Unaccompanied Youth	393	209	184	186	0	9	27	0	18	153	7.60%

The most current Performance Rating for Educational Progress (K-PREP) Assessments available shows each level (elementary, middle and high) the proficiency rate in reading for homeless students lags the District average. Please see the details below.

#### SY 17-18 ACHIEVEMENT

READING (Homeless)			READING (District)	MATH (Homeless)		MATH (District)
Homeless Students	Total Students 2018	Reading % PD 2018	Reading % PD 2018	Total Students 2018	Math % PD 2018	Math % PD 2018
Elementary	971	27.1	46.5	971	21.6	41.3
Middle	815	28.8	51.0	815	16.2	37.8
High	158	17.7	38.9	160	11.3	31.8
ALL	1944	24.5	45.5	1946	16.4	37.0

#### SY 17-18 Non-ACADEMIC

Student Group	Number of Students Suspended (Out of School)	% Retained	Graduation Rate (4 YR) Cohort	Mobility #	Mobility %
Homeless 2018	789	5.2**	74.4	4639	24.0
District 2018	10566	5.0*	81.6	90508	8.6



## 2019-20 PROGRAM INVESTMENTS IN DEEPER LEARNING

JCPS has an obligation to show the connectivity between the budget and the plan of action for impacting student achievement. When the budget is presented, it must reflect how limited resources are used to support the strategic vision. The budget presentation should reflect what is important to the District, and to show the investment being made on strategies supporting those values.

This section of the presentation will show the strategies supporting our primary goals, and the investments being made to support the following:

- Pillar 1 – Backpack of Success Skills
- Pillar 2 – Culture and Climate
- Pillar 3 – Racial Equity – Closing the Achievement Gap

The three pillars represent our District’s fundamental approach to deeper learning. The individual strategies and corresponding budgets embedded in the three pillars are tools by which JCPS will achieve goals to accelerate student learning. The delivery approach for the strategies in each pillar includes strategic planning, project management, and evaluation research. JCPS uses a cycle-based budgeting process where the district sets measurable goals for strategies and reviews them at the end of their cycle. In the cycle-based budgeting process, the specifics for each program are captured and analyzed in the Investment Tracking System (ITS).

Deeper Learning is not just about capturing, tracking, and assessing new proposals, but also long-standing programs as well. JCPS has a responsibility to ensure taxpayer dollars are being used wisely and with measurable results that prove success in accelerating student learning. The three pillars are the foundation JCPS is building to ensure every child in every school has access to deeper learning experiences.

This presentation also presents strategies and funding levels for the following:

- System-wide approach engaging all students
- Investing in the arts for our students
- Investing in facilities



## **PILLAR 1 - BACKPACK OF SUCCESS SKILLS**

An initiative called Backpack of Success Skills is part of the Superintendent's plan for moving the district forward. The Backpack approach will ensure each student is transition-ready and provide a plan for supports if a student has not yet progressed to that point. This pillar is a pivotal component of the JCPS approach to deeper learning. This is about meeting all students where they are, to know their specific missing skill sets, and creating plans to support each student in personalized ways.

### **IMPORTANT STRATEGIES FOR BACKPACK OF SKILLS**

- Backpack of Skills
- Measured Academic Progress Assessment (MAP)
- Six Instructional Systems
- Deeper Learning Symposium

### **Backpack of Skills**

The goal of Backpack of Skills is for each student to develop a digital backpack that will track their progress in attaining key cognitive, social, and self-management skills they need to be successful in school, life, and work. Starting with the 2018-19 year, students are asked to document and fill their virtual backpacks with examples of their work. Students are entering "artifacts" of learning into their own electronic backpack. They will also defend that work at the end of fifth grade, eighth grade, and twelfth grade. This defense is accomplished as students do presentations to demonstrate their mastery of the areas needed to ensure they are ready for the next evolution of their academic career. The student proves he/she is transition-ready. JCPS will pursue a more fervent move forward on making students "transition ready". The key transition points are as follows: a student moves into Kindergarten; student progresses into middle school; student advances to high school; the young adult graduates from high school and is college or career prepared with both academic as well as life skills needed to be successful in life. The tracking will be possible through a digital platform for students to enter evidence of the skills they have acquired. Students are provided the opportunity to equitable experiences in order to gain the required skills in the backpack. The following formula is a very simple demonstration of the theory of student demonstrations:

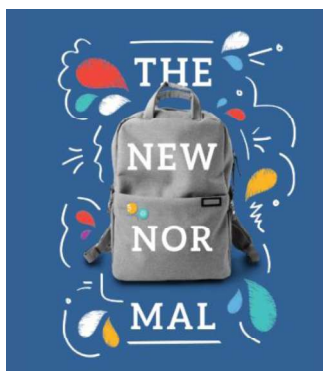
Our community has identified key prerequisites for student success, and they are communication, focus, problem-solving, and the skill of being able to carry through. The consensus is the focus must be on academics, but also on personal development. Therefore, students will also demonstrate the obtainment of other life-long skills:

- Prepared scholar;
- Globally and culturally competent citizen;
- Critical thinker;
- Resilient learner;
- Emerging learner;
- Effective communicator;
- Productive collaborator.

There are standards of academic content students must learn. Deeper learning experiences simply broaden the focus so the content is learned in rich, meaningful ways. Deeper Learning is the process of



earning for transfer, and this means that the process allows the student to take what is learned in a situation, and apply it to another. The new-year budget is \$600,000, including a major investment in technology.



### **Measured Academic Progress Assessment (MAP)**

MAP is an integral part of the Backpack of Skills used by JCPS as a method of monitoring and ensuring student improvement. JCPS implemented MAP in the fall of 2017 as a universal screener, district-wide assessment system, and an identifier of the Multi-tiered System of Supports (MTSS). This was to ensure the progress of learning for individual students in reading and math in grades K – 8. MAP is an adaptive computer-based assessment that allows students and teachers to set and monitor learning goals, drill down to specific learning not yet mastered, and re-adjust almost immediately after the assessment. MAP is now administered in three different windows across the year to all Kindergarten through 11<sup>th</sup>-grade students. Basically, MAP is a measurement tool to know where each student is on the path of academic progress and to know the specific skills for each student that must be focused and improved upon. After having identified the specific skill needed, then the next step is to identify and implement the intervention needed to ensure the student obtains the skill. MAP testing is done several times over the school year and tracks how a student is progressing. District-wide students are showing significant growth at each grade level in reading and math. Compared to last year, elementary math saw a 10 percent increase in students meeting or exceeding their growth goals, there was a 5 percent increase in middle school students and a 14 percent increase in high school students. In reading, elementary students meeting or exceeding their goal increased by 7 percent, middle schools saw a 3 percent increase, and there was an 8 percent rise in the high school student growth. The numbers indicate promising news for the achievement gap between black and white students. African-American students and Latino students showed a significant increase in meeting their MAP growth goals. The successful schools focus on analyzing individual student data and creating plans to address areas of need. An integral part of MAP is JCPS administrators, faculty and staff looking at the data and seeing what areas our students were struggling with or what they are successful in. Then strategies are developed on the specific needs of the individual students.

From Dr. Pollio: *“Our principals and leadership teams have been the key drivers of this change. I know each of you are examining your own schools’ data. As always, I’m sure you are pleased with some of the results, and desire change in other areas. But, what I do know is that we are on the right track! This is tough, hard work. There are no easy answers or fixes to the significant challenges that our students face every day. But, we are doing the right work. It takes that commitment to disruptive leadership and everyone on the same page in order for us to reach our 60 minutes moment. Keep pushing in your*

*schools for instructional improvement. We are here to support you. Through all the difficult change, we are making progress.” The FY 2019-20 budget is \$1.8 million.*

## **Six Instructional Systems**

The framework for transformational instruction was initiated in 2018. The systems are comprised of implementation of standards, effective use of data, instructional planning and practice for deeper learning, progress monitoring, academic and behavioral support, and instructional feedback and professional development. Each process and practice described in this framework help to build each classroom and school toward improvement and achievement for every student. There is no additional cost to these systems, but they are being proliferated throughout schools by the diligent work of the administrative teams of Academics Services Division, and the Academic School Division (particularly principals).

## **Deeper Learning Symposium**

Educators from JCPS and other school districts convene over a period of three days in June for the Deeper Learning Symposium, a powerful conference focused on equity and innovative ideas in education. The event features nationally prominent keynote speakers as well as a number of JCPS educators and students presenters. The symposium showcases the District’s vision to create personalized, project-based learning experiences for every student. Sessions also focus on the Backpack of Success Skills focusing on transition readiness, equitable access, and improved outcomes for every student. The new-year budget is \$460,000 in the General Fund.





## PILLAR 2 - CULTURE AND CLIMATE

In 2018, central office functions were reorganized to create an assistant superintendent for Culture and Climate who oversees the areas of Emotional Learning, Restorative Practices, Positive Behavior Interventions and Supports (PBIS), and Multi-tiered Systems of Support (MTSS). Culture and Climate includes engaging instruction and creates positive and nurturing relationships between students and adults.

When Dr. Pollio first took the reins, the survey data showed culture and climate was an area requiring immediate attention. A healthy culture and climate means every child deserves a positive learning environment. Culture and climate needed significant work when the Superintendent first started. The teachers, the classified staff, the parents and even the students had spoken, and they want to see healthier academic climates within schools. There was work to be done on the morale of our teachers, our staff members, and our central office personnel in order to ensure we were all working hard for the students. Now JCPS can rally under a vision where all team members come to work with a passion for the kids we are serving, enthusiastic about the job we are doing, focusing on the mission and vision, to be successful in moving students forward in academic achievement. District staff ratings of satisfaction with JCPS governance in 2016-17 dipped to 51%, and with the change in JCPS leadership came a significant 35% increase in satisfaction starting in the fall of 2017 and spring of 2018 (86% = satisfaction in 2018). The Superintendent was recently nationally named one of the top five K- 12 administrators to watch by Education Dive. The publication stated “his top concerns in this position have been improving the district’s culture and climate, boosting achievement, and putting deeper learning strategies in play”. Students are coming to JCPS with more needs and more trauma than ever before. Some of our scholars are arriving from backgrounds that are nothing short of horrific. These stark realities point to a greater need for wrap-around services than ever before in order to be successful. We have teams of support services that go into the schools. JCPS is quickly becoming a leader among other districts in regard to work-related to bullying and suicide. JCPS held its first statewide Bullying and Suicide Summit on March 21<sup>st</sup>, 2019.

### IMPORTANT STRATEGIES FOR CULTURE AND CLIMATE

- Mental Health Practitioners
- Restorative Practices
- Addressing Bullying and Suicide
- Academies of Louisville
- Student Apprenticeships

#### **Mental Health Practitioners**

The addition of Mental Health Practitioners (MHPs) will assist schools with providing identified supports to Tier 2 and Tier 3 students, such as family engagement and support groups, interventions, crisis support, behavioral and mental health support, and screenings and assessments. The net new cost in FY 2019-20 is \$4.4 million in General Fund.

The following are some key focus areas for MHPs:

- Provides evidence-based and school-based mental health interventions (e.g. counseling) for students with moderate to severe mental health needs based on identified risk factors and universal screenings (e.g. anxiety, bullying, anger management, suicide prevention.)
- Collaborates with school-based administrators to prioritize individual school needs based on needs assessment and data.
- Promotes family engagement by providing parent support groups, family collaboration meetings, and home visits.
- Provides acute crisis support to students.
- Obtains district-level crisis team training and actively participates on the district crisis team.
- Participates in school-based committees for attendance and behavioral or mental health support as an active collaborator in the development of interventions.
- Obtains district-level Trauma-Informed Care (TIC) training and acts as the lead support for TIC in assigned school(s).
- Coordinates with appropriate school, district, and community partners to ensure comprehensive services delivery.

## **Restorative Practice**

Restorative Practices (RP) is an approach to working with students that focuses on building relationships with students (proactive), and yet also contains practices to handle situations where students do not meet expectations (reactive). The fundamental hypothesis of RP is people are happier, more productive, and more likely to make positive changes in their behavior when those in authority do things with them, rather than to them or for them. The aim of RP is to develop community and to manage conflict and tensions by repairing harm and restoring relationships. The Behavior Support Model is an alignment of RP and Positive behavior Interventions and Supports (PBIS). Each year, 10 schools go through an application process and are selected to the Model. These schools commit to participating in a whole-school, 2-day training in RP, which includes information on PBIS and brain science regarding trauma-informed care. From FY 2016-17 through FY 2018-19, JCPS had committed \$2.6 million for this training, and an annual operating budget of \$80,000. For FY 2019-20, JCPS has committed an additional \$324,000 to the initiative.

## **Addressing Bullying and Suicide**

Every school has a bullying and suicide prevention lead in the building to help students and families, and all middle and high school teachers and administrators receive annual training. JCPS has committed to a multi-faceted and determined approach to increased access to mental health professionals in schools, new technology for parents and students to report instances of bullying, more staff who review bullying complaints, and a summit on bullying and suicide prevention that includes additional mandatory training for administrators. These elements are all facets of the new efforts to address bullying and suicide prevention in JCPS. There is no additional cost to this item.

The district created an easy-to-use tip line where individuals can anonymously file a complaint or concern. This online reporting tool is located in the top right-hand corner of the JCPS homepage to help students and families document bullying incidents more easily. The new functionality makes it easy for anyone to report a bullying incident. The new technology streamlines the process for parents and students to report instances of bullying.

The district also offers a helpline referred to the assistant superintendent of a child's school if a parent does not feel his / her concerns about bullying are not being addressed at the school level. There are also important on-line resources available such as "Warning signs and prevention resources for bullying and suicide", and a JCPS tip-line. In addition, more staff have been designated to review bullying complaints.

JCPS also hosted a summit on suicide prevention with additional mandatory training for administrators to help recognize signs of bullying or suicide throughout our schools.

## **Academies of Louisville**

The Academies of Louisville high school reform effort is designed to improve student outcomes for all students. Career Academies will address academic rigor, relevance of instruction, and build relationships between all students and adults. Academies of Louisville strategy is designed to serve dual objectives and a broad section of students by meeting the needs of the learner. The total FY 2019-20 budget allocated to schools is \$3.5 million.

The Academies strategy organizes the school into inclusive and diverse small learning communities with a dedicated academy principal and counselor. It is the goal of the structure to provide two adults per 400 or less students over a three-year span. This adult to student ratio improves the ability to develop relationships, increases the opportunity for meaningful student support, and addresses issues by name and by need of students within a career academy.

The Academies of Louisville strategy strives to provide a college preparatory curriculum based on a career theme. A major benefit is students see relationships and connections between the core academic subjects and their application in the real world of work through career and technical education courses. Career Academies is a viable strategy to increase the earning of minority students, particularly males at risk of dropping out of high school, without any decrease in educational outcomes.

Academies of Louisville is increasing student engagement through a county-wide collaborative effort. This is an innovative, transformative, and collaborative public education initiative bringing together JCPS high schools, students, families, educators, businesses, and community partners in a collective focus to unite Louisville in transforming public education in our city to prepare high school students for their future success as productive members of the community. The Academies of Louisville strategy will draw upon the expertise, knowledge, and resources of business partners to increase opportunities for students to engage in work-based learning. Business and community partners will help inform curriculum, improve instruction, expose teachers to the latest industry trends, mentor students, and provide authentic learning experiences. A major benefit of "business partners" within this model is to sustain the academy model over time and maintain consistency in spite of principal or teacher turnover. Community involvement in Academies has gone from 13 private sector business partners to over 100. JCPS is excited and proud there is such a strong commitment from the community for the Academies of Louisville. The program provides an innovative community approach to workforce development in order to prepare students for the jobs of tomorrow.

