



# Boston Public Schools

## **FY23-FY25 Finance Update**

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*Every child, in every classroom, in every school of the Boston Public Schools system has the same opportunity to achieve the greatness within them as anybody else.*

- BPS Opportunity and Achievement Gap Policy

*All of our schools must recognize the abilities, languages, cultures, and life experiences of our students to teach them and help them reach their individual and diverse needs. Both student data and the lived experiences of our students, families, and staff prompt the urgent need to deliver on a promise and mandate of inclusive education and the right of every student's preparedness for college, career, and life.*

- BPS Inclusive Education Plan



# FY 23-25 Overview



## AGENDA

### FY23

- Fiscal year ended on June 30, 2023
- BPS ended the year within budget for the 33rd consecutive year

### FY24

- Current fiscal year, running through June 30, 2024
- We are confident we will close the year on budget
- Updates on FY24 Investments and ESSER Spending

### FY25

- Fiscal year beginning July 1, 2024 and running through June 30, 2025 (SY24-25)
- ESSER spending continues into FY25: funds need to be encumbered 9/30/24 and expended by 1/30/25



# FY 2023 Budget Close

*BPS ended the year within budget for the 33rd consecutive year*

Budget	\$1,379,456,890
Actual Spending	<u>\$1,379,456,422</u>
<b>Net Surplus</b>	<b>\$468</b>



# FY 2023 Budget Close



## *FY23 spending compared to budget*

Every year, we strive to manage the approved budget as closely as possible. And every year, we see areas where we spend more or less than projected during the budget process.

- Areas of higher than originally expected costs:
  - Temporary Employees
  - Utilities
  - Food Services
- Areas where we identified operational savings and re-prioritized available funds:
  - Salary and health insurance savings from vacancies
  - Contracted Services



# FY24 Financial Projection



## We are confident we will end FY24 on budget

- Areas of higher than originally expected costs:
  - Transportation – TransDev is more aligned with budget, Out of District coming in high
  - Food Services – Higher costs from new meals contract than originally budgeted.
  - Special Education – Increased tuitions for out of district Special Education
  - Facilities – continue cost pressure from rising labor and materials costs.
- Areas with lower than expected costs:
  - Utilities – Lower than expected commodity prices
  - Salaries – Due to a higher vacancy rate than pre-pandemic. Vacancy rate is lower than last year



# FY24 Financial Projection

*October vacancy rates have been higher than the last few years*

- A 1% vacancy rate is equivalent to about \$10M in salary spending.
- We expect vacancy rates to return to pre-pandemic levels with the end of ESSER

FY	Actual FTE	Budgeted FTE	% Filled	Diff from 2019
2019	9,197.6	9,395.0	97.9%	--
2020	9,266.0	9,358.1	99.0%	1.1%
2021	9,555.3	9,669.6	98.8%	0.9%
2022	9,570.1	9,988.6	95.8%	-2.1%
2023	9,493.1	10,202.6	93.1%	-4.8%
2024	9,974.4	10,578.3	94.3%	-3.6%

# FY24 Budget: Student Centered Investments

*Investments to close opportunity gaps and support inclusive education*



## Strategic Investments

**\$9.6M** Inclusive Education

**\$6.3M** Multilingual Education

**\$3.5M** Equitable Literacy

**\$1.2M** Social Work, Restorative  
Justice, & Mental Health

**\$1.1M** High School & Alternative  
Ed

**\$1.9M** Community Engagement



## Increased Costs

**\$28.7M** Salaries

**(\$16.8M)** Salary costs on ESSER

**\$18.9M** High Quality Facilities

**\$12.3M** Transportation

**\$4.8M** Special Education

**\$0.7M** District Office Capacity for  
Teacher Recruitment, Diversity, PD  
and Support

**\$6.7M** New CBA Increases



## Long-term Sustainability

**\$15.0M** Moving services funded by ESSER  
to the General Fund

**(\$31.0M)** Shifting hold-harmless support  
from the general fund to ESSER



## Equitable Literacy

**\$3.5M Additional Investment** to increase access to high quality texts by expanding physical library space in their school or in the community

- 18 FTE School based Librarians
- 14 FTE Equitable Literacy Coaches  
(moved from ESSER to the General Fund)
- High quality instructional materials in K-12

A photograph of a classroom scene. A female teacher with dark hair, wearing a dark green t-shirt, is sitting on the floor on the left, smiling and looking towards the children. In the center, a young boy in a yellow t-shirt is kneeling and holding up a drawing of a person on a stick. To his right, a young girl in a yellow t-shirt and grey leggings with star patterns is also kneeling and looking up. Other children are visible in the background, some holding up their own drawings. The floor is wooden, and there are several yellow and red cone-shaped objects scattered on it. The background shows yellow curtains and a window.

## Inclusion

**\$9.6M Additional Investment** to meet the individual needs of students and build a team of professionals who can create a coordinated and comprehensive student plans.

- Stipend school staff to be Multi-tiered System of Support (MTSS) Coordinators
- 12 Full-time equivalent (FTE) Reading Interventionists
- 9 FTE Central Inclusion Support
- School Inclusion Investments: Curley, Ellison Parks



## Inclusion: Multilingual Education

We invested an additional **\$6.3M** for native language supports and and bilingual programming:

- Dual Language program support
- Social-emotional supports for multilingual learners with SLIFE Social Workers
- Office of Multilingual and Multicultural Education (OMME) Family Specialists moved from ESSER to the general fund
- Newcomer support for Brighton High School & Charlestown High School
- Additional school based ESL teachers to support student need

A photograph of a group of graduates in red caps and gowns, smiling and looking towards the right. The image is used as a background for a presentation slide. A white rectangular box with a dark blue border is centered over the image, containing the text "FY22-24 ESSER Update".

