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CHICAGO PUBLIC SCHOOLS

Budget 2025/2026

Chicago Public Schools

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Interim Superintendent/CEO

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Dear Friends and Colleagues,

As a proud graduate of Chicago Public Schools (CPS), and an educator who has served our city's students as a teacher, principal, and policy advisor for three decades, I am honored to be leading the District as Interim Superintendent/CEO.

When I took on this role in June of 2025, my top priorities were to successfully open schools, and to pass a balanced budget that was fiscally responsible, aligned to the vision outlined in the District's five-year strategic plan, and designed to protect the investments that will allow CPS students to build on their impressive gains from the past several years.

With the expiration of pandemic relief funds now complete, our challenge this year was to close a significant budget gap. Through rigorously identifying efficiencies, and reducing spending across the District's Central Office and citywide departments, we successfully closed that gap without reducing any of the funding allocated directly to schools.

The FY2026 budget, which totals $10.25 billion, maintains the overall funding provided to schools during the 2024-25 school year. It also funds all of the commitments made to our labor partners, avoids borrowing measures that would negatively impact the District's financial future, and eliminates the risk of disruptive mid-year budget cuts.

This budget follows the revised funding model introduced by CPS last school year, which moved our District fully away from Student-Based Budgeting, which allocates resources to schools based largely on enrollment, and into an era of greater equity, where funding is provided to schools based primarily on student need.

The FY2026 budget reflects our District's commitment to equity, transparency, and student-centered decision making. It includes funding for a recently revamped Arts Education Plan, and expands the District's number of Sustainable Community Schools by 80 percent, providing more students from some of Chicago's highest-need communities with the wrap-around services they need.

I am grateful to the hundreds of CPS students, parents, educators, labor leaders, and community partners who participated in a robust community engagement effort around the FY2026 budget. Their unique perspectives and honest input were critical in helping us shape a budget that supports CPS' vision of a rigorous, joyful, and equitable education for every child.

Something we heard over and over again at these meetings was our communities' desire that CPS work collaboratively with our state and local partners around identifying new sources of revenue to support CPS schools. I wholeheartedly endorse this call to action, because while the structural reductions made in the FY2026 budget will improve our District's financial outlook moving forward, more revenue is needed to secure long-term financial stability for CPS.

This must start with our partners at the State of Illinois providing CPS students with the equitable funding that the state itself has declared they need. According to Illinois' own Evidence-Based Funding Formula (EBF), CPS is currently receiving just 73% of the funding needed to adequately support our schools. This is down from 79% last school year, and 81% in FY2024, marking a troubling eight point decline in state funding in just the past two years.

With support from our students, families, educators, and labor partners, CPS will continue advocating for the equitable state funding our students deserve. We will also continue partnering with the City of Chicago, and with our community and philanthropic partners, to leverage every dollar possible to support our students' continued success.

I appreciate the opportunity I now have to serve the District that helped shape who I am, and thank all of our District's stakeholders for your partnership as we work toward our shared mission of providing every child from every community in Chicago with the education they deserve.

Sincerely,



Dr. Macquline King
Interim Superintendent/CEO
Chicago Public Schools

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The CPS FY2026 Proposed Budget is the financial policy plan proposed to the Chicago Board of Education (Board) for the fiscal year beginning July 1, 2025, and ending June 30, 2026. The proposed budget is available to the public at www.cps.edu/budget. Physical copies of the FY2026 Proposed Budget are available at the Board Office at Chicago Public Schools Loop Office, Garden Level, 42 W. Madison Street, Chicago, Illinois 60602.

The FY2026 Proposed Budget includes narrative overviews of CPS programs, goals, financial policies, and procedures; a budget summary; and detailed financial tables.

The following chapters are included:

Budget Overview
This chapter provides a summary of the District's budget and highlights the District's major strategic initiatives and developments around funding. Specifically, this chapter discusses how the District invests resources to achieve goals and objectives. Summary tables, including year-to-year and budget-to-actual comparisons, provide additional insight into CPS' financial picture.

Revenue
This chapter describes each of the District's revenue sources, the assumptions and factors that influence CPS' revenue projections, and year-to-year comparisons.

Pensions
This chapter provides an overview of the District's pension obligations, funding streams, and projected future outlook.

Schools
This chapter provides an overview of school budgets and the resources given to schools. It defines the various types of schools within CPS, the demographics of the District, and the programs CPS provides to students.

Departments
This section profiles each Central Office department, including its mission and major programs, FY2026 budget summary, major accomplishments, and key budget initiatives.

Capital Budget
This chapter describes CPS' plan for major infrastructure investments, outlines the projected expenditures for multi-year projects, and explains the impact of the capital budget on operating expenses. A separate capital plan website with project details can be found at www.cps.edu/capitalplan.

Debt Management
This chapter provides details on the Board's debt management practices. It presents a complete picture of the District's use and management of debt, including current outstanding debt, proposed debt issuances, and all debt service requirements.

Organization Chart
The organization chart reflects the leadership and organizational structure for CPS.

Cash Management
This chapter provides details about CPS' projected cash flow throughout the fiscal year and cash management strategies.

Fund Descriptions
This chapter describes the four governmental fund types used by CPS to ensure taxpayer dollars are spent as authorized: General Fund, Special Revenue Funds, Capital Projects Funds, and Debt Service Funds. CPS will continue to distinguish how funds are received and spent by using the following categories: General Budgeted Funds, School Generated Funds, State and Federal Grant Funds, Capital Projects Funds, and Debt Service Funds.

More Information
This section includes the following appendices:

- **Appendix A — Demographics**: Provides detailed information about the District's structure, school populations and employees, and the larger communities in which CPS students and their families reside.
- **Appendix B — School Funding Formulas:** Outlines the funding formulas used to allocate resources to schools.
- **Appendix C — Budget Process:** Provides CPS' detailed budget calendar and process, which is required by law.
- **Appendix D — Financial Policies:** Explains the policies and procedures followed during the budget process.
- **Appendix E — Glossary:** Provides an alphabetical listing of specialized terms found throughout the budget book.

Introduction

Chicago Public Schools (CPS) has outlined a balanced $10.25 billion FY2026 budget that fully protects school budgets, funds all of the District's commitments to its labor partners, and eliminates the risk of beginning-of-year or even mid-year cuts to schools — all while avoiding furloughing staff or borrowing measures that would negatively impact the District's financial future.

This budget is aligned to the vision put forth in the District's five-year strategic plan, which ensures a rigorous, joyful, and equitable learning experience for every student, in every school, in every community.

Maintaining School Funding

The most important feature of this budget is that it maintains the overall level of school funding from the 2024-25 school year, and protects the investments that have propelled CPS students to impressive academic gains over the past several years. While individual school budgets change every year due to changes in enrollment, programming, and student need, the FY2026 budget does not cut the total amount provided directly to schools.

The FY2026 budget follows the revised funding model introduced by CPS last school year, which significantly changed the way the District allocates funding for schools. Prior to the 2024-25 school year, CPS' funding model was primarily driven by student-based-budgeting, where the District allocated funding to each school on a per-pupil basis and then layered in additional funding to promote equity. The District's new model reverses this approach. The new model leads with equity by ensuring every school receives a core foundation of positions and resources, then uses enrollment as one of several need-based factors to determine additional funding. This new model sets a universal standard that ensures *all* CPS schools can offer a high-quality education, ensuring that children furthest from opportunity have the resources they need to be successful.

This budget also expands the number of Sustainable Community Schools from 20 to 36, ensuring that students in 16 additional schools in some of the city's most underserved communities will benefit from additional wraparound services from community-based partners.

Investing Wisely in Student Success

Protecting school budgets — and the in-school staff who are funded by those budgets — has been the leading factor in driving CPS' recent academic gains. Since 2019, CPS has increased the total amount of annual funding provided to schools by over $1 billion, and has increased the number of in-school staff — including teachers, classroom assistants, interventionists, nurses, counselors, therapists, social workers, and more — by over 7,000.

As a result of these investments, CPS students achieved one of the strongest academic recoveries in the country from the COVID-19 pandemic — especially in literacy. Reading proficiency for CPS elementary school students grew by more than 10 percentage points in just two years, and 8th-grade students at

CPS are now achieving reading scores that are just two points off the national average — a remarkable achievement given the barriers that many of our students face. And among our high schoolers, CPS continues to set new records for graduation rate, scholarship dollars earned, early college credit attained, and rates of college enrollment and persistence.

These gains did not happen by accident. They are the direct result of the District's strategic investment of more than $2.8 billion in pandemic relief funds provided by the federal government. These funds were intentionally spent over several years to provide the District with flexibility as student needs shifted throughout the pandemic and its aftermath. Recognizing that this would be a temporary source of revenue, the District prepared a plan to continue supporting critical investments once these funds were gone.

When COVID relief funds began running out last school year, CPS found $500 million in savings and efficiencies to protect the critical investments that were the foundation of so much student growth. However, many of these savings were one-time fixes, and pandemic aid has now fully expired. As a result, CPS came into this school year with the need to continue providing students with the staff, services, and tools they need at a time when the District has less revenue, and when costs are increasing at an accelerated pace.

Revenue Pressures

CPS continues to face significant revenue pressures at the federal, state, and local levels while having very little control over its own revenue.

At the federal level, pandemic-era aid has expired, and the federal government has recently attempted to withhold additional funding from CPS.

At the state level, CPS has benefited from the Evidence-Based Funding (EBF) formula created by the State of Illinois in 2017 to direct additional dollars to districts where students are furthest from opportunity. But despite this recent improvement, CPS still does not have the appropriate level of funding from the state to meet students' needs, and in fact, CPS is already losing ground under the current formula. According to the state's EBF model, CPS now has 73 percent of what the formula says the District needs to be "adequately" funded. This is down from 79 percent last year, and 81 percent in FY2024 — a sharp eight-point decline in just two years. It is estimated that the District requires an additional $985 million to reach the state's own goal of 90 percent adequacy by FY2027. Furthermore, CPS is impacted by inadequate state funding of block grants and mandated categorical grants for early childhood education, transportation, and special education. In addition, there are unique circumstances regarding state coverage of teacher pensions and CPS' ability to raise its own capital funding that are discussed in greater detail in the following section.

At the local level, the amount of property taxes collected by the City and claimed by Chicago's Tax-Increment Financing (TIF) districts grew 266 percent between 2014 and 2023, and as of 2024 — according to the most up-to-date information available — there is more than $3 billion in TIF revenue in

City coffers. While CPS is grateful for the record amount of TIF *surplus* revenue provided by the City in recent years, the current program could yield over $650 million in annual revenue for the District if all funds were shared.

Amid these revenue pressures, CPS has very limited control over its own ability to generate revenue. CPS' main tool is the annual property tax levy, where annual increases are capped at five percent or the rate of inflation, whichever is higher. While the District aggressively pursues grants and reimbursements, and benefits from philanthropic generosity, these are no substitute for sustainable, dedicated revenue streams to provide the District with the stability necessary to consistently provide a high-quality public education.

Cost Drivers

At the same time CPS confronts significant revenue pressures for FY2026, CPS faces three major cost drivers: growth in student need, increasing pension obligations, and aging infrastructure.

Over 71 percent of CPS students are economically disadvantaged, many requiring additional services and resources to succeed. Like many school districts across the U.S., CPS is serving a growing number of students who require unique and specialized services — English Learners, students experiencing homelessness, and our students with disabilities. The District has both a legal and moral obligation to serve these students who face unique barriers — especially our students with disabilities. The District has made a significant effort over the past several years to turn the page on past practices and deliver record levels of support to our students with disabilities. This includes adding over 1,300 special education teachers, over 3,000 Special Education Classroom Assistants, and hundreds of nurses, social workers, therapists, and counselors since 2019. Every student — regardless of their circumstances — deserves a high-quality educational experience. But while the needs have grown, the state and federal resources to serve those needs have not kept pace.

The second major cost driver is the District's pension obligations. While CPS has received some support from the state of Illinois on this front, the District still has significant outstanding pension liabilities for which there is no dedicated revenue source, and CPS is forced to divert funds from classrooms to pay for these liabilities. More specifically, CPS is the only district in the state that is required to fund its own teacher pensions. The state covers teacher pension costs for every other district in Illinois, while providing only 35 percent of CPS' total cost in FY2026. The remaining 65 percent ($663.6 million) is covered by Chicago taxpayers, a burden no other district in Illinois incurs.

The third significant cost pressure is the District's aging infrastructure. The average age of CPS buildings is 85 years, which requires significant maintenance, repair, and replacement needs. Unlike every other district in the state, CPS has limited access to alternative revenue sources such as bond referenda to fund capital projects. Because of this, the District must divert between $400 and $500 million from the classroom annually to pay for debt service to fund school construction and repairs. This limitation has forced the District to perpetually spend more on day-to-day maintenance, which is more expensive than

making permanent long term improvements to school buildings that would save the District money in the long run and improve the learning experience for current and future students. Furthermore, with inflation driving up the price of equipment, labor, and raw materials, it becomes increasingly difficult to provide students and staff with the learning environments they deserve given our revenue limitations.

Initial Deficit Closing Steps Taken in the Spring

As CPS prepared initial department and school budget allocations in the spring, District leadership identified additional liabilities as well as strategic actions to help balance the budget. These actions were taken with the goal of keeping cuts away from the classroom, with a net impact of $165 million in deficit reduction.

The bulk of these savings come from $146 million in reductions to CPS department budgets. These include a 15 percent cut ($48 million) to Central Office expenditures that mainly pay for staff and vendors that provide critical administrative support to District functions, and a 6 percent cut ($98 million) to Citywide expenditures that mainly fund staff, programming, and materials that are administered at the District level and serve students across multiple schools.

These spending reductions were made after a careful and thoughtful District-wide review, and are focused mainly on optimizing resources, improving efficiency, reducing vendor costs, eliminating duplicative work, and refocusing workstreams to support the most important District functions. A breakdown of spending reductions by department is below; there are close to 200 individual cuts across the various departments.

$48.5 million in Central Office Spending Reductions:

- $9.8 million from Academic Offices
- $0.78 million increase to Board Office
- $0.78 million from Communications
- $0.26 million from Equity Office
- $0.24 million from Executive Office
- $0.34 million from Family and Community Engagement
- $4.0 million from Finance
- $4.4 million from Geographic Networks
- $0.23 million from Inspector General
- $0.20 million from Intergovernmental Affairs
- $0.32 million from Internal Audit and Advisory Services
- $1.9 million from Law
- $17.9 million from Operations
- $1.8 million from Portfolio
- $2.2 million from Student Health and Wellness
- $0.77 million from Student Protections and Title IX
- $4.1 million from Talent

$98.1 million in Citywide Spending Reductions:

- $54.3 million from Academic Offices
- $0.73 million from Family and Community Engagement
- $28.8 million from Operations
- $10.2 million from Student Health and Wellness
- $4.1 million from Talent

In addition to the $146 million in reductions to CPS department budgets, CPS leaders also used the following strategies during this initial phase of budget adjustments:

- $34 million in school-based grant strategies and programming adjustments
- $12 million in savings from a more targeted process for fall enrollment adjustments implemented in FY2025
- $23 million in projected savings from the District's $40 million fund to stay within contractual class size limits; because CPS preserved teacher staffing levels, the District projects that the full $40 million will not be needed for schools with unique situations leading to oversized classrooms

During this initial phase of budget adjustments, CPS also identified two new liabilities adding to the FY2026 deficit:

- $30 million required in a reserve fund for new special education positions
- $20 million required in a reserve fund for districtwide IT projects

The net impact of this initial phase of budget adjustments — finalized by June 2025 — is $165 million in deficit reduction.

Engaging the CPS Community

In June 2025, Interim Superintendent/CEO Dr. Macquline King assumed leadership of the District and acknowledged the totality of potential costs that the District could face, as well as the prospects of accessing potentially available revenues.

At the behest of Interim Superintendent/CEO King, the District spearheaded an extensive community engagement campaign to ensure that budget decisions were being driven by those who are most impacted by them. During the summer, CPS hosted information briefings, in-person and virtual feedback sessions, and an online survey where students, parents, educators, labor leaders, and community partners could grow their understanding of the District's financial situation and offer solutions on how best to reduce the deficit.

Several themes emerged from these community conversations. By-and-large, CPS stakeholders said they wanted the District to:

- Keep cuts as far away from classrooms as possible, and avoid cuts that would diminish the overall student experience

- Work collaboratively with state and local partners to identify new streams of revenue to support schools
- Ensure a more equitable distribution of resources across schools
- Resist any further borrowing that would drive up the District's existing debt
- Forgo reimbursing the City of Chicago for non-teacher pensions
- Continue to engage the community around budget decisions

This feedback directly informed the strategies CPS has implemented to close the remainder of its budget gap in a responsible, student-centered, and equitable way.

Closing the District's $734 Million Deficit

Initial budget adjustments from June provided the District $165 million in progress against the $734 million deficit. To close the remaining $569 million deficit without impacting direct school funding, CPS focused first on spending reductions on the District's Central Office functions and other opportunities to keep cuts away from students.

The actions CPS is taking include the following:

- Reduce department budgets by an additional **$126 million**
- Accelerate **$29 million** in savings associated with debt refinancing
- Apply **$45 million** in Evidence-Based Funding above initial projections
- Apply **$25 million** in projected federal grant carryover
- Repurpose **$65 million** from Debt Service Stabilization Fund
- Leverage **$25 million** in existing philanthropic funding
- Increase FY2026 TIF revenue assumption by **$79 million**
- Define **$175 million** reimbursement to City for MEABF as contingent upon additional revenue

Reduce Department Budgets by an Additional $126 Million

In addition to the $146 million already cut from centrally-managed spending in the initial round of budget adjustments, the District identified $126 million in further reductions in late July and early August, as outlined below:

- $50 million in savings by additional reductions to central office personnel, streamlining business operations, data teams, and professional development costs, and transferring some functions from the central office level to the network level to provide more direct support to schools
- $29 million in savings from repurposing existing state and federal grant dollars to cover existing costs
- $10 million in savings due to a hiring freeze of central office staff; CPS will only fill staffing vacancies that are mission critical or revenue-related

- $10 million less for incubation costs for transitioning five Acero campuses to become CPS-managed schools, as recent estimates have reduced this liability from $30 million to $20 million
- $7 million in savings from delaying centrally-funded IT projects
- $6 million in administrative reductions to departments and central programs that were substantially expanded during the COVID-19 pandemic
- $5 million in savings from eliminating food and travel budgets for staff
- $4 million in savings from a negotiated increase in employee health care contributions for staff making over $90,000
- $3 million in savings from reducing the CPS marketing budget from $6 million to $3 million
- $2 million in savings from reducing the budget for non-union employee raises from $9 million to $7 million

It is worth noting that these reductions mean laying off hundreds of dedicated and hardworking District staff members. The loss of any talented professional serving the children of Chicago is devastating, and the unique impact of each of these losses will be felt somewhere in our system. These layoffs are the unfortunate result of the difficult choices that CPS must make in order to protect school budgets and the District's financial solvency.

If there is a silver lining to the cuts identified in both of these rounds of budget adjustments, it is that many of the efficiencies and reductions identified by CPS to close this year's budget gap are largely structural, meaning that the District is reducing the projected deficit for future years, improving CPS' long-term financial forecast.

Accelerate $29 Million in Savings Associated With Debt Refinancing

Every year, CPS takes advantage of opportunities to refinance existing debt to put the District in a better financial position. CPS plans to issue $1.8 billion in new debt in FY2026 to refund existing debt to provide future savings for the District. While the District's finance team typically reviews and takes advantage of any opportunities for savings in the debt market, the opportunity is higher this year as many bonds issued at high interest rates in the mid-2010s are now callable. The initial deficit of $734M included the assumption of $100M in savings, with additional savings targeted for future years. Based on the current deficit, CPS will accelerate $29M of savings initially targeted for FY27 to help close the FY26 budget gap.

Apply $45 Million in Evidence-Based Funding Above Initial Projections

On August 1, the state released data for FY2026 Evidence-Based Funding allocations to all school districts. The data showed that CPS returned to "Tier 1," the tier of schools furthest from funding adequacy in the state's formula, providing CPS $76 million in new funding for FY2026. This provides an increase of $45 million above previous projections for new EBF funding.

Apply $25 Million in Projected Grant Carryover

CPS projects to have $25 million of remaining federal grant carryover available from FY2025 to apply to FY2026 expenses.

Repurpose $65 Million From Debt Service Stabilization Fund

As a short-term strategy to help avoid cuts to schools or unsustainable borrowing, CPS will use up to $65 million in one-time resources from the account balance of the Debt Service Stabilization Fund to help close this year's budget gap.