There are over 17,600 students from 14 high schools participating in Academies of Louisville. Students gain relevant, real-world experience and training in jobs that are in demand not just in Louisville but

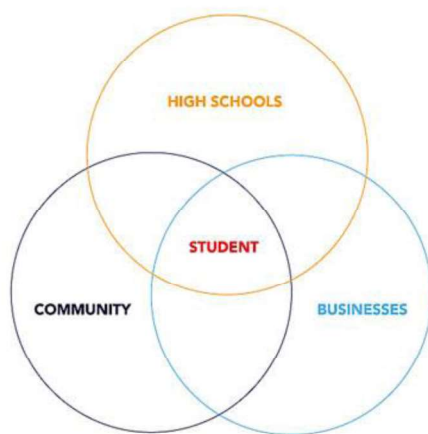
across the country. When students graduate, they will have the skills and confidence needed to launch careers in their chosen field.

This initiative is a major impetus in getting kids ready for college and career, and getting them on worthwhile and career-relevant pathways. The Career Academies also provides the structure to help students develop “success skills” beyond the academic achievements that are important for success in a career and life. Experiential learning experiences in the workplace and with employers will allow students to see beyond the classroom and build a backpack full of success skill-building experiences.

The career academy model is a well-researched reform approach showing a positive impact on outcomes including attendance, earned credits, graduation rates, and the labor market outcomes. Many components of the career academies are endorsed by the federal Carl D. Perkins Career and Technical Act (Perkins Act).

The Academies of Louisville prepare, inspire and empower students by offering meaningful and relevant learning experiences that directly relate to our world today. The Academies of Louisville launched in the fall of 2017 with a mission to evolve public high school education by equipping students with the skills and 21<sup>st</sup>-century know-how needed to thrive in an ever-changing global economy. It is all about student belonging, engagement, and workforce development. By connecting high schools to business and community partners, the Academy model aligns education and workforce development needs to better prepare students for postsecondary and career success. Academy students will graduate not only with a diploma but also with college credits, industry certifications, real work experience, and a backpack full of success skills. Beyond graduating ready to compete in an ever-changing 21<sup>st</sup>-century economy, Academy students develop the essential skills they need to succeed throughout college, careers, and life. The end result is we will increase the number of students that graduate from JCPS legitimately prepared for a future.

The collaborative model of the Academies of Louisville concept:



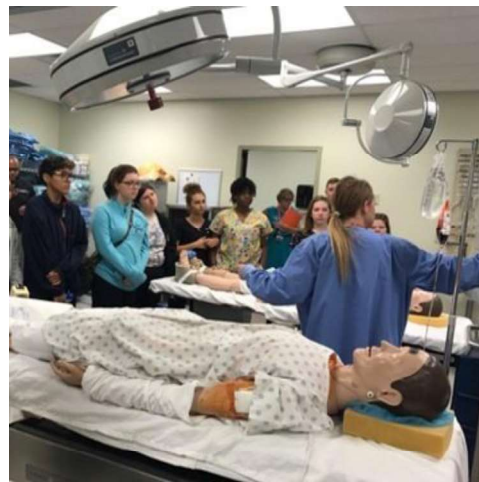
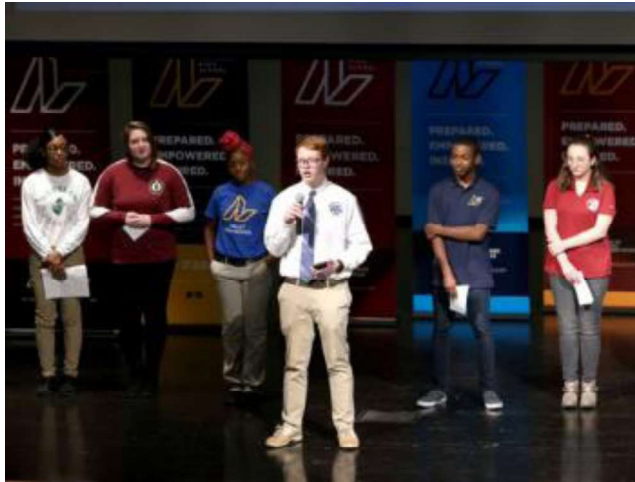
Beyond graduating college-, career-, and transition-ready, students will have a head start on life in the real world. Believing deeply in educational equity for all, this initiative prepares, inspires, and empowers all Academy students to reach their highest potential. No tuition or application is required.

After four years in an Academy, students will graduate with:

- Direct career and industry exposure
- Industry and college field trips

- Job shadowing experience
- Junior- and senior-year internships through SummerWorks
- The ability to earn college credits and industry credentials
- The ability to earn work experience through co-ops or apprenticeships
- Networking opportunities with local industry professionals
- Success skills and a postsecondary transition plan

To help ensure consistency and quality of the Academies of Louisville model, JCPS is joining the National Career Academy Coalition (NCAC) and will be working to meet the “Career Academy National Standards of Practice”. Our District will be embarking on a rigorous review process that identifies “model academies” to ensure fidelity and a commitment to the quality standards.



## Student Apprenticeships

On January 18, 2019, JCPS launched its new apprenticeship program as it showcased its growing partnerships with local businesses after just one year of the Academies of Louisville initiative. The apprenticeships provide participating students with a reasonable wage, valuable industry experience, and the opportunity to get their foot in the door with a potential employer. In some areas, the apprenticeships also provide JCPS the opportunity to develop and potentially hire home-grown talent.

The JCPS Apprenticeship Program offers registered apprenticeships in more industry sectors than any other program sponsor in Kentucky. The ten sectors offer opportunities in a broad scope of fields such as early childcare, graphic design, diesel mechanic, information technology, and culinary arts. The total General Fund investment for FY 2018-19 and FY 2019-20 combined is \$50,000.



### PILLAR 3 - RACIAL EQUITY / CLOSING THE ACHIEVEMENT GAP

The Board of Education established an Equity Policy and an Equity Plan in order to eliminate the achievement gap, the opportunity gap, and all disproportionality throughout the District. The Board acknowledges persistent gaps in achievement, learning, expectations, opportunities, and disciplinary outcomes among student groups based on race and ethnicity. The Board also recognizes students of color have been disadvantaged by long-standing inequities in our society, the causes of which are multi-faceted, and reflect historical, social, and institutional factors. As a diverse urban school district whose student population has a majority of students of color, the district must take a systemic approach to ensure equitable learning opportunities, experiences, and outcomes.

The Equity Policy creates a framework for planning, action, and accountability in diversity of curriculum, instruction, assessment, school culture and climate, programmatic access, staffing, classroom diversity, and central office commitment to racial educational equity. The policy requires the system-wide development of a Racial Educational Equity Plan within schools, divisions, and departments of the district, and it establishes accountability mechanisms to ensure strong implementation.

#### IMPORTANT STRATEGIES FOR RACIAL EQUITY – CLOSING THE ACHIEVEMENT GAP

- Backpack League
- Cultural Competency Professional Development
- Girls Street Academy
- Boys Street Academy
- W.E.B. DuBois Academy
- Community Centers
- Equity Institute
- “Literacy &” Program
- Other JCPS Activities Raising Awareness of Equity Issues
- Competency, Awareness, and Responsiveness to Diverse Students (CARDS)
- REACH Summer Enrichment Program
- Summer Food Program
- Evolve 502
- Other JCPS Activities Raising Awareness of Equity Issues

JCPS is committed to eliminating existing educational inequities for students in the District. This commitment to improving educational outcomes for all students is groundbreaking and will make JCPS a model for large urban school districts.

The Equity Policy is more than a declaration of philosophy and belief, but it creates a framework for planning, action, and accountability in five areas: diversity in the curriculum, instruction, and

assessment; school culture and climate; programmatic access; staffing and classroom diversity; and central office commitment to racial educational equity. The policy requires the development of a system-wide Racial Educational Equity Plan and plans within schools, divisions, and departments of the District in the development and monitoring of the system-wide plan, and it establishes accountability mechanisms to ensure strong implementation.

It is the intention of JCPS and JCBE to have every policy, procedure, and initiative to be vetted through the Racial Equity Analysis Protocol (REAP). The REAP is the cornerstone of the implementation of the Equity Plan. This is a decision tool that must be a “fibrous element” of the district’s addressing equity, and attacking the achievement and opportunity gaps. The REAP will be used as a guide for discussion and reflection on the impact of all policies (i.e., not just those directly related to racial equity policy or school plan), and how they will disproportionately impact one or more racial/ethnic group. The REAP will also be used to vet all processes throughout JCPS. REAP is the posing and addressing of the following questions by all stakeholders prior to making any decisions:

1. What is the overarching purpose of the proposal/initiative?
2. Is the initiative or policy resourced to guarantee full implementation and monitoring?
3. Which racial/ethnic groups could be inequitably affected by this policy? How?
4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?
5. What unintended consequences could result from the policy (racial inequities or otherwise)?
6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the proposal? How did the process go? What was the feedback?
7. What factors may be producing and perpetuating racial inequities associated with this issue? Does this policy or initiative deepen these inequities or improve them?
8. Who (i.e., individual, Department, team, etc.) is the main driver for improving racial equity for this particular proposal/initiative?

As part of the JCPS Equity Plan, specific quantified goals were established by the Board as follows:

- Reducing the achievement gap represented by the proficiency rates between white and black students by 3 percent by 2020.
- Cutting the percentage of minority students who make up JCPS suspensions from 77% to 67% by 2020, a reduction of 1,800 suspensions for students of color.
- Increasing reported sense of belonging by students of color from 75 percent to 80 percent, over 1,200 more students of color reporting sense of belonging.
- Increasing teachers of color from 16 percent to 18 percent by 2020 and administrators of color from 31 percent to 36 percent in the same timeframe. JCPS would then have 128 more minority teachers and 31 more minority administrators on the district’s payroll.
- Ensure more students of color for gifted and talented programs, from 38 percent to 43 percent by 2020.
- Identify more students of color for magnet programs, from 52 percent to 55 percent by 2020.
- Get more students of color for higher-level sources (i.e. Advanced Placement, Cambridge, International Baccalaureate, Dual Credit) from 39 percent to 42 percent by 2020.
- Ensure more students of color for career pathways and graduating transition ready, from 34 percent to 39 percent by 2020.



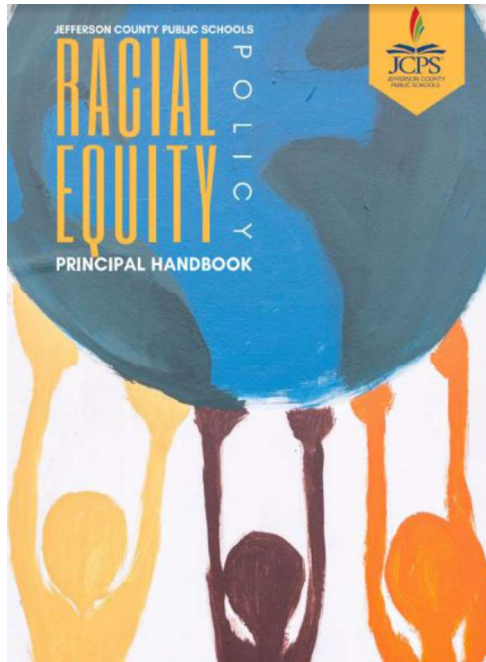
- Identify more students of color for extended learning time programs, from 77 percent to 80 percent by 2020.
- Increase the number of students in courses specifically designed to consider other cultures' contributions and perspectives from 939 in 2018 to 1,174 in 2020.
- By 2020, 3,940 books reflecting cultural diversity will be purchased for schools district-wide to ensure traditionally underrepresented or marginalized groups see themselves reflected in school library collections.
- By 2020, provide funding of at least \$2 million on initiatives focused on students of color.
- Increase the number of staff participating in culturally responsive / equity professional development opportunities from 3,919 in 2018 to 8,000 in 2020.
- Increase the number of District and school policies, procedures and practices that have been reviewed using the Racial Equity Analysis Protocol from 0 in 2018 to 300 by 2020.

Ultimately, the actions specifically listed in the policy will do the following:

- Require submission of Racial Equity plans from schools and central office;
- Address instructional practices to eliminate the achievement gaps;
- Develop rich curriculum resources to include contributions and historical relevance of People of Color;
- Provide mandatory professional development that will eliminate achievement gaps through specifically named strategies in the policy;
- Reduce disproportionality in disciplinary actions for students;
- Increase enrollment and success of Students of Color in Gifted and Talented, Advanced Program, Advanced Placement, Dual Credit, International Baccalaureate, and much more.
- Attract, recruit, hire, and retain staff and leadership that more closely reflect the racial, ethnic, and linguistic diversity of the student body of JCPS;
- Provide training to District administrators, school administrators, and council members in the importance of strategies for increasing racial diversity in staff;
- Conduct reviews of Board policies to provide opportunities for changes supporting diversity;
- Ensure racial equity considerations in recommendations for staffing, budget allocations, developing curriculum, and adopting discipline practices.
- Develop a JCPS team to work with the community on poverty issues;
- Specific plans to ensure accountability on these issues.

It is important to note the Diversity, Equity, and Poverty Division provided guidance to schools with the distribution of the Racial Equity Principal Handbook





### ***Process/Short-term Metrics***

- Increased enrichment opportunities for students of color
- % central office and schools implementing at least one strategy for achieving and maintaining racial educational equity as evidenced by the Equity Scorecard metrics
- % staff trained in PD grounded in racial equity

### ***Long Term Outcomes***

- Reduced disproportionality behavior referrals, suspensions, and ECE placements
- Reduced achievement gaps through increased proficiency and growth in literacy and numeracy among students of color
- # students of color identified for gifted/talented program

## **Backpack League**

This is a summer learning initiative that will provide extended learning opportunities in fun and engaging ways. This initiative shows the commitment of JCPS to providing every student every opportunity to achieve their personal best. The program will provide extended learning opportunities beyond what the district already has in place. We have allocated \$1.2 million for the sole purpose of committing staff and resources for a personalized, student-centered, and student-focused summer Backpack learning camps for students in grades fourth through ninth. The camp will be rich in literacy and numeracy experiences providing thousands of students with opportunities to develop their skills and dispositions to be life-long learners.

This initiative will empower faculty members, schools, and community partners as they develop research-based summer learning experiences with a strong emphasis on literacy and numeracy skills aimed at supporting students through a collaborative community initiative led by the district. Partnering with community associations that hold summer camps, JCPS will provide certified teachers to

ensure rigorous instruction and authentic learning. There will be reading and math provided in engaging ways. JCPS is also receiving proposals from teachers on investments to provide instruction through interesting areas like robotics. For the summer of 2019, JCPS had the ambitious goal to serve 1,000 students, with as many as 2,500 served through community partners. This was a four-week program for students. There is a three-year plan to ultimately serve 5,000 students in partnership with our schools and critical community partner groups with summer programs that have a proven track record of success in accelerating student academic success. Reading and math teachers will provide interactive and engaging activities for students to support their learning in both reading and math. The ultimate goal will be to close the achievement gap we know exists through the analysis of formative and summative assessments.

The project proceeded in two ways:

- 1) JCPS partnered with existing summer programming in the Louisville area and provided reading and math teachers at no cost to the community partners in order to provide services to our students. This was accomplished within the structure of the community partner summer programming. The JCPS summer food program was also offered to students at no cost to the community partners. There was dedicated JCPS staff to help engage these partner groups and work with them as they applied to be a part of the Summer Learning Initiative, and then followed up with them in terms of scheduling and logistics. JCPS is committed to building strong relationships with these important partners as we work to provide extended learning opportunities to our students.
- 2) JCPS school teams will also designed summer programming for students and applied for funding through the Summer Learning Initiative. Reading and math teachers were able to design innovative programs to help meet the learning needs of our students with an emphasis on reading and math. The goal of this approach was to provide extended learning opportunities to those students most in need of academic support by providing fully certified teachers willing and able to create innovative, engaging, and meaningful activities aimed at increasing student achievement and helping to close the achievement gap.

JCPS has established an aggressive plan to capitalize on time out of school, the summer months, and to help our students close those achievement gaps. This program will continue to make a huge difference in providing supplementary support to students.



## **Transformational Instructional Core: Literacy and Numeracy**

JCPS focuses on a rigorous implementation of the K – 12 Literacy plan for elementary, middle, and high school. The goal is to bring greater alignment vertically for implementing instructional practices that align to deeper learning and focused and fewer programmatic strategies. At elementary the focus is on spreading guided reading instructional practices including small group instruction (K-5) to support the workshop approach; middle and high school is disciplinary literacy, supporting teachers in English Language Arts, Social Studies, and Science to build in authentic and meaningful opportunities aligned to project-based learning.