## **FY22-24 ESSER Update**

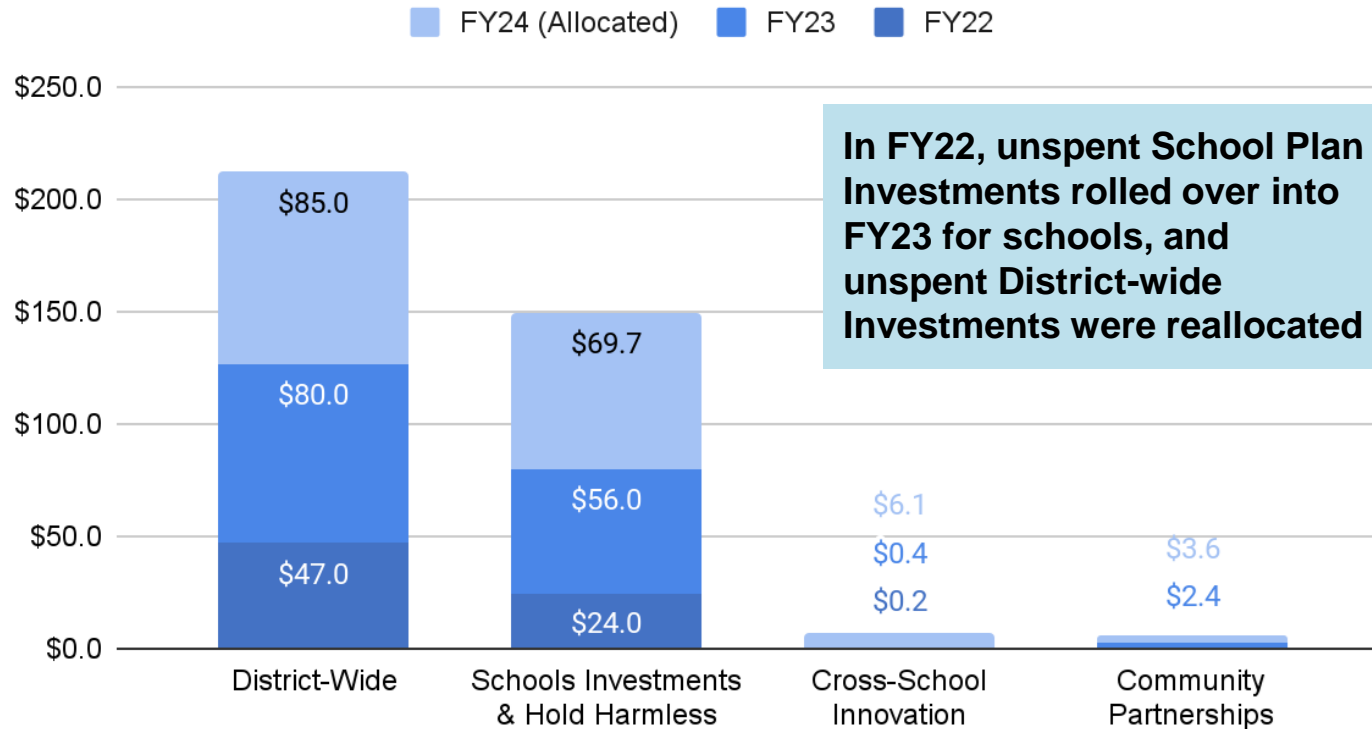


## (Grants) Combined ESSER II & ESSER III

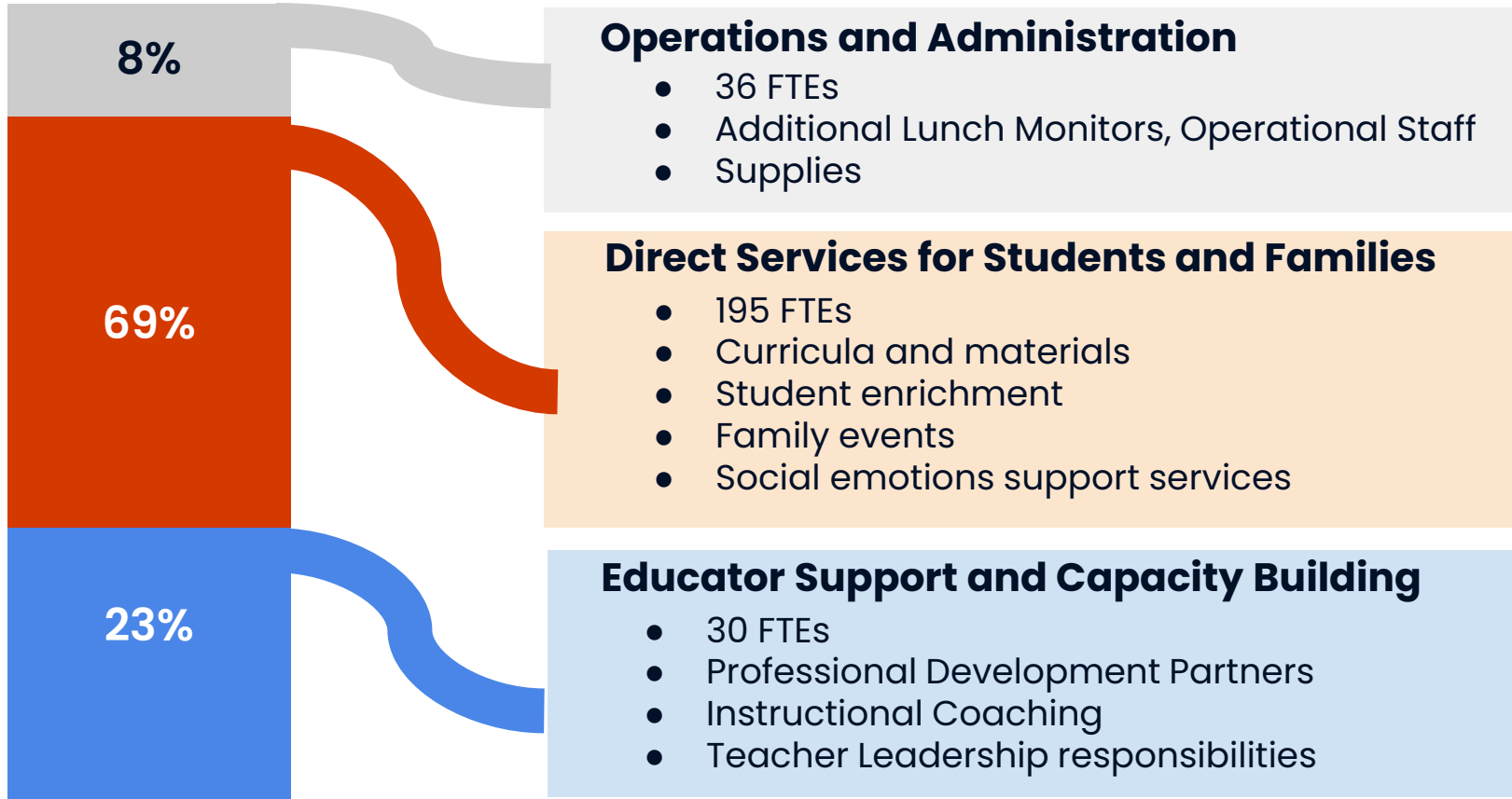
ESSER II and ESSER III	Anticipated 3 Year Total (2021-2024)
School Plan Investments & Hold Harmless	\$149,700,000
District-Wide Investments	\$211,091,752