The Debt Service Stabilization Fund was established as a reserve fund to assist with interim fiscal year debt service expenses and temporary operating fund liquidity issues. The Fund has previously been fully depleted and used to assist with operational expenses, but due to recent investment returns, it has grown enough to allow for this single use.

Leverage $25 Million in Existing Philanthropic Funding

Continuing the District's approach of examining every dollar spent and received to determine options to keep cuts away from schools, CPS is leveraging a major philanthropic donation received in 2023. CPS will leverage $25 million of this funding to help close the FY2026 deficit.

Increase FY2026 TIF Revenue Assumption by $79 Million

In the City's 2025 budget, CPS received a commitment of a record nearly $300 million in TIF surplus revenue from the City of Chicago. Furthermore, in recent weeks, CPS received an additional $79 million in TIF revenue — exceeding the District's expectations. This funding was used to help alleviate FY2025 budget pressures caused by lower-than-expected Personal Property Replacement Tax (PPRT) collections and operational cost overruns.

In its initial FY2026 budget outline, CPS had assumed that the City would again supply $300 million in TIF surplus revenue. At this point, CPS is increasing its assumption that an additional $79 million will be provided to CPS via additional TIF surplus, matching final 2025 distributions.

The disbursement of additional FY2025 TIF revenue, as well as the accelerating growth of property tax revenue collected by TIF districts, indicates a greater ability by the City to support CPS and the other taxing bodies. By law, CPS receives approximately 52 percent of TIF surplus funds, while the City only receives approximately 23 percent. This means that whatever the final amount of TIF surplus revenue that the City leverages, CPS will receive more than double this amount.

Define $175 Million Reimbursement to City for MEABF as Contingent Upon Additional Revenue

Finally, this budget defines that CPS reimbursing the City of Chicago for the Municipal Employees Annuity and Benefit Fund (MEABF) is contingent upon the District receiving additional FY2026 state revenue beyond budgeted assumptions, or additional FY2026 TIF surplus revenue from the City or other local resources beyond budgeted assumptions.

While CPS employees and retirees make up roughly one-third of the City's annual obligation to the MEABF, state law is clear that the City of Chicago is ultimately responsible for maintaining this pension fund, as the City controls the tax levy designated to cover the fund. For almost an entire century, from 1921 to 2020, the City of Chicago met its full obligation to the fund. CPS was able to reimburse the City for a portion of this obligation for several years due to additional TIF surplus revenue provided by the City and federal pandemic aid that provided the District with more financial flexibility. However, CPS did not reimburse the City in FY2025 due to declining revenues, and given the financial challenges facing the District in FY2026, and given the lack of a dedicated revenue source for MEABF, CPS cannot make this reimbursement without short- or long-term impact to our schools.

Doing so would be deeply unfair to future generations of students and staff, and contrary to the feedback the District has received from communities during this process.

If TIF surplus funds exceed the $379 million assumption in this budget, or if CPS is provided with additional FY2026 revenue from the state beyond budgeted assumptions, CPS will have the ability to use these additional funds to begin reimbursing the City for MEABF. In the broader scheme, this issue is part of an ongoing conversation with our government partners, including the State of Illinois, about ensuring dedicated revenue streams to support the pensions of CPS and other municipal employees.

Challenges of Borrowing For Operating Expenses

CPS has not included adding to the District's $9.1 billion debt burden as a strategy to close the FY2026 gap.

For starters, feedback from CPS' stakeholders — and the public at large — has been clear that borrowing for operating expenses is an unpopular idea.

Secondly, the District is already issuing $2.4 billion in new long-term debt this year, including $1.8 billion in new debt to save $129 million through debt refinancing and reduce the District's overall debt service costs, and over $600 million in new debt for capital projects and to reimburse the District for capital expenditures already incurred.

Additionally, CPS carries $1.25 billion in short term Tax Anticipation Notices (TANs) to make payroll due to a lack of cash reserves and misalignment between the CPS fiscal year and the schedule of disbursement of property tax revenue from Cook County.

Given this, there may not be a market for additional debt from CPS.

Most importantly, CPS anticipates that borrowing for operating expenses would send the District into a downward spiral of credit downgrades, higher interest rates, steeper cuts to staff, programs, and services, and a growing debt burden that could eventually exceed the District's annual budget. Unfortunately, there is a cautionary precedent: the last time CPS engaged in a similar borrowing scheme between FY2016 and FY2018, the District received 34 credit downgrades, going from an AA rating to

junk. CPS still has not recovered from this borrowing; the District remains the largest public issuer of junk bonds in the nation. Over the past several years, CPS has become more stable, earning 14 credit upgrades since 2019. However, two major factors helped CPS in this partial recovery: the state's landmark passage of EBF, and once-in-a-lifetime federal pandemic aid funding. CPS cannot assume that any similar revenue developments are on the horizon to help the District out of a financial hole.

CPS is currently paying over $200 million per year to pay off this crisis debt incurred between 2016 and 2018. This means fewer programs, fewer services, fewer staff, and fewer opportunities for students in our schools right now. This time around is no different. If the District overextends itself today, students and staff will suffer for it in the future.

Progress on Long-Term Financial Challenges

As referenced earlier, the FY2026 proposed budget fully protects school budgets, funds all of the District's commitments to its labor partners, and avoids furloughs or borrowing measures. It also makes significant progress on the District's long-term financial challenges to protect these priorities over the long-term.

At the start of this year's budget process, CPS projected deficits reaching nearly $1 billion in FY2027 and exceeding that in future years.

Projected Budget Deficit Prior to FY2026 Budget Balancing

FY2026 BUDGET	FY2027 BUDGET	FY2028 BUDGET	FY2029 BUDGET	FY2030 BUDGET
($734M)	($988M)	($1,041M)	($1,144M)	($1,333M)

After closing the projected FY2026 budget deficit in a responsible manner that still protects schools and labor commitments, CPS' long-term budget outlook is improved by **$468 million** in FY2027 and similar levels in future years.

Actions taken by CPS to balance the budget reflect a net **$263 million** of structural deficit relief, primarily from structural cuts to District spending away from the classroom and increased structural funding from the State.

Furthermore, as state law requires the City to fund MEABF, as long as CPS maintains its position that the District should only cover MEABF costs if there is a dedicated funding source, future year deficits are reduced by another **$175 million**.

Lastly, CPS' jump back into Tier 1 of the state's EBF formula earlier than expected adds another **$30 million** to projected revenue increases in FY2027 and beyond.

Projected Budget Deficit After Structural FY2026 Solutions and Actions Impacting Future Years

FY2026 BUDGET	FY2027 BUDGET	FY2028 BUDGET	FY2029 BUDGET	FY2030 BUDGET
-	($520M)	($582M)	($665M)	($835M)

While CPS still faces an uphill climb in future fiscal years, this budget makes significant progress to combat these challenges without cuts to schools and without additional borrowing.

Ensuring Long-Term Financial Stability

The steps taken to balance the FY2026 budget reflect CPS' commitment to maintaining, and hopefully growing, the funding currently allocated to schools. But to do so will require more sustainable revenue. As a District, CPS stands ready to work with all local and state partners to find long-term solutions that will support all funding streams.

At the federal level, CPS will continue to advocate for additional funding for public education and fight to protect the District from future defunding attempts by the Trump administration.

At the state level, CPS will continue to advocate for additional funding to bring the District to full funding adequacy and for full funding of mandated categorical grants, much of which supports costs for students with disabilities. As the Chicago Board of Education completes its transition to a fully-elected board, CPS will seek critical changes at the state level, including having the state cover nearly 100 percent of CPS' teacher pensions (the state currently only covers 35 percent of teacher pensions now), and giving CPS additional tools to raise money for capital improvements.

At the City level, CPS will continue to work with City partners to strike a balance of support and accountability while the Chicago Board of Education transitions to a fully-elected Board.

Next Steps

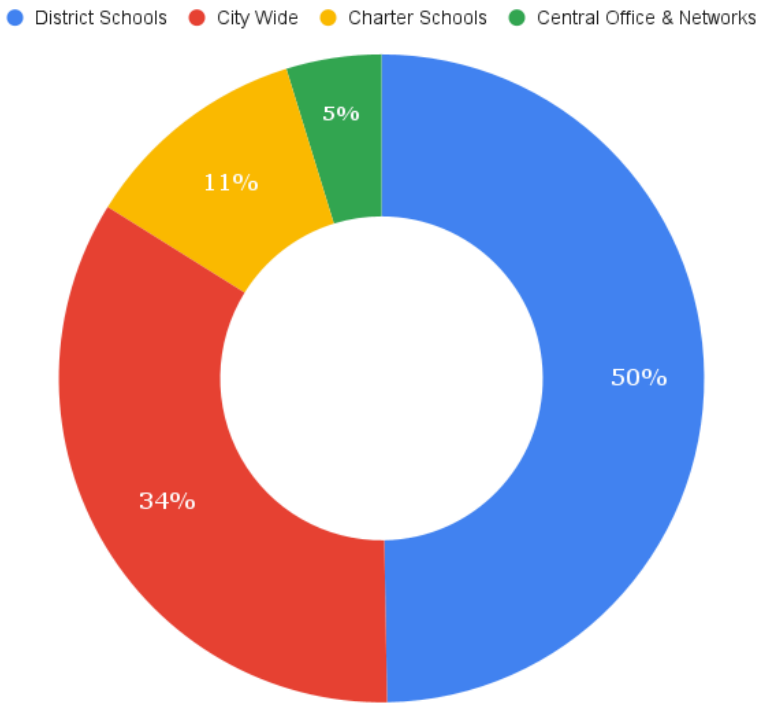
Two budget hearings will be held on August 19, 2025 to gather additional feedback from the CPS community on the proposed FY2026 operating budget. Information on how to participate in these hearings can be found at cps.edu/budget.

Following these hearings, the District will present the balanced FY2026 budget to the Chicago Board of Education for approval on August 28, 2025.

CPS' Operating Budget by Spending Unit

CPS' total operating budget includes $8.66 billion in funding, with 95 percent of these funds directly supporting schools. Funding allocated directly to District, charter, and contract school budgets makes up 60 percent of the operating budget. Citywide funding allocations to provide centrally managed support directly to schools, such as custodians, nurses, social workers, security, and other functions, make up 35 percent. Citywide allocations include funds transferred to schools after the start of the year to account for fall enrollment funding adjustments, grant awards, and other factors. The remaining 5 percent of the CPS operating budget covers central office and network costs providing essential services in support of schools and the District.

Chart 1: FY2026 Operating Budget by Spending Unit



Note: Totals in above chart may not foot due to rounding.

CPS' Operating Budget by Expense Category

The following table breaks out the District's same $8.66 billion operating budget by expense category, to provide an overview of what types of spending CPS has planned in its FY2026 budget.

Chart 2: FY2026 Budget by Expense Category ($ in Millions)

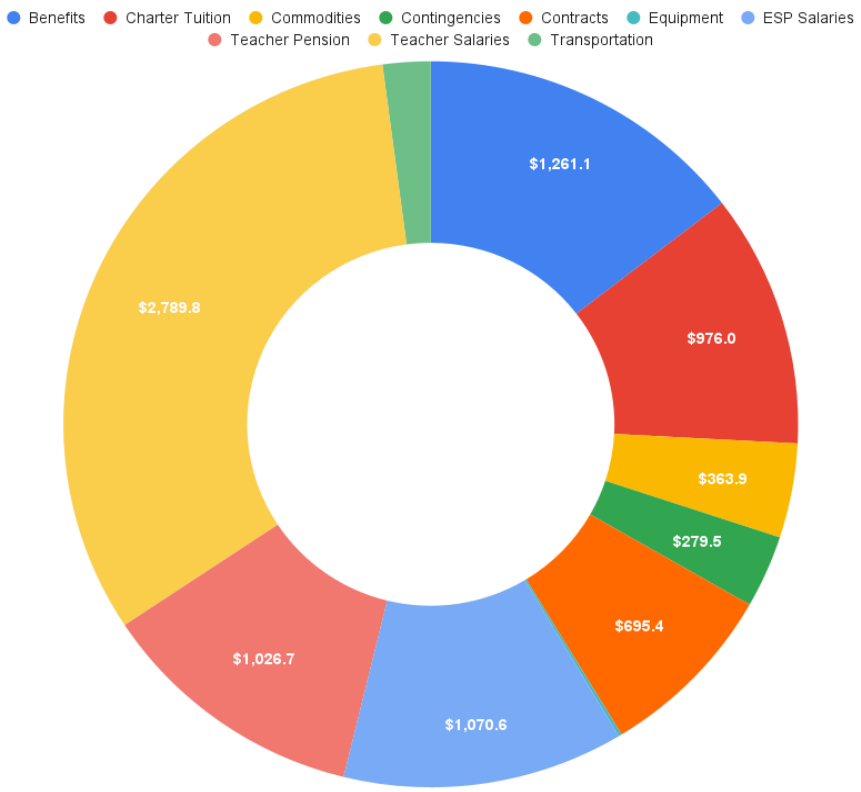


Table 1: FY2026 to FY2025 Operating Budget Comparison by Expense Category ($ in Millions)

	FY2025 Amended Operating Budget	FY2026 Proposed Budget	FY2026 vs. FY2025 Budget
Salaries	$3,753.5	$3,860.4	$106.9
Benefits	$2,217.5	$2,287.8	$70.3
Contracts	$1,790.4	$1,853.4	$63.0
Commodities	$344.4	$363.9	$19.5
Equipment	$31.4	$12.1	$(19.3)
Contingencies/Other	$435.1	$279.5	$(155.6)
Grand Total	**$8,572.3**	**$8,657.0**	**$84.7**

Salaries and Benefits: 71 percent of the FY2026 operating budget funds employee salaries and benefits. The FY2026 budget for salaries reflects an increase of $107 million over the FY2025 budget which is primarily driven by the cost of contractual increases for union employees. FY2026 benefit costs increased by $70 million over FY2025 budget, mostly attributed to increasing costs of medical coverage and associated medical claims.

Contracts: This category includes tuition for charter schools and private therapeutic schools and payments for clinicians that are not CPS staff. This category also includes early childhood education programs provided by community partners and programs such as Safe Passage, City Year, After School Matters, and Safe Haven. In addition, this category includes transportation, repair contracts, legal services, waste removal, custodial services, engineering, and other services. FY2026 contractual costs will increase by a projected $63 million over FY2025 mostly driven by statutory increases in charter funding tied to the per-capita tuition charge, as well as increased student transportation costs. Significant savings in this category were accounted for by reducing the contractual costs for facility repairs and custodial management services.

Commodities: Commodities include spending on items such as food and utilities (which make up the largest share), instructional supplies such as textbooks and software, and other supplies such as postage and paper. The FY2026 budget for commodities is $20 million over FY2025 budget due to increased utility costs, anticipated increase in school meals served, and one-time expenses associated with District curriculum materials.

Equipment: Equipment pays for the cost of furniture, computers, and similar other non-consumable items. The FY2026 budget includes a decrease of $19 million due to the scaling back of the District's new security camera rollout and a reduction of planned purchase of classroom furniture.

Contingencies: This account type includes three categories of spending. The first category represents funding that has been budgeted but not yet allocated to specific accounts or units where it will eventually be spent. Under the current system for school funding, schools are not required to allocate all of their funds, but can hold some in contingency while they determine how they want to spend it. Similarly, the District holds grant funds in contingency, particularly if the grant is not yet confirmed. The FY2026 contingency budget reflects a reduction of $155 million, driven largely by the expiry of pandemic-era grant funding.

CPS' Operating Revenues

The following table breaks out the District's $8.66 billion operating revenues to provide an overview of where CPS' proposed FY2026 revenue comes from, with a comparison to the FY2025 budgeted revenues.

Table 2: FY2026 to FY2025 Operating Revenue Comparison ($ in Millions)

	FY2025 Amended Operating Budget	FY2026 Operating Budget	FY2026 vs. FY2025 Budget

Property Tax	$3,924.0	$4,156.5	$232.5
Replacement Tax	$334.8	$240.0	$(94.8)
TIF Surplus	$298.1	$379.0	$80.9
All Other Local	$580.7	$650.0	$69.3
Total Local	**$5,137.6**	**$5,425.5**	**$287.9**
State Aid	$1,740.3	$1,936.7	$196.4
State Pension Support	$353.9	$363.1	$9.2
Total State	**$2,094.2**	**$2,299.8**	**$205.6**
Federal	**$1,333.2**	**$902.8**	**$(430.4)**
Investment Income	**$7.3**	**$4.0**	**$(3.3)**
Total Revenue	**$8,572.3**	**$8,632.0**	**$59.7**
Other One-Time Funding	**-**	**$25.0**	**$25.0**
Total Budget	**$8,572.3**	**$8,657.0**	**$84.7**

Local Revenues

CPS is projected to receive $4,156.5 million in property tax revenues in FY2026, which remains the District's largest single revenue source. A portion of the District's property tax revenues are restricted for specific uses. Within the operating budget, CPS projects to receive $602 million from the dedicated Chicago Teacher Pension Fund (CTPF) levy, which assists CPS in paying its annual pension obligation. (For more information on the pension levy calculation, please review the Pensions chapter).

Personal Property Replacement Taxes (PPRT) are collected by the State of Illinois and distributed to local governments state-wide. While the tax rates behind the collections are constant, the amount of funding CPS receives from this revenue can vary significantly from year to year. This is because PPRT is a tax that businesses and partnerships, trusts, and S corporations pay on their net Illinois income, along with a tax that public utilities pay on invested income. As corporate and investment income fluctuates, so does the amount received by local government agencies, including CPS. Due to economic factors and the impact of pass-through entity tax legislation, PA 102-0658, PPRT underperformed FY2025 expectations with an end-of-year total of $257 million in CPS revenue, approximately $118 million less than the FY2025 budgeted total of $375 million. CPS projects to collect $240 million in PPRT revenue in FY2026.

State law requires that surplus TIF District property tax revenue is proportionally distributed to the taxing bodies within the TIF Districts. CPS has budgeted $379 million in TIF surplus funding in FY2026 to match the final allocation provided to CPS in FY2025. CPS' share of TIF surplus funding will be finalized once the City of Chicago passes its budget in the fall.

All other local revenue includes a variety of other revenue sources, including school-generated revenue, payments from charter schools, and revenue generated through intergovernmental agreements (IGAs), including $142 million from an annual City property tax levy that funds the debt service on CPS issued bonds through the District's School Building and Improvement IGA.

State Revenues

In FY2026, CPS' state revenue budget is $2,300 million, which comprises 26.6 percent of CPS' operating budget. The state provides funding to CPS through Evidence-Based Funding, support for teacher pension normal cost, and several other appropriations that come in the form of reimbursable or block grants.

EBF is the largest portion of funding that CPS receives from the State of Illinois. In FY2026, EBF represents 62.5 percent of the $2,300 million of CPS' state operating revenues.

FY2026 is the ninth consecutive year that CPS has benefited from the State of Illinois making payments to the Chicago Teacher Pension Fund (CTPF). While the state contributions help to offset the impact that CTPF has on CPS' financial health, Chicago remains the only district in Illinois that is required to pay contributions to its teacher pension fund. In FY2026, the state contribution to CTPF is $363.1 million, an increase of $9.2 million from the prior year's contribution of $353.9 million, but only 35 percent of the District's total teacher pension cost.

In addition to EBF and teacher pension contributions, CPS is projected to receive $525 million in revenue from other state-appropriated funds and categorical grants. The majority of this funding is from the Early Childhood Block Grant, estimated at $277 million in FY2026, and mandated categorical grants, estimated at $180 million in FY2026.

Federal Revenues

Most federal grants require the Chicago Board of Education to provide supplemental educational services for children from low-income households, children from non-English speaking families, and for neglected and delinquent children from preschool through twelfth grade. These grants are dedicated to specific purposes and cannot supplant local programs. Medicaid reimbursement and Impact Aid are the only federal funding that is without any restriction.

For additional information on the FY2026 Revenues, please review the Revenue chapter of the budget book.

CPS Personnel Budget

The FY2026 budget includes 45,542 full-time equivalents (FTEs), a decrease of 423 FTEs from the FY2025 budget. 96 percent of all positions in the FY2026 budget provide direct support to schools.