The numeracy enhancements are focused on K - 12 improvements in mathematics. Specific programming for elementary, middle, and high to implement new standards, improve instructional approaches with an emphasis on project-based learning and the Backpack of Success Skills. Building teacher knowledge and expertise in mathematics is key to close the opportunity gaps for student. Therefore, JCPS has expanded district support for curricular and program implementation and tier 2 and 3 strategies to close gaps in mathematics for students. In 2019-20, the district will continue to build the infrastructure and networks for mathematics instruction.

## **Transformational Instructional Core: Support**

The constant emphasis is on providing support to schools on the professional learning and instructional shifts that need to occur grade-by-grade in order for students to be transition ready. Teachers and principals need additional professional learning and support in order to adequately establish and implement the six systems for instructional improvements. This support is aligned with systems 1, 3, 4, 5, but primarily 6 so schools create plans for the support they need to implement evidence-based practices to shift instructional practices for deeper learning in every classroom.

## **Cultural Competence Professional Development**

With increasing diversity among students, educators must have the knowledge to value and address the diversity of students. This professional development will help students and teachers connect in a way that will create a culture and climate conducive for all students. There must be an understanding of what makes each student unique, interesting, and important, and teachers must be empowered to be effective with students from cultures other than their own. Only by embracing other cultures and understanding them can educators reach students on their own level. The budget in General Fund for the new-year is \$200,000.

## **Girls' Street Academy**

This program is designed to assist girls with behavior and academic performance via mentoring, modeling, and access to programs. The strategies used are culturally responsive and compassionate. Through diverse styles of teaching and engaging activities, students will become more introspective and self-regulating. The mentors of the program will support the girls through studying practices and behavior management. The total new-year budget is \$322,070.

## **Boys' Street Academy**

This program provides after-school activities to urban boys and is a partnership between JCPS and the Louisville Urban League. The initiative is an educational enhancement program providing academic enrichment, increased social/behavioral skills, and cultural enrichment for targeted male students of JCPS. Street Academy instruction emphasizes a direct reading curriculum model with literacy enhancements. Additionally, students will engage with martial arts and chess professionals to increase discipline and self-resiliency skills. There is a parental involvement requirement with this program that consists of scheduled parent workshops throughout the school year.

The young men in Street Academy are taught movement in unison. Learning controlled movement teaches young men how to be connected with their physical and mental selves, and their surrounding environment. They are also taught active listening, self-awareness, personal pride, courtesy and respect for their fellow man and woman. Finally, experiential learning provides opportunities for Street Academy participants to connect to lessons from Street Academy sessions and school to real-world situations. Opportunities such as visiting Muhammad Ali Center give students insights into other cultures, perspectives, and world views. The total new-year budget is \$110,000.

## **W.E.B. DuBois Academy**

The W.E.B. DuBois Academy began during the 2018-19 school year with 150 sixth-grade students. The program added 7<sup>th</sup> grade in FY 2019-20 will grow to become a sixth through eighth-grade academy serving 450 students in FY 2020-21. The increased investment in FY 2019-20 is \$772,226, plus a one-time budget infusion of \$170,000 for the library at the school's new permanent location.

The Academy is open to all male students and offers an Afrocentric curriculum and an innovative learning environment. The program emphasizes academic skills and leadership attributes such as perseverance, resilience, initiative, discipline, and empathy. The pedagogical practices of the DuBois Academy draw from evidence-based research and culturally responsive teaching to actively engage scholars as they grow as learners and self-aware young men.





## Community Centers

The California Community Center was opened as a satellite office in January 2018 to strengthen support for students and families. This site will improve access for families with transportation challenges in a variety of ways, such as tutoring, special education evaluations, student placement, and community education.

An additional satellite center opened in January 2019 at the Academy @ Shawnee. The community centers reflect the commitment of JCPS to breaking down barriers, building new ways to engage families, and increasing access to services and resources in neighborhoods. This is a new dimension of outreach to the communities and a new approach to providing access and opportunities for all.

JCPS also supports the Americana Community Center in order to increase access to quality extended learning opportunities for immigrant, refugees, and other students at-risk. JCPS provides teachers to work with students after school and to measure each student's progress.

The centers also team together with The Beech, Project One, Northwest Place, and Skills U. By putting these organizations under one roof with JCPS, exciting opportunities are created to help students and families thrive. The Beech offers after-school tutoring to students and works with parents on skills to support their child's learning and development. Project One, a community-based, non-profit educational organization serving disadvantaged youth and adults, offers resources and assistance to students regarding employment opportunities. Project One has served the Jefferson County community for more than 30 years. Students who participate in the Project One program receive employability and social etiquette training. After students complete the training, students are assigned a five-week paid-internship at local businesses throughout Jefferson County. Northwest Neighborhood Place, which works with communities to provide a number of critical services to families, offers assistance with homeless education and foster care services. Skills U and JCPS will work together to offer classes for adults working toward their General Educational Development (GED) diploma.

These Community Centers serve as satellite locations for student learning. Programs offered to students include the following:

- A STEAM camp for elementary students focused on project-based learning
- The AMPED program, which taught students computer coding skills
- A parent workshop focused on empowering parents to learn how to access resources in JCPS and the community.

The total General Fund budget for these centers is \$174,000, including the cost of an administrative position.





### **Equity Institute**

These interactive professional development events are designed to provide opportunities for teachers and staff who want to improve equity in the school. The purpose is to fortify the Racial Equity Policy and address issues of institutional racism and school-level practices that impact racial outcomes. The FY 2019-20 budget is \$220,000.

### **“Literacy &” Program**

This program provides an enriching opportunity for students to improve in literacy while making connections with literacy through play, movement, and application. This initiative embodies deeper learning and serves as both remediation and acceleration – depending on the student. It is also a response to parents who are seeking after school programs for students. The “Literacy &” programs connect standards-based literacy instruction to character-building opportunities using grade-level appropriate books with themes connected to each program. Program themes include confidence, competition, activism, compassion, and diversity. In all these programs, students make text, self, and world connections while increasing student engagement.

In the summer of 2019, camp offerings more than doubled with such themes as production, drama, karate, chess, robotics, and more. With 21 camps to choose from, JCPS parents were able to enroll students in “Literacy &” camps located in nine schools, the JCPS Satellite Office @ Shawnee, and Burnett Avenue Baptist Church.

Total budget for FY 2019-20 is \$70,000.

### **Competency, Awareness, and Responsiveness to Diverse Students**

The Competency, Awareness, and Responsiveness to Diverse Students (C.A.R.D.S.) program provides financial support for teachers to obtain a Master’s degree and a certificate in diversity literacy. The program will strengthen the cultural competency and pedagogy of JCPS teachers so they can lead their peers in serving all student needs. The program is designed to make teachers aware of their biases, cultural collisions, educational equity, and effective pedagogical practices that are inclusive and research-proven. The program also provides an incentive for teachers and addresses the professional migration by increasing the number of qualified and experienced teachers into some of the district’s most challenging schools. The total new-year budget is \$200,000.

### **REACH Summer Enrichment Program**

This summer program is designed to service and identify high potential gap students for possible placement in the district’s Advance Program. The initiative will close the opportunity gap, and eliminate the excellence gap. The excellence gap refers to the inequity in the percent of lower-income versus higher-income students who attain advanced levels of academic achievement. This gap starts at the elementary level and can be sustained in higher grade levels as well as college if not addressed at the onset. The total General Fund budget is \$200,000.

## **Summer Food Program**

JCPS offers free breakfast and lunch to children and teens during the district's summer food service program.

The federally-funded program provides free meals to any child 18 years of age or younger at more than 160 schools, churches, and community centers across Jefferson County. Additionally, two JCPS Bus Stop Cafes visit nearly three dozen sites daily, including neighborhoods, parks, and community centers. The Bus Stop Cafes are retired school buses that have been converted into mobile dining cafeterias.

Each summer, the JCPS Nutrition Services team serves approximately 300,000 meals to children and teens during the program. The program, which ran through August 2, 2019, is open to any child, regardless of whether he or she attends JCPS.

This program is fully subsidized by a federal grant.

## **Evolve 502**

This investment will provide 273 individual licenses for Unite Us, a HIPAA-compliant technology platform being implemented in Louisville through the United Community Initiative. Through this shared platform, JCPS school-based personnel (e.g. FRYSC Coordinators, Mental Health Practitioners, etc.) will be able to refer students and families for services in a wide network of social and health service providers. The near-term goal is to increase student access to wrap-around supports with significantly reduced referral times, and the ability to track outcomes. In this manner, students in need can be quickly and efficiently connected to services that affect students' ability to learn and thrive. The new budget for FY 2019-20 is \$200,000.

## **Other JCPS Activities Raising Awareness of Equity Issues**

There have been community forums with a focus on the racial equity policy, book studies, speaker series, and much more.



## SYSTEM-WIDE APPROACH OF ENGAGING ALL STUDENTS

JCPS is committed to transforming teaching and learning through the District's Strategic Plan, *Vision 2020*. Deeper learning is a goal that embodies the expectation each student will progress toward mastery of academic standards and the development of skills necessary for success in college, career, community, and life. We must engage and empower students at their own level and in their own style of learning through meaningful relationships, experiences, and environments. Deeper learning is grounded in helping students develop the social, emotional, and intellectual knowledge and skills to thrive in school and beyond through caring, constructive learning relationships, real-world learning experiences, and supportive equity-focused learning environments.

### IMPORTANT STRATEGIES FOR SYSTEM-WIDE APPROACH FOR ENGAGING ALL STUDENTS:

- Support for Accelerated Improvement Schools
- Exceptional Child Education Implementation Coaches
- Family Resource Youth Service Centers
- Kindergarten Summer Camp
- Summer Literacy Boost
- Newcomer Academy
- Additional ECE Teachers and Instructional Assistants
- Focusing on Improving Attendance
- Focused Certified Instruction to retain students in school instead of suspension
- Alternative School Redesign
- Increased Technology in the Classroom
- Enhancing the Gifted and Talented Program
- Five Middle School Athletic Directors
- Security in the Schools

### Security in the Schools

Paramount to the Board's focus on a student-centered system-wide approach is student safety. For FY 2019-20, JCPS has earmarked \$1 million for an upcoming enhanced security structure soon to be revealed. Additionally, seven security monitors have been added to the middle school level for a cost of \$302,000.

### Support for Accelerated Improvement Schools

JCPS has identified Accelerated Improvement Schools (AIS) and schools that have the potential to become AIS under the Kentucky Accountability System. Each of these schools receives differentiated support from district staff and assistant superintendents. These schools are given special emphasis, support, and attention when the district makes decisions and assigns resources in order to foster success. In FY 2018-19, a new department was created with the intention of providing direct support to reduce and eliminate schools identified as low performing. The following are programs established for the schools as new allocations in 2019-20 General Fund:

- Stipend for certified non-administrative staff - \$3.1 million

- Certified professional development - \$3.2 million
- School-directed allocations for middle and high schools - \$2.3 million
- Additional allocations by application - \$1.4 million
- Model for supporting new teachers in AIS - \$25,000

### **Exceptional Child Education Implementation Coaches**

Exceptional Child Education (ECE) Implementation Coaches are positions that will support the schools with the compliant implementation of federal guidelines under the Individuals with Disabilities Education Act (IDEA). This is a net new investment in 2019-20 General Fund of \$7.5 million.

### **Family Resource Youth Service Centers**

Family Resource Youth Service Centers (FRYSCs) help families solve problems and overcome barriers to learning. JCPS has 107 centers serving 142 schools. Each center offers its own blend of programs and services, but all provide support in core areas.

In January 2019, the General Fund support for the program increased by \$162,000 in order to support a portion of the cost of 11 additional coordinators. The total General Fund support is now \$1.2 million. The program is also supported by the state FRYSC grant which is \$7.7 million.

### **Kindergarten Summer Camp**

This camp is designed to improve kindergarten readiness for students who would enter in the subsequent August. Brigance data shows children who attend the camp enter kindergarten at a higher percentage for readiness than those students who do not attend. The total annual General Fund budget is \$600,000.

### **Summer Literacy Boost**

This initiative is crucial for ensuring the progress of students not yet reading at grade level. The program's purpose is to provide additional literacy support, prevent summer learning loss, an increased number of students reading on grade level in primary grades, and identify incoming first-grade students not reading on grade level. The recurrent budget in General Fund is \$1.0 million.

### **Newcomer Academy**

This school provides a unique, personalized environment for 6th through 12th grade English Language Learners (ELLs). The goal is to provide a welcoming and respectful environment that meets the unique linguistic, academic, and social/emotional needs of the ELLs. These students typically are in their first year of instruction in a U.S. school, at the beginning levels of English proficiency, and may have had limited, interrupted, educational experiences in their native countries. By using an intensive curriculum and research-based instructional strategies, the school team members collaborate to promote the language and academic skills needed for participation in other JCPS classrooms. After one to three semesters the Newcomer Academy students transition to another middle or high school with an ESL program. In 2018-19, the school became a stand-alone site for the first time. The General Fund budget for 2019-20 is \$7.4 million.

### **Additional ECE Teachers and Instructional Assistants**

Exceptional Child Education (ECE) programs are designed to meet the needs of students who have educational disabilities. Services are provided in both comprehensive and special education facilities, and a range of programs and materials are available for individualized instruction. The district added ten additional teachers and six additional instructional assistants at a new cost of \$ 753,000.

### **Focused Certified Instruction to Retain Students in School Instead of Suspension**

In line with the major priority of keeping students in the classroom, JCPS has initiated an allocation of certified teachers to support students with behavior issues rather than suspend them out of school. The district has committed \$1.5 million in General Fund for this endeavor.

### **Alternative School Redesign**

The alternative schools are an important component of the multi-faceted approach to meeting the needs of all students. The initial investment in the redesign for FY 2019-20 is \$940,387.

### **Increased Technology in the Classroom**

In the new-year, JCPS is investing an additional \$1,983,219 on a school network infrastructure upgrade, and an increase in student and teacher replacement instructional devices. Additionally, there was an investment of \$285,000 for Edmentum Courseware. This item offers educators curricula with over 400 courses. The courseware enhances the way educators utilize data, track progress to course completion and content mastery. The curricula are customizable to meet the needs and pace of individual learners. The courseware has a research-based instructional design that is easy to use and customizable. The courses are aligned to state and national standards and include progress monitoring and pacing tools. The courses will be used for content recovery and credit recovery in our high schools.

### **Enhancing the Gifted and Talented Program**

The district added additional teachers directly to schools in order to support this very important program. The program fulfills policy directives also outlined in the JCPS Racial Equity Policy for enhancing access and opportunities for under-represented groups. The new year investment is \$172,531.

### **Five Middle School Athletic Directors**

Five middle schools have become hubs for increased athletic activity (Farnsley, Newburg, Ramsey, Stuart, Westport), including most athletic events. Due to the overwhelming amount of time it takes to maintain athletic facilities and operations, there are full-time athletic director positions for the first time at the middle school level. These director positions support middle school athletic programs of all middle schools and serve as host of athletic events engaging middle school students. The new investment in 2019-20 General Fund is \$345,000.



## INVESTING IN THE ARTS FOR STUDENTS

JCPS is proud of our students' creativity. Individual schools host art shows and performances to demonstrate and celebrate artistic development. At all grade levels, schools offer a rich environment for the exploration and development of the art forms of dance, theatre, music, and visual arts. Some individual schools offer visual and performing arts clubs and after-school activities. In addition, JCPS offers magnet schools and programs in the arts for students of all ages.

### General Music and Art for All Elementary Students

Beginning in FY 2018-19, JCPS embarked on a long-term commitment to ensure every elementary student exposure to fifty minutes of general music instruction and fifty minutes of general art instruction every week. The investment will exceed \$9 million in General Fund for FY 2019-20.

### District-paid Band, Orchestra, and Choral Teachers

In the process of introducing students to the enriching and developmental qualities of learning music, nothing has nearly the impact of high-quality music teachers. There are over fifty music teachers in the district totaling an annual investment of over \$3.5 million in General Fund.