Cross School Innovation Investments	\$6,700,000
Community Investments	\$6,000,000
CBA Agreements	\$16,500,000
**Indirect	\$9,315,156
<b>Total</b>	<b>\$399,306,908</b>

Projected \$8-12 million in cost savings, vacancies, and underspending

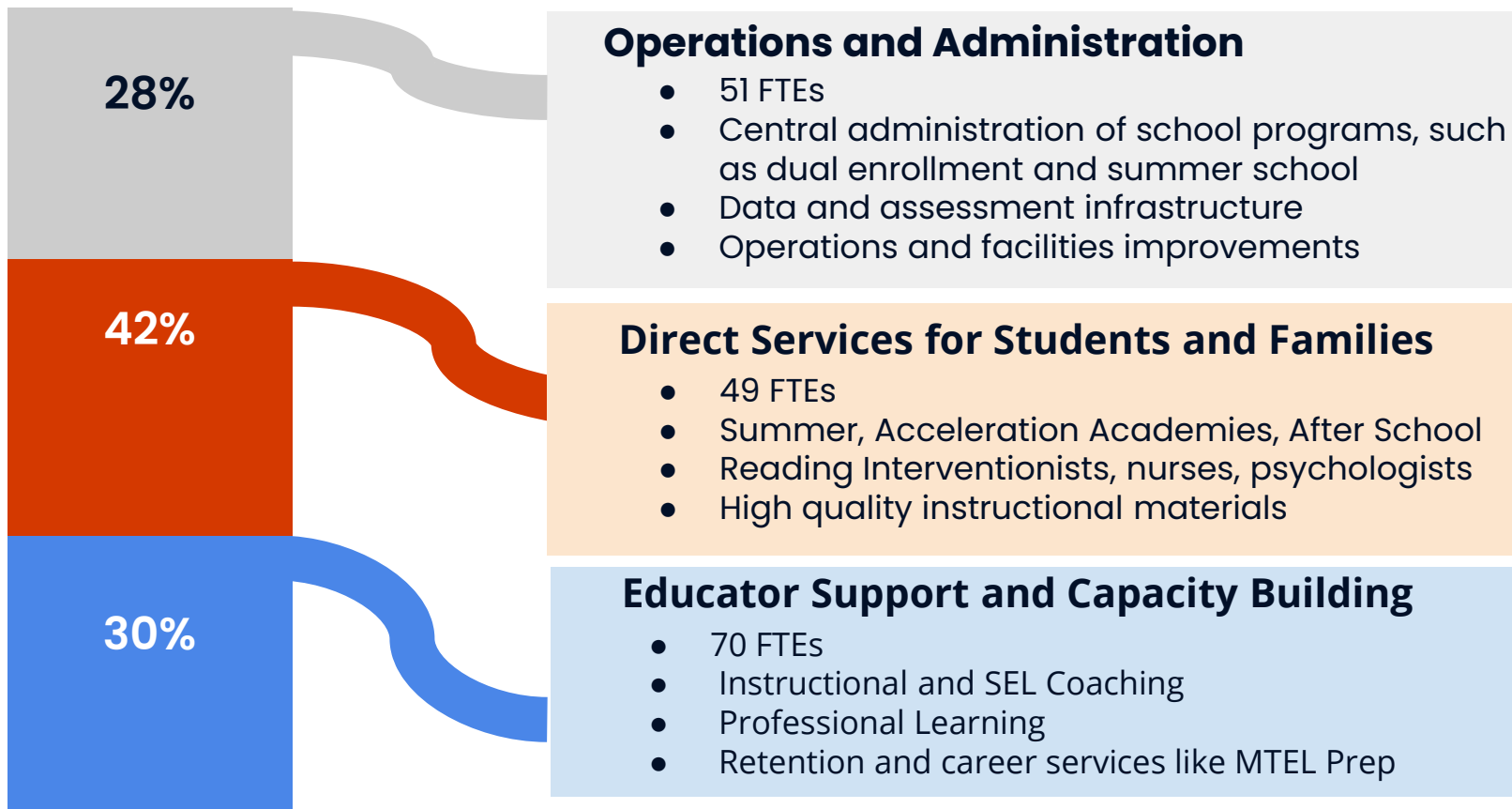
## Spending and Allocation (in Millions) by Category