Chart 3: Of the 45,542 Positions in the FY2026 Budget, 96 Percent Directly Support Schools

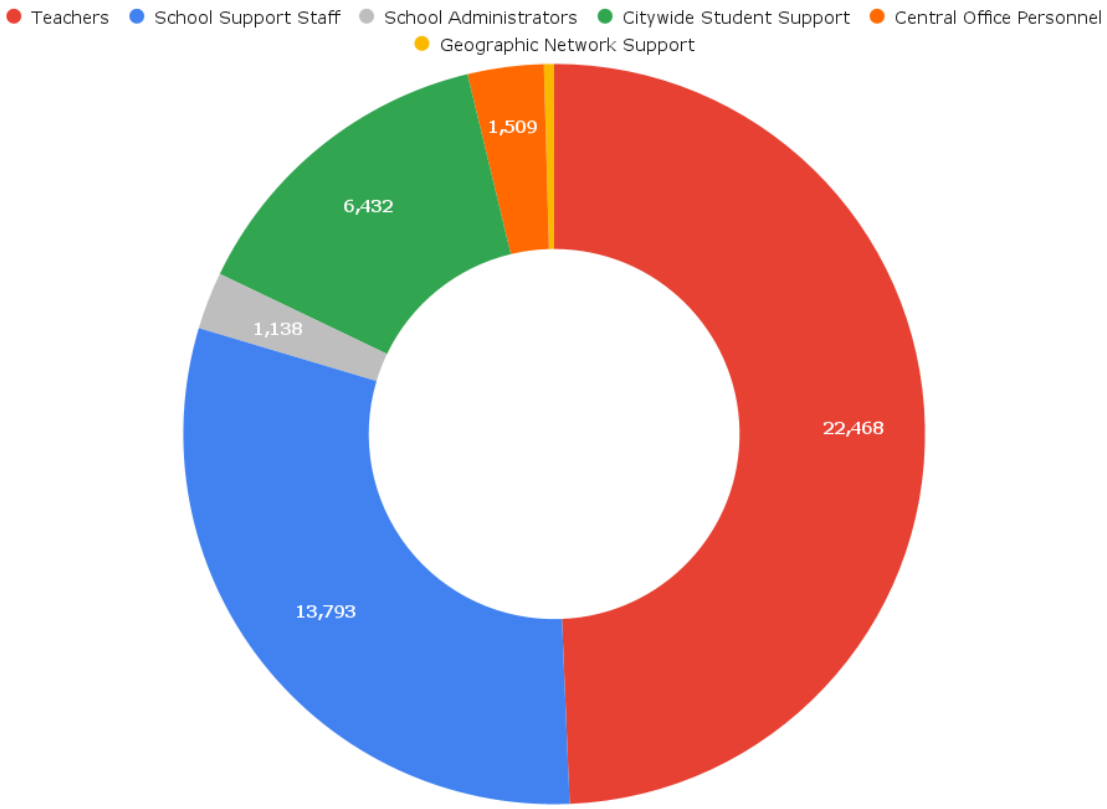


Table 3: FY2026 to FY2025 FTE Comparison

	FY2025 FTE	FY2026 FTE	Increase or (Decrease)
Teachers	22,365	22,468	103
School Support Staff	14,009	13,793	(216)
School Administrators	1,149	1,138	(11)
Citywide Student Support	6,557	6,432	(125)
Central Office Personnel	1,675	1,509	(166)
Geographic Network Support	210	202	(8)
Grand Total	**45,965**	**45,542**	**(423)**

Note: Totals in above table may not foot due to rounding.

FY2026 FTE figures include school-based positions to be added throughout the school year to support enrollment increases and changing needs for students with disabilities.

Over 70 percent of the District's budget is tied to the people who provide our students with instruction, support, and critical operational administration. The changes in the FY2026 headcount include:

- An additional 103 Teachers to support enrollment increases seen after the start of school, as well as additional special education teachers to support changing IEP needs of students with disabilities.
- A decrease of 216 School Support Staff, primarily driven by assessing required staffing levels of Special Ed Classroom Assistants (SECAs) in certain settings to meet student IEP needs, and reduction of vacant school lunchroom positions. Based on evolving student IEP needs coupled with expected enrollment changes, the District has budgeted for over 400 classroom support roles to be added back during the school year, as needed.
- A decrease of 174 FTE in Central and Network offices; these include staff performing central operational functions within Finance, Talent, IT, and other administrative offices, content specialists within academic offices, Network-specific Instructional Support Leaders, and other staff providing academic, programmatic, and technical support to schools.
- A decrease of 125 Citywide Student Support staff, primarily driven by a reduction of citywide lunchroom positions, as well as crossing guards that service private facilities and in areas where the district provides overlapping safe passage service.

FY2026 Capital Budget Overview

The FY2026 budget for Chicago Public Schools (CPS) includes a capital budget totaling $555.9 million of investments that will focus on priority facilities needs at neighborhood schools, mechanical systems that control the indoor environment and air quality of our schools, building envelope improvements for roofing systems, ADA accessibility, restroom modernizations, student recreation and athletic improvements, site improvements, and continued expansion of technology upgrades and other academic priorities. To support schools throughout the city, the FY2026 capital plan provides funding in five main areas: critical facility needs, interior improvements, programmatic investments, site improvements, and IT upgrades.

CPS will continue to invest in energy efficiency measures, including the replacement of existing equipment with energy-efficient equipment, replacement of steam heating systems with hydronic systems, lighting controls, replacement or addition of Building Automation Systems (BAS) for more efficient systems operations, heat pumps, replacement of existing roof-mounted equipment with energy-efficient equipment, improved roof reflectance and energy efficiency resulting from a water and airtight roofing envelope system, which we can build on to further invest in energy savings through clean energy investments.

CPS is committed to promoting equitable access to high-quality school environments, and equity served as the foundation for the FY2026 capital plan. The District's Equity Office played an important role in developing the FY2026 capital proposal by ensuring that resources are distributed fairly and equitably across CPS schools, allowing all students to share in the District's record-setting progress. In addition, the FY2026 capital budget planning process included several enhancements, most notably around transparency and community outreach.

Community feedback requested more transparency in the prioritization process for Capital projects. In April, Chicago Public Schools (CPS) held three virtual and two in-person meetings to engage communities in discussing capital priorities for the FY26 capital plan. These sessions, led by the CPS Capital Department, Office of Equity, and Office of Family and Community Engagement (FACE), offered insights into the capital planning process and helped prioritize critical needs. We received over 5,000 survey responses during the capital plan development process. The high number of critical facility needs identified by the Educational Facilities Master Plan (EFMP) is reflected in the proposed Capital budget, which allocates funds across various categories.

The CPS facility portfolio includes 522 campuses and 803 buildings. Our average facility age is over 85 years old, and the total CPS immediate critical facility need is nearly $4 billion. Since FY2017, CPS has invested over $3 billion in capital improvements across the District. These projects include major renovations to ensure our schools remain warm and dry, facility construction to relieve overcrowding, security cameras to provide a safer environment for our children, and renovations to aid programmatic enhancements, among others. Additionally, CPS is continuing to invest in ADA upgrades to ensure all CPS campuses are more accessible.

The FY2026 capital budget is primarily funded by future issuance of general obligation bonds, which are principally repaid by Evidence-Based Funding (EBF). (For more information, please see the Debt Management chapter of the budget book.) A portion of the FY2026 budget is also funded by Tax Increment Financing (TIF) funds, state funding, and other outside resources as they become identified.

CPS' capital plan aligns with the priorities outlined in the Educational Facilities Master Plan. Future projects will be determined by equity, assessed need, educational priorities, and available funding, with the goal of maximizing the number of students impacted by the capital investments.

For additional information on the FY2026 Capital budget, please review the Capital chapter of the budget book.

Debt Budget Overview

The Chicago Board of Education (Board) is authorized by state law to issue notes and bonds, enter into lease agreements for capital improvement projects, and assist in the management of cash flow and liquidity. As of June 30, 2025, the Board has approximately $9.1 billion of outstanding long-term debt and $450 million of outstanding short-term debt. FY2026 includes appropriations of $1.0 billion for long-term debt service payments. Approximately $23.2 million of appropriations for interest on short-term debt is included in the operating budget.

CPS' Capital Improvement Program, described in the Capital chapter, funds long-term investments that provide our students with a world-class education in high-quality learning environments. CPS relies on the issuance of bonds to fund the investments laid out in the program, which include roofs, envelopes,

and windows; state-of-the-art high school science labs; high-speed internet and digital devices; playgrounds and athletic fields; and the expansion of full-day pre-k and other high-quality programs. Bonds are debt instruments that are similar to a loan, requiring annual principal and interest payments. Typically, CPS issues long-term fixed-rate bonds, which pay a set interest rate according to a schedule established at the time of debt issuance. As of June 30, 2025, all CPS outstanding long-term debt is fixed rate.

For additional information on the FY2026 Debt budget, please review the Debt Management chapter of the budget book.

Fiscal year 2026 represents the first year since fiscal year 2019 that CPS—and other school districts throughout the country—will no longer have access to federal COVID-19 relief funding. Over the last six fiscal years, CPS received nearly $3 billion in relief funding, providing resources critical for the District's pandemic response, return to classrooms, and recovery.

Now that this funding has fully expired, CPS has heightened revenue constraints. According to the state's EBF model, CPS now has 73 percent of what the formula says the District needs to be "adequately" funded. This is down from 79 percent last year, and 81 percent in FY2024—a sharp eight-point decline in just two years. It is estimated that the District requires an additional $985 million to reach the state's own goal of 90 percent adequacy by FY2027. This metric alone illustrates the severity of CPS's current resourcing levels, and the District has limited ability to solve this problem on its own.

The largest share of local revenue comes from the Chicago Board of Education's ability to tax residents on the value of their property. The stability of this revenue source is vital to the financial health and viability of the District. CPS' ability to extend taxes is governed by the Property Tax Extension Limitation Law (PTELL), which limits the amount CPS can increase its property tax levy by the lesser of the change in the Consumer Price Index (CPI) or five percent. For FY2026, the relevant CPI has been calculated at 2.9 percent.

The largest portion of state funding allocated to CPS and other Illinois districts is Evidence-Based Funding (EBF). The state's EBF model allocates each year's new funding through a tiering system that directs new investments in state education funding to districts most in need of resources. At the end of the recent state legislative session, the General Assembly passed a state budget that includes a $307 million increase in EBF funding. As an under-resourced district, CPS will see additional state funding in FY2026, and, due to the EBF distribution construct, the additional amount will become the base for CPS' appropriation in FY2027.

The following section details the factors, assumptions, and trends that are the basis of the FY2026 revenue budget.

Table 1: All Funds by Revenue Source ($ in Millions)

	FY2025 Amended Budget	FY2026 Budget	FY2026 vs. FY2025 Amended Budget
Local Revenues			
Property Tax	$4,009.2	$4,241.7	$232.5
Replacement Tax	$375.2	$250.2	$(125.0)

Other Local	$1,075.1	$1,197.0	$121.9
Total Local	**$5,459.5**	**$5,688.9**	**$229.4**
State Revenues			
EBF	$1,758.5	$1,831.8	$73.3
Capital	$13.3	$12.5	$(0.8)
Other State	$853.3	$875.3	$22.0
Total State	**$2,625.1**	**$2,719.6**	**$94.5**
Federal	**$1,361.3**	**$931.7**	**$(429.6)**
Investment Income	**$30.4**	**$24.7**	**$(5.7)**
Total Revenue	**$9,476.3**	**$9,364.9**	**$(111.4)**
Other One-Time Funding	**-**	**$25.0**	**$25.0**
Total Budget	**$9,476.3**	**$9,389.9**	**$(86.4)**

Table 2: FY2026 Revenue Sources Allocated for Debt, Capital, and Operating Funds ($ in Millions)

	FY2026 Total Budget	Amount for Debt Service	Amount for Capital	Balance for Operating Budget
Local Revenues				
Property Tax	$4,241.7	$79.7	$5.5	$4,156.5
Replacement Tax	$250.2	$10.2	-	$240.0
Other Local	$1,197.0	$142.3	$25.7	$1,029.0
Total Local	**$5,688.9**	**$232.2**	**$31.2**	**$5,425.5**
State Revenues				
EBF	$1,831.8	$394.8	-	$1,437.0
Capital	$12.5	-	$12.5	-

Other State	$875.3	-	$12.5	$862.8
Total State	**$2,719.6**	**$394.8**	**$25.0**	**$2,299.8**
Federal	**$931.7**	**$23.8**	**$5.0**	**$902.8**
Investment Income	**$24.7**	**$20.7**	**-**	**$4.0**
Total Revenue	**$9,364.9**	**$671.6**	**$61.2**	**$8,632.0**
Other One-Time Funding	**$25.0**	**-**	**-**	**$25.0**
Total Budget	**$9,389.9**	**$671.6**	**$61.2**	**$8,657.0**

Table 3: FY2025 to FY2026 Operating Budget Comparison by Revenue Category ($ in Millions)

	FY2025 Amended Operating Budget	FY2026 Operating Budget	FY2026 vs. FY2025 Amended Operating Budget
Property Tax	$3,924.0	$4,156.5	$232.5
Replacement Tax	$334.8	$240.0	$(94.8)
TIF Surplus	$298.1	$379.0	$80.9
All Other Local	$580.7	$650.0	$69.3
Total Local	**$5,137.6**	**$5,425.5**	**$287.9**
State Aid	$1,740.3	$1,936.7	$196.4
State Pension Support	$353.9	$363.1	$9.2
Total State	**$2,094.2**	**$2,299.8**	**$205.6**
Federal	**$1,333.2**	**$902.8**	**$(430.4)**
Investment Income	**$7.3**	**$4.0**	**$(3.3)**
Total Revenue	**$8,572.3**	**$8,632.0**	**$59.7**

Other One-Time Funding	**-**	**$25.0**	**$25.0**
Total Budget	**$8,572.3**	**$8,657.0**	**$84.7**

Local Revenues

Property Taxes

CPS is projected to receive $4,241.7 million in property tax revenues in FY2026, which remains the District's largest single revenue source. A portion of the District's property tax revenues is restricted for specific uses. Within the operating budget, CPS projects to receive $602 million from the dedicated Chicago Teacher Pension Fund (CTPF) levy, which assists CPS in paying its annual pension obligation. (For more information on the pension levy calculation, please review the Pensions chapter). $85.2 million is revenue from the Capital Improvement Tax levy, which includes $79.7 million dedicated to paying debt service on bonds issued for capital improvements and $5.5 million in additional levy receipts.

The remaining $3,554 million of CPS' property taxes are free to fund any other operating costs. $3,349 million of this is from the CPS property tax education levy, and $163 million is revenue from Transit Tax Increment Financing (TIF). CPS expects another $42 million from changes to the property tax code from Public Act 102-0519, which allows Illinois school districts to receive the amount of property tax levied but not received due to property tax bill refunds processed through the State Treasurer's Office.

The FY2026 budget includes a net increase in property taxes of $232.5 million. The increase is attributable to an increase of $42.0 million from the District's Transit TIF collections, an increase of $9.9 million in levy adjustment revenue, and a $137.0 million increase in education levy collections. Pension levy collections are expected to be $43.6 million higher relative to the FY2025 budget; this relatively large increase is due to the impact of property value reassessments in tax year 2024. The remaining change can be attributed to the impact of inflation, new property, and expiring TIF districts on the Education levy.

Impact of Inflation

CPS' property tax levy is subject to PTELL, which limits the amount school districts can extend or collect from a taxing district. Each year, CPS levies property taxes to fund the operations of the public school system. The amount that CPS requests through the Board of Education cannot reflect an increase greater than the lesser of the change in the Consumer Price Index (CPI) or five percent. Tying tax increases to CPI is intended to prevent taxpayers from being overburdened by government activity that is independent of larger economic trends and has a subsequent impact on taxpayers.

The Illinois Department of Revenue is responsible for publishing the CPI that will be used for any government unit subject to PTELL. For the FY2026 property tax levy calculation, the calculated CPI is 2.9 percent. Inflationary increases under PTELL impact only the District's education levy and are expected to

add $73 million to the District's projected property tax collections.

Impact of Assessments and New Property

The Cook County Assessor's office reassesses property values on a triennial cycle. The city underwent its regular reassessment in 2024, the most recent year for which property value, or equalized assessed value (EAV), totals are available. However, forecasting the impact of the reassessment is challenging. CPS typically estimates eight percent growth in EAV associated with reassessment years, including for tax year 2024, affecting FY2025 revenue. For the FY2026 budget, this growth is reflected in the pension levy revenue estimate; the pension levy is uniquely based on current year, tax year 2025, new property totals and the previous year, tax year 2024, property value tax base. The FY2026 budget includes a year-over-year EAV growth estimate for tax year 2025 of two percent.

Additionally, property that was either constructed during a given tax year, or newly taxable as part of the incremental value of an expired TIF district, is not included in the base property amount that is capped under PTELL. Both new property and the incremental equalized assessed value of an expiring TIF district are taxed at the same rate as existing properties.

In tax year 2025, an anticipated amount of $609 million of newly constructed property and $1,418 million of incremental EAV from expiring TIF districts is projected to be newly available under CPS' tax levies and will subsequently become part of the tax year 2026 base. Newly constructed property and expiring TIF districts are expected to add $32 million and $74 million, respectively, to the District's projected property tax collections, a total of $106 million from newly available EAV.

Other Property Tax Considerations

A smaller portion of CPS operating revenues is generated by Transit TIF districts created for the Red-Purple Modernization and Red Line Extension programs. The districts serve to fund development projects on the North Side of Chicago to modernize Chicago Transit Authority (CTA) tracks from North Avenue to Devon Avenue and to extend rail south of 95th/Dan Ryan, respectively. By statute, the share of Transit TIF revenue CPS receives is proportional to the annual tax rate for CPS compared to the total composite tax rate of all taxing districts servicing Transit TIF properties. In recent years, CPS has received approximately 52 percent of all revenue produced in the Transit TIF. In FY2026, CPS projects that Transit TIF revenues are budgeted to be $163 million, representing an increase of just over $42 million from the FY2025 revenue budget of $121 million.

Personal Property Replacement Taxes (PPRT)

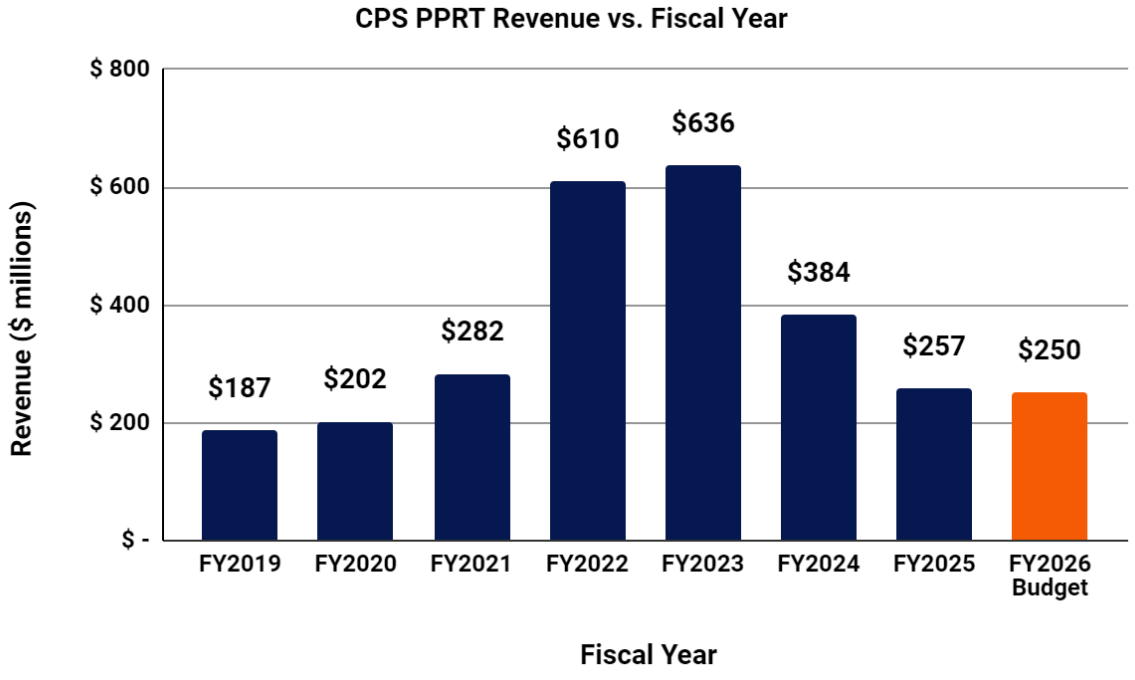
Personal Property Replacement Taxes (PPRT) are collected by the State of Illinois and distributed to local governments state-wide. While the tax rates behind the collections are constant, the amount of funding CPS receives from this revenue can vary significantly from year to year. This is because PPRT is a tax that businesses and partnerships, trusts, and S corporations pay on their net Illinois income, along with a tax that public utilities pay on invested income. As corporate and investment income fluctuates, so does the amount received by local government agencies, including CPS.