### Music Equipment Repair and Replacement

Band and orchestra have expenses for music repair and replacement. JCPS has an annual General Fund budget of \$510,000 for this purpose.

### Fund for the Arts

The Fund for the Arts 5 x 5 Initiative ensures students at participating schools receive at least one community arts experience throughout the school year. For FY 2019-20, the budget is \$100,000.

### Louisville Orchestra Making Music

This program ensures 4<sup>th</sup> and 5<sup>th</sup>-grade students have the opportunity to attend an orchestra performance or participate in an on-site ensemble visit with orchestra members. The budget for FY 2019-20 is \$65,000.

### Stage One Family Theater

This program inspires children and families by opening the doors to imagination, opportunity, and empathy. As the city's oldest professional theatre company, Stage One has served as Louisville's gateway to the performing arts for nearly 4 million area children. We are committed to helping children learn both academically and emotionally, using theatre to develop the next generation of thinkers, doers, and leaders. As a valued resource in the classroom and a partner to hundreds of schools, Stage One provides the longest-running and most meaningful relationship with students and teachers of any arts group. The budget for FY 2019-20 is \$50,000.





## INVESTING IN OUR FACILITIES

After a thorough review, the Board of Education received recommendations from a Facilities Committee consisting of community leaders and JCPS administrative team. This resulted in a new focus of bringing JCPS facilities into greater congruity with the 21st century. In the creation of new schools, JCPS would replace deteriorating, end-of-life buildings with state-of-the-art learning centers and invest in all areas of Jefferson County. The specific projects to be executed are:

Four new schools:

- West Broadway – to replace Roosevelt-Perry and Wheatley
- South Dixie Highway – to replace Watson Lane and Wilkerson
- Newburg – to replace Indian Trail and Gilmore Lane
- East end - middle school due to capacity issues in that area

Revitalize the Academy @ Shawnee:

- Complete renovations throughout the campus
- Maintain the architectural integrity of this historic building
- Open the third floor for the first time in twenty-five years
- Major investment in Academies of Louisville pathways
- Incorporate 21st-century technology and instructional space throughout the school

Over \$253 million has been committed in bondable projects in 2018-19 and 2019-20. These major capital projects are supported by categorical funds that cannot be used for other purposes.



# REVENUE

## REVENUE

JCPS relies most significantly on property and occupational taxes paid by our local constituents. The largest employers in Louisville are:

United Parcel Service	Papa John's International
Ford Motor Company	Brown-Forman
G.E. Appliances	Anthem
Humana, Inc.	Kindred Healthcare
Norton Healthcare	Roman Catholic Archdiocese of Louisville
Kentucky One Health	LG&E and KU Energy
Yum! Brands	Jefferson County Public Schools

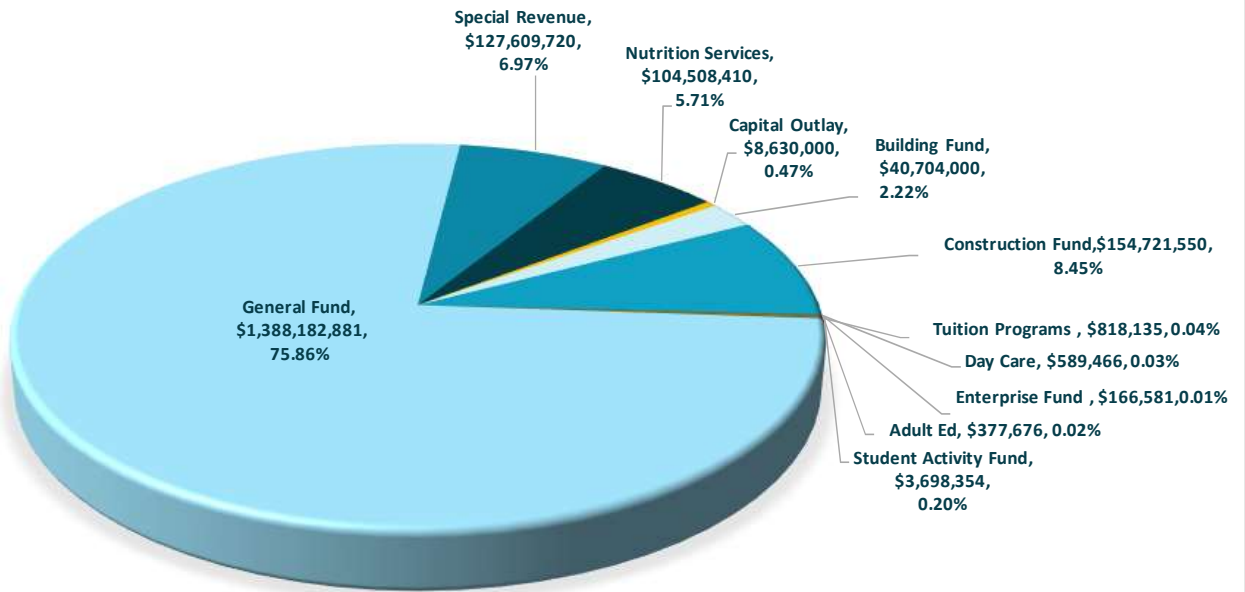
The General Fund is where the Board has the greatest flexibility. The primary allocations to schools come from General Fund, and there are state regulations that obligate the District to specific standards. Actions of the Board can and do impact resource usage in General Fund. These actions can ensure the greatest levels of intentionality and impact on students.

Many other funds are categorical in nature. This means the funds must be used for a specific purpose, and have specific requirements. The criteria and purpose of categorical funds are always determined by an outside entity. This is typically the Kentucky Department of Education or the U. S. Department of Education. The categorical funds are Special Revenue Fund (grants and awards), Capital Outlay Fund, Building Fund, and Construction Fund.

Other funds are considered to be primarily self-sufficient. This simply means these funds require no local support in order to sustain services to students. The largest self-sufficient fund is Nutrition Services. This fund is primarily resourced through reimbursements of expenses through the federal government. Specifically, the school breakfast and lunch programs are administered by the U.S. Department of Agriculture. The program is called the National School Lunch Program (NSLP) and supports 63,000 of our students with free or reduced-price lunches. Other programs considered self-sufficient are the Activity Fund, Day Care Fund, Enterprise Fund, Adult Education Fund, and the Tuition Programs Fund. In regards to the Enterprise Fund, this consists of the Challenger Learning Center and the swim programs at two schools. It is important to point out the Challenger Learning Center is not yet totally self-sufficient, and relies on a Board-approved allocation in General Fund in order to sustain the program.



### FY 2019-20 WORKING BUDGET - REVENUE ALL FUNDS



**Total Budget \$1,830,006,773**

### REVENUE BUDGET (All Fund Sources)

General Fund	1,388,182,881	75.86%
Special Revenue	127,609,720	6.97%
Nutrition Services	104,508,410	5.71%
Capital Outlay	8,630,000	0.47%
Building Fund	40,704,000	2.22%
Construction Fund	154,721,550	8.45%
Day Care	589,466	0.03%
Enterprise Fund	166,581	0.01%
Adult Ed	377,676	0.02%
Student Activity Fund	3,698,354	0.20%
Tuition Programs	818,135	0.04%
<b>TOTAL WORKING BUDGET</b>	<b>1,830,006,773</b>	<b>100.00%</b>

## TOTAL REVENUE TREND -

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
GENERAL FUND RECEIPTS	768,470,152	806,497,787	809,533,070	833,590,803	863,103,189	880,955,363	901,684,733	932,607,884	953,470,960
BEGINNING FUND BALANCE	140,544,034	124,560,396	130,226,135	120,080,560	119,207,881	132,975,573	153,608,044	141,547,484	136,500,000
STATE PAID BENEFITS	148,253,446	155,864,155	163,235,148	184,912,216	189,562,894	192,194,317	298,310,873	303,728,266	298,211,921
SPECIAL REVENUE	185,252,280	166,293,428	136,037,808	136,157,537	143,884,846	143,798,709	133,917,033	117,246,262	127,609,720
CAPITAL IMPROVEMENT	103,251,654	196,264,020	189,117,307	145,643,918	106,540,904	115,634,956	50,814,513	153,719,106	204,055,550
ENTERPRISE FUNDS	86,148,777	88,560,362	86,801,184	83,089,517	87,936,371	88,602,934	72,447,986	82,437,256	110,158,622
TOTAL	1,431,920,343	1,538,040,148	1,514,950,652	1,503,474,551	1,510,236,085	1,554,161,852	1,610,783,182	1,731,286,258	1,830,006,773

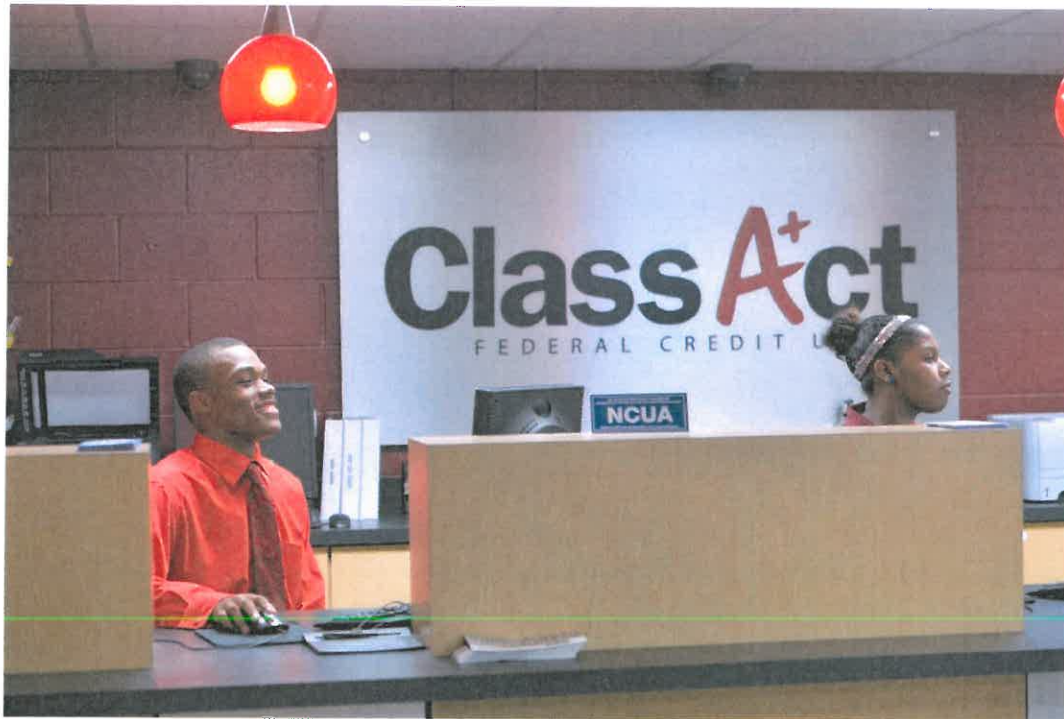
## ADDITIONAL DETAIL

### ENTERPRISE FUNDS

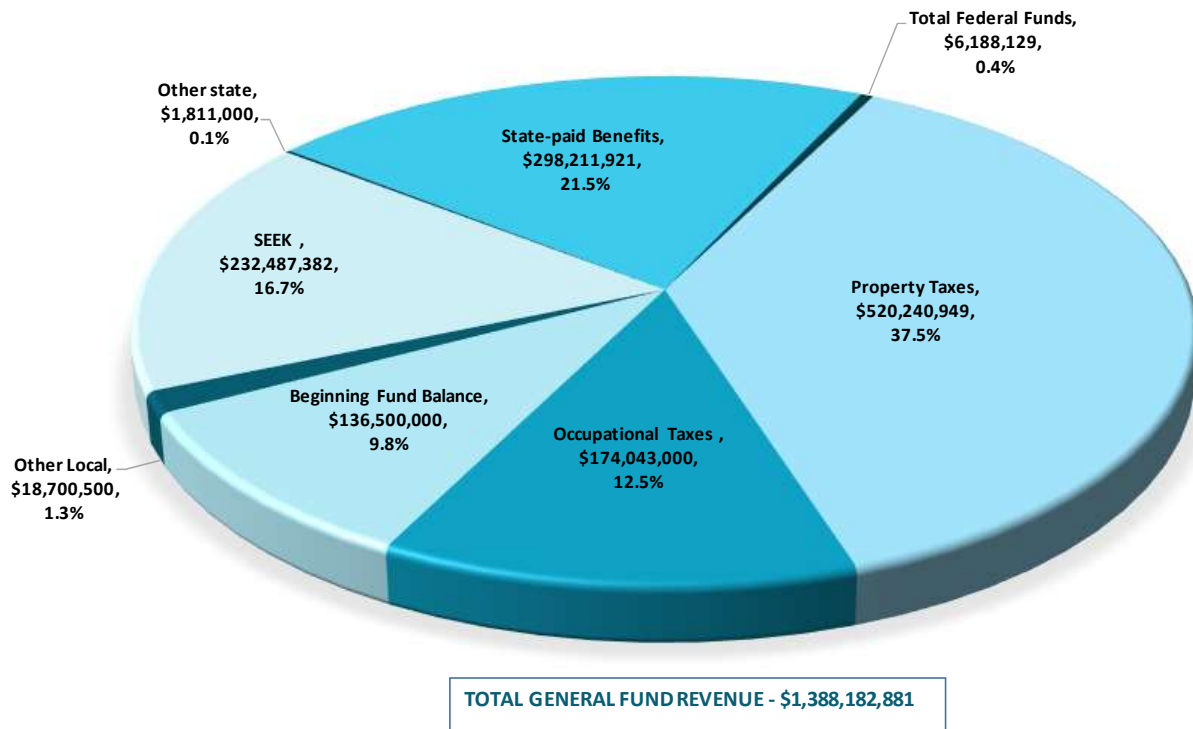
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
NUTRITION SERVICES	83,270,358	86,926,032	85,152,690	81,800,623	86,725,976	87,401,535	66,770,660	75,325,192	104,508,410
TUITION PROGRAMS	0	0	0	0	885,771	1,048,946	800,079	1,392,654	818,135
DAY CARE	1,351,140	858,673	832,604	593,452	675,098	665,770	359,308	716,493	589,466
ENTERPRISE	705,302	93,421	97,620	113,402	183,716	183,188	201,911	199,177	166,581
ACTIVITIES FUND	0	0	0	719,682	1,636,884	2,505,823	3,911,360	4,352,197	3,698,354
ADULT ED	821,977	682,236	718,270	582,040	351,581	352,441	404,668	451,543	377,676
	86,148,777	88,560,362	86,801,184	83,809,199	90,459,026	92,157,703	72,447,986	82,437,256	110,158,622

### CAPITAL IMPROVEMENT

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
CONSTRUCTION	54,352,011	111,587,072	115,293,681	97,866,327	63,670,900	64,103,273	4,680,127	107,044,309	154,721,550
CAPITAL OUTLAY	8,565,567	8,721,252	8,708,956	8,701,711	8,718,544	8,715,087	8,697,469	8,629,589	8,630,000
BUILDING FUND	40,334,076	75,955,696	65,114,670	39,075,880	34,151,460	42,816,596	37,436,917	38,045,208	40,704,000
	103,251,654	196,264,020	189,117,307	145,643,918	106,540,904	115,634,956	50,814,513	153,719,106	204,055,550



### GENERAL FUND 2019-20 WORKING BUDGET REVENUE



GENERAL FUND	2019-20 Budget	% to total
Property Taxes	\$520,240,949	37.5%
Occupational Taxes	\$174,043,000	12.5%
Beginning Fund Balance	\$136,500,000	9.8%
Other Local	\$18,700,500	1.3%
SEEK	\$232,487,382	16.7%
Other state	\$1,811,000	0.1%
State-paid Benefits	\$298,211,921 *	21.5%
Total Federal Funds	\$6,188,129	0.4%
<b>TOTAL</b>	<b>\$1,388,182,881</b>	<b>100.0%</b>

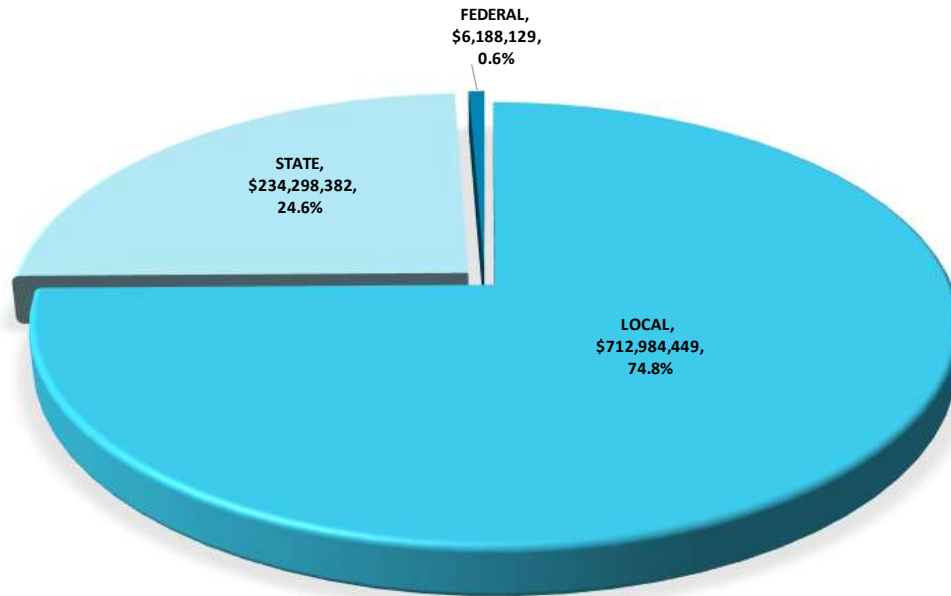
#### A NEW VIEWPOINT OF GENERAL FUND

LOCAL	\$849,484,449	61.2%
STATE	\$234,298,382	16.9%
STATE-PAID BENEFITS	\$298,211,921	21.5%
FEDERAL	\$6,188,129	0.4%
	<b>\$1,388,182,881</b>	<b>100.0%</b>



This graph reflects receipts only which are the actual recurrent revenue streams available for the support of General Fund.