## How are Schools using ESSER allocations in FY24?



## How is Central Office using ESSER funds in FY24?



# ESSER Results Highlights

## Academic Investments

- 78 schools reported specific improvements in academic outcome data (MAP, Course passing rates) driven by school-specific ESSER investments
- Create over 60 new outdoor teaching & learning spaces and site-specific science learning
- Increase percentages of students accessing AP courses, Early College, and Dual enrollment opportunities
- 93% of teachers attending teacher-led professional learning reported that they met their learning objectives
- Provide digital interventions across to 20,000+ students, programs with home language

**65%** 

**Increase in  
student library  
access**

**2000+**

**Teachers received  
Professional  
Development**

**76**

**Elementary  
Schools received  
curriculum  
materials**

# ESSER Results Highlights

## Social Emotional and Operational Investments

- 54 schools reported specific improvements in climate and SEL data (Climate Survey Data, BIMAS) driven by school-specific ESSER investments in this area
- Provided access to summer learning seats to any student that wanted one
- 89% of students participating in Academic Mentoring programs reported feeling better able to achieve academic and personal goals
- 100% of receiving intensive supports from Succeed Boston decreased suspension and bullying rates
- 100% of BPS schools have regularly maintained indoor air quality systems

**1000+**

**Extended hours of  
clinical support  
from social work  
staff**

**1500+**

**Aspiring  
educators  
received MTEL prep**

**58**

**Schools received  
SEL Coaching and  
Curriculum**

**12**

**Fully funded  
Community Hub  
Schools**



# ESSER Sustainability

## Our strategy for impact and sustainability

- Identify one-time costs that could make an impact on students' experience far beyond the life of ESSER.
- Ensure that approved positions are posted as temporary grant funded.
- Place immediate costs on ESSER with a plan to transition those costs onto the annual BPS Operational budget.
- Create a progress monitoring strategy to help us understand which district initiatives have been implemented most successfully

**New:  
Carry-over unspent  
funds to cover district  
summer costs in July /  
August 2024**



# Reimagine School Funding



## Community Engagement in Reimagining School Funding

### What is the Relmagine Project?

The Relmagine School Funding Project is a BPS initiative that seeks to engage community in **equitably reimagining school funding**.

This 18+ month process is designed to bring student, family, community, and school leader voice to the center of the funding redesign recommendations so we can rethink together how our funding policy can better serve BPS students and support BPS schools.

A successful reimagined funding policy will:

- 1 Provide more equitable support for each child to achieve and thrive with a focus on BPS students and families that have been historically marginalized;
- 2 Be clearly articulated and well-understood across our constituents;
- 3 Make explicit connections to other aspects of resource equity beyond the funding allocation that merit further review.



## Main Policy Recommendations

### Steering Committee delivered their recommendation to the Superintendent

Their main recommendations included:

- A. Fully fund resources needed for students with disabilities and Multilingual Learners first, at every school.
- B. Ensure a baseline of funded resources that students and families can expect within all BPS schools.
- C. Better equip schools with resources to support academic and behavioral interventions.
- D. Allocate resources based on need rather than purely building or student count.

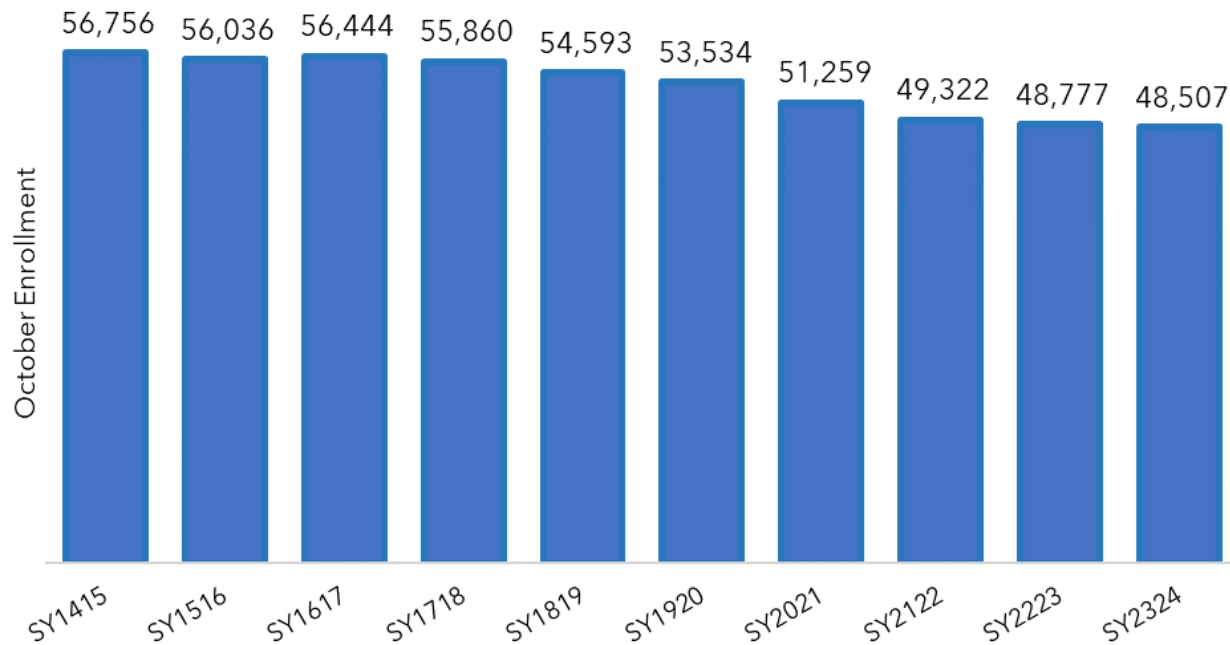
A teacher with glasses and a black t-shirt is standing in a classroom, pointing at a whiteboard. She is gesturing with her hands as she speaks. In the foreground, the backs of several young students' heads are visible as they sit at their desks, looking towards the teacher. The classroom has a whiteboard, a calendar, and various educational posters on the wall. A decorative border with a rainbow pattern is visible below the whiteboard.