The collection rates, found below, are greatest for the Corporate Income Tax (CIT) and are therefore used to provide the basis of the CPS revenue budget.

- Corporations pay a 2.5 percent replacement tax on their net Illinois income.
- Partnerships, trusts, and S corporations pay a 1.5 percent replacement tax on their net Illinois income.
- Public utilities pay a 0.8 percent tax on invested capital.

Prior to the late 1970s, local governments and school districts were statutorily allowed to levy taxes on business properties. After the General Assembly revoked that ability, legislation instituting PPRT was passed to mitigate the revenue loss to local taxing agencies. The portion of PPRT disbursed to Illinois local government agencies reflects the portion of the total tax levy on business properties collected in tax year 1977. For CPS, the portion of collected PPRT distributed is 14 percent.

Due to state tax policy factors and the impact of pass-through entity tax legislation, PA 102-0658, PPRT underperformed FY2025 expectations with an end-of-year total of $257 million in CPS revenue, approximately $118 million less than the FY2025 budgeted total of $375 million. In FY2026, PPRT receipts are budgeted to be similar to FY2025 revenue. CPS projects to collect $250 million in PPRT revenue in FY2026. The figure below illustrates the peak of PPRT revenue since FY2019 and how the FY2026 budget compares to past receipts. The FY2026 budget is calculated to be a return to FY2020 funding levels adjusted for inflation. With debt service payments from PPRT totaling $10 million, the remaining $240 million of PPRT revenue will be available to support operating costs.



TIF Surplus and Other Local Resources

According to the terms of the state TIF Act, surplus funds must be calculated on an annual basis, and if there is an excess of TIF funding compared to what has been pledged to projects, this is considered to be a "surplus". In addition to state law, Executive Order 2013-3 enacted by former Mayor Rahm Emanuel further formalized and expanded upon the process of the City declaring a TIF surplus on an annual basis.

Surplus amounts are distributed proportionally to the taxing bodies within the TIF districts. CPS typically receives about 50 percent of the total surplus declared. CPS expects to receive $379 million in TIF surplus funding in FY2026, matching the amount distributed to CPS in fiscal year 2025.

All other local revenue includes a variety of other revenue sources, including school-generated revenue, payments from charter schools, and revenue generated through intergovernmental agreements (IGAs), including $142 million from an annual city property tax levy that funds the debt service on CPS-issued bonds through the District's School Building and Improvement IGA.

Local Contributions to Capital

FY2026 local capital revenue of $31.2 million assumes $15.1 million in reimbursements for ongoing TIF-related projects, plus $10.6 million from the Metropolitan Water Reclamation District and the Department of Water for Space to Grow projects. The budget also includes $5.5 million from Capital Improvement Tax collections not tied to existing bond issuances.

State Revenue

In FY2026, CPS' state revenue budget is $2,719.6 million, which comprises 29.0 percent of CPS' total budget. As discussed above, the state provides funding to CPS through EBF, support for pension normal cost, and several other appropriations that come in the form of reimbursable or block grants.

Evidence-Based Funding

EBF is the largest portion of funding that CPS receives from the State of Illinois. In FY2026, EBF represents 67.4 percent of the $2,719.6 million that CPS is projected to receive from the state.

Since its inception in 2017, the state has allocated EBF funds to districts using a formula that maintains existing funding levels for all districts and targets new funding to the districts that are least well-funded. The formula first allocates each district its Base Funding Minimum, a total reflecting the previous year's EBF allocation. This provision provides crucial stability for CPS as it ensures that, regardless of enrollment or demographic trends, CPS will receive at least the same funding as the year prior, absent the state taking an unprecedented and highly unlikely step of disinvesting from EBF funding.

The second component of the formula allocates new, or "tier," funding based on a formula that targets the least well-funded districts. To evaluate funding levels of districts across the state, the state first calculates "adequacy targets" for each district, reflecting the evidence-based level of resources needed for each district to educate its students. Adequacy targets include, for example, the additional resources

necessary to educate low-income students, special education students, and English language learners, along with the financial resources needed to provide funding for technological devices and instructional materials.

Funding adequacy, expressed as a percentage, is then calculated by dividing each district's available local resources by its adequacy target, indicating each district's ability to meet its specific needs. The FY2026 calculations indicate that CPS' funding adequacy is 73.3 percent.

Tier funding is then distributed using a formula that allocates the most funding to "Tier 1" schools, or those least adequately funded. Until FY2023, CPS had been a Tier 1 district since the inception of EBF, reflecting the high needs of the District and historical levels of underfunding. Due primarily to changes to revenue and expense factors within the EBF formula, CPS has returned to Tier 1 in FY2026.

For the FY2026 resources calculation, the formula utilizes actual PPRT disbursements in calendar year 2024. As shown in the PPRT chart above, FY2024 marked a major decline in revenue, constituting about a $253 million, or 39.7 percent, reduction. The calendar year amounts used in the calculation decreased by $236.1 million, or 41.3 percent. While this decline affects all districts across the state, PPRT constitutes a significantly greater portion of the CPS local resources total than the average district. Given the change in comparative need, and the $307 million of new EBF funding in the state's recently passed FY2026 budget, CPS expects to receive an additional $76 million in tier funding in FY2026, about 24.8 percent of the total new funding. In FY2025, CPS received approximately 11.1 percent of total new funding.

Since 2019, CPS has received an additional allocation of EBF funding that is the result of property tax adjustments. This amount totals just over $16 million and is included in the total EBF funding amounts.

State Contribution to Teacher Pensions

FY2026 is the ninth consecutive year that CPS has benefited from the State of Illinois making payments to the Chicago Teacher Pension Fund (CTPF). While the state contributions help to offset the impact that CTPF has on CPS' financial health, Chicago remains the only district in Illinois that is required to pay contributions to its teacher pension fund. In FY2026, the state contribution to CTPF is $363.1 million, an increase of $9.2 million from the prior year's contribution of $353.9 million, but only 35 percent of the District's total teacher pension cost. See the Pensions chapter for more information.

Additional State Funds including Categorical Grants

In addition to EBF and teacher pension contributions, CPS is projected to receive $525 million in revenue from other state-appropriated funds and categorical grants. The majority of this funding is from the Early Childhood Block Grant, which decreased from $284 million in FY2025 to an estimated $277 million in FY2026. CPS also expects to receive $6.4 million for teacher pipeline efforts as part of an appropriation in the state's recently passed budget.

State Contribution for Capital

The state capital revenue total of $25 million comprises $12.5 million in gaming revenue for new construction projects and $12.5 million in anticipated reimbursements for approved capital projects.

Federal Revenue

Most federal grants require the Chicago Board of Education to provide supplemental educational services for children from low-income households, children from non-English speaking families, and neglected and delinquent children from pre-k through 12th grade. These grants are dedicated to specific purposes and cannot supplant local programs. Medicaid reimbursement and Impact Aid are the only federal funding sources without any restrictions.

Every Student Succeeds Act (ESSA)

- **Title I-A—Low Income:** Allocated based on a district's poverty levels, this is the largest grant received under the ESSA. The grant allows the District to provide supplemental programs to improve the academic achievement of low-income students. The anticipated total grant award for FY2026 is $343.2 million.
- **Title I-A—School and District Improvement (formerly IL Empower):** This grant is a state-wide system of differentiated support and accountability to improve student learning, purposely designed to develop capacity to meet student needs. CPS is budgeting $77.3 million in FY2026 to account for known continuation grant awards as well as potential new funding.
- **Title I-D—Neglected/Delinquent:** This grant targets the educational services for neglected or delinquent children and youth in local and state institutions to assist them in attaining state academic achievement standards. Programs include academic tutoring, counseling, and other curricular activities. The anticipated total grant award for FY2026 is $2.3 million.
- **Title II-A—Improving Teacher Quality:** This grant funds class size reduction, recruitment and training, mentoring, and other support services to improve teacher quality. CPS anticipates a total of $22.2 million to be awarded for the FY2026 Title II-A grant.
- **Title III-A—Language Acquisition:** These funds support students with limited English proficiency who meet eligibility requirements. The total funding available is estimated at $10.2 million for FY2026.
- **Title IV-A—Student Support and Academic Enrichment Grants:** These grants support states, local educational agencies, schools, and local communities to provide all students with access to a well-rounded education, improved student learning conditions in schools, and increased technology in order to improve the academic achievement and digital literacy of all students. CPS anticipates a total of $26.1 million to be awarded for the FY2026 Title IV-A grant.
- **Title IV-B—21st Century Community Learning Centers:** These grants provide opportunities for communities to establish schools as community learning centers and provide activities during after-school and evening hours. CPS anticipates a total of $6.9 million to be awarded in FY2026, a decrease of $2.7 million from the previous year.

Individuals with Disabilities Education Act (IDEA)

IDEA grants are allocated based on a state-established formula to provide supplemental funds for special education and related services to all children with disabilities from ages three through 21.

The IDEA grants include a number of programs:

- **IDEA Part B Flow-Through**: This is the largest IDEA grant, with the estimated award for FY2026 totaling $104.4 million.
- **IDEA Room and Board:** This grant provides room and board reimbursement for students attending facilities outside of Chicago and is estimated at $7.6 million in FY2026.
- **Part B Preschool:** This grant offers both formula and competitive grants for special education programs for children ages 3–5 with disabilities. CPS anticipates a total of $3.2 million from the formula grant and $743,772 from a competitive grant for FY2026.

Total FY2026 IDEA funding equals $115.9 million, including small competitive grants and carryover from the previous year in the preschool grant.

Child Nutrition Programs

CPS participates in state- and federally-funded Child Nutrition Programs, including the:

- School Breakfast Program (SBP)
- National School Lunch Program (NSLP)
- Child and Adult Care Food Program (CACFP)
- Summer Food Service Program (SFSP)
- Fresh Fruit and Vegetable Program (FFVP)

Under the Child Nutrition Programs (CNP), CPS offers free breakfast, lunch, after-school supper, after-school snacks, Saturday breakfast, and Saturday lunch during the school year. The District also serves breakfast and lunch during summer school and offers fresh fruit and vegetables to elementary school students during the school year.

In 2012, CPS began participating in the Community Eligibility Provision program. All schools are now part of this program, which provides free breakfast and lunch to all students regardless of income eligibility. CPS is reimbursed for all meals at the maximum free reimbursement rate under each CNP.

CPS anticipates $214 million in federal reimbursements for FY2026. These revenues include:

- $209 million for school lunches, breakfast, snacks, and donated foods
- $3.4 million for CACFP
- $2.0 million for FFVP

Medicaid Reimbursement

Local Education Agencies (LEAs) are required to provide special education and related services as delineated in the Individualized Education Program (IEP) and an Individualized Family Service Plan (IFSP)

at no cost to parents. In addition, LEAs in Illinois may now seek reimbursement for school-based Medicaid services for Medicaid-enrolled students with a 504 Plan, an individualized plan of care, or where medical necessity has been otherwise established. Medicaid provides reimbursement for the:

- Delivery of covered direct medical services provided to any Medicaid-enrolled child
- Cost of specific administrative activities, including outreach activities designed to ensure that students have access to Medicaid-covered programs and services.

Medicaid provides reimbursement for covered direct medical services, including, but not limited to: audiology, developmental assessments, medical equipment, medical services, medical supplies, medication administration, nursing services, occupational therapy, physical therapy, psychological services, school health aides, social work, speech/language pathology, and specialized transportation. When these services are provided to a Medicaid-enrolled student, the services are eligible for Medicaid reimbursement at the state's approved reimbursement rate.

Medicaid revenues in FY2026 are projected to be $63.4 million, subject to the level of healthcare services rendered in the upcoming school year.

Other Federal Grants

This category includes funding for other specific purposes, including:

- **Carl D. Perkins:** This grant was established to help students in secondary and post-secondary education develop academic and technical skills for career opportunities, specific job training, and occupational retraining. The FY2026 Perkins formula grant is anticipated to be $8.1 million.
- **E-rate:** The Federal Communications Commission provides funding through its E-rate program to discount the cost of telecommunications, internet access, and internal connections for schools and libraries across the country. The FY2026 federal E-rate grant is anticipated to be $5.3 million.

Federal Interest Subsidy under Qualified School Construction Bonds (QSCBs) and Build America Bonds (BABs)

In FY2026, CPS has budgeted to receive a direct federal subsidy payment of $24 million for these two types of federally subsidized bonds. This amount takes into consideration an allowance assumption of 5.7 percent for federal sequestration. See the Debt Management chapter for more information.

Federal Contribution for Capital

The federal capital revenue total of $5.0 million is funded by the federal E-rate grant.

Other One-Time Funding

In 2023, CPS received a major philanthropic donation and has used a portion of the funding over time to support strategic planning initiatives. CPS will leverage $25 million of this one-time funding to help close the FY2026 deficit.

The FY2026 Budget will include $1,026.7 million for the Chicago Teachers' Pension Fund (CTPF). With strong investment returns thanks to a favorable market, this amount is $18.1 million less than what CTPF forecasted last year for FY2026's projected contribution. Funding from the State of Illinois (the State) also increased due to higher-than-expected payroll. Since the overall employer contribution requirement decreased from last year's projection—down from $1,044.8 million—and the State's contribution increased, CPS' contribution decreased.

With a strong investment market in FY2022 and increased pension levy revenues, CPS did not need to spend any of its operating revenue on CTPF contributions for FY2023—the first time in the last twenty years where CTPF was wholly funded by dedicated state and local revenue sources. In FY2024, and to a lesser degree in FY2025, CPS had to once again divert operational revenue to help cover its statutory contribution. This will happen yet again in FY2026, but to a lesser degree than what was seen in FY2024 and FY2025. Whereas the operating revenue diversion exceeded $140 million in FY2024, FY2026 will see a projected operating revenue diversion of less than half that, settling in at $61.3 million. As yearly contribution estimates grow due to the pension payment ramp, CPS expects that for the next nine years the levy revenue alone will not be enough to cover CPS' contribution to the CTPF. This means CPS will need to continue diverting operating revenue to cover the difference.

The structural changes enacted in FY2017 and FY2018 that altered the funding mechanisms supporting the CTPF provided several key measures to ensure long-term pension health. In FY2017, the Illinois General Assembly granted CPS the ability to implement a property tax levy dedicated to funding the CTPF at a tax rate of 0.383 percent of the Equalized Assessed Value (EAV) of Chicago properties. That rate was then raised in FY2018 to a maximum rate of 0.567 percent. Additionally, in FY2018, the State made a commitment to pay the employer's normal cost for pension obligations, which is the amount of future pension benefits that CTPF-eligible employees will accrue over a given fiscal year. In FY2025, this normal cost comes out to 33.4 percent of the total employer contribution amount. Despite these improvements, CPS still bears legacy costs that have—aside from FY2023—required the use of operating revenue to cover the difference between the levy's revenue and CPS' statutory pension payment. Nonetheless, CPS continues to make all statutory contributions to the CTPF in accordance with the pension ramp, which has the mandate that CTPF be 90 percent funded by FY2059.

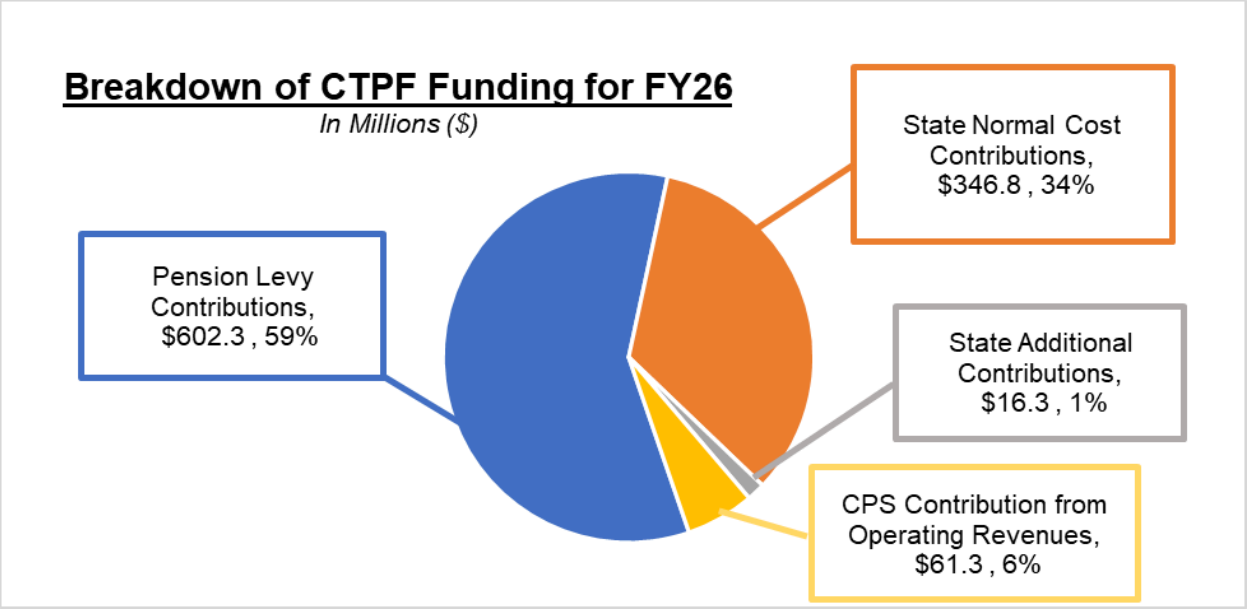
These costs are a burden unique to CPS. CPS remains the only school district in the State with its own teachers' pension system separate from the statewide Teachers' Retirement System (TRS). Full-time salaried CPS teachers and other licensed teaching staff are part of the CTPF, which, until recently, has been funded almost entirely by Chicago taxpayers with little support from the State. Under this arrangement, Chicago taxpayers have faced the unique burden of having to support both the CTPF and the TRS. Like all other working Illinoisans, portions of their income, corporate, and sales taxes paid to the State go toward funding TRS costs, but Chicagoans bear the additional burden of supporting most of the CTPF costs through property taxes and other local revenue streams.

Per the CTPF's 2024 actuarial report, the total statutory, or required, employer contribution to the CTPF for FY2026 will be $1,026.7 million. Of that number, the State will pay $363.1 million, which is comprised

of the projected normal cost of $346.8 million and $16.3 million to offset the benefit increases enacted under Public Act 90-0582 (this is set at 0.544 percent of the CTPF's total payroll pursuant to Public Act 90-0655). This total of $363.1 million also includes $65 million in the form of a health insurance subsidy for retirees.

CPS' required contributions for FY2026 amount to $663.6 million. The pension property tax levy is projected to raise $602.3 million in FY2026. This is up $0.9 million from the initial budgeted projection from FY2025. This means that the Chicago Board of Education will be responsible for funding the remaining $61.3 million differential out of its operating revenues to meet the total required contribution for CPS of $663.6 million. The operational diversion is down from $142.7 million in FY2024 and $102.9 million in FY2025 to $61.3 million in FY2026. Much of this decrease stems from stability in total CPS required contributions paired with simultaneous increases in the pension levy revenue year-over-year.

Chart 1: Projected FY2026 Funding for Required CTPF Employer Contributions ($ in Millions)



A Strong Market Boosts Funded Ratios for the CTPF

The funded ratio of the CTPF based on the actuarial value of assets (AVA) increased to 48.1 percent as of June 30, 2024, up from 47.2 percent on June 30, 2023. This actuarial value is determined by a four-year smoothing method that helps account for unexpected gains or losses and provides better baselines for long-term fiscal planning. Therefore, it is more stable year-to-year than the market value of assets (MVA) detailed below.

The increase in the funded ratio stems from a higher-than-expected return on the actuarial value of assets in FY2024, which came in at 8.1 percent instead of the assumed rate of 6.5 percent. When using

the MVA to estimate, which examines the unadjusted returns within a fiscal year, we see that the funded ratio also rose from 46.3 percent as of June 30, 2023, to 47.5 percent as of June 30, 2024. The return on market value of assets was 8.2 percent in FY2023 and approached 9.0 percent in FY2024. For context, the ten-year average for market value investment return is 6.6 percent, while the ten-year average for the actuarial value investment return is 7.5 percent.