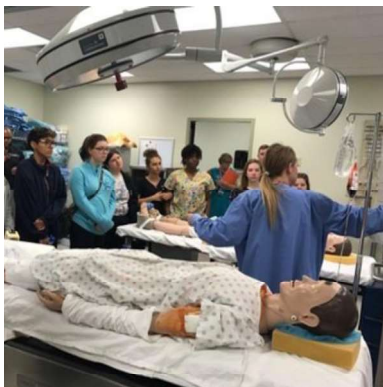
**General Fund Receipts Only  
FY 2019-20 Working Budget by Fund Source  
excluding Beginning Fund Balance and State-paid Benefits**



**General Fund Receipts Only: \$953,470,960**

**2019-20 GENERAL FUND  
RECEIPTS ONLY**

<b>LOCAL</b>	<b>\$712,984,449</b>	<b>74.8%</b>
<b>STATE</b>	<b>\$234,298,382</b>	<b>24.6%</b>
<b>FEDERAL</b>	<b>\$6,188,129</b>	<b>0.6%</b>
<b>TOTAL</b>	<b>\$953,470,960</b>	<b>100.0%</b>



# OCCUPATIONAL TAX HISTORY JCPS REFLECTING SUSCEPTIBILITY TO ECONOMY

in 000's

2007-08A	% Change	2008-09A	% Change	2009-10A	% Change	2010-11A	% Change	2011-12A	% Change	2012-13A	% Change	2013-14A	% Change
115,134	0.3%	113,319	-1.6%	110,682	-2.3%	116,762	5.5%	120,452	3.2%	128,882	7.0%	132,569	2.9%
<div><div><p>The GREAT Recession December 2007 - June 2009 Louisville traditionally exits a recession slower than the nation.</p></div><div><p>one-time increases, per Revenue Cabinet</p></div><div><p>GREAT RECESSION 3 year average: -1.2%</p></div></div>													
2014-15A	% Change	2015-16A	% Change	2016-17A	% Change	2017-18A	% Change	2018-19A	% Change	2019-20B	% Change		
139,825	5.5%	151,822	8.6%	156,388	3.0%	162,375	3.8%	165,755	2.1% *	174,043	5.0%		
<div><div>Ave % - 3yrs*</div><div>Ave % - 5yrs*</div><div>Ave % - 10yrs*</div></div>													
<div><div>3.6%</div><div>4.5%</div><div>4.6%</div></div>													

\* Lower receipts on 2018-19 was a one-time correction by the Revenue Commission and not indicative of a decrease in the economy.

## RECENT HISTORY OF JCPS PROPERTY RATES

FY'06	62.5	HB 940	FY'13	70.0	4% revenue rate
FY'07	61.5	4% revenue rate	FY'14	71.0	Other
FY'08	61.5	4% revenue rate	FY'15	71.0	Other
FY'09	62.5	4% revenue rate	FY'16	71.0	4% revenue rate
FY'10	64.6	4% revenue rate	FY'17	70.8	4% revenue rate
FY'11	67.6	4% revenue rate	FY'18	70.4	4% revenue rate
FY'12	67.7	Compensating	FY'19	72.5	4% revenue rate

## LOST REVENUE OF LOWER PROPERTY RATE - FY 2011-12 through FY 2019-20

	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
Compensating rate in 2011-12	15,509,716	16,130,105	16,775,309	17,446,321	18,144,174	18,869,941	19,624,739	20,409,728	21,226,117
Optimal rate in 2012-13	0	0	0	0	0	0	0	0	0
Less than optimal in 2013-14	0	0	7,060,100	7,342,504	7,636,204	7,941,652	8,259,318	8,589,691	8,933,279
Less than optimal in 2014-15	0	0	0	11,913,215	12,389,744	12,885,333	13,400,747	13,936,777	14,494,248
Optimal rate in 2015-16 *	0	0	0	0	0	0	0	0	0
Optimal rate in 2016-17 **	0	0	0	0	0	0	0	0	0
TOTALS	15,509,716	16,130,105	23,835,409	36,702,040	38,170,122	39,696,927	41,284,804	42,936,196	44,653,644

CUMULATIVE LOST REVENUE - 9 years 298,918,961

CUMULATIVE LOST REVENUE for 15 years (THROUGH 2024-25) 606,952,945

NOTE: The additional 4% added to each subsequent year is the additional lost revenue that would have been added if maximum rate had been approved in the subsequent year.

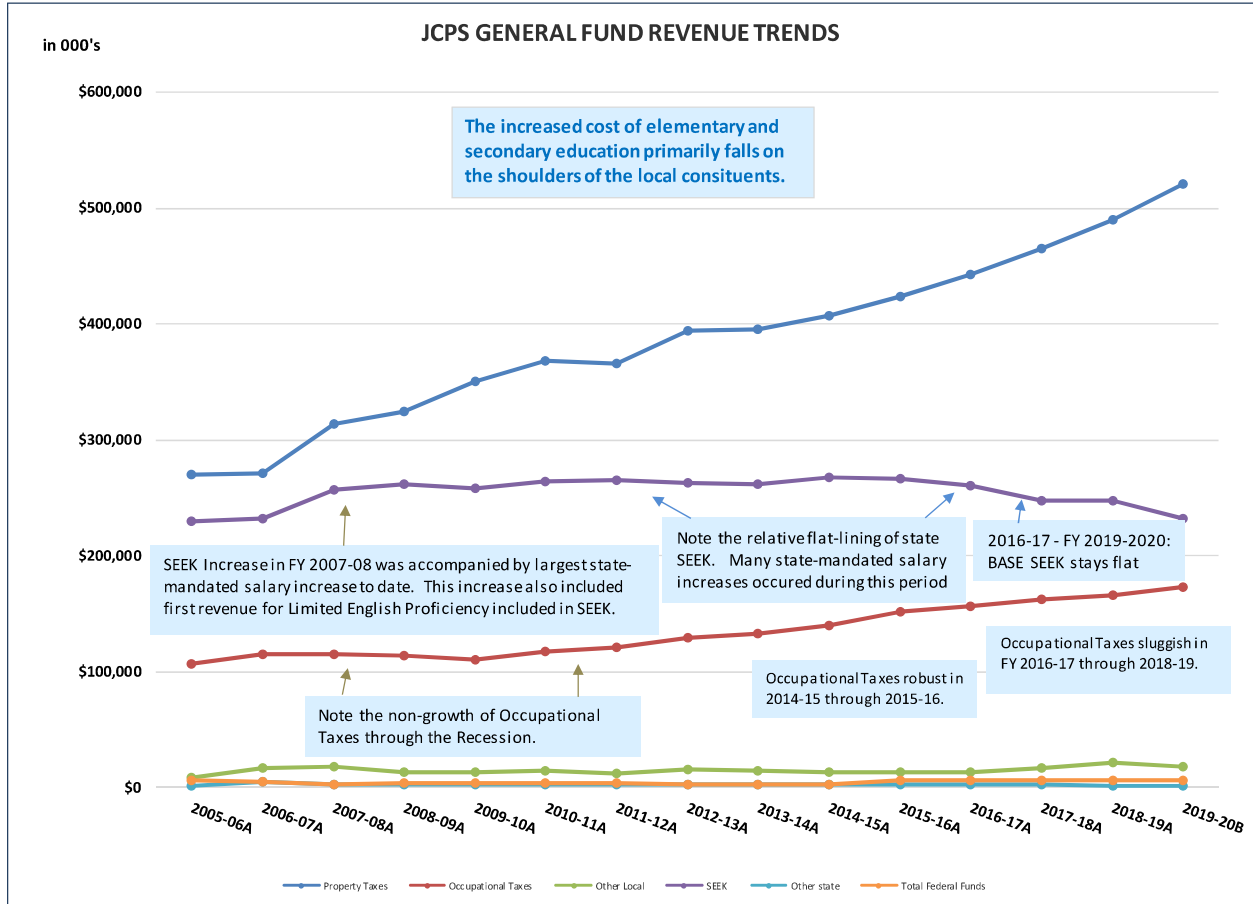
## General Fund Receipt Trends

General Fund revenue consists of receipts, fund balance, and state-paid benefit revenue. Resources actually available for supporting recurrent expenses may not include fund balance and state-paid benefit revenue. The revenue budget for state-paid benefits must equal the expense budget for state-paid benefits. Therefore, this revenue source may not cover the recurrent expenses of the District. State-paid benefits (“on-behalf payments”) are basically an accounting entry, but these are not funds that can be spent. Fund balance should also not be used to support recurrent expenses. Based upon the recommendation of the Superintendent and the Chief Financial Officer, the Board may approve fund balance usage for one-time expenditures. As an example, the Board recently approved the Guaranteed Energy Savings project, a one-time expenditure from fund balance that will eventually pay for itself. Fund balance should never be used to cover recurrent expenses.

GENERAL FUND REVENUE ( <u>Receipts only</u> , excludes state-paid benefits, and beginning fund balance.												
in 000's												
	2013-14A	% of TOTAL	2014-15A	% of TOTAL	2015-16A	% of TOTAL	2016-17A	% of TOTAL	2017-18A	% of TOTAL	2018-19B	% of TOTAL
1111 General and Personal Property	356,929	44.1%	365,575	43.9%	382,662	44.3%	397,432	45.1%	419,678	46.6%	442,127	47.4%
1115 Delinquent Property	5,757	0.7%	5,499	0.7%	5,017	0.6%	4,895	0.6%	4,883	0.5%	5,229	0.6%
1117 Motor Vehicle	25,303	3.1%	27,259	3.3%	26,861	3.1%	29,045	3.3%	29,568	3.3%	30,034	3.2%
1119 Franchise	7,751	1.0%	9,136	1.1%	9,444	1.1%	10,794	1.2%	11,485	1.3%	12,681	1.4%
<b>Total Property Taxes</b>	<b>395,740</b>	<b>48.9%</b>	<b>407,469</b>	<b>48.9%</b>	<b>423,984</b>	<b>49.1%</b>	<b>442,166</b>	<b>50.2%</b>	<b>465,614</b>	<b>51.6%</b>	<b>490,071</b>	<b>52.5%</b>
1131 Occupational Taxes	132,569	16.4%	139,825	16.8%	151,822	17.6%	156,388	17.8%	162,375	18.0%	165,755	17.8%
Other Local	14,340		13,360		12,637	1.5%	13,642	1.5%	17,212	1.9%	21,137	2.3%
<b>TOTAL Local Revenue</b>	<b>542,649</b>	<b>67.0%</b>	<b>560,654</b>	<b>67.3%</b>	<b>588,443</b>	<b>68.2%</b>	<b>612,196</b>	<b>69.5%</b>	<b>645,201</b>	<b>71.6%</b>	<b>676,963</b>	<b>72.6%</b>
<b>STATE REVENUE</b>												
3111 SEEK Funds	261,950	32.4%	267,901	32.1%	266,225	30.8%	260,407	29.6%	248,012	27.5%	247,935	26.6%
3129 other state	12	0.0%	21	0.0%	30	0.0%	36	0.0%	26	0.0%	15	0.0%
3130 Nat Brd Cert	351	0.0%	397	0.0%	416	0.0%	435	0.0%	0	0.0%	0	0.0%
3800 Rev in Lieu of Taxes	1,748	0.2%	1,602	0.2%	1,748	0.2%	1,748	0.2%	1,896	0.2%	1,796	0.2%
<b>TOTAL State G.F. Funds</b>	<b>264,061</b>	<b>32.6%</b>	<b>269,921</b>	<b>32.4%</b>	<b>268,419</b>	<b>31.1%</b>	<b>262,626</b>	<b>29.8%</b>	<b>249,934</b>	<b>27.7%</b>	<b>249,746</b>	<b>26.8%</b>
<b>FEDERAL REVENUE</b>												
4100 P. L. 874	8	0.0%	5	0.0%	5	0.0%	3	0.0%	8	0.0%	10	0.0%
5220 Indirect Cost	2,806	0.3%	3,009	0.4%	6,576	0.8%	6,139	0.7%	6,392	0.7%	5,889	0.6%
<b>Total Federal Funds</b>	<b>2,814</b>	<b>0.3%</b>	<b>3,014</b>	<b>0.4%</b>	<b>6,581</b>	<b>0.8%</b>	<b>6,142</b>	<b>0.7%</b>	<b>6,400</b>	<b>0.7%</b>	<b>5,899</b>	<b>0.6%</b>
<b>Total General Fund Receipts</b>	<b>809,524</b>	<b>100.0%</b>	<b>833,589</b>	<b>100.0%</b>	<b>863,443</b>	<b>100.0%</b>	<b>880,964</b>	<b>100.0%</b>	<b>901,535</b>	<b>100.0%</b>	<b>932,608</b>	<b>100.0%</b>



A longer history of receipt trends for General Fund shows all state support continues to decrease while the increased cost of elementary and secondary education is becoming the responsibility of the local constituents.



