

Charter School Overview



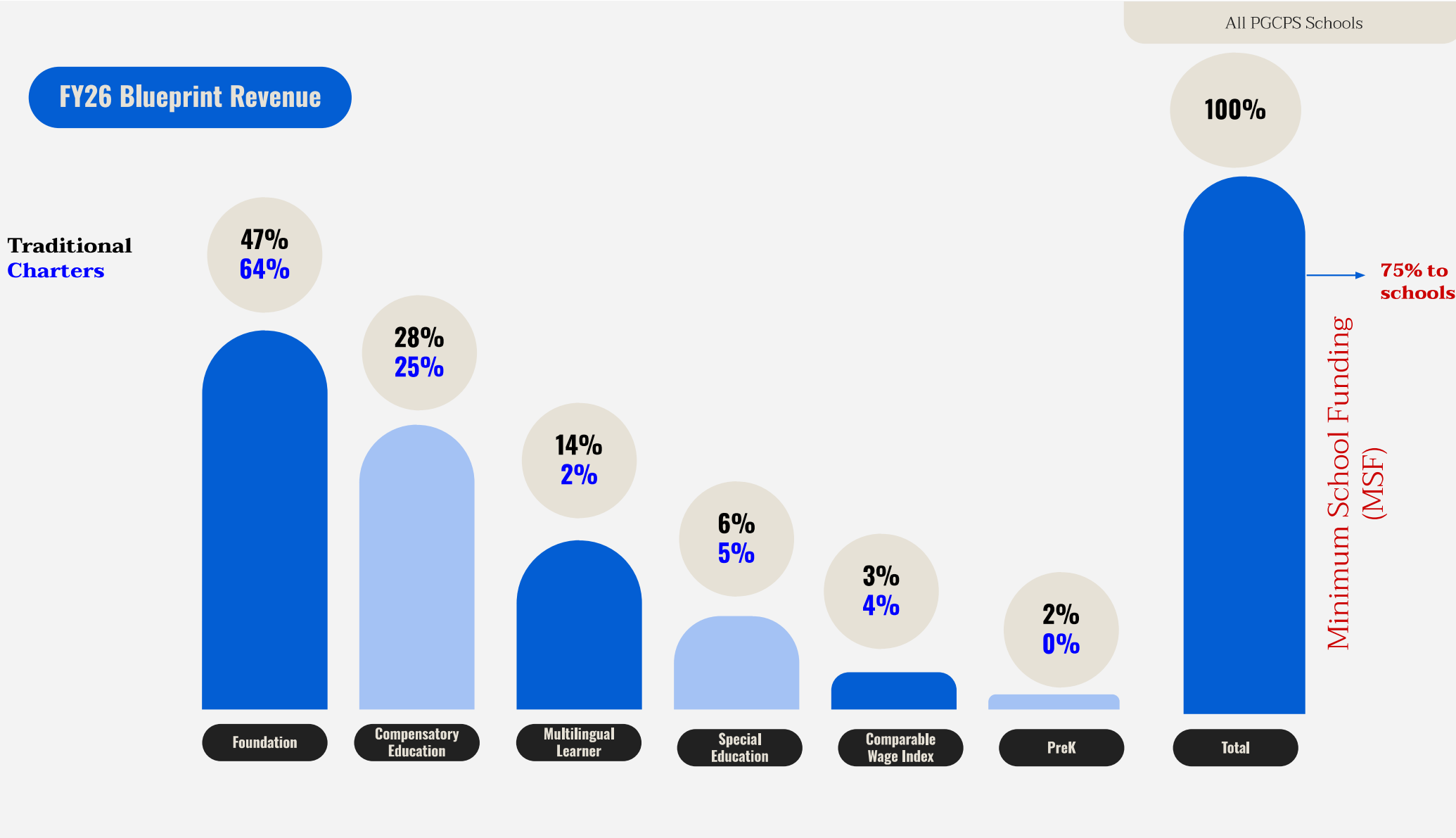
Charter Allocation Process

**School Year
2025-2026**



Charter Blueprint Funding Background

- **February-April 2024** - FY25 Charter Blueprint Allocation Development & Communication
 - ◆ Revised the legacy Charter Allocation formula to align with Blueprint
 - ◆ 70% of the Charter Schools received “hold harmless” (\$6.2M in total) to keep per pupil funding at FY24 level
 - ◆ Only 2% Administrative Fee withheld
 - ◆ Charters were informed of expected changes for FY26
 - Re-evaluating the legacy administrative fee structure
 - Covering teacher retirement expenditures
 - Defining and formalizing central services (mandatory and optional)
- **August 2024** - Charter workgroup established by MSDE to provide policy recommendations to the State Superintendent on regulations to fund public charter schools
- **September and October 2024** - Charter workgroup meets to begin policy discussions on public charter school funding
- **December 3, 2024** - State Board of Education issued an opinion regarding Blueprint and commensurate funding
 - ◆ Rejects the legacy 2% administrative fee
 - ◆ Good faith negotiations with LEAs and Charters on optional Central Services
 - ◆ Recognizes the SPED overage to be deducted from the Charter allocation
- **January - March 2025** - School-based budgeting development, including Charters
- **April 2025** - Reviewed FY26 Charter funding allocations with Operators
- **May 2025** - Charter workgroup reconvening