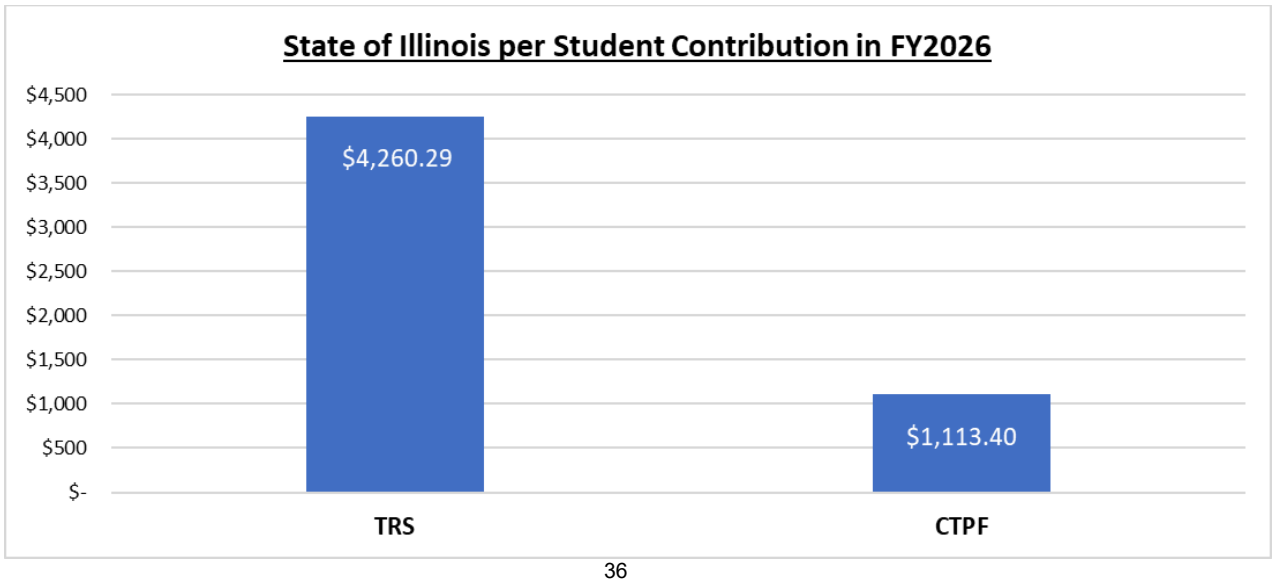
The unfunded actuarial accrued liability (UAAL) for CTPF grew by $129.5 million to $13.94 billion. While the UAAL increased, it increased at a lower rate than expected. The expected increase in UAAL was pegged at $191 million, but thanks to higher-than-expected investment income, the UAAL increase was only two-thirds of the initial expectation. The UAAL is calculated by taking the total accumulated cost of pension benefits and subtracting the value of the total assets in the plan's possession.

The State Continues to Fund CTPF at a Lower Rate than the TRS

The passage of state education funding reform in 2017 began to address a pension system that unfairly penalized Chicagoans. Even though both the CTPF and TRS are governed by state statute, there has been a vast difference in the source of funding for both pension systems. The State is projected to pay $363.1 million in FY2026 for CTPF teacher pension costs, which represents 35.4 percent of the total employer contribution. In FY2025, the State contributed $6.20 billion towards the mandatory employer cost for the TRS. In FY2026, the TRS will receive $6.50 billion from the State, which comprises 98.2 percent of non-member contributions. Accounting for an additional $26.5 million in contributions from federal funds, school districts across the State are only required to contribute 1.3 percent of the annual required contribution amounts. When compared to CPS' requirement to contribute 64.6 percent of total employer cost, the discrepancy becomes stark.

Another way to think about this difference is to examine the average contribution from the State to the two retirement funds on a per pupil basis. In FY2026, the State's estimated contribution to TRS amounts to a pension contribution for downstate and suburban school districts of $4,260.29 per student, while CPS will only receive $1,113.40 per student.

Chart 2: Average Contribution per Pupil by the State to the TRS and CTPF in FY2026



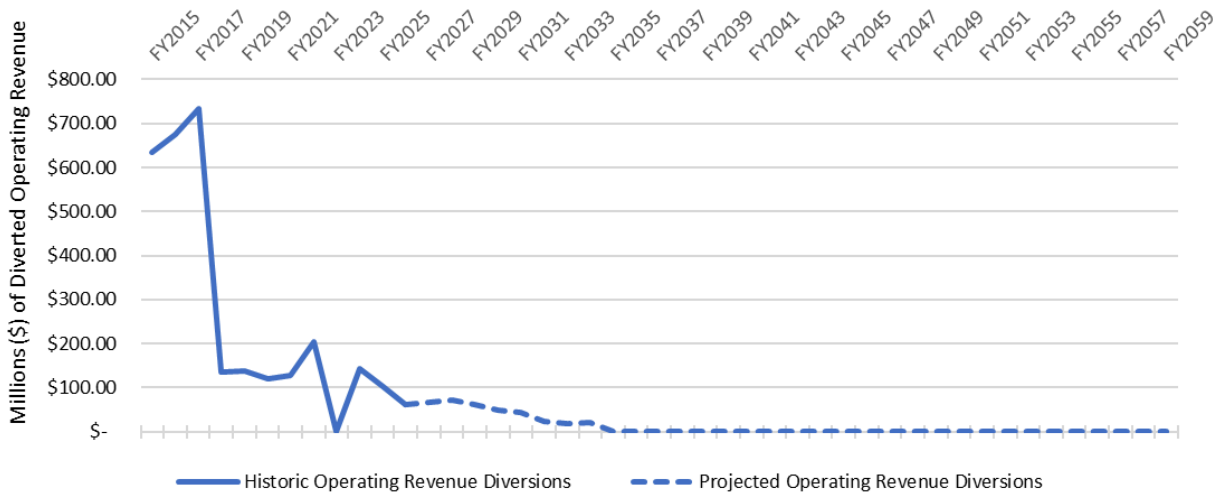
CPS' Employer Contribution Requirements: Diverting Operating Funds to Bridge the Gap

In FY2026, CPS is projected to contribute $663.6 million for Chicago teachers' pensions, with $61.3 million of its own operating revenue and $602.3 million from the dedicated pension levy. The State will pick up the other $363.1 million, of which $346.8 million is for normal CTPF costs, and $16.3 million is for "additional" state contributions. These "additional" state contributions are statutorily required to offset the portion of the cost of benefit increases enacted under Public Act 90-0582 and are calculated as 0.544 percent of CTPF's total teacher payroll.

Chicago property values are projected to experience continued growth in the long term, bringing with it increased opportunity for additional revenue. However, the rate of increase for the levy revenues in FY2025 was not able to keep up with the need for additional funds to compensate for investment losses incurred over the prior year. Of the $663.6 million CPS must contribute for FY2026, $602.3 million will come from the pension levy revenue and $61.3 will come from operating revenue diversions.

In FY2026, the increase of $43.6 million in pension levy revenues will still not be enough to keep pace with the increasing mandatory contributions due to the pension payment ramp. CPS must once again divert operating revenue to help complete the statutory contributions, albeit at a lower amount than observed in FY2024 and FY2025. Based on estimations of pension levy growth due to an increased EAV, CPS will continue to rely on operating revenue to bridge the gap of statutory contributions until approximately FY2034. This estimate remains constant from last year.

Chart 3: Diversions from Operating Revenues are Projected to Continue Through FY2034 Without Increased State Funding



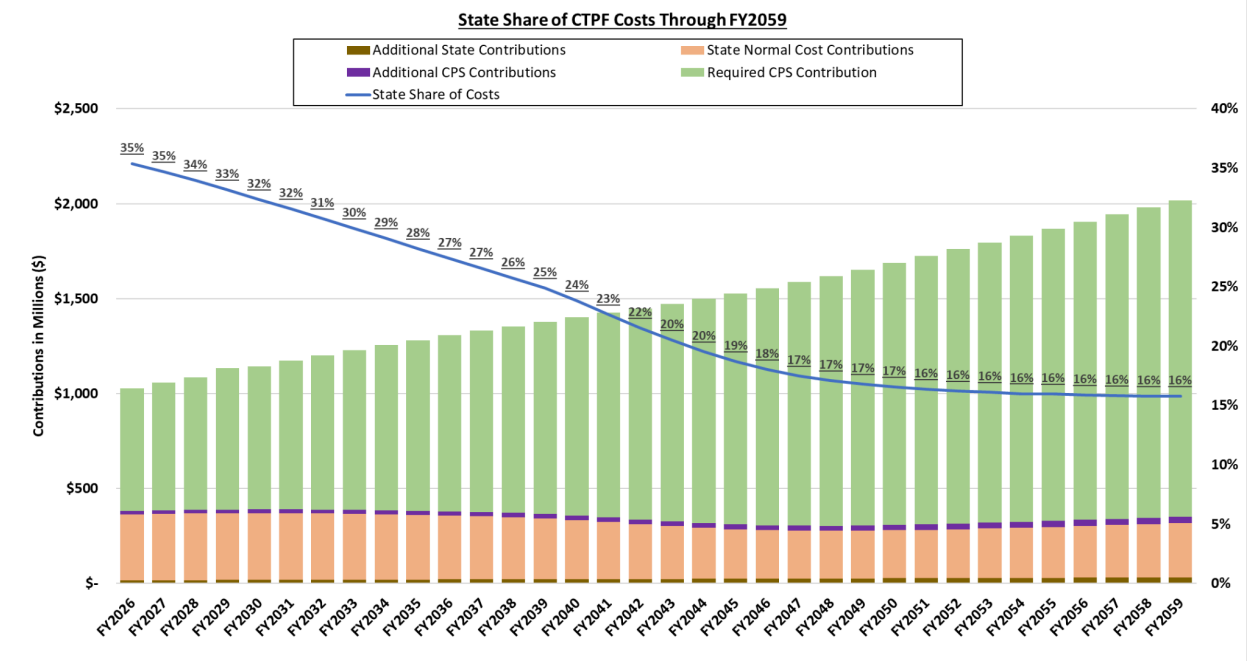
Pension Contributions by the State and Individual Employees

As the total employer contribution costs continue to increase in accordance with the actuarially required amount in order to reach a 90 percent funded ratio of CTPF by 2059, State contributions will shrink as a total share of the overall revenues used to cover this cost, if limited to just the normal cost and the "additional" 0.544 percent of payroll pursuant to Public Act 90-0655 to cover increased cost of benefit

increases enacted under Public Act 90-0582.

In FY2026, the State's contribution is projected to make up 35.4 percent of the total employer contribution, and this is scheduled to decline to 16 percent by 2059 if there is no further expansion of the CTPF's employer cost assumed by the State. The normal cost borne by the State will gradually decline as a greater share of the workforce becomes "Tier II" teachers who are entitled to a less generous level of benefits than "Tier I" employees. CPS is reliant on the State continuing to add funding to the Evidence-Based Funding (EBF) model so that future pension costs do not prohibit us from investing in students and schools. If funding strategies are not changed at the State level, CPS expects its contribution to CTPF to double between FY2026 and FY2048—increasing from $663.6 million to $1,342.2 million. By FY2059, CPS will need to contribute $1,665 million annually to the CTPF to cover pension payments. More discussion on the State's EBF formula can be found in the Revenue chapter of the Budget Book.

Chart 4: The State Share of CTPF Contributions Will Shrink in Future Years ($ in Millions)



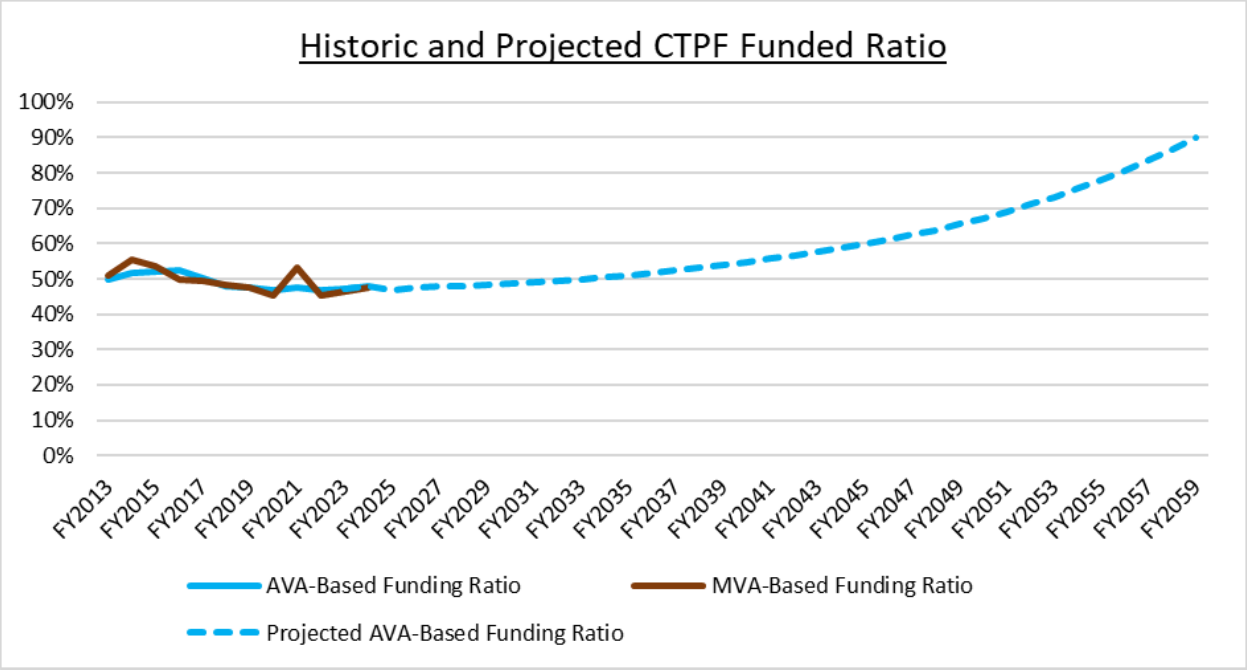
At the individual level, employees covered by CTPF are required by statute to contribute 9 percent of their salary to pensions. However, from 1981 through 2017, CPS paid the first 7 percent on the employee's behalf, in addition to its own employer contribution. Under the 2019–24 Collective Bargaining Agreement with the Chicago Teachers Union, CPS no longer paid the initial 7 percent for "Tier II" employees hired on or after January 1, 2017, leaving them to contribute the entirety of that 9 percent. This will continue under the 2024–28 Collective Bargaining Agreement with the Chicago Teachers Union.

Decline in Funded Ratio Led to Increased CPS Contributions

Until June 30, 2001, CTPF had a funded ratio of 100 percent, and according to State law, CPS did not

have to make an employer contribution. By June 30, 2004, the funded ratio had dropped to 86 percent, below the 90 percent threshold, and therefore CPS was statutorily required to begin making employer contributions. State funds would not begin to ramp up in earnest, however, until the passing of Public Act 99-521, which took effect in 2017. As seen in the graph below, the District is on course to meet the FY2059 deadline of being 90 percent funded. A full explanation of the designated baseline ramp can be found in the FY2024 Actuarial Valuation Report.

Chart 5: CTPF Funded Ratio Through FY2059 (Actuarial Value of Assets and Market Value of Assets)



MEABF Contributions

Employees of CPS who do not participate in the CTPF participate in the Municipal Employees' Annuity and Benefit Fund (MEABF). The MEABF is a City of Chicago pension annuity fund established to fund retirement for most civil service employees of the City of Chicago. Non-teacher employees of CPS are also allowed to be part of the fund.

The employer's proportionate share of collective pension expense is recognized as on-behalf payment as both revenue and expenditure in CPS' budget. However, CPS budget allows the District, in FY2026, to reimburse the City for expenses related to MEABF if CPS receives additional FY2026 state revenues, additional FY2026 TIF surplus revenue, or other FY2026 local resources above budgeted levels. The amount of the potential reimbursement is contingent upon the amount of additional revenue CPS actually receives in FY2026. CPS is willing to pay the City within 30 days of receipt of the referenced additional revenues.

Last year's Chicago Public Schools' (CPS) budget represented a key milestone in the decades-long effort to create a more equitable District and provide a high-quality education for all of Chicago's children.

In prior years, the District's model relied mainly on student-based budgeting (SBB), where the District would allocate a standard dollar amount for every student, and then add funding based on each school's unique characteristics and needs. Principals were given a pot of money, and they would have to figure out what they could afford. For FY2025, CPS fully moved away from SBB and adopted a model that is easier to understand, more transparent, more equitable, and rooted in the needs of students in a school rather than the number of students in a school.

Schools will receive both centrally allocated positions and flexible funding through enrollment and needs-based formulas. Funds allocated directly to schools in FY2026 reflect an increase of more than $300 million year-over-year and ensure that every student receives a fully resourced, supportive, safe, and healthy learning environment, and prioritizes needed resources for communities that have historically been farthest from opportunity.

The following sections discuss funding for instructional priorities and additional funding received by schools.

Enrollment

Budget allocations for SY2025–26 that incorporate an enrollment metric utilize each school's 20th day enrollment during SY2024–25. Funding schools based on prior year enrollment ensures that schools will not see a budget reduction in the fall, even if enrollment declines based on actual FY2026 20th day numbers. As in previous years, schools will receive additional funding if their enrollment on the 20th day of the new school year exceeds their FY2025 budget baseline enrollment. This model allows schools to plan confidently for the year ahead without concern for potential budget reductions in the fall, while also ensuring schools have sufficient resources to meet their priorities for their current students.

For more information on student demographics, including enrollment, please see Appendix A.

Table 1: FY2026 Enrollment by School Type

School Type	FY2025 20th Day Enrollment		
	Pre-K	K-12	Total
Traditional District-Run Schools	16,210	251,095	267,305
Charter Schools	-	50,326	50,326
Contract Schools	-	2,007	2,007
District Specialty Schools	1,683	1,351	3,034
District Options Schools	-	577	577

ALOP/SAFE	**-**	**2,056**	**2,056**
Total District Enrollment	**17,893**	**307,412**	**325,305**

Number of Schools

Per CPS definition, a school:

1. Is officially authorized by the Chicago Board of Education;
2. Is based in one or more buildings inside the geographic boundaries of the City of Chicago;
3. Has or will have one of the following governance structures: a local school council, an appointed local school council, a board of directors, or a board of governors;
4. Employs at least one administrator to lead the school;
5. Employs at least one credentialed person to provide instruction to students;
6. Provides an appropriate curriculum for each grade level served that, at a minimum, meets all requirements of the Illinois State Code;
7. Requires progression toward a terminal grade level within a single school, regardless of physical location;
8. Is not defined under Illinois School Code as something other than a school (e.g., an Alternative Learning Opportunity Program is not a school); and
9. Has or is intended to have at least one actively enrolled student during the school year.

Based on this definition, there are 630 schools in FY2026. Table 2 provides the school count by type.

Table 2: FY2026 Number of CPS Schools by School Type

School Type	Description	FY2026
Traditional District schools	District-run schools receiving core formula allocations	498
Charter schools	Public schools managed by independent operators and certified under state charter law	108
Contract schools	Public schools managed by independent operators under a contract with the District	6
District specialty schools	District-run schools that primarily serve students with significant diverse learning needs or early childhood students	12
District Options schools	District-run high schools for students in restricted environments or students who need educational alternatives to traditional high schools	4
SAFE school programs	Schools managed by independent operators for students who have been expelled from other schools due to violence	2
		630
ALOPs	Programs managed by independent operators that provide educational options for students who have dropped out of school and seek to return	8

The following table explains the change in school count between FY2025 and FY2026.

Table 3: School Openings and Closings Between FY2025 and FY2026

School Short Name	Description	Change
Traditional District School		
Spry HS	Spry ES and HS budgetary allocations have been consolidated into one school unit	-1
Charter Schools		
Acero - de la Cruz	School self-closed at end of FY2025	-1
Acero - Paz	School self-closed at end of FY2025	-1
ASPIRA - Haugan	School self-closed at end of FY2025	-1
Contract Schools		
Plato	School self-closed at end of FY2025	-1
	Total Net Change in Schools	**-5**

School Budget Overview

The FY2026 budget contains more than $5.3 billion budgeted at school units. The following tables show fund and position allocations by school type and funding category.