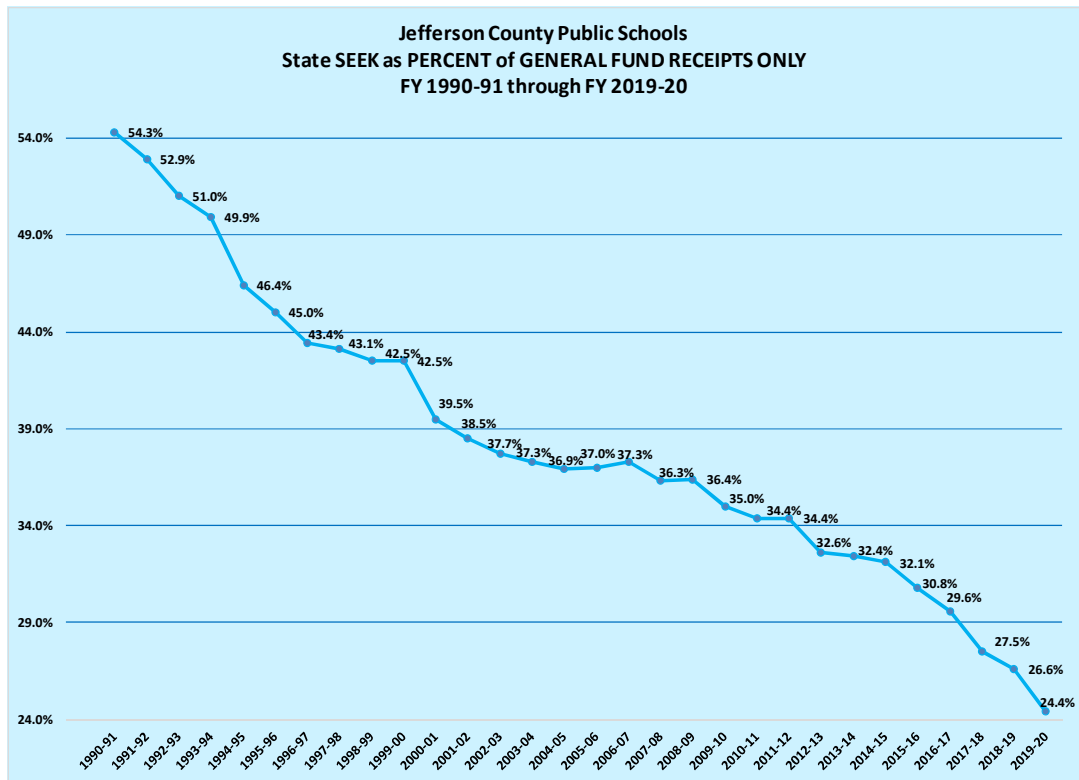
## A FEW REMINDERS REGARDING SEEK

- Greater proportions of SEEK are funded locally. This is an embedded characteristic of the SEEK formula. The local effort will trend towards greater proportions and will eventually reach 99%.
- As property values rise, state SEEK will decrease for JCPS.
- There is little likelihood the SEEK formula could ever be considered inequitable by the majority of stakeholders across the Commonwealth. However, there are commonly agreed upon opportunities the SEEK formula does not yet address, and potential areas of consensus across all districts might be as follows:
  - The level of adequacy of funding as represented by the Base SEEK - Multiple past studies ordered by a previous Kentucky Commissioner of Education presented the annual under-funding of an adequate educational system at \$740 million to \$2 billion per year.
  - Some studies have demonstrated weighted per-pupil allocations are significantly below the levels generally required in other states to meet the true needs of at-risk students and to ensure the adequacy of funding. The same under-funding of weighted per-pupil allocations have been found in the English Learners and at-risk per-pupil weighted elements of the formula.

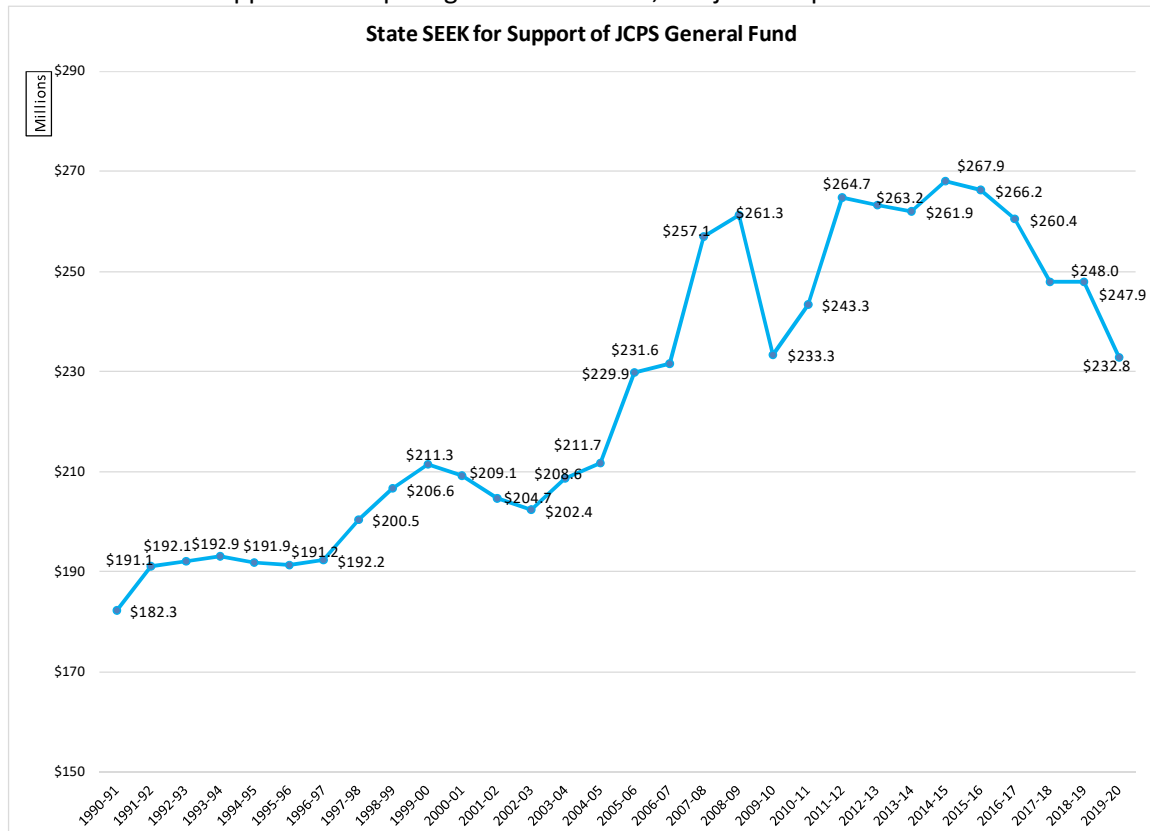
The real measure of adequacy cannot rely on a formula, but on a basic measure all adults can understand. Specifically, the measure of adequacy should rest on the determination of whether the weighted per-pupil amount for any subset is sufficient enough to support the cost of non-negotiable elements identified as required services for the students in that subset. The question must be whether the identified resources within a formula financially support the required services in order to ensure the life-long success of the students in that subset.
  - The at-risk per-pupil allocation should include students that qualify for reduced lunch as well as those qualifying for free lunch.
  - Increasing the appropriation of transportation expense reimbursements on an annual basis.
  - A review of the transportation formula within the SEEK formula in order to ensure all districts are funded equitably.

By the very nature of the SEEK formula, the taxpayers of Jefferson County are being asked to pick up greater and greater portions of the responsibility of supporting preschool through 12<sup>th</sup>-grade education.

The SEEK formula ensures the state support of education is waning in Jefferson County as compared to the rest of the state.

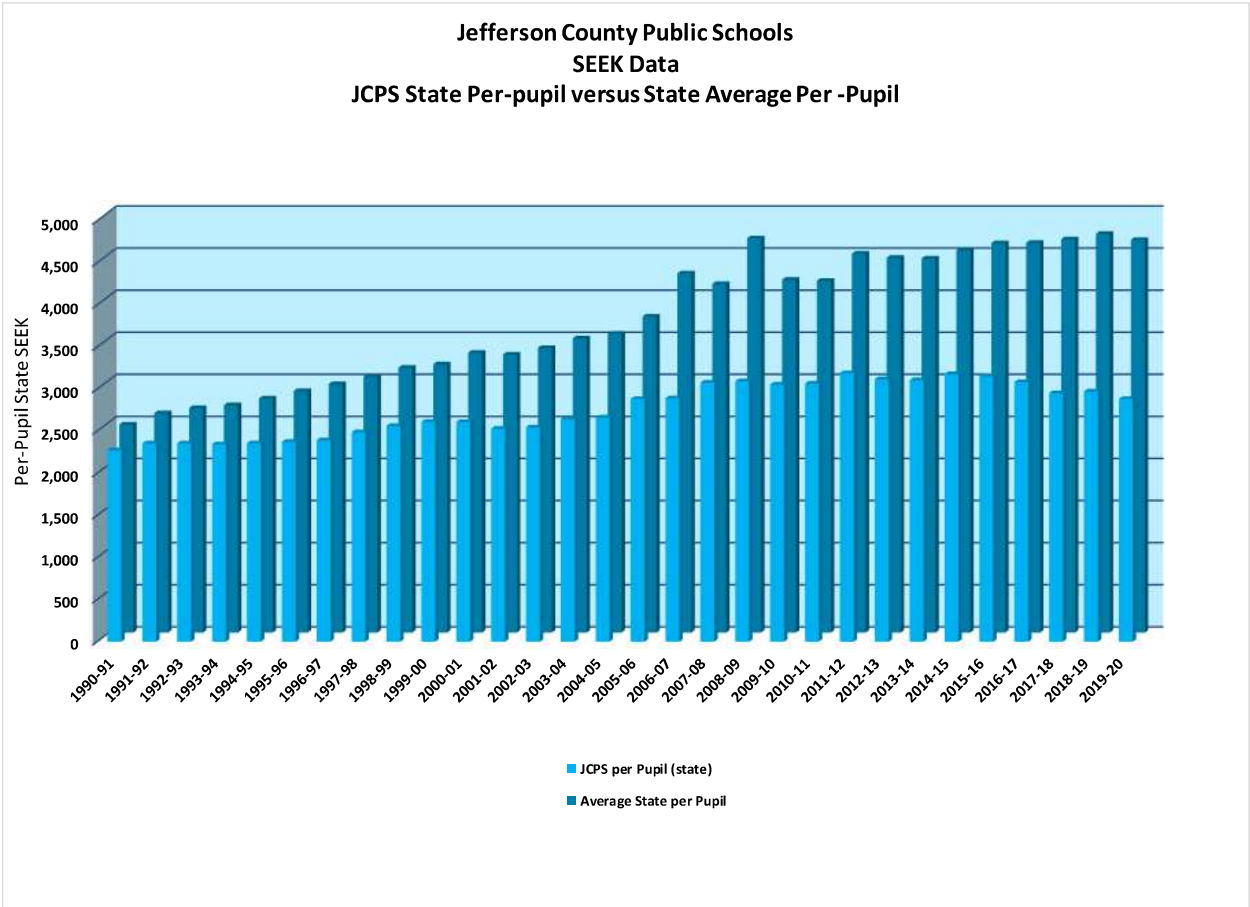


The amount of state support is dissipating in actual dollars, not just the percent of total General Fund.



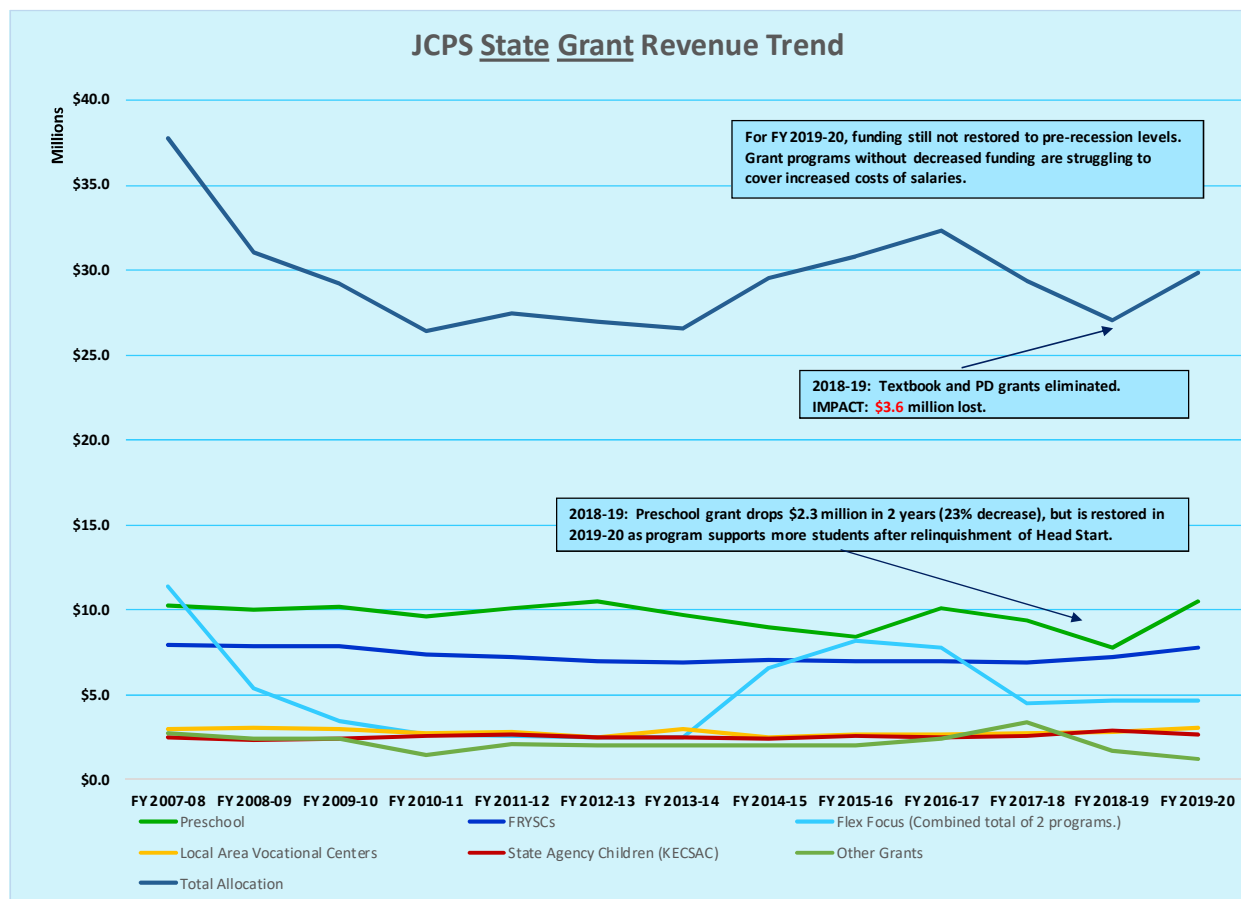


The decrease in state support in SEEK is not the same across the state, but state support is diminishing in a disproportional manner. There is less state support for JCPS which the state considers “property-rich” as compared to the average of all the other 172 districts. The precise intention of the SEEK formula is to ensure districts with significant property rely increasingly more on local support throughout the years.