## FY25 Planning



## BPS Enrollment Trends

Total enrollment in BPS has declined by 7,937 students (14%) over the last 7 years but declines have slowed in recent years



- Total enrollment has declined in each of the last seven years, with the largest single year declines occurring during the pandemic.
- Enrollment dropped by 270 students this school year and by 545 students the prior year, as compared to a prior 4 year average of 1,635 students per year.

## FY25: Building the Foundation for the Future of BPS

*Building inclusive school communities that close the opportunity gaps for our Black and Brown students and provide a continuum of services to meet the needs of all students, especially our students with disabilities and multilingual learners.*

**The work over the next 3-5 years requires transformational shifts to the way we currently operate. The FY25 budget will begin the important steps required:**

- Use general funds to **continue what is working from ESSER** Investments
- Make **historic investments** to transform all BPS school **to support inclusive education opportunities**
- **Consolidate classrooms** that are under enrolled to **reinvest those dollars**
  - Using the rubric tool begin to identify what schools should receive investments and what schools should consolidate
- **Analysis of our current work—what should we continue? What should we stop?**

# Planning for the End of ESSER

## Personnel and Ongoing Costs funded on ESSER

	FTE	Budget
<b>Schools</b>		
School Plan (funded on a per pupil basis)	231.7	\$38.9M
Hold Harmless moved to ESSER	258.4	\$31.7M
<b>Central</b>		
Centrally Funded School Programs	34.8	\$11.9M
Centrally Funded Student Programs	14.4	\$13.3M
Educator or School Supports	70	\$19.0M
Central Program Management	36.5	\$6.0M
District Operations and Infrastructure	15	\$5.0M
<b>Total</b>	<b>660.8</b>	<b>\$125.8M</b>

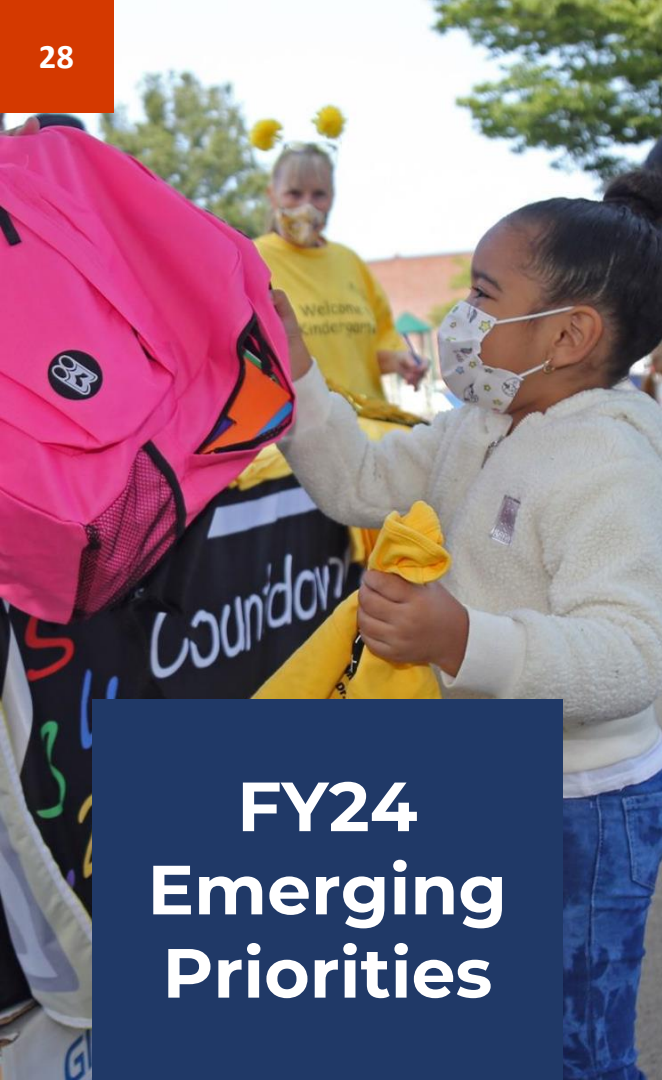
**Will be  
perceived as  
school budget  
cuts**