Minimum School Funding vs Commensurate Funding

Education Article (§5–234)

- For each school, the county board shall distribute the minimum school funding amount for the applicable program multiplied by the school enrollment for the applicable program.
- Each county board shall report on the county board's compliance with this requirement to the AIB and MSDE

Education Article (§9–109)

- A county board shall disburse to a public charter school an amount of county, State, and federal money for elementary, middle, and secondary students that is commensurate with the amount disbursed to other public schools in the local jurisdiction

Traditional

40%

SBB Allocation / Charter Allocation

35%

School-Based Locked

26%

Centrally Managed Locked

Charters

89%**6%****5%**

Total School Budget = 88% Blueprint Revenue
Total School Budget = 102% Blueprint Revenue

Unrestricted Revenue Sources

Allocated to Charters

- Foundation (excl WFD - career counseling)
- Comparable Wage Index
- Compensatory Education
- Multilingual Learner
- Transportation (excl SPED)

Not Allocated to Charters

- Special Education
- Interest Income *
- Transition Grant *
- Federal Impact *

N/A to Charters

- PreK
- Nonpublic Placements
- Board Sources: Non-Resident Tuition, Student Payments & Fees, Use of Buildings & Vehicles, E-Rate, Misc)
- Additional County Contribution
- Out of County Living Arrangements
- Fund Balance

** Change from FY25; Not allocated to any schools/assigned to SPED overage. A portion of interest income also covers debt service which has always been an allowable exclusion from the Charter Funding Allocation.*

Restricted Revenue Sources

Allocated to Charters

- ESSER Funds (expiring)
- Title I
- Concentration of Poverty

Managed Centrally

(supporting all schools, including Charters)

- Title II - Staff Development
- Title III - ELD Supports (coaching, staff development, supplemental materials)
- Title IV - Student Support, Academic Enrichment, Staff Development
- Transitional Supplemental Instruction
- College & Career Readiness
- Career Ladder

Not Allocated to Charters

- Perkins - Supports MSDE authorized CTE programs
- Judy Hoyer
- Special Education *



* SPED services are provided on behalf of Charters. SPED Revenues and expenses are not allocated to Charters

PGCPS SPED Overage

Maryland State Board of Education Ruling

- SPED Overage - The difference between expenditures on Special Education services, including transportation and Special Education revenues from Federal, State and Local sources
- SPED excess costs borne centrally to support students wherever they are located for services required by an IEP
- The revenue assigned to cover those costs is not disbursed to any schools nor does it support select programming at schools
- The revenue assigned covers excess costs for which the LEA is ultimately responsible
- This is neither negotiable or subject to buybacks

	Total	Excl NP and Transp *
SPED BP Revenue	147,752,644	147,752,644
Nonpublic Placements Revenue	25,578,035	-
SPED Transportation Revenue	4,432,000	-
Total FY26 SPED Revenues	177,762,679	147,752,644
SPED Expenditures (school-based and centrally managed)	325,439,339	325,439,339
Nonpublic Placements Expenditures	64,219,107	-
SPED Transportation	53,177,256	-
Total FY26 SPED Budget	442,835,702	325,439,339
FY26 SPED Overage	(265,073,023)	(177,686,695)

* Non-public and SPED Transportation is not applicable to Charters

Charter SPED Overage

Maryland State Board of Education Ruling

- SPED Overage attributed to each Charter school based on proportional % of SPED budget
- Other unrestricted revenue attributed to each Charter school based proportional % of projected enrollment
 - ◆ Interest Income
 - ◆ Transition Grant
 - ◆ Federal Impact Aid
- Shortfall absorbed by the District / Charters held harmless

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Total FY26 SPED Budget	442,835,702	325,439,339
FY26 SPED Overage	(265,073,023)	(177,686,695)
FY26 Charter SPED Overage		(3,509,793)
Charter assigned revenue		1,887,455
SPED Overage Shortfall		(1,622,337)

* Non-public and SPED Transportation is not applicable to Charters

Charter Allocation Development

- ➔ Blueprint Revenue allocated to Charters is commensurate with traditional schools
- ➔ Transportation revenue is allocated based on historical funding formulas
- ➔ Other unrestricted revenue is not allocated to any schools, including Charters; funding is assigned to SPED overage
- ➔ Allocation is adjusted for Central Services afforded to all students as well as essential central office supports

**Foundation
& CWI**

+

**ML &
CompEd**

+

Transportation

-

**Central
Services**

Foundation & CWI Revenue

- Initial allocation based on FY26 projected enrollment
- Final allocation based on Sept 30, 2025 actual enrollment

Multilingual & Compensatory Education Revenue

- FY26 revenue (Sept 30th, 2024 student counts x Per Pupil Amounts)

Transportation Revenue

- Initial allocation based on FY26 projected enrollment
- Final allocation based on Sept 30, 2025 actual enrollment

Central Services

- Centrally Managed Locked
- Central Office Supports

School-Based Locked

Positions and discretionary resources that are allocated to schools, but funded and staffed centrally.