Table 4: FY2026 Funding in School Budgets by School Type ($ in Thousands)

School Type	Foundation & Other Core Funding*	Discretionary Funding	Special Education	Bilingual	Early Childhood	Programmatic Funding	Operations	Other Programs	Total
District Run School-Based	$2,231,616	$308,606	$1,050,745	$53,467	$223,507	$82,700	$186,478	$4,268	**$4,141,387**
District Run Citywide	$12,375	$3,000	$35,250	$0	$0	$0	$0	$0	**$50,625**
All Charter Schools/ Traditional Contract	$863,640^	$52,140	$1,942^	$7,381	$0	$1,888	$5,606^	$676	**$933,273**
Contract Options**	$8,868	$1,120	$1,474	$81	$0	$43	$3,593	$13	**$15,192**
ALOP	$19,090	$2,299	$2,742	$703	$0	$86	$10,006	$19	**$34,945**
Specialty	$18,593	$4,276	$65,952	$1,611	$17,595	$3,844	$2,304	$12	**$114,187**
District Options	$16,873	$1,973	$7,122	$115	$0	$4,800	$497	$3	**$31,383**

SAFE	$3,071	$60	$0	$4	$0	$4	$0	$1	**$3,140**
Total	**$3,174,126**	**$373,474**	**$1,165,227**	**$63,362**	**$241,102**	**$93,365**	**$208,484**	**$4,992**	**$5,324,132**

^ Budgeted amount for charter schools is based on Per Capita Tuition Charge (PCTC) and consists of a consolidated funding stream encompassing core instruction, non-instructional, special education, and facilities supplements for those schools located in independent facilities. Listed funds for Special Education and Operations pertain only to all other funds for Charter and Contract schools not included in the PCTC funding stream.
**This includes core classroom, holistic, and programmatic teachers; core administrative positions like principals, assistant principals, clerks, counselors, and restorative justice coordinators; and other general-funded positions integral to the functioning of CPS schools.*
***Due to a change in how the District funds charter schools, charter schools that operate as Options Programs are now categorized under All Charter Schools in the row above.*

Table 5: FY2026 Positions in School Budgets by School Type (FTEs)

School Type	Foundation & Other Core Funding*	Discretionary Funding	Special Education	Bilingual	Early Childhood	Programmatic Funding	Operations	Other Programs	Total
District Run School-Based	16,410.5	2,093.8	10,836.2	448.5	2,010.8	508.1	3,208.1	42.0	**35,558.0**
District Run Citywide***	135.0	0.0	450.0	0.0	0.0	0.0	0.0	0.0	**585.0**
All Charter Schools/ Traditional Contract	0.0	0.0	0.0	0.0	0.0	0.0	66.0**	0.0	**66.0**
Contract Options	0.0	0.0	0.0	0.0	0.0	0.0	5.0**	0.0	**5.0**
ALOP	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	**0.0**
Specialty	120.5	25.0	749.5	13.0	154.0	17.0	40.0	0.0	**1,119.0**
District Options	137.5	5.0	53.0	1.0	0.0	0.0	8.0	0.0	**204.5**
SAFE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	**0.0**
Total	**16,803.5**	**2,123.8**	**12,088.7**	**462.5**	**2,164.8**	**525.1**	**3,327.1**	**42.0**	**37,537.5**

**This includes core classroom, holistic, and programmatic teachers; core administrative positions like principals, assistant principals, clerks, counselors, and restorative justice coordinators; and other general-funded positions integral to the functioning of CPS schools.*
***FTE at charter and contract schools includes federally funded lunchroom staff and security staff, the latter of which are deducted from tuition payments made to the schools that have them.*

****Includes positions projected for school-based assignment at the beginning of SY2026. Included in the citywide count since exact school placements will be determined later in the Fiscal Year based on evolving school needs.*

Charter and Contract Schools

Charter and contract schools are public schools managed by independent operators and offer an alternative to traditional District-managed schools. Starting in FY2026, each will be funded in a distinct manner.

While SBB had traditionally been used as the primary funding source for both charter and contract schools, FY2025 marked the first time that the District used Core Instructional Funding (CIF) as the primary funding stream for charter and contract schools, reflecting a corresponding change on the district side in the way schools were funded. What was observed in FY2025, however, is that for certain charter schools, this funding methodology was not able to keep pace with the growing per-capita-tuition-charge (PCTC). This charge, published by ISBE and listed in the Illinois School Code, sets the minimum and maximum amounts charter schools can be funded relative to district schools.

With this growth in the PCTC, CPS will fund charter schools in a manner that is directly tied to PCTC. Charter schools will receive a per-pupil amount reflective of PCTC, representing a consolidation of prior funding streams into a singular one. This will be split up over quarterly payments.

Contract schools, which are not held to the same funding restrictions as charter schools, will continue to receive the same funding streams that were rolled out in FY2025. CIF includes a proportionate share of centrally allocated instructional and administrative staff, as well as discretionary dollars. Funding for operations, security, central office expenses, and education support programs will continue to be paid to charter and contract schools through Non-Instructional Funding, rather than through citywide spending for District schools. This allocates an equitable share of centralized spending and of each categorical funding source, where applicable. Contract schools in independent facilities will also receive a facilities supplement, and all contract schools will receive special education dollars aligned to the needs of their student populations.

For more details on how charter and contract schools will be funded in FY2026, please see Appendix B.

Alternative Learning Opportunity Programs (ALOPs)

ALOPs provide different educational options for youth who have not been consistently enrolled in school. These programs are run by external vendors who receive per-pupil-based funding from the District to support programmatic offerings and support services.

Specialty Schools

Specialty schools primarily serve students with significant disabilities and students in pre-k. Specialty schools include:

- Four high schools that serve only students with disabilities (Northside Learning Center, Southside

Occupational Academy, Ray Graham Training Center, and Jacqueline B. Vaughn Occupational High School).
- Three early childhood centers that serve pre-k students and a significant number of students with disabilities enrolled in primary grades (Blair Early Childhood Center, Daniel C. Beard Elementary School, and Wilma Rudolph Learning Center).
- Five early childhood centers serving only pre-k students (Dr. Fisher Early Learning Center, Catalpa Early Childhood Center, Barbara Vick Early Childhood and Family Center, Velma Thomas Early Childhood Center, and Stock School).

Specialty schools receive the majority of their funding through specialized funding streams related to their program focus, primarily special education positions and early childhood positions. The remainder of their funds comes from foundational instructional and administrative positions and discretionary dollars. To account for the specific needs of the students with disabilities they serve, the costs of these schools are significantly higher than traditional schools when compared on a per-pupil basis.

District Options Schools

District Options schools serve students who are in confinement, at risk of dropping out of school, or have dropped out and wish to return. District Options schools include one school located at the Cook County Jail (Consuella B. York Alternative High School), one school located at the Cook County Juvenile Temporary Detention Center (Nancy B. Jefferson Alternative High School), one school that serves pregnant and parenting students (Simpson Academy for Young Women), and one school that serves students who previously dropped out of school and students who are at risk of dropping out (Peace and Education Coalition Alternative High School).

SAFE Schools

SAFE schools provide an educational option to students who have been expelled from another CPS school due to violence. In FY2025, CPS opened a second SAFE school campus on the West Side. Both SAFE Schools are managed by the same operator. The operational costs for these two campuses are covered primarily by a state Regional Safe Schools grant.

Additional Funding Received By Schools

Schools receive additional funding to meet specific student needs, including funding for students with disabilities, bilingual students, early childhood students, program costs, and school operations. Please review Appendix B for information on funding formulas for these allocations.

Special Education Funding

Special education allocations are based on the number of special education teachers and paraprofessionals needed to deliver the supports and services defined in students' Individualized Education Programs. Initial allocations are determined by each school's special education population as of spring 2025. Allocations may be updated during the year in response to changes in student needs.

Multilingual-Multicultural Education

Schools receive supplemental bilingual education coordinators and per-pupil funds based on the number of English learners (ELs) they have. There are two programs: Transitional Bilingual Education (TBE) for schools that have 20 or more ELs of the same language background, and Transitional Program of Instruction (TPI) for schools that have 19 or fewer ELs of the same language background. The Office of Multilingual-Multicultural Education tracks ELs and allocates supplemental bilingual teachers and funds to schools.

The FY2026 budget includes $61.3 million in supplemental funding for schools, which covers the hiring of 463.0 supplemental bilingual education coordinators, 17.0 dual language coordinators, and 28.5 critical language classroom teachers. Bilingual education is supported by local funding and dedicated state and federal funding.

Early Childhood

To better meet family needs and ensure children are receiving services that will set the foundation for long-term success, the District continues to build on its four-year plan to provide all four-year-olds in Chicago with access to high-quality, full-day early childhood education.

The FY2026 budget contains $229 million allocated to 371 elementary schools and early learning centers for early childhood programs, including universal pre-k and child-parent centers. Additional funding is allocated to the Chicago Department of Family and Support Services (DFSS) for programs that are implemented at various community-based organizations. Additional funds are budgeted centrally for items such as:

- Professional development for teachers and administrators;
- Curriculum and instructional materials, furniture, and technology;
- Student and teacher assessments; and
- Nutritious snacks for full-day programs.

Early childhood programs serve pre-k students ages three and four, and are funded primarily from the state's Early Childhood Block Grant, with most of the remainder coming from local funds. CPS also provides state grant funding to community-based providers for early childhood programs up to age five, as noted above and described more fully in the Office of Early Childhood Education's department narrative, but this funding is not reflected in school budgets.

Other Programs

Schools that offer Board-funded educational programming receive additional teaching positions or funding. All programs except for STEM are funded from general funds. Details on these programs are found in their respective departmental narratives. Significant programs are included in Table 6.

Table 6: Board Funded Programs

	Positions (FTE)

	FY2026 Budget
Critical Language Initiative Teachers	**28.5**
Dual Language Coordinators	**17.0**
International Baccalaureate Coordinators	**103.0**
JROTC	**116.0**
Montessori Programs (Coordinators and TAs)	**71.0**
Personalized Learning Coordinators	**14.0**
Regional Gifted Centers Coordinators	**12.0**
Regional Gifted Centers ELL Coordinators	**3.0**
STE(A)M Coordinators	**54.0**
Totals	**418.5**

Discretionary Funds

CPS schools receive two discretionary funding sources: Needs-Based Flexible Funding and Title I Discretionary Dollars. Schools will receive Needs-Based Flexible Funding based on enrollment and opportunity index (OI) to spend on additional personnel and non-personnel needs. The allocations are determined using the formula detailed in the table below. In total, $226.1 million in Needs-Based Flexible Funding was allocated to CPS Schools.

	Elementary School	High School
Base	$365/student	$1,095/student
Increment	$12 for each OI point above 12	$18 for each OI point above 12
Floor	$140,000	$420,000
High-Need Floor (OI>=38)	$180,000	$460,000

Title I of the federal Every Student Succeeds Act (ESSA) provides funds to schools with high concentrations of low-income, educationally disadvantaged students who require supplementary services. Over 85 percent of qualifying CPS schools will receive $104.1 million in discretionary Title I funding in FY2026.

Operational Expenses

Schools receive additional positions, services, and funding for various operational expenses. In FY2026,

the following operational funding appears in schools' budgets:

- **Security**: School security officers and part-time security are assigned to schools by the Office of Safety and Security. Security positions are budgeted at schools.
- **Food Service**: This includes the labor costs of the lunchroom staff; the food costs required to provide lunch and breakfast are budgeted centrally.
- **School Operational Support:** Full-time school assistants have been provided to all schools with an enrollment of more than 600 students, and schools with fewer students will receive a part-time position to provide school-level operational and supervisory support.

Other operational expenses are managed centrally to support the effective use of resources. Among the positions managed centrally are bus aides, engineers, and custodians. Please refer to the department narratives for more details about each of these operational areas.

Private Schools

Students, teachers, and parents of private or non-public schools are entitled to federal support through Every Student Succeeds Act (ESSA) (Title IA & D, Title II, Title III, Title IV) and the Individuals with Disabilities Education Act (IDEA). CPS must set aside a share of the federal funds it receives to make services available to eligible private or non-public school students, teachers, and parents. However, these funds are not paid directly to the private schools; instead, CPS operates these programs on behalf of eligible students, teachers, and parents.

Each year, CPS oversees and manages services for approximately 61,000 students in 250 private schools. In addition, CPS oversees services for children who attend seven residential sites that specialize in serving children under the guardianship of the Illinois Department of Children and Family Services.

The following table shows the allocations for each of the federal programs. Funding is proportionate to the number of eligible students in each private school as compared to the students' designated CPS neighborhood school. FY2026 amounts are projections; the final amounts will be determined after the District's applications are approved by the Illinois State Board of Education.

Table 7: FY2026 Budget for Private School Programs

Federal Program	FY2025 Budget	FY2026 Budget
Title I (improving academic achievement of disadvantaged students)	$38,966,852	$27,460,602
Title IIA (teacher and principal training and recruiting)	$2,819,510	$2,819,510
Title III (Language instruction for ELs)	$498,330	$498,330

Title III (Immigrant instruction for ELs)	$5,017	$5,017
Title IVA (Student support and academic enrichment)	$3,078,223	$1,464,433
Individuals with Disabilities Education Act (IDEA-Flow Through)	$2,426,880	$1,895,611
Title I, Part D (Neglected)	$608,751	$426,905
Stronger Connections	$318,204	$318,204
Total	**$48,721,767**	**$34,888,612**

Department Narratives Overview

Departments within Chicago Public Schools provide, direct, and oversee resources to students, parents, families, teachers, partners, and the community. They are divided into two functions: Central Office and Citywide. Central Office departments provide instructional and administrative support services throughout the District. Citywide departments include teachers, programs, and other resources that directly support schools but are managed and monitored by a Central Office department.

The following department narratives explain the role each department plays in the District with a focus on how they serve students. Department narratives also include tables that show the total dollars, by fund, associated with each department's mission and major programs. If a department consists of multiple Central Office and Citywide units, the budgets are aggregated.

Please note, the department narratives reflect data as of the June reductions and efficiencies outlined in the budget overview chapter. Additional deficit closing steps following June reductions—both completed and in process—will not be reflected in each department's narrative tables.

An example of a department's budget summary is provided below:

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 1,578,200	$ 3,855,600	$ 3,653,800	$ 3,680,452
Title Funds	$ 167,600	$ 316,700	$ 316,700	$ 444,142
Other Grant Funds	$ 10,205,800	$ 12,879,100	$ 11,853,000	$ 14,957,681
Total Department	**$ 11,951,600**	**$ 17,051,400**	**$ 15,823,500**	**$ 19,082,275**
Budgeted at Schools	$ 2,214,150	$ 132,600	$ 4,057,750	$ 142,026
Grand Total	**$ 14,165,750**	**$ 17,184,000**	**$ 19,881,250**	**$ 19,224,301**

2024 Actual Expenses are categorized by funding source (as are all other columns) to inform readers of the amount spent by the department during FY2024.

The **2025 Approved Budget** reflects the original budget for each department at the beginning of FY2025. During the course of the fiscal year, intra-fund and intra-department transfers, reorganizations, or newly awarded grants may alter a department's budget relative to the original or approved budget. The **2025 Ending Budget** reflects those changes.

The **2026 Proposed Budget** represents the amount allocated to the department for the fiscal year starting July 1, 2025 and ending June 30, 2026.

Amounts **Budgeted at Schools** are for school-based programs that are managed by the department but whose funding is included in schools' budgets.

An example of a department's position summary is provided below:

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	10.1	12.6	13.6
Title Funds	2.0	2.5	2.5
Other Grant Funds	62.9	55.9	55.9
Total Department	**75.0**	**71.0**	**72.0**
Budgeted at Schools	1.0	1.0	1.0
Grand Total	**76.0**	**72.0**	**73.0**

2025 Budgeted Positions reflects the original number of full-time equivalent (FTE) positions for each department at the beginning of FY2025.

2025 Ending Positions reflects any changes during the course of the fiscal year, including those caused by reorganizations or newly awarded grants that fund additional positions.

2026 Proposed Positions represents the number of FTE positions allocated to the department for the fiscal year starting July 1, 2025 and ending June 30, 2026.

For more detail on the various funding sources, please refer to the Revenue chapter included in this budget book.

Access and Enrollment

MISSION

The Office of Access and Enrollment (OAE) manages the application, selection, notification, and enrollment processes for all district elementary schools, high schools, and charter high schools. OAE is dedicated to increasing student achievement by ensuring that all students have equitable access to high-quality programs that fit their educational needs.

MAJOR PROGRAMS

- Manage GoCPS, an online platform that allows families to learn, research, explore, and apply to nearly every CPS school and program through a single online application.
- Facilitate the principal discretion process for selective enrollment high schools.
- Provide training and communication to school clerks and counselors on navigating the annual elementary and high school application process.
- Coordinate the annual appeals process and remedy any potential district errors to ensure all student applications are accurately processed.
- Provide families and school communities with year-round support, guidance, and information on the school application process.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 4,125,055	$ 4,611,011	$ 4,626,011	$ 3,743,811
Total Department	**$ 4,125,055**	**$ 4,611,011**	**$ 4,626,011**	**$ 3,743,811**

POSITION SUMMARY

	2025 Budget Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	18.0	18.0	17.0
Total Department	**18.0**	**18.0**	**17.0**

Note: 1.0 FTE has been transferred from Access and Enrollment to Early Childhood Education

MAJOR ACCOMPLISHMENTS in FY2025

- Successfully launched the new GoCPS platform for kindergarten through high school admissions on Enrollwise.
- Completed our first full cycle of admissions testing conducted by the Office of Student Assessment.
- Supported the Office of Early Childhood Education (OECE) in their last admissions cycle with the previous vendor, SchoolMint.

KEY BUDGET INITIATIVES for FY2026

- Collaborate with the Office of Early Childhood Education (OECE) to make the Chicago Early Learning (CEL) application more efficient for Chicago families and cost-effective for CPS to operate by moving the end-to-end CEL application under the OECE for a clearer management structure and oversight.
- Continue identifying ways to make the enrollment process for all elementary and high schools more efficient and family-friendly.

Board Office

MISSION

The Chicago Board of Education (Board) is a 21-member governing body responsible for setting policies, standards, and strategic priorities that advance educational equity and accountability across Chicago Public Schools (CPS). The Board Office supports the full Board by:

- Building the capacity of all 21 members to fulfill their governance and oversight responsibilities effectively.
- Facilitating meaningful engagement between Board members and the public to promote transparency and trust.
- Enhancing access to Board information, meetings, and materials to support stakeholders' inclusive and informed participation in Board activities.
- Managing operational and administrative functions to ensure the Board can execute its duties with clarity, integrity, and impact.

MAJOR PROGRAMS

- **Board Member Direct Support:** Support the Board's capacity to govern and meet its fiduciary and other statutorily required duties; provide the Board with strategic advice and analytical support; and support community engagement efforts.
- **Board Meetings:** Administer and facilitate Board meetings by releasing meeting agendas, registering speakers and attendees, recording meeting proceedings, and logging Board actions.
- **Board Office Operations:** Support families and stakeholders through the Board website at cpsboe.org, the Board's email address at boe@cps.edu, and the office phone line at (773) 553-1600. Support logistics for community engagement efforts; follow up on outstanding questions and concerns to close feedback loop.
- **Records Management:** Execute and process contracts, agreements, and legal instruments; maintain Board rules, policies, and the CPS archives.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 1,470,623	$ 1,925,496	$ 1,902,254	$ 2,707,309
Total Department	**$ 1,470,623**	**$ 1,925,496**	**$ 1,902,254**	**$ 2,707,309**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	8.0	16.0	16.0
Total Department	**8.0**	**16.0**	**16.0**

Note: In FY25 the Board transitioned from seven Board members to 21. The Board added eight FTE positions, which reflects a reduction in the staff to board member ratio.

MAJOR ACCOMPLISHMENTS in FY2025

- Overhauled Chapters 1-3 of the Board Rules to create new, comprehensive Board Bylaws to streamline processes and add necessary structure to support the transition to a 21-member hybrid Board.
- Led the successful onboarding of a new 21-member Board and facilitated the development of shared core values and governance parameters to inform the CPS Five-Year Strategic Plan for SY25–SY29.
- Created and implemented a process for responding to Board members' requests for information and delivered responses to nearly 300 unique requests, ensuring Board members had the knowledge and information needed to confidently vote at Board meetings.
- Developed a comprehensive communications plan to support both routine and crisis messaging, while increasing accessibility for media inquiries and expanding Board member visibility through interviews, public panels, and community forums.
- Organized 11 community meeting sessions across the city to gather public input on the candidate profile for the next superintendent/chief executive officer of CPS, ensuring the selection process was informed by diverse stakeholder perspectives.

KEY BUDGET INITIATIVES for FY2026

- Fully staff the Board Office to ensure the strengthened policy and procedural infrastructure to effectively support the Board's ability to govern with clarity, efficiency, and impact.
- Advance the continued transition of the 21-member Board toward a cohesive and high-impact governance body.
- Drive cost-efficiency by implementing data-informed strategies that encourage Board members to utilize digital tools and optimize the use of no-cost, high-impact resources.