**Changes to  
Direct Student  
Programs,  
including  
summer school**

## Planning for the End of ESSER

Using multi year grants and ESSER flexibility for a district soft landing

<b>FY24 Funding Source</b>	<b>Fiscal End</b>	<b>Opportunity</b>
General Funds	6/30/24	No Carry Forward Option
Title 1	8/31/25	Title 1 is a 2 year grant with a 15% carry forward maximum and an exception every 3 years.
Other Entitlement Grants	8/31/25	Title IIA, III, IV and IDEA are two year grants with no carry-forward maximum.
ESSER	9/30/24	ESSER III funds can be spent after the end of the grant as long as they are encumbered by 9/30/24
Circuit Breaker	N/A	Carry forward maximum equals the last year's circuit breaker claims. In FY24, this will be 23.9M



## **FY24 Emerging Priorities**

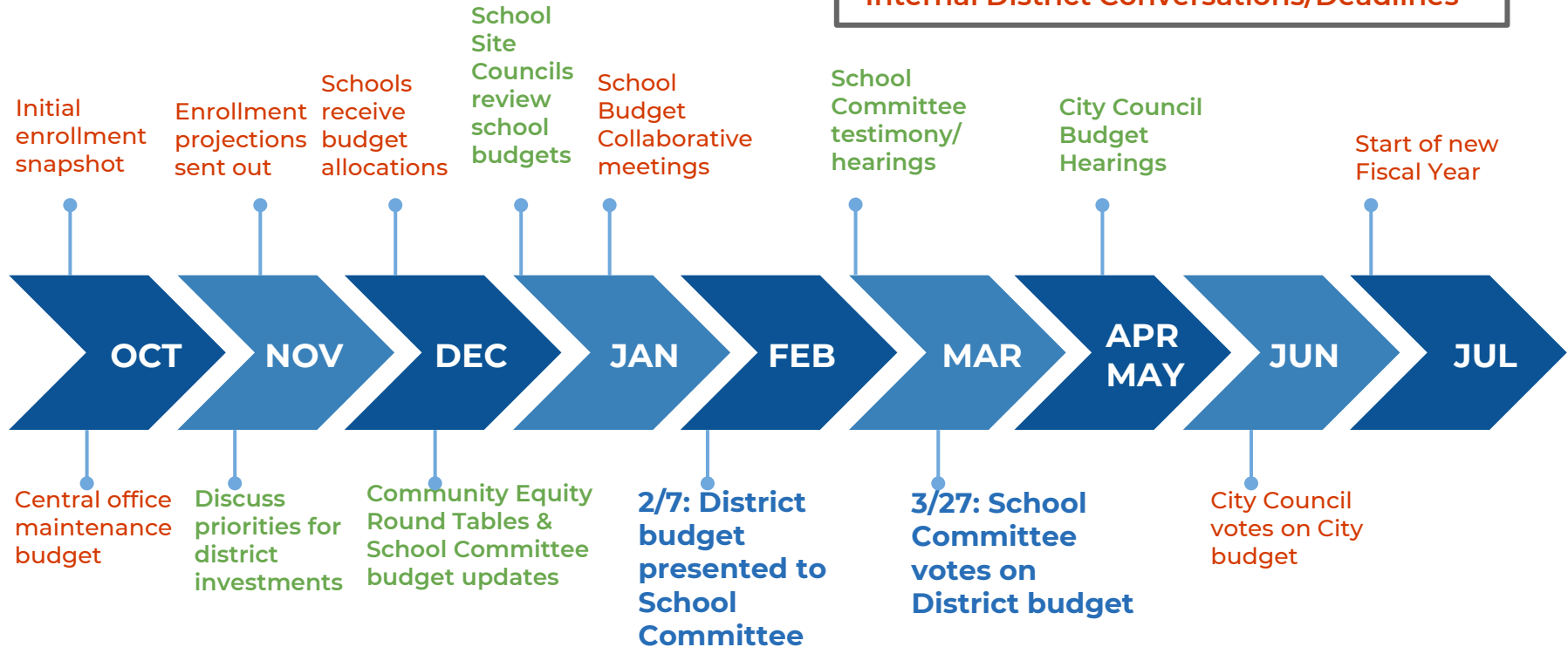
# **Our FY25 proposal will include school-directed investments**

- Year 2 investment in Inclusive Education
- Transitioning to new model for multilingual learners, and
- Supporting multilingual learners with disabilities
- Social emotional and health supports
- Secondary School investments in early college and career supports.
- Additional allocations will be aligned to the Reimagine School Funding recommendations.

**We will continue to identify ways to support schools transition from ESSER funding.**

# Budget Season Timeline:

Opportunities for Community Engagement  
Internal District Conversations/Deadlines



The Boston Public Schools Fiscal Year runs from July 1-June 30; the bulk of budget development for the upcoming fiscal year happens between November and March.

A background image of a classroom. On the left, there is a whiteboard on a stand. In front of it is a black metal cart with various electronic equipment and cables. The floor is made of polished wood. The right side of the image is overlaid with a dark blue rectangle containing the title and a list of milestones.