## STATE GRANTS

GRANT	Preschool	FRYSCs	Flex Focus (Combined total of 2 programs.)	Local Area Vocational Centers	State Agency Children (KECSAC)	Other Grants	Total Allocation
FY 2007-08	10,232,383	7,915,740	11,376,549	2,991,445	2,503,176	2,730,582	37,749,875
FY 2008-09	10,003,207	7,873,038	5,397,252	3,079,999	2,302,339	2,405,085	31,060,920
FY 2009-10	10,146,436	7,857,724	3,423,300	2,979,070	2,423,452	2,402,074	29,232,056
FY 2010-11	9,631,241	7,345,098	2,671,653	2,760,817	2,529,380	1,485,439	26,423,628
FY 2011-12	10,102,848	7,195,974	2,551,747	2,840,762	2,657,907	2,053,347	27,402,585
FY 2012-13	10,494,774	6,986,680	2,495,754	2,491,512	2,478,762	1,981,098	26,928,580
FY 2013-14	9,664,110	6,908,216	2,503,897	3,006,247	2,478,740	1,981,098	26,542,308
FY 2014-15	9,004,864	7,013,311	6,528,280	2,513,886	2,438,997	1,986,098	29,485,436
FY 2015-16	8,437,447	6,983,347	8,198,676	2,663,437	2,564,801	1,981,098	30,828,806
FY 2016-17	10,100,211	6,946,763	7,743,459	2,663,437	2,459,479	2,421,363	32,334,712
FY 2017-18	9,359,990	6,879,033	4,464,361	2,689,253	2,565,253	3,402,957	29,360,847
FY 2018-19	7,766,878	7,217,145	4,615,197	2,844,718	2,903,618	1,725,759	27,073,315
FY 2019-20	10,475,529	7,785,987	4,641,542	3,042,841	2,669,411	1,211,484	29,826,794
Change 2007-08 versus 2019-20	(2,465,505)	(698,595)	(6,761,352)	(146,727)	400,442	(1,004,823)	(10,676,560)
						% Change	<u><u>-28.3%</u></u>



# FY 2019-20 GRANT LIST - WORKING BUDGET

	Project Title	19-20		19-20
LOCAL			FEDERAL	
	R. AVELLAR / K. AVELLAR	2,867,296	TITLE I	28,970,827
	YMCA CHILD ENRICHMENT	593,524	TITLE I PRESCHOOL	8,300,000
	NORTON HEALTHCARE	360,000	MEDICAID REIMBURSEMEI	3,922,241
	KETS MATCHING and INTEREST	1,818,442	TITLE I, PART D	186,342
	JEFFERSON COUNTY ED FOUNDATION	111,426	TITLE SIF	1,330,828
	YOU/ METRO	201,035	TITLE I SCHOOL IMPR	5,116,354
	PARTNERS TO ADVANCE APPRENTICESHIPS	107,434	TITLE IV	2,826,726
	JOBS FOR KY GRADUATES	223,095	IDEA-B/JCPS CO-OP	901,100
	JCTA PRESIDENT 15	74,237	IDEA-B	19,169,130
	AMERICORPS MATCH	138,000	IDEA-B DISABILITIES	440,000
	UL TEACHER RESIDENCE	192,193	IDEA-B PRESCHOOL	875,216
	FRYSC LOCAL ACCOUNTS	288,810	IDEA -B PRIVATE SCHOOL	378,593
	OTHER	383,535	IDEA-B C.E.I.S.	3,588,010
	<b>TOTAL LOCAL</b>	<b>7,359,027</b>	TITLE III, LEP	1,204,450
STATE			VOC/TECH EDUCATION	1,460,320
	STATE AGENCY/KECSAC	2,669,411	TITLE II-TCH QUALITY	4,659,330
	LOCALLY OPERATED VOC	3,042,841	YOU WIA and GOODWILL	343,241
	K-ESS	3,444,176	ROTC REIMBURSEMENTS	811,789
	K-FAM RES/YTH SVC	7,785,987	KYSU INNOVATION FUND:	468,270
	K-PRESCHOOL	10,475,529	21st CENTURY	302,000
	LOCAL DIST TECH	1,815,000	ADULT ED FEDERAL	726,395
	READ TO ACHIEVE	849,600	REACH CORPS	360,369
	ADULT ED BASIC	1,696,390	U L NATIONAL WRITING	102,003
	MATHEMATICS ACHIEVEMENT	193,600	OTHER	133,942
	CENTER FOR SCH SAFETY	1,197,366	<b>TOTAL FEDERAL</b>	<b>86,577,476</b>
	MOAs with KDE	335,033		
	GIFTED/TALENTED	148,284		
	OTHER	20,000		
	<b>TOTAL STATE</b>	<b>33,673,217</b>	<b>TOTAL</b>	<b>127,609,720</b>



# EXPENSES

GENERAL FUND EXPENSE TREND BY DIVISION

	ACTUAL 2012-13	ACTUAL 2013-14	ACTUAL 2014-15	ACTUAL 2015-16	ACTUAL 2016-17	ACTUAL 2017-18	ACTUAL 2018-19	2019-20 WORKING BUDGET	Less flex carryover	Less Textbook carryover	Less carryforward	2019-20 Projected Expenses	8 YEAR \$ CHANGE
ELEMENTARY	331,696,092	341,806,026	354,274,561	362,346,147	370,818,785	417,428,906	425,337,286	438,393,930	-4,910,398	-541,647	-737,150	432,204,735	100,508,643
MIDDLE	131,779,980	135,304,389	139,734,017	139,981,323	141,426,643	159,458,034	162,615,052	170,940,598	-1,234,086	-275,672	-285,504	169,145,336	37,365,356
SECONDARY	184,214,415	190,323,318	207,733,024	214,092,241	215,851,000	248,241,076	251,906,281	263,582,886	-1,761,689	-677,541	-1,088,372	260,055,284	75,840,869
PRESCHOOL	1,942,983	1,362,815	3,507,623	3,405,980	3,771,019	6,337,208	16,994,871	16,261,650	-56,504	0	-10,361	16,194,785	14,251,802
SPECIAL ED. SCHOOLS	10,684,632	11,104,526	12,628,916	13,115,460	12,376,299	15,434,144	15,250,059	17,532,275	-43,103	-12,915	-44,088	17,432,169	6,747,537
SPECIAL SCHOOLS	50,915,529	52,409,527	53,507,539	53,472,258	49,605,513	59,277,888	61,053,010	66,385,096	-523,539	-325,318	-169,269	65,366,970	14,451,441
STATE AGENCY	10,060,319	10,048,567	10,553,848	10,193,722	10,600,916	13,256,064	13,922,236	15,355,436	-19,863	-7,149	-5,692	15,322,732	5,262,413
Districtwide School Costs	2,930,781	3,620,143	3,606,704	4,992,440	5,493,660	10,266,320	13,195,080	10,641,475	0	0	-974,173	9,667,302	6,736,521
SUBTOTAL	724,224,730	745,979,311	785,536,232	801,599,571	809,943,835	929,699,640	960,273,875	999,093,346	-8,549,182	-1,840,242	-3,314,609	985,389,313	261,164,583
ADMINISTRATION	2,335,323	2,474,213	2,424,752	4,933,729	1,825,941	2,574,186	4,098,376	4,490,361	-10,000	0	-80,434	4,399,927	2,064,604
OPERATIONS DIVISION	111,110,088	120,353,941	114,861,290	111,901,415	111,627,856	117,696,890	120,269,258	131,149,273	-1,591,447	0	-9,897,384	119,660,442	8,550,354
ACADEMICS DIVISION	27,368,700	28,161,188	29,482,224	26,499,461	32,316,942	39,187,285	44,445,217	56,678,142	-96,764	0	-697,361	55,884,017	28,515,317
ACCOUNTABILITY, RESEARCH ...	7,961,415	8,371,499	8,572,400	8,078,226	7,685,328	4,992,871	3,160,781	3,723,359	0	0	-190,954	3,532,405	-4,429,010
COMMUNICATIONS ...	4,725,426	3,568,766	3,129,156	1,454,531	1,278,317	3,010,889	3,024,094	3,847,967	-51,795	0	-250,575	3,545,597	-1,179,829
EQUITY DIVISION	3,131,091	3,491,896	3,739,704	4,197,552	3,312,291	3,731,218	4,594,847	5,721,821	-39,125	0	-81,399	5,601,297	2,470,206
FINANCE, and HUMAN RESOURCES	8,526,797	8,181,557	8,168,237	11,363,687	11,842,725	27,663,480	23,928,810	33,892,352	0	0	-859,981	33,032,371	24,505,574
Districtwide Costs	52,508,031	55,865,149	60,421,641	63,801,719	67,640,074	78,478,175	65,056,933	72,693,105	0	0	-134,522	72,558,583	20,050,552
SUBTOTAL	217,666,871	230,468,209	230,799,404	232,230,320	237,529,474	277,334,994	268,578,316	312,196,380	-1,789,131	0	-12,192,610	298,214,639	80,547,768
TOTAL	941,891,601	976,447,520	1,016,335,636	1,033,829,891	1,047,473,309	1,207,034,634	1,228,852,191	1,311,289,726	-10,338,313	-1,840,242	-15,507,219	1,283,603,952	341,712,351
<u>Other Financing Uses</u>													
FUND TRANSFER (obj 0910, IL 07)	16,559,496	8,728,806	5,461,710	5,407,441	5,053,901	4,907,954	5,047,865	1,815,000					
Contingency Code	-1,004,516	-1,773,045	-1,913,069	0	0	0		75,078,155					
TOTAL	957,446,581	983,403,281	1,019,884,277	1,039,237,332	1,052,527,210	1,211,942,588	1,233,900,056	1,388,182,881					
Total Per Financial Statement	957,446,581	983,403,281	1,019,884,277	1,039,237,332	1,052,527,210	1,211,942,588	n/a	n/a					
Total Per MUNIS			1,019,884,277	1,039,237,332	1,052,527,210	1,211,942,588	1,233,900,056	1,388,182,881					

A closer look at 3 years only:

GENERAL FUND EXPENSE TREND BY DIVISION

	ACTUAL 2017-18	ACTUAL 2018-19	2019-20 WORKING BUDGET	Less flex carryover	Less Textbook carryover	Less carryforward	2019-20 Projected Expenses
ELEMENTARY	417,428,906	425,337,286	438,393,930	-4,910,398	-541,647	-737,150	432,204,735
MIDDLE	159,458,034	162,615,052	170,940,598	-1,234,086	-275,672	-285,504	169,145,336
SECONDARY	248,241,076	251,906,281	263,582,886	-1,761,689	-677,541	-1,088,372	260,055,284
PRESCHOOL	6,337,208	16,994,871	16,261,650	-56,504	0	-10,361	16,194,785
SPECIAL ED. SCHOOLS	15,434,144	15,250,059	17,532,275	-43,103	-12,915	-44,088	17,432,169
SPECIAL SCHOOLS	59,277,888	61,053,010	66,385,096	-523,539	-325,318	-169,269	65,366,970
STATE AGENCY	13,256,064	13,922,236	15,355,436	-19,863	-7,149	-5,692	15,322,732
Districtwide School Costs	10,266,320	13,195,080	10,641,475	0	0	-974,173	9,667,302
SUBTOTAL	929,699,640	960,273,875	999,093,346	-8,549,182	-1,840,242	-3,314,609	985,389,313
ADMINISTRATION	2,574,186	4,098,376	4,490,361	-10,000	0	-80,434	4,399,927
OPERATIONS DIVISION	117,696,890	120,269,258	131,149,273	-1,591,447	0	-9,897,384	119,660,442
ACADEMICS DIVISION	39,187,285	44,445,217	56,678,142	-96,764	0	-697,361	55,884,017
ACCOUNTABILITY, RESEARCH ...	4,992,871	3,160,781	3,723,359	0	0	-190,954	3,532,405
COMMUNICATIONS ...	3,010,889	3,024,094	3,847,967	-51,795	0	-250,575	3,545,597
EQUITY DIVISION	3,731,218	4,594,847	5,721,821	-39,125	0	-81,399	5,601,297
FINANCE, and HUMAN RESOURCES	27,663,480	23,928,810	33,892,352	0	0	-859,981	33,032,371
Districtwide Costs	78,478,175	65,056,933	72,693,105	0	0	-134,522	72,558,583
SUBTOTAL	277,334,994	268,578,316	312,196,380	-1,789,131	0	-12,192,610	298,214,639
TOTAL	1,207,034,634	1,228,852,191	1,311,289,726	-10,338,313	-1,840,242	-15,507,219	1,283,603,952

Other Financing Uses

FUND TRANSFER (obj 0910)	4,907,954	5,047,865	1,815,000
Contingency Code	0	75,078,155	
TOTAL	1,211,942,588	1,233,900,056	1,388,182,881
Total Per Financial Statement	1,211,942,588	n/a	n/a
Total Per MUNIS	1,211,942,588	1,233,900,056	1,388,182,881

## Operating Expenses

### EXPLANATIONS OF FUNCTIONAL AREAS

**INSTRUCTION** – includes regular education, English as a Second Language education, Exceptional Child Education for special needs students, early childhood, and much more. This category also includes certified teachers' salaries, textbook expenses, athletics, music, learning materials and equipment, and salaries for classified instructors and instructional assistants.

**STUDENT SUPPORT** – includes guidance counselors, social workers, mental health counselors, nurses, contractual nursing services, parent-involvement activity, speech pathologists, support for the visually impaired, and pupil attendance services.

**STAFF SUPPORT** – includes professional development, goal clarity coaches, instructionally-related technology, library media services, resource teachers, support for instruction and curriculum, the Superintendent's Office, and the Diversity, Equity, and Poverty Department.

**BUSINESS SERVICES** – includes Finance, Human Resources, Board activities, Data Management, Planning and Program Evaluations Division, Internal Audit, Publishing, Public Information Services, Risk Management and Benefits, and Telecommunications.

**OFFICE OF THE PRINCIPAL** – includes the principals, the assistant principals, and all school office staff.

**OPERATIONS OF THE BUILDING** – includes the Annual Facilities Improvement Fund, custodial staff, security monitors at the schools, School Resource Officer contracts, electronic maintenance, Facility Planning Department, grounds maintenance, electrical and mechanical maintenance, and much more.

**TRANSPORTATION** – Includes more than 1,000 bus drivers, bus replacement, bus monitors, vehicle maintenance, and garage operations.

**FOOD SERVICE and COMMUNITY SERVICE** – includes the Nutrition Services Center, all cafeteria staff across the District, food expenses (including those reimbursed by federal government), and Coordinators of Family Resource and Youth Service Centers.

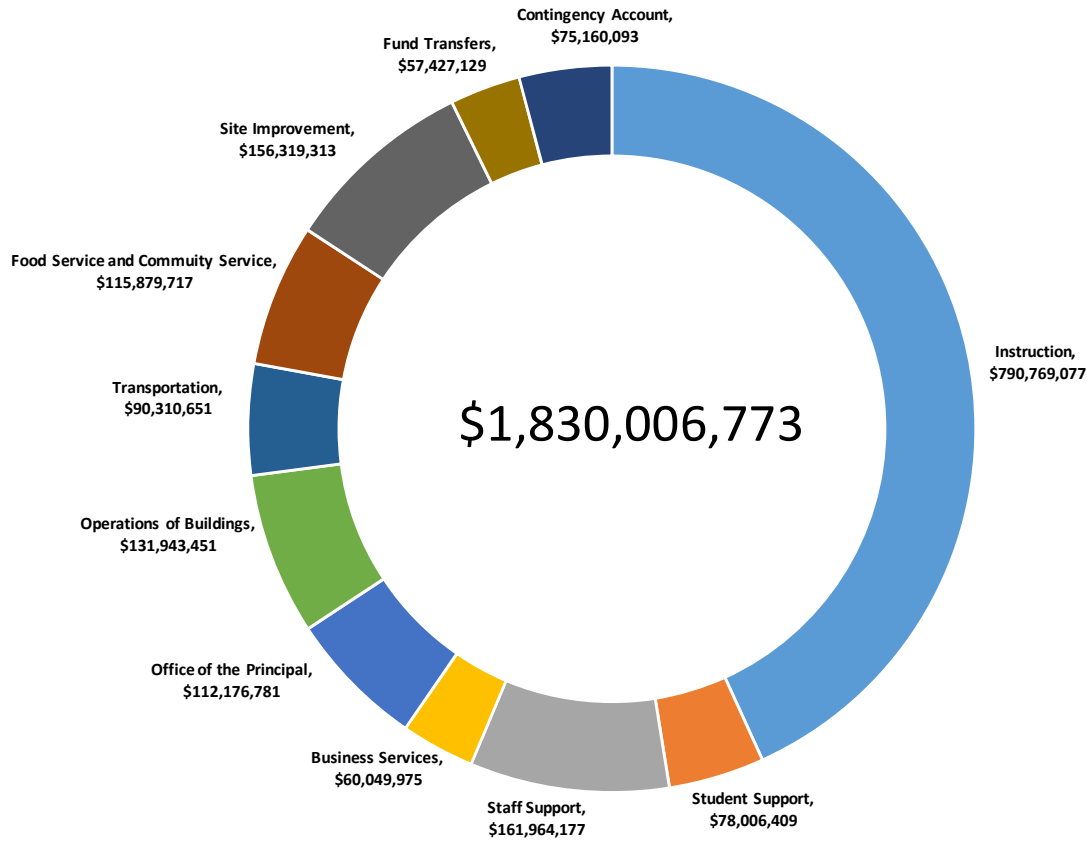
**SITE IMPROVEMENT** – funds for capital improvement to include major renovations and new construction. This does not include regular day-to-day maintenance of properties.

**FUND TRANSFERS** – largest item is the transfers from the Building Fund and Capital Outlay funds required in order to pay the principle and interest of Board-approved bonds.

**CONTINGENCY CODE** – state-required code for budgeting. This budget is the difference between total revenue in General Fund (including fund balance) and the budgeted expenses. The state requires a 2% contingency, recommends a 5%, and the state average for school districts is about 12%.