Chief Education Office

MISSION

The Chief Education Office ensures that students flourish, teachers thrive, and principals lead a focused and effective continuous improvement agenda that adheres to the Continuous Improvement and Data Transparency policy, which calls for a rigorous, joyful, and equitable daily student learning experience.

MAJOR PROGRAMS

The Chief Education Office encompasses six CPS teams:

- The Office of Network Support (ONS) manages 17 pre-k–12 school networks, the Service Leadership Academies (SLA), the Options Network, and the Department of Principal Quality (DPQ).
- The Office of Teaching and Learning (T&L) supports and provides all stakeholders with educational resources that result in high-quality, culturally responsive curriculum and instruction that engages and empowers students.
- The Office for Students with Disabilities (OSD) provides high-quality, specially designed instructional supports and services for all students with diverse learning needs, ensuring that these students are fully supported within the least restrictive environment.
- The Office of Multicultural-Multilingual Education (OMME) provides native-language instruction, helps students develop English language skills, and promotes high-quality world language instruction that is research-based and reflective of student cultures. OLCE also oversees state mandates around bilingual education, offers programs that create a pathway for students to achieve the State Seal of Biliteracy, and supports the implementation of dual language programs.
- The Office of College and Career Success (OCCS) works with schools, networks, and communities to ensure that every student at every grade level is provided individualized supports and opportunities to keep them engaged, on track, and accelerating toward success in college, career, and civic life.
- The Office of Early Childhood Education (OECE) manages school-based preschool programs and community-based programs for children from birth to age five. Additionally, OECE provides resources, programs, and professional learning to support high-quality curriculum and instruction in the early grades.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 1,381,961	$ 970,379	$ 970,379	$ 664,339
Total Department	**$ 1,381,961**	**$ 970,379**	**$ 970,379**	**$ 664,339**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	4.0	4.0	3.0

Total Department	**4.0**	**4.0**	**3.0**

MAJOR ACCOMPLISHMENTS in FY2025

- Launched and implemented a Comprehensive Professional Learning Plan that connected all academic offices to provide integrated learning and supports to schools that drive the CPS Instructional Core Vision. The universal focus for FY25 was the adoption and implementation of high-quality curriculum.
- Managed, coordinated, and participated in CTU and CPAA contract negotiations for all academic-related contract items.
- Updated the school budget allocation model for FY26 to ensure equitable resourcing and supports for schools.
- Released the Continuous Improvement Data Transparency Policy School Profile Pages and the first set of publicly available metrics in Fall 2024.
- Implemented the CPS Instructional Core Vision across all departments and networks and created Together We Rise priorities and goals to achieve the Instructional Core Vision that every student has a rigorous, joyful, and equitable daily learning experience.

KEY BUDGET INITIATIVES for FY2026

- Align all department and network strategic plans with the district's Together We Rise priorities and Continuous Improvement and Data Transparency Policy to ensure that all district and network supports help schools design and implement high-quality Continuous Improvement Work Plans (CIWPs) that drive school improvement.
- Coordinate a Comprehensive Professional Learning Plan that connects all academic offices to provide integrated learning and supports to schools to drive the CPS Instructional Core Vision. The universal focus for all schools in FY26 is implementing Effective Instruction.

Chief Executive Office

MISSION

The Chief Executive Office is responsible for ensuring that Chicago Public Schools' (CPS) mission of providing a high-quality education to every child in every neighborhood is realized by steering innovations that improve academic outcomes and maintaining organizational stability.

MAJOR PROGRAMS

- **Executive Administration:** Lead the District's administration, including providing world-class education options that prepare all students for success.
- **Strategic Coordination and Planning:** Direct senior leadership activities across departments to ensure strategic coordination in achieving the CPS mission.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 1,553,990	$ 1,453,473	$ 1,460,238	$ 1,238,135
Total Department	**$ 1,553,990**	**$ 1,453,473**	**$ 1,460,238**	**$ 1,238,135**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	8.0	8.0	6.0
Total Department	**8.0**	**8.0**	**6.0**

Note: One position transferred to the Equity Office to support Black Student Success

KEY BUDGET INITIATIVES for FY2026

- Provide all students with the opportunities they deserve and with the resources they need to realize their full potential. Treat every student as an individual by tailoring resources to support their unique learning needs.
- Continue to promote policies and initiatives that maximize resources for the classroom.
- Align resources to equitably serve students across the district based on needs and to support improved educational outcomes.
- Advance academic quality at schools with investments that enhance classroom instruction.
- Foster increased trust in the District through improved transparency and communication with all stakeholders.
- Continue building a culture for Central Office departments centered on customer service, shared accountability, and collective impact.

Chief Operating Office

MISSION

The Office of the Chief Operating Officer (COO) ensures that all schools operate smoothly and efficiently, allowing educators to focus on supporting their students. From the classroom and the kitchen to the bus stop and the broadband connection, CPS Operations provides essential resources and services that reflect the District's commitment to equity, education, and care, ensuring every student has a safe and healthy place in which to learn, grow, and succeed.

MAJOR PROGRAMS

Oversee and coordinate all district operations, including:

- Facilities and Capital Planning
- Information and Technology Services
- Nutrition Support Services
- Procurement
- Safety and Security
- Transportation

Accomplishments and initiatives for each of the above departments are detailed in their respective narratives.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 422,401	$ 559,844	$ 544,976	$ 613,729
Total Department	**$ 422,401**	**$ 559,844**	**$ 544,976**	**$ 613,729**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	3.0	3.0	3.0
Total Department	**3.0**	**3.0**	**3.0**

Children First Fund

MISSION

The mission of the Children First Fund (CFF) is to promote the growth and success of Chicago Public Schools through philanthropy and partnerships. We serve as a knowledge hub and liaison between CPS and its community of partners, including businesses, foundations, and individuals. By matching resources provided by external donors and partners with the students, schools, and staff that need them most, CFF maximizes the impact of CPS' partnerships and advances the CPS vision.

MAJOR PROGRAMS

- Inspire, connect, and facilitate investments and in-kind partnerships between CPS and generous corporations, foundations, individuals, and organizations.
- Prioritize philanthropic funding requests that represent the most critical needs and highest-impact opportunities to support CPS students and schools in achieving the strategic goals outlined in the CPS Five-Year Strategic Plan.
- Support CPS by directing resources directly to schools and communities that are responsive to their most pressing and evolving needs, as well as supporting systems-level initiatives, which are ongoing, keystone initiatives that are integral to the District's key academic interventions and wraparound services.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 727,395	$ 838,723	$ 65,099	$ 741,864
Total Department	**$ 727,395**	**$ 838,723**	**$ 65,099**	**$ 741,864**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	7.0	7.0	6.0
Total Department	**7.0**	**7.0**	**6.0**

MAJOR ACCOMPLISHMENTS in FY2025

CFF secured over $7.5 million in philanthropic funding to support many areas across CPS, including:

- Career-connected learning initiatives, including the Chicago Roadmap, the Early College STEM School model, Chicago Builds, expanded skilled trades and work-based learning opportunities, and student internships.
- Teach Chicago Tomorrow, teacher residencies, and Lead with CPS programming, with nearly 200 scholars served through the program to date by the Teach Chicago Tomorrow Emergency Funds.
- Out-of-school time robotics and eSports enrichment clubs, which has meant growth from a pilot of 15 schools in 2018 to over 200 elementary schools participating in enrichment programming last year, including about 150 schools participating in robotics and another 60 schools participating in eSports.

- More than 100 new and renewed scholarships, including the new Admiral Franchetti ROTC scholarship and the Dream Fund.
- Over $230,000 of emergency financial assistance for postsecondary costs being awarded to nearly 300 graduates and recent alumni through CFF's Alumni Assistance Fund.
- 595 students participating in Choose to Change in SY2025.
- A SkyAI team to support the implementation of enhancing the District's Skyline curriculum through artificial intelligence.
- Tailoring computer science and robotics instruction for students with disabilities.
- CFF's Compassion Fund, which supported tens of thousands of backpacks, winter coats, snow pants, school supplies, hygiene care supplies, and holiday gifts, as well as an allotment of 50 micro-grants per network for families facing challenging circumstances.
- Support for 2025-26 Back to School Bashes, parades, and events.
- Seven Sponsor-a-School 1:1 partnerships with direct funding to schools, which recently supported school counselor, clerk, and youth advocate positions; beautification projects; a new library; and career exploration field trips.

KEY BUDGET INITIATIVES for FY2026

CFF will direct strategic fundraising efforts to support the following areas:

- **Academic Success:** High-quality, culturally responsive curriculum, meaningful assessments, student-focused instruction, accelerated best practices, and academic interventions.
- **College Access**: Programming such as college and career coaching, scholarships, and alumni assistance to help alumni successfully transition to and succeed in their postsecondary pathway of choice, especially first-generation college students, students of color, and students from low-income backgrounds.
- **Career Connected Learning:** Programs to support CPS' vision to establish a robust framework that provides comprehensive career preparation across various fields, from professional careers to skilled trades, including exposure to potential career paths through internships, experiential learning, hands-on exploration, and career-focused coursework.
- **Educator Development**: Initiatives such as Teach Chicago and Lead with CPS that aim to recruit, retain, support, and develop exceptional and diverse talent at all levels, as well as initiatives such as the Summer Leadership Institute in summer 2026 and the Teacher Advisory Council to provide educators and school leaders space for collaboration, professional learning, and to provide feedback to District leaders.
- **Targeted Student Supports:** Targeted supports to ensure that all students receive the opportunities and resources that meet their unique needs and aspirations, prioritizing those most harmed by past instability or trauma, including newcomers and students without stable housing, including efforts to foster family and community engagement to reduce absenteeism and increase out-of-school support.
- **Physical, Mental, and Behavioral Health:** Efforts to support the whole child through comprehensive student health and wellness and social-emotional and behavioral interventions, so all students come to school healthy, engaged, and ready to learn.
- **School Partnership:** The Compassion Fund provides aid to CPS schools, students, and families across Chicago to meet urgent needs through financial relief, hygiene care closets,

weather-appropriate clothing, holiday gifts, and back-to-school support. CFF's Sponsor-a-School Program fosters long-term one-to-one relationships between CPS schools and sponsors who support each school's unique needs and strengths.

College and Career Success

MISSION

The mission of the Office of College and Career Success (OCCS) is to promote social and economic mobility among CPS students by building systems and providing support to increase the number of CPS graduates who earn postsecondary credentials and enter into fulfilling, family-sustaining careers. OCCS works to ensure that all students develop critical postsecondary competencies, including academic and financial readiness for postsecondary life, career awareness and alignment, and foundational skills. This office also supports students in leveraging these competencies to develop a concrete, personalized postsecondary plan to pave the way for their success in life after high school.

OCCS consists of seven departments: the Office of Early College and Career Education (ECCE), the Department of JROTC Leadership (JROTC), the Office of Sports Administration (OSA), the Office of School Counseling and Postsecondary Advising (OSCPA), the Office of Social and Emotional Learning (OSEL), the Office of Student Support and Engagement (OSSE), and Sustainable Community Schools (SCS).

MAJOR PROGRAMS

The vast majority of OCCS programs and the budget associated with those programs reside within its seven major component departments (ECCE, JROTC, OSA, OSCPA, OSEL, OSSE, and SCS). OCCS oversees and coordinates strategy development; implementation, operations, and execution; internal and external stakeholder and relationship management; and continuous improvement for all seven component departments. In addition, the following programmatic functions reside directly in the OCCS budget**.**

Postsecondary Success Shared Strategy: OCCS diminishes barriers to college persistence and career success by providing network chiefs and school leaders with adequate tiered support and ensuring that early college and career credential (ECCC) access and attainment are equitable for all students. This shared strategy is designed to increase dual credit course offerings and enrollment, Career and Technical Education certifications, and ECCC attainment.

- **Chicago Roadmap**: A partnership between CPS and City Colleges of Chicago (CCC) designed to support students along a seamless path to and through college on the way to their chosen careers. Helps college-bound students transition from high school into CCC through programs that help them earn college credit while still in high school, improve academic readiness, and learn about career opportunities.
- **Career and Technical Education (CTE)**: Engages students in advanced, career-focused curriculum; dual credit and industry certification opportunities; and work-based learning to drive increased graduation, college enrollment, and employability rates to ensure they have access to multiple pathways for postsecondary success.
- **Work-Based Learning (WBL)**: Provides students with the opportunity to connect classroom instruction to the world of work and future career opportunities. Includes experiential learning along a continuum starting with career awareness activities like career fairs and guest speakers and extending to career development experiences like professional certification programs, cooperative education, internships, and youth apprenticeships.

- **JROTC**: Develops students into leaders through high-quality military instruction and enrichment opportunities. Students are exposed to a curriculum that promotes teamwork, critical thinking, and community service.
- **CPS Success Bound, a College and Career Competency Curriculum (C4)**: Designs and continuously updates Skyline college and career readiness curriculum. Champions postsecondary success and provides all students with equitable access to the support and instruction needed to successfully develop and fulfill a concrete postsecondary plan.
- **NEXT Pathway Advising**: Commits to equipping the District, networks, and schools with an operational and programmatic postsecondary climate and culture inclusive of the NEXT pathways (i.e. military, employment, job training, pre-apprenticeship, and service and gap-year programs). Provides the tools, resources, and professional learning needed to empower school-based staff to provide relevant career-centered advising to students across the District.

Connectedness and Wellbeing Shared Strategy: OCCS departments collaborate to further the Connectedness and Wellbeing Shared Strategy, an approach designed to support all students who may be struggling academically, behaviorally, or emotionally. This shared strategy involves intensive school and network supports, including the following:

- **Counseling**: Provides high-quality training and support to school counselors and administrators on the multi-tier, multi-domain systems of support model (MTSS). Provides the data and technology tools for MTSS tiering and tracking to empower school counselors to operate as leaders in their buildings. Drives MTSS programming that is comprehensive across the school counseling domains: academic, social-emotional, and postsecondary.
- **Sustainable Community Schools Initiative**: Harnesses the collective impact of community-based organizations to design and deliver comprehensive and responsive wraparound services to students, their families, and their communities. Utilizes over $26 million through a variety of grants and local funding to implement school-wide change. The majority of the funds are derived from the Sustainable Community Schools grant, the Full Service Community Schools grant, and the 21st Century Community Learning Centers (CCLC) grant.
- **Out-of-School Time (OST)**: Provides schools with the tools, resources, and funding to offer high-quality and high-interest programs that occur before school, after school, and during weekends and school breaks. Helps students stay connected, improve their academic performance, discover new passions, and form positive relationships with peers and trusted adults.
- **Tiered Social-Emotional Learning (SEL) Teaming Structures**: Provide identified school leads and team members with initial training, cycles of learning, and consultation to create, enhance, and sustain tiered SEL teaming structures in every school community. Build an MTSS model for behavioral and mental health needs—including teaming structures and referral procedures—to facilitate the delivery of therapeutic strategies and targeted interventions for students with greater social and emotional needs. Provide focused SEL skill development specifically designed to positively impact a student or a small group of students.
- **Healing-Centered Supports**: Provide cycles of learning to implement tiered healing-centered strategies for students and staff. Provide training, curriculum, and ongoing support to schools to implement SEL skill-building lessons and integrate Illinois SEL Learning Standards into core

academic content for all students. Provide training, coaching, and resources to support school staff in establishing safe and supportive learning climates, positive relationships, and healing-centered practices in accordance with the CPS Climate Standards. This includes training, support, and resources in a continuum of restorative practices to proactively build community, as well as to support school staff in preventing behavior incidents. These practices are also used to support staff in responding to behavior incidents in ways that minimize the use of suspensions and expulsions and restore a sense of community after conflict or harm.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds*	$ 1,719,961	$ 1,302,445	$1,249,664	$ 5,943,219
Other Grant Funds	$ -	$ -	$ -	$ 36,206
Total Department	**$1,719,961**	**$ 1,302,445**	**$1,249,664**	**$ 5,979,426**

Note: Funding for Choose to Change and Back to Our Future was transferred from the Office of Safety and Security.

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	6.0	6.0	7.7
Other Grant Funds	0.0	0.0	0.3
Total Department	**6.0**	**6.0**	**8.0**

MAJOR ACCOMPLISHMENTS in FY2025

- Developed a student engagement dosage indicator used across all Sustainable Community Schools' funding sources and models to measure the attendance and chronic absenteeism rates for students.
    - Students engaged in programs have a chronic absenteeism rate that is 17 percent lower than that of students who are not engaged.
    - Students engaged in programs have an average attendance rate that is five percent higher than students not engaged across all models.
- Drove record high engagement in postsecondary preparation for students in 6th-12th grade as evidenced by Individualized Learning Plan Task completion in SchooLinks, the District's postsecondary enterprise platform.
- Increased scholarship application completion, resulting in the Class of 2025 being offered a record-breaking $2.5 billion in scholarships to date.
- Increased the number of JROTC students earning ECCCs by more than 15 percent.
- Expanded early college programming to increase the number of students achieving early college credit.
    - 21.4 percent increase in 15+ credit hour milestone earners from 2024
    - 47.5 percent increase in 30+ credit hour milestone earners from 2024

    - 46.5 percent increase in associate degree earners from 2024
- Provided direct service to more than 3,000 students through postsecondary exploration events such as Network College Fairs and a Middle School Summit.
- Expanded cycles for learning in partnership with the Center for Childhood Resilience at Lurie Children's Hospital for Behavioral Health Team leads and team members at over 400 schools, including professional development on the impact of trauma on school communities.
- Improved district-wide OST participation to 35.6 percent, including 32 percent of high-priority students.
- Increased student engagement in academic competitions, which reached over 108,000 students through diverse offerings and provided a career readiness program that supported 125 high schoolers.

KEY BUDGET INITIATIVES for FY2026

- Intensify efforts to ensure equitable access to high-quality programs through refined data tracking, expanded site visits, and by actively incorporating student voice. We will expand High School Connection programming this summer to increase enrollment.
- Bi-annually update the CPS Success Bound (C4) curriculum for grades 9–12 and ensure instructional support for all schools leveraging the CPS Success Bound curriculum for their students in grades 6–12.
- Increase scholarship and career pathway opportunities for JROTC cadets across the four main military branches (Army, Navy, Marines, and Air Force) to equip cadets for post-secondary success.
- Increase the number of SCS schools from 20 to 36, with a new investment of $8 million.
- Expand partnerships with community-based organizations and vendors to provide school-level behavioral health and mentoring services and supports for students during the school day.
- Continue to build school capacity with referral systems, student goal setting, and monitoring student progress through the Behavioral Health Team.
- Transform CPS SCORE! programming to help fifth- and sixth-grade students develop their skill sets and prepare seventh- and eighth-grade students for high school sports.
- Continue to expand Workplace Experience Courses across the CPS ecosystem that expand students' engagement with employers, integrate authentic learning, and provide earn-while-you-learn opportunities for students as they develop their career interests.
- Manage the Choose to Change violence prevention program transition from Safety and Security to OCCS. This program was launched in 2015 by Youth Advocate Programs and Brightpoint (formerly Children's Home & Aid). The program provides intensive mentorship, wraparound support, and trauma-responsive cognitive behavioral therapy to students at risk of perpetrating or being victimized by violence.
- Manage the transition of the Back to Our Future program from Safety and Security to OCCS. This re-engagement pilot program was created to improve and expand re-engagement for nearly 150 youth from targeted communities by strengthening current enrollment, reconnecting young people to the best possible educational pathway, and expanding wrap-around services.

Communications

MISSION

The Office of Communications promotes the District's vision, mission, activities, and priorities, as well as aids schools by promoting their work and assisting in crisis situations through a full range of tools, channels, and strategies designed to engage key internal and external stakeholders.