# BPS Budget Milestones

- December 7: FY24 School Projections Released
- December 14: School Budget Release
- December 13 – January 4: Targeted Support meetings with Schools
- December 13 – January 9: School Site Councils meet to review school budgets.
- January 8 – January 26: Budget Collabs/Probable Org
- January 19: Finalize Central Office Investments
- February 7: Budget presentation to School Committee
- February through March: School Committee Budget Hearings
- March 27: School Committee Vote on the Budget

# Questions



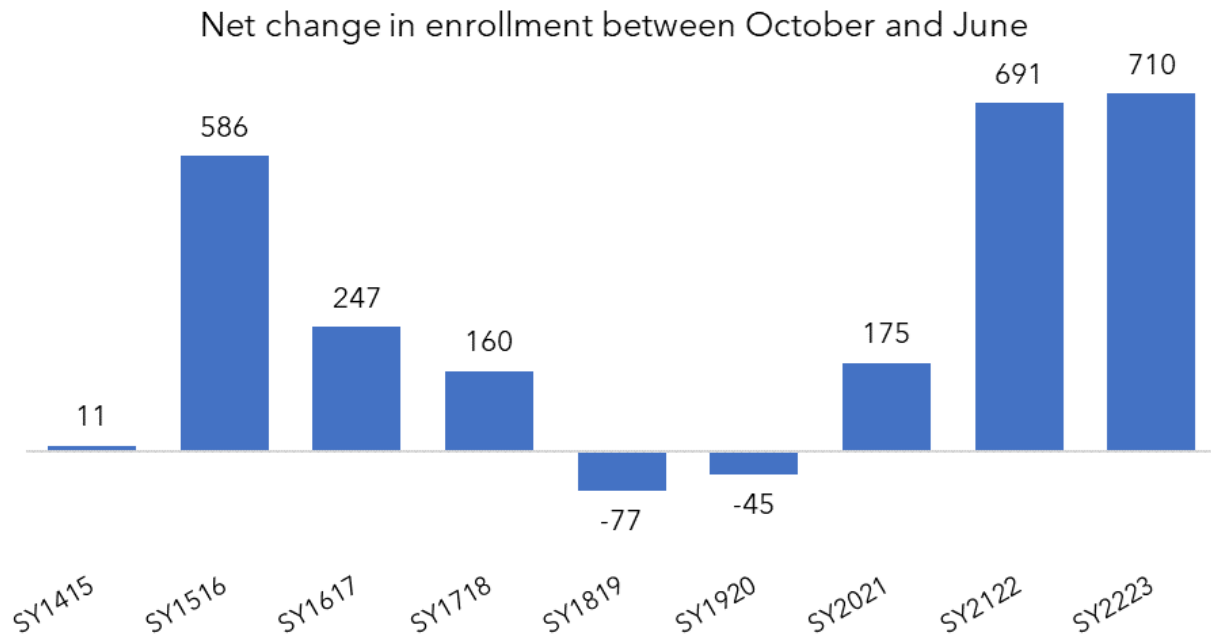
# FY25 Enrollment Appendix





## BPS Enrollment Trends

Enrollment grew by an average of 700 students during each of the last two school years, which led to smaller declines

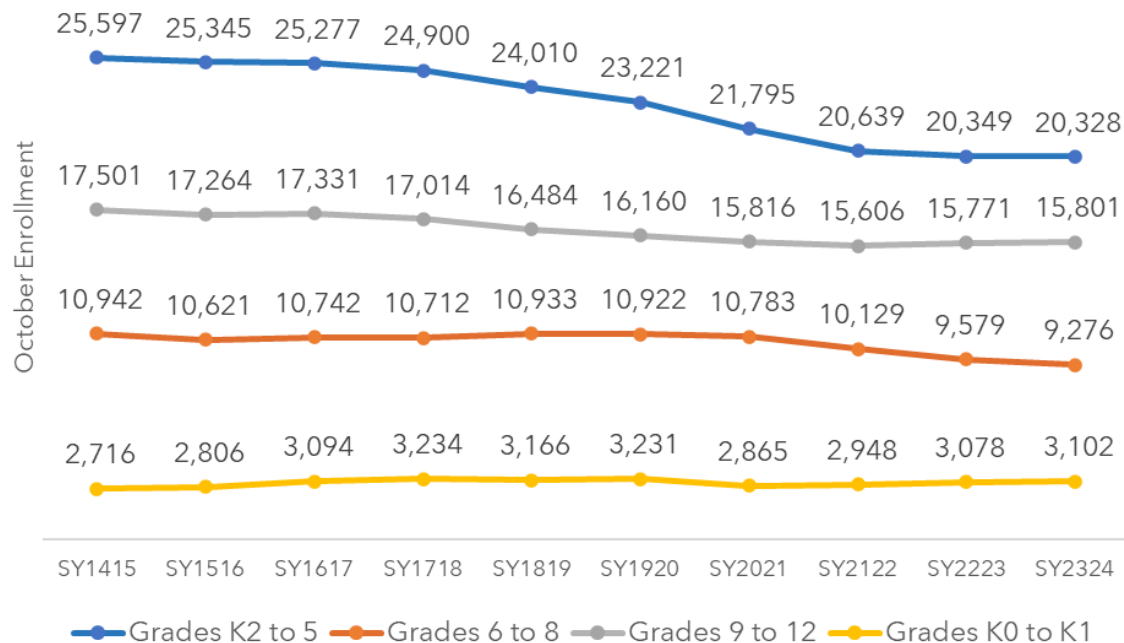


- Enrollment grew by 710 students between October and June of last school year and by 691 students during the prior school year.
- This growth was driven almost exclusively by an influx of new Multilingual Learners, similar to SY.
- The mid-year growth led to smaller year-over-year enrollment declines.