Special Education are the only locked resources that apply to Charters. *

- Special Education
- Plant Ops/Custodians
- PreK
- Specials (Art/Music/PE)
- Specialty Programs
- Principals & 12 month Assistant Principals



* SPED services are provided on behalf of Charters. SPED Revenues and expenses are not allocated to Charters

Centrally Managed Locked

Positions and discretionary resources that directly support schools, but managed, funded and staffed centrally.

Charters:

- Health Services, Psychology Services, International Student Office
- IT Techs (supporting PGCPs employees)
- Interpreting & Translation
- Special Education *
- Other Centrally Managed Services are optional for Charter “buy back”



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Traditional

- Academics (incl SPED)
- Student Services
- Building Services
- Transportation
- Locked SSAs / Nurses
- Textbooks / Chromebooks
- Summer School
- Athletics
- Non-Traditional Programs

Central Office Supports

Central Office Supports - A portion from all Divisions across the District is attributed to all traditional schools.

Charters:

- State Board ruling rejects the legacy 2% administrative fee
- A portion of essential central office supports is deducted from the Charter allocations

Central Services

- Human Resources
 - ◆ Employee Performance
 - ◆ Talent Acquisition
 - ◆ Office of Professional Learning
- Finance
 - ◆ Payroll & Absence Management
 - ◆ Benefits & Retirement Services
 - ◆ Budget & Grants Offices
 - ◆ Risk Management & Workers Comp
 - ◆ Financial Services
- Accountability Office
 - ◆ Monitoring & Accountability
 - ◆ Pupil Accounting & School Boundaries
 - ◆ Testing, Research & Evaluation
- Chief of Staff
 - ◆ Appeals & Hearing
 - ◆ Office of Government Relations, Compliance and Procedures
- Charter School Office
- Superintendent, Board of Education and Communications

Charter Office Update





CHARTER SCHOOL APPLICATIONS



Imagine Rock Creek

Grade Band: K-5 (*2031)

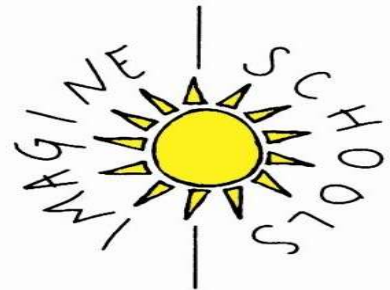
Proposed Location: Upper Marlboro, MD (District 9)

Operator: Imagine Schools, LLC

*(currently operating **four** PGCPS Charters)*

PGCPS Need Addressed:

- Additional K-5 seats (**not identified in [EFMP SY25](#)*)
- Proven success in early elementary grades





Imagine Rock Creek *(continued)*

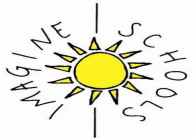
Application Strengths

ACADEMICS:

- ❑ Strong instructional foundation in English Language Arts and mathematics,
- ❑ Research-based curricula aligned to the Maryland College and Career Ready Standards
- ❑ Clear and consistent vision rooted in academic achievement and character development

COMMUNITY ENGAGEMENT

- ❑ Early, intentional community engagement through town halls and local support, from Prince George's County stakeholders.
- ❑ Imagine Schools (national) network supports a robust student recruitment plan and a comprehensive professional development calendar.





Imagine Rock Creek (continued)

RECOMMENDATION: APPROVED with CONDITIONS

CONDITIONS:

- Pending the results of PGCPS Needs Assessment to analyze:
 - elementary instructional programming in the PGCPS portfolio
 - value add of additional elementary school seats in Upper Marlboro/District 9
 - Monthly progress monitoring and tracking of effective implementation strategies by Charter School Office



Imagine Rock Creek *(continued)*

Applicant Growth Areas

EDUCATIONAL PROGRAMMING:

- Strengthening instructional plans to meet the needs of students with disabilities, multilingual learners and at-risk populations, especially in kindergarten through second grade

PROFESSIONAL DEVELOPMENT

- Clarifying how instructional strategies will be adapted and how teacher capacity will be built to support these groups

SYSTEMS and STRUCTURES

- Refining the school's operational plan, particularly regarding staffing support, instructional monitoring systems and facility readiness.





Any Questions?