**FY 2019 -20 Working Budget Expense Budget  
ALL FUNDS - By Functional Area**



JCPS EXPENSE BUDGET BY FUNCTIONAL AREA								
Area of Expense	General Fund	Grants and Awards	Nutrition Services	Capital Outlay and Building Fund	Construction Fund	All Other Funds	TOTAL	%
Instruction	711,738,086	74,593,677	0	0	0	4,437,314	790,769,077	43.21%
Student Support	73,910,034	4,096,375	0	0	0		78,006,409	4.26%
Staff Support	127,710,294	33,828,885	0	0	0	424,998	161,964,177	8.85%
Business Services	59,630,733	419,242	0	0	0		60,049,975	3.28%
Office of the Principal	111,591,054	585,727	0	0	0		112,176,781	6.13%
Operations of Buildings	131,553,800	211,250	0	0	0	178,401	131,943,451	7.21%
Transportation	89,695,897	614,754	0	0	0		90,310,651	4.93%
Food Service / Community Serv.	3,685,127	10,921,681	100,668,410	0	0	604,499	115,879,717	6.33%
Site Improvement	1,597,763	0	0	0	154,721,550		156,319,313	8.54%
Fund Transfers	1,910,000	2,338,129	3,840,000	49,334,000	0	5,000	57,427,129	3.14%
Contingency Account	75,160,093	0	0	0	0		75,160,093	4.11%
Total Expenses	1,388,182,881	127,609,720	104,508,410	49,334,000	154,721,550	5,650,212	1,830,006,773	100.00%

## WORKING BUDGET STATUS

<b>REVENUE</b>	<b>1,388,182,881</b>
less Fund Balance	<u>-136,500,000</u>
<b>TOTAL RECEIPTS</b>	<b>1,251,682,881</b>
 <b>EXPENSE</b>	 <b>1,388,182,881</b>
Contingency	<u>-75,078,155</u>
<b>Subtotal</b>	<b>1,313,104,726</b>
 <b>PROJECTED UNSPENT</b>	
Carry forward	-15,507,219
School Carryover	-8,549,182
Textbook Carryover	-1,840,242
AFIF Carryover	-1,243,544
Central Office Carryover	<u>-545,587</u>
<b>Subtotal</b>	<b>-27,685,774</b>
 <b>SAVINGS</b>	
Vacancy Credit	-12,000,000
ECE Transportation reimb.	-400,000
e-Rate	<u>-752,000</u>
<b>Subtotal</b>	<b>-13,152,000</b>
 <b>TOTAL NET EXPENSES</b>	 <b>1,272,266,952</b>
 <b>FUND BALANCE USAGE</b>	 <u><u>-20,584,071</u></u>



## Peer Comparison

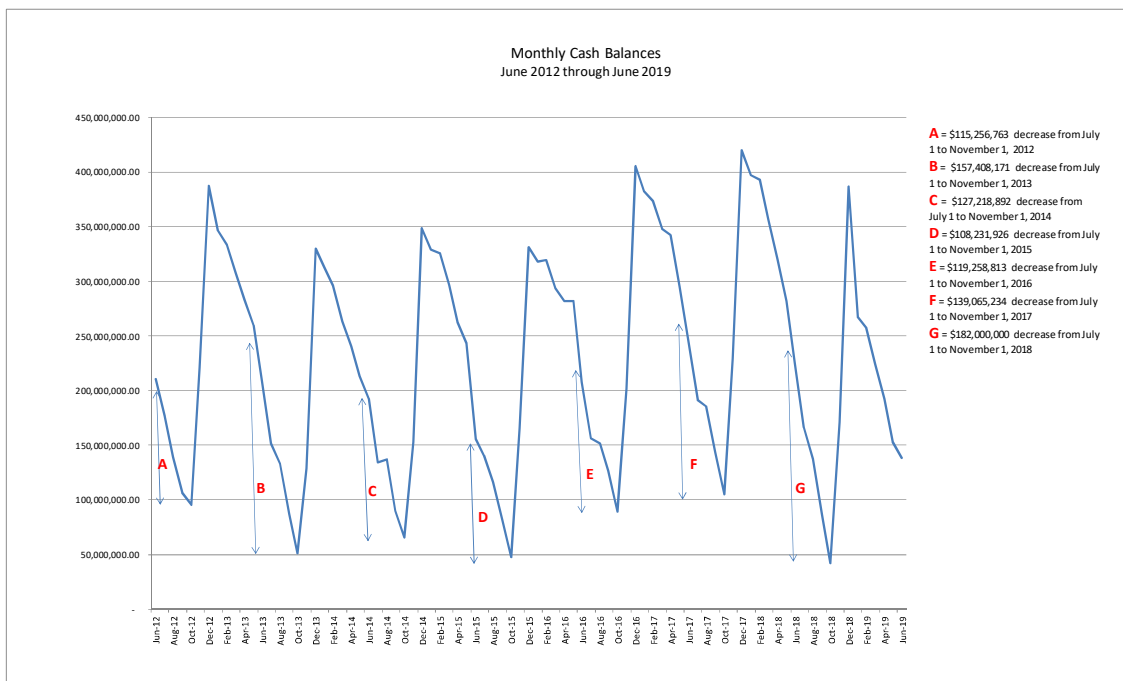
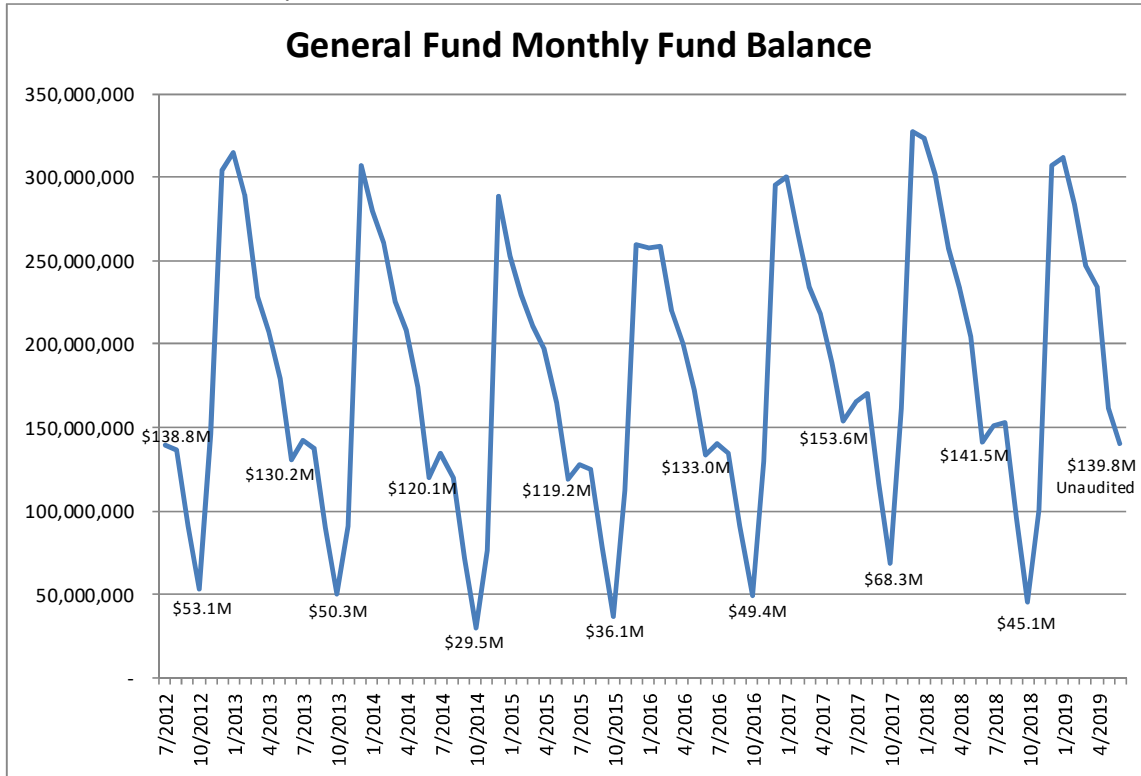
DISTRICT	STUDENTS	# of SCHOOLS and LEARNING CENTERS		# ELEM	# MIDDLE	# HIGH	# CHARTER	# OTHER
JCPS	98,361	167		90	20	20	0	37
Baltimore County	113,814	205		109	30	28	21	17
Charlotte-Mecklenburg	148,299	203		94	46	32	28	3
Cobb County	112,084	114		67	25	17	1	4
Cypress-Fairbanks	117,078	91		56	18	13	0	4
DeKalb County	99,212	144		81	19	21	10	13
Pinellas	101,427	151		76	22	17	14	22
Northside ISD (Texas)	105,856	141		79	20	18	20	4

DISTRICT	STUDENTS	# EMPLOYEES	TOTAL BUDGET	YEAR	
JCPS	98,361	16,038	1,830,006,773	2019-20	Includes fund balance and state-paid benefits)
Baltimore County	113,814	18,202	2,134,886,391	2019-20	Includes fund balance
Charlotte-Mecklenburg	148,299	19,163	1,566,772,338	2018-19	Excludes fund balance
Cobb County	112,084	18,301	1,318,712,154	2019-20	(excludes fund balance except for proj. \$18.4M usage)
Cypress-Fairbanks	117,078	19,456	1,258,272,444	2018-19	Excludes fund balance
DeKalb County	99,212	20,000	1,974,821,730	2018-19	Includes fund balance
Pinellas	101,427	15,202	1,551,465,328	2019-20	Includes fund balance of \$76.2M
Northside ISD (Texas)	105,856	13,977	1,400,016,267	2018-19	Excludes fund balance



## Fund Balance

The timing of property revenue being received requires JCPS to be diligent about our cash flow. Property revenue is our largest revenue source, but it is not received until November, a full four months after the onset of the fiscal year.

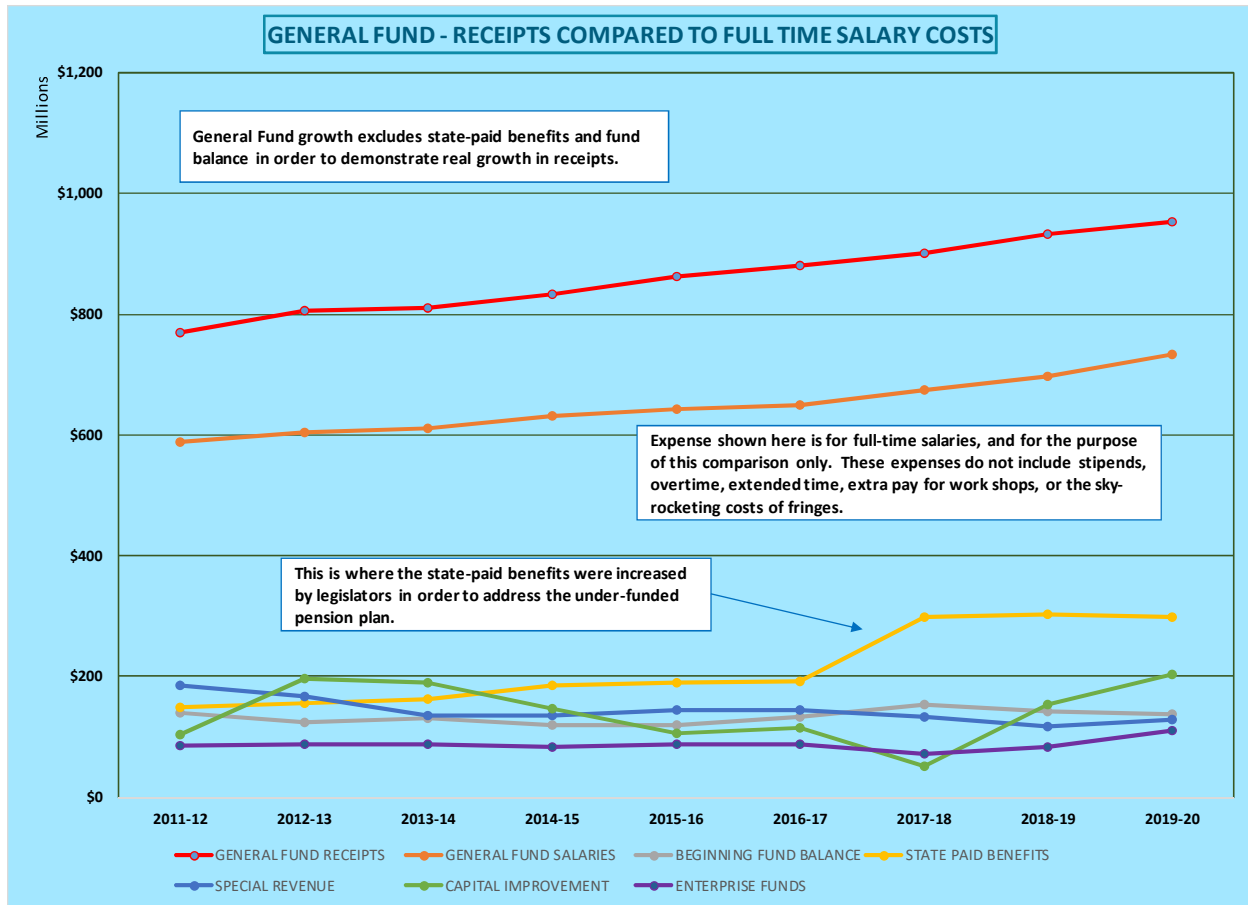


## Investing in Human Capital

The goal of our strategic plan is for JCPS to be the premier urban school district in America. This can only be achieved through quality personnel. Staff must be supported personally and professionally, with the expectations of professionalism and improving student learning. We will support one another as we focus on the common goal of staying true to our vision and mission. An emphasis on supporting morale and culture is a priority for JCPS. The total budget is 90% personnel. Human capital is our greatest asset to accelerate student learning. The focus on personnel correlates to the following strategies: 2.2.1, defining high-performance teams; 2.2.2, building capacity of professional learning communities; 2.2.3, increasing professional learning; and 2.2.4, developing leaders.

JCPS is committed to focusing on the recruitment, hiring, and retention of a diverse, highly-qualified workforce. We support a team environment that is characterized by open communication, approachability, understanding, confidentiality, personal accountability, trust, and mutual respect. Our employees deliver quality and excellence by being knowledgeable, responsive, consistent, engaged, and professional. There is an emphasis on morale and culture. Ensuring a culture and climate that embodies a passion to accelerate student learning is “Job #1”.





**TOTAL REVENUE COMPARED TO GENERAL FUND SALARIES -**

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
GENERAL FUND RECEIPTS	768,470,152	806,497,787	809,533,070	833,590,803	863,103,189	880,955,363	901,684,733	932,607,884	953,470,960
GENERAL FUND <u>SALARIES</u>	588,051,307	603,141,017	610,962,397	631,915,310	641,628,804	648,688,277	674,495,449	697,533,079	732,524,514
BEGINNING FUND BALANCE	140,544,034	124,560,396	130,226,135	120,080,560	119,207,881	132,975,573	153,608,044	141,547,484	136,500,000
STATE PAID BENEFITS	148,253,446	155,864,155	163,235,148	184,912,216	189,562,894	192,194,317	298,310,873	303,728,266	298,211,921
SPECIAL REVENUE	185,252,280	166,293,428	136,037,808	136,157,537	143,884,846	143,798,709	133,917,033	117,246,262	127,609,720
CAPITAL IMPROVEMENT	103,251,654	196,264,020	189,117,307	145,643,918	106,540,904	115,634,956	50,814,513	153,719,106	204,055,550
ENTERPRISE FUNDS	86,148,777	88,560,362	86,801,184	83,089,517	87,936,371	88,602,934	72,447,986	82,437,256	110,158,622
Subtotal excl Salaries	1,431,920,343	1,538,040,148	1,514,950,652	1,503,474,551	1,510,236,085	1,554,161,852	1,610,783,182	1,731,286,258	1,830,006,773
General Fund Salaries as % of total	41.07%	39.21%	40.33%	42.03%	42.49%	41.74%	41.87%	40.29%	40.03%





## Personnel by Function