## BPS Enrollment Trends

Enrollment has been stabilizing in Elementary Grades, smaller cohorts are moving through middle school grades

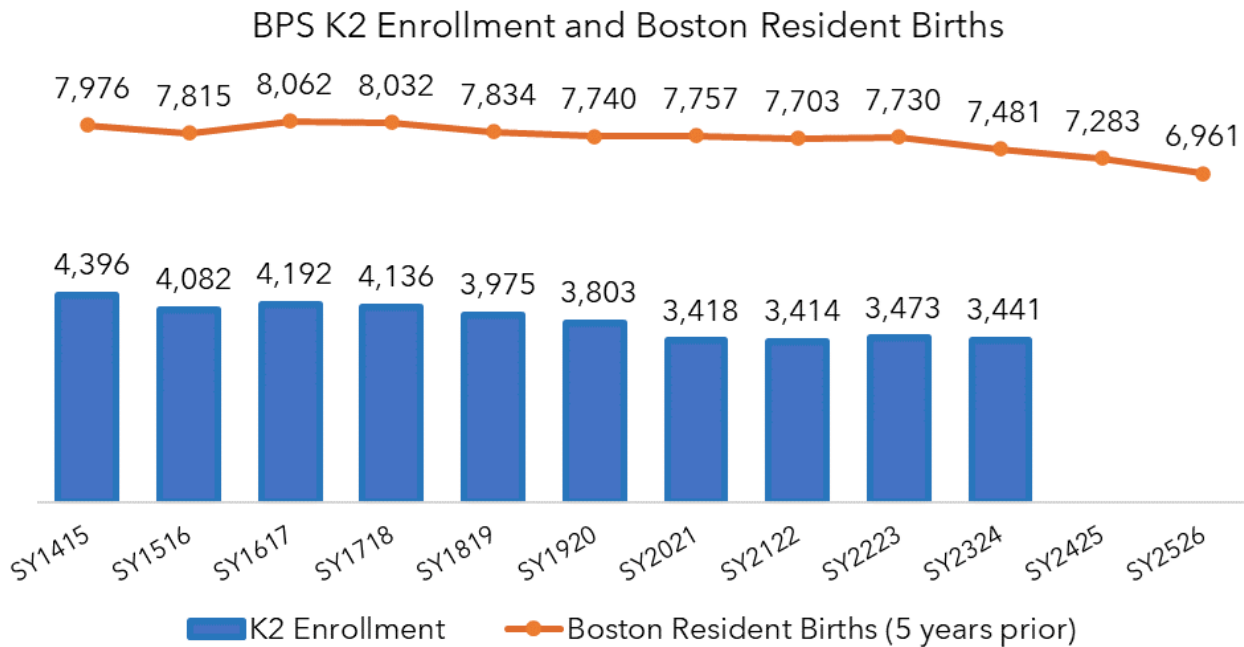


- Enrollment in grades K2 to 5 declined by 4,949 students (20%) in the last 7 years, driven primarily by smaller cohorts entering the system.
- Enrollment in grades 6 to 8 decreased by 1,507 students (14%) in the last 3 years as smaller elementary cohorts have aged up.
- Enrollment in grades 9-12 has been stable over the last 3 years.



## BPS Enrollment Trends

### Elementary declines are driven by fewer resident births and smaller K2 classes entering and moving through the system

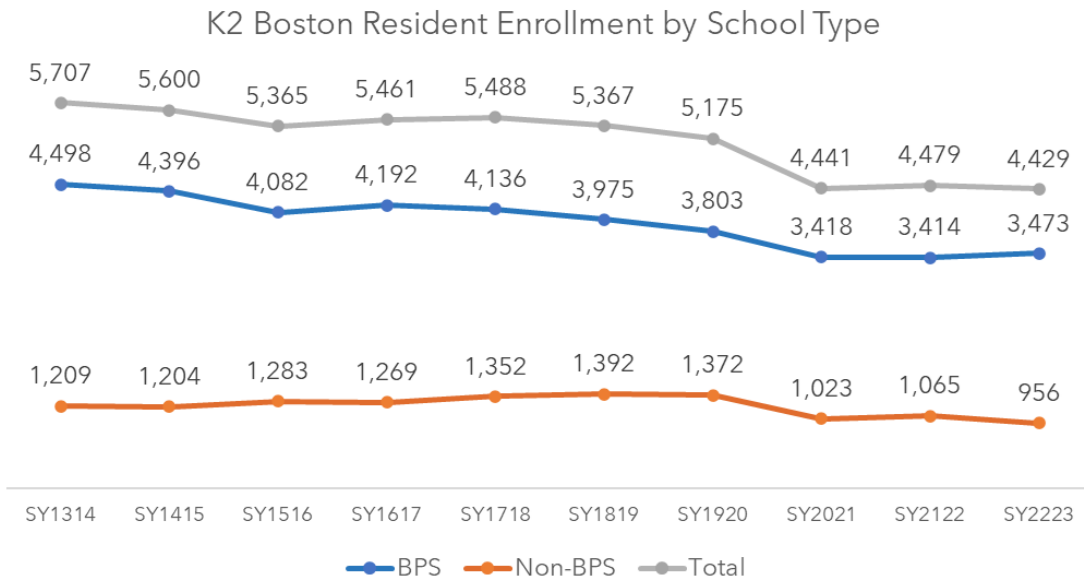


- There is a consistent relationship between the number of Boston resident births and the number of BPS K2 students 5 years later.
- Boston Resident Births declined by 13% between 2012 and 2020.
- The decline in resident births in 2019 and 2020 could lead to smaller K2 cohorts over the next 2 school years.



## BPS Enrollment Trends

### This is not just a BPS phenomenon - K2 Boston resident enrollment declined by 22% over 9 years



- K2 enrollment among Boston residents across all school types declined by 1,278 students, or 22%, between SY1314 and SY2223, with the largest declines occurring during the pandemic.
- The fact that K2 enrollment has not yet rebounded suggests this may not be just a pandemic effect.
- Boston resident enrollment across all grades also declined by 12% over 6 years, from 79,016 in SY1617 to 69,522 in SY2223.