MAJOR PROGRAMS

- **Communications Administration:** Plans, manages, and executes the District's communications to inform the public and CPS stakeholders about District-wide initiatives and activities. The department provides proactive and crisis communication support to all departments, networks, and schools in situations involving media, digital platforms, and stakeholder communications.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 2,067,543	$ 2,568,144	$ 2,566,044	$ 2,387,167
Total Department	**$ 2,067,543**	**$ 2,568,144**	**$ 2,566,044**	**$ 2,387,167**

POSITION SUMMARY

	2025 Budget Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	20.0	20.0	17.0
Total Department	**20.0**	**20.0**	**17.0**

MAJOR ACCOMPLISHMENTS in FY2025

- Launched the District's new Five-Year Strategic Plan, *Success 2029: Together We Rise*, along with supporting materials including a comprehensive booklet, executive summary, and dedicated webpage.
- Led multifaceted communications campaigns to celebrate student achievements, including the highest-ever District graduation rate, record-breaking scholarship totals, and strong gains in standardized test performance.
- Developed creative assets and messaging to elevate staff recognition campaigns, including Principal Appreciation Month, Teacher Appreciation Week, and Crossing Guard Appreciation Month.
- Executed a robust rollout of summer learning opportunities and a comprehensive back-to-school campaign to engage families and promote student participation.
- Produced a range of internal and public-facing videos to clearly explain District programs, initiatives, and priorities to diverse stakeholder groups.
- Maintained weekly communications to staff, families, and community members, offering transparent and timely updates. These newsletters also spotlighted dozens of outstanding staff members who went above and beyond for their schools.

- Published 126 blog stories between July 1, 2024, and June 24, 2025, and the blog received over 100,000 pageviews during this period.
- Conducted critical media relations work, including:
    - Writing and distributing over 100 press releases and media advisories.
    - Coordinating more than 120 interviews with District leaders and representatives.
    - Responding to approximately 650 unique media inquiries.
    - Proactively securing nearly 120 positive media stories highlighting school successes, student voice, ribbon-cuttings for new schools and playgrounds, and efforts to support students' academic, mental health, and social-emotional recovery post-pandemic.
- Provided coverage and created original content for 514 events, meetings, announcements, and social media posts. Below are the social media data for FY 2024-25.
    - On its official social media channels, the District published 5,885 posts and 187 videos, accumulating 742,169 views across all platforms, while maintaining a follower count of 240,653—a slight decrease of 0.16 percent from FY2024. The District's content generated a total of 11,268,533 impressions and 465,617 engagements (+6.1 percent compared to FY 2023-24).
    - Facebook: With 2,221 published posts, Facebook maintained 104,844 followers, reflecting a 0.62 percent decrease. The platform generated 5,240,404 impressions and reached 861,805 unique accounts. Total content engagements amounted to 331,462 (+8.63 percent), resulting in an engagement rate of 6.3 percent per impression—the highest engagement across all platforms. Video content generated 172,671 views (+24.14 percent) and 19,165 engagements.
    - Instagram: With 1,928 published posts, Instagram maintained 33,070 followers, reflecting a 5.13 percent increase. The platform generated 4,278,473 impressions (–6.51 percent) and reached 236,655 unique accounts (+62.1 percent). Total content engagements amounted to 68,251 (+100 percent), resulting in an engagement rate of 1.6 percent per impression. Video content generated 345,124 views and 27,388 engagements—the highest video views and video engagement rate (7.9 percent) across all platforms.
    - X (formerly Twitter): With 1,497 published posts, X maintained 89,372 followers, reflecting a 4.27 percent decrease. The platform generated 1,471,452 impressions (–1.67 percent). Total content engagements amounted to 65,379 (+6.5 percent), resulting in an engagement rate of 4.4 percent per impression. Video content generated 59,510 views and 9,143 engagements.
    - YouTube: With 239 published videos, YouTube maintained 13,367 subscribers, reflecting a 26.04 percent increase. The platform generated 278,204 impressions, resulting in 164,864 views (+17.6 percent) and 525 engagements.

KEY BUDGET INITIATIVES for FY2026

- Expand and enhance direct communication with school communities through timely outreach, local media partnerships, website updates, and increased social media engagement.
- Provide responsive and strategic support to school leaders and staff during crisis situations or other urgent communications needs.

- Continue to elevate student and staff voices through weekly newsletters and blog stories, focusing especially on underrepresented communities to ensure equity remains central to storytelling and engagement efforts.

Continuous Improvement, Data Strategy, and Research

MISSION

The Department of Continuous Improvement, Data Strategy, and Research is dedicated to fostering a culture of excellence across the District by centralizing and aligning efforts in strategic planning, data analysis, and research. Our mission is to drive Districtwide transformation by ensuring that all departments, offices, networks, and schools are unified in their pursuit of the ambitious goals outlined in *Success 2029: Together We Rise,* the District's five-year strategic plan. Through a centralized approach to managing strategic plans, data reporting, and research, we are able to measure effectiveness, inform decision-making, and promote continuous improvement (CI) at every level of the organization. We are committed to ensuring transparency, accountability, and a shared vision of success, empowering our students, educators, and leaders to achieve their fullest potential.

MAJOR PROGRAMS

This new department reorganizes teams across four offices (CEO, ONS, CEdO, and ITS) into one team to more effectively and efficiently drive Districtwide CI. Centralizing the teams that manage each level of strategic planning ensures strategies are aligned to the District's goals and vision. Additionally, centralizing the teams that manage data reporting and research allows us to measure effectiveness across the District, providing data to drive CI and strategy.

- **Continuous Improvement/Strategic Planning (District):** Designs and oversees the District's strategic planning process and platforms, ensuring that all CPS departments and offices build strategic plans that align with the District's five-year strategic plan and the Continuous Improvement and Data Transparency Policy.
- **Continuous Improvement/Strategic Planning (Networks and Schools):** Supports schools and networks with the culture, structure, knowledge, and skills necessary for effective CI and to build systems for strategic coherence through Network Strategic Plans (NSPs) and School Strategic Plans (CIWPs).
- **Continuous Improvement and Data Transparency (CIDT) Policy:** Official school accountability policy for CPS. This policy articulates a framework of practices, conditions, and District resources that, if improved, leads to improved outcomes. CIDT data for each school is publicly located on school profile pages.
- **Data Sciences and Insights:** Drives CPS' CI processes by helping to define school and District quality and providing clear, accurate reporting of interpretable results. The department provides timely and accurate school performance management, data, and analysis to schools, networks, and the central office (CO).
- **Research**: Manages all external and internal research projects and partnerships, and builds a foundation of high-quality, research-based evidence to inform District practice, policy, and vision.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
Local Funds	$ 2,923,376	$ 3,244,260	$ 3,114,060	$ 5,442,980
Title Funds	$ 58,587	$ 192,511	$ 189,528	$ -
Other Grant Funds	$ 23,651	$ 69,962	$ 69,962	$ 179,116

Total Department	**$ 3,005,614**	**$ 3,506,733**	**$ 3,373,550**	**$ 5,622,096**

Note: Fiscal Years 2024 and 2025 reflect the School Quality Measurement and Research budget only. The FY26 budget reflects net neutral shifts from other departments to form the CIDT department.

POSITION SUMMARY

	2025 Budgeted Positions*	2025 Ending Positions*	2026 Proposed Positions**
Local Funds	15.5	15.5	30.0
Title Funds	0.5	0.5	0.0
Total Department	**16.0**	**16.0**	**30.0**

Note: Fiscal Years 2024 and 2025 reflect the School Quality Measurement and Research positions only. The FY26 positions reflect net neutral shifts from other departments to form the CIDT department.

MAJOR ACCOMPLISHMENTS in FY2025

Continuous Improvement/Strategic Planning (District):

Strategic Planning and Stakeholder Engagement

- Supported the engagement, development, and launch of the District's five-year strategic plan, *Success 2029: Together We Rise*.
- Redesigned and launched an updated SY25 strategic planning process for CEO and COO teams, incorporating user feedback to better align with the five-year strategic plan.
- Provided 1:1 coaching and training for CI leads across all offices to build CI skills, focusing on stakeholder engagement, root cause analysis, goal-setting, and crafting strong theories of action tied to daily student experiences.

CIDT Integration

- Using direct user feedback, redesigned the academic chief CI process to align with the CIDT Indicator Development Process and new CIDT framework.
- Refined language, structure, and workflows to ensure CO planning builds on Indicator Development and Validation efforts and centers school-level improvement practices.

SY25 Start-of-School Support

- Led SY25 summer back-to-school progress monitoring to ensure leadership teams had access to key data and could address emerging challenges.
- Directed the deployment of CO staff to high-need schools on the first and second days of school, focusing on schools with high vacancies, those identified by network chiefs, and those on the west and south sides.

Capacity Building

- Partnered with *Lead with CPS* to co-develop and deliver a three-day pilot course on strategic planning and effective team-building for a cross-departmental cohort of directors and executive directors.

Continuous Improvement/Strategic Planning (Networks and Schools):

General CI

- Developed, increased access to, and shared new reporting on NSPs as well as CIWPs and CIWP progress monitoring to inform adjustments to network and CO plans in support of schools.

CIWP and Strategic Plans

- Trained 552 (100 percent of District-managed schools and applicable Options, charter, and contract) schools as well as network CI leads in the new Unified CI Platform for CIWPs.
- Designed and launched Phase 3 enhancements to the Unified CI Platform based on school and network user feedback, on time and on budget. This includes an all-digital CIWP Approval process with automations to improve efficiencies using the all new public CIWP Finder.
- Established the CI Launchpads for school and network staff, which is a comprehensive, streamlined, and interactive library of CI resources.
- Drove 515 (99 percent of District-run schools) to earn LS approval of SY25 Implementation Plan.
- More than 80 percent of school CIWP goals have been progress monitored by schools.
- Trained all network staff in the new Unified CI Platform for NSPs.

Data Analytics

- Provided learning around new CIDT Indicators for On-Track and API to all Network teams.
- Maintained an overall 9th Grade On Track Semester 1 rate of over 90 percent across networks 14–17.
- Eight networks now generate weekly interactive reporting on the Student and Departmental level with relevant, actionable data that schools use to directly respond to student and teacher needs.
- New high-level reporting on RigorWalk is being used across the CO and networks to more closely understand trends in instructional practice.
- Developed and facilitated interactive data workshop activities for CIDT 9th Grade On Track reflection, Cultivate data analysis, and Growth to Proficiency.
- Created new interactive quarter NSP data reports for each network.

CIDT Policy:

- Calculated and released all available performance metrics, such as the District's graduation rate, dropout rate, and college enrollment and persistence rates for over 630 schools and programs.
- Assigned and released accurate REACH educator evaluation ratings for over 6,000 educators based on the negotiated rules agreed to by the Chicago Teachers Union.
- Led the launch of new school profile pages for every school in the District. This was inclusive of multiple rounds of revisions and edits in partnership with Marketing and the Web Design teams, as driven by feedback from external stakeholders.
- Over the past year, our team successfully led the design and implementation of the CIDT indicator development process. We coordinated across multiple departments to define, refine, and validate practice indicators. We facilitated collaborative working groups, gathered and incorporated stakeholder feedback, and created a quality assurance process to ensure consistency and alignment across all indicators. This work has laid the foundation for a more coherent, transparent, and practice-informed approach to CI Districtwide.
- Finalized and began implementation of the District's new equity-centered Research Agenda.

Data Sciences and Insights:

- Implemented a new strategy for public survey distribution resulting in greater community participation.

- Developed a framework for data and analytic governance and began implementing components to identify and prioritize key efforts.
- Contributed to the District's understanding of the impacts of existing policies and potential changes.

KEY BUDGET INITIATIVES for FY2026

Continuous Improvement/Strategic Planning (District):

- By the end of SY26, fully operationalize and align CO planning (yearly CI plans, operational plans, and the District's strategic plans) with CIDT. Create the foundations for the first year of fully implemented Unified CI as evidenced by:
    - Joint planning and partnership between networks and CO teams to develop and implement targeted and universal resources and supports that are designed to improve school-level adult practices.
    - CO usage of network and school CI data within their yearly cycles of CI and SY27 planning.
    - Fully implemented salesforce Unified CI system, with all CO teams planning within the CI system to support, implement, and make progress towards our five-year strategic plan.
- Focus on the reciprocal accountability outlined in CIDT and continue to build leadership and CI capacity across District teams towards ensuring planning results in meaningful improvements in the conditions for learning and school-level practices.

Continuous Improvement/Strategic Planning (Networks and Schools):

CIWPs

- Ensure 85 percent of SY26 CIWP Practice and Performance goals are progress monitored by school teams within each progress-monitoring window. This data is important for operationalizing and progress-monitoring CIDT District Accountability as outlined in the District's five-year strategic plan.
- Support each District-managed school in creating a high-quality SY27–SY29 CIWP, as evidenced by chief/LSC approval.
    - Design and deliver training for 550+ school leaders, CIWP teams, and LSC members to accomplish their responsibility within the CIWP process.
    - Ensure all 20 networks (including geographic, Options, ISP, and charter networks) regularly provide strategic supports and monitoring during SY27–SY29 CIWP development.
- Make essential updates to and deliver the SY27–SY29 CIWP template in the Unified CI Platform to reflect plans for implementing CIDT.
- Provide ongoing tier 1 and tier 2 technical support for the 4,250 users of the CIWP template in the Unified CI Platform.

NSPs

- Support all 19 ONS networks in creating a year-long SY26 network plan to provide differentiated support for school CIWPs and implement District priorities as they relate to the District's five-year strategic plan and CIDT.

- Make essential updates to and deliver the SY27 NSP template in the Unified CI Platform to reflect plans for implementing CIDT.
- Provide ongoing tier 1 and tier 2 technical support for the 320 users of the NSP template in the Unified CI Platform.

General CI

- Continue providing staff at each school and network with access to timely and relevant reports that inform their strategic planning priorities as well as other areas subject to ongoing efforts.
    - Transition static Marking Period reporting into new interactive space in CPS Dashboard to allow schools and networks to fine-tune data to match their initiatives.
    - Extend interactive CPS Dashboard reporting with access controls to schools so that they can explore their instructional practices via RigorWalk data analyses.

CIDT

- Enable CIDT data collection and reporting through tool sharing and consultation.
- In partnership with SQMR and subject matter experts, plan and deliver CIDT learning to staff at networks and schools. This includes developing data workshop activities for school leaders to explore the new CIDT metrics that launch in SY26.
    - Own the launch of CIDT Indicator for F2: School Vision & Continuous Improvement among school, network, CO, and public stakeholders.
- Co-design the technical and adaptive processes for CO CI Plans and CI Cycles to reflect CIDT, particularly District Accountability to school progress and goals.
    - Ensure that 90 percent of formal CIWP-based support requests from schools receive responses from networks and CO in a timely fashion during each quarter.
    - Ensure that 90 percent of formal NSP-based support requests from networks receive responses from CO in a timely fashion during each quarter.

CIDT Policy:

- Continue to work toward CIDT implementation. This includes continued engagement with stakeholders in decision-making through FY26 and beyond, the refinement of the new school profile pages and other information sources, and improved system coherence in line with the new approach to accountability.
- Continue to support schools with simulations and technical support for officially calculating a redesigned accountability system. This will include professional learning support, wireframes, and coordination with other CO departments to provide schools with better information to help them adopt the new system. Activities will be aligned with and embedded in the District's broader professional learning plan and communications strategies.
- Build connections between the research community and key District initiatives, including CIDT and Skyline.

Data Sciences and Insights:

- Manage District-wide survey administrations.
- Redevelop the District's Dashboard, providing CIDT and CIWP-aligned data and reporting on a new and improved platform for school leaders, networks, and CO staff. The Dashboard will also be made accessible to all teaching staff, which was not possible under our previous model.

- Synthesize research that is aligned with District strategic priorities in order to make it more visible for key CPS stakeholders.
- Serve as leads for data governance and management work, including the new ITS STREAM program.
- Guide departments and subject matter experts in the development of CIDT metrics, ensuring all indicators have measurable and valid metrics that allow for the progress monitoring of CIDT practices and outcomes. This includes the development of public reporting of CIDT metrics and development of internal reporting on all CIDT metrics and related metrics that support progress monitoring.

Early Childhood Education

MISSION

The mission of the Office of Early Childhood Education (OECE) is to ensure all Chicago children and families engage in high-quality early learning experiences that lead to success in early grades and beyond.

MAJOR PROGRAMS

- **Chicago Early Learning Preschool:** Provide high-quality, full-day preschool programs to four-year-olds in all Chicago communities, establishing four as the age of entry for the District. Provide high-quality, half-day preschool programs primarily for at-risk children ages three and four. Students are taught by appropriately licensed teachers and teacher assistants.
- **Child Parent Centers (CPCs):** Provide comprehensive child and family support services in nineteen locations focused in high-need community areas across the city.
- **Community Partnership Programs—Community-Based Preschool for All and Prevention Initiative:** Partner with the City of Chicago's Department of Family and Support Services (DFSS) to provide funding and oversight to community-based organizations serving approximately 11,000 children. Programming includes center-based programs and home-visiting programs. This work aims to meet the following goals:
    - Support community-based programs to comprehensively focus on children and families, with a particular focus on families of children under age four who are not eligible for full-day CPS programs.
    - Provide a coherent vision of quality services focused on children and families for community-based early childhood providers.
    - Reduce eligibility barriers for children and families at the individual community-based organization level.
    - Provide coherent, comprehensive, and quality improvement supports for community-based providers.
    - Launch a unified technology platform for family-friendly early learning application and enrollment.

Early Childhood Preschool Program Type	Number of Seats
Half-day (HD) General Education	3,476
Full-day (FD) General Education	13,656
HD Special Education	1,404
FD Special Education	1,356
1,620 of these seats are located at Child Parent Centers	

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 1,851,112	$ 1,855,533	$ 1,937,043	$ 2,021,054
Title Funds	$ 32,716	$ 35,213	$ 35,213	$ 37,191
Other Grant Funds	$ 89,689,721	$ 113,128,461	$ 107,598,510	$ 78,052,298
ESSER Funds	$ 7,421,900	$ -	$ -	$ -
Total Department	**$ 98,995,449**	**$ 115,019,207**	**$ 109,570,766**	**$ 80,110,543**
Budgeted at Schools	$ 214,437,688	$ 228,927,008	$ 222,884,529	$ 241,388,504
Grand Total	**$ 313,433,137**	**$ 343,946,215**	**$ 332,455,295**	**$ 321,499,047**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
Local Funds	3.0	4.0	5.0
Title Funds	1.0	0.3	0.3
Other Grant Funds	39.0	38.8	38.8
Total Department	**43.0**	**43.0**	**44.0**
Budgeted at Schools	2,205.1	2,238.9	2,147.5
Grand Total	**2,248.1**	**2,281.9**	**2,191.5**

MAJOR ACCOMPLISHMENTS in FY2025

- Finalized and launched the Pre-K Artes del lenguaje del español (ALE) supplemental curriculum, which includes 45 Spanish-language texts aligned to the core curriculum and more than 100 foundational Spanish literacy skills lessons. Continued to support more than 175 schools that opted in to utilize Pre-K Foundational Skills (English) and Pre-K ALE (Spanish) curricula through resource distribution, professional learning, and in-classroom support.
- Provided enhanced, dedicated support to school leaders and pre-k team leaders at more than 165 schools. Conducted more than 1,800 visits across all schools with pre-k programs in SY25. Offered job-embedded coaching to more than 100 teachers, the majority of whom are in their first year of teaching pre-k.
- Hosted more than 1,200 pre-k teachers, teacher assistants, and special education classroom assistants across 100 professional learning sessions throughout SY25. Featured professional learning sessions aligned to the District's Instructional Core and pre-k-specific curriculum, assessment, and instruction tools.
- Increased support for the Multi-Tiered System of Supports for pre-k students through enhanced guidance documents, increased professional development support, additional technical assistance support for the Branching Minds platform, and the integration of pre-k data with Branching Minds.
- Provided funding and support to a cohort of 53 schools to enhance pre-k family engagement programming throughout the school year in support of increased pre-k attendance and

enhanced family connections. Schools hosted more than 300 family engagement programs utilizing this funding.

- Launched a revised summer Kick Off to Kindergarten curriculum in English and a new Kick Off to Kindergarten curriculum in Spanish; launched a new partial Preview to Pre-K curriculum in Spanish Literacy Foundational Skills; over 7,000 students participated in these summer programs.
- Supported 1,700 pre-k students to participate in Out of School Time programming across more than 150 schools.
- Convened a Design Team and Advisory Group to ensure that the implementation of the Continuous Improvement and Data Transparency Policy and metric development is inclusive, cohesive, and developmentally appropriate for grades pre-k–2.
- Developed a Fiscal Monitoring team to support accountability and effective fund management among community-based organizations utilizing Early Childhood Block Grant funds.
- Supported schools to improve pre-k enrollment through canvassing support, additional funds for pre-k open houses and tours, and Parent Ambassadors.
- Reduced the number of schools with fewer than 50 percent of general education pre-k seats filled from 25 to 12 from BOY to EOY by increasing enrollment in those schools.
- Launched a successful online application and placement process for Fall 2025; as of June 23, 2025, over 12,000 students have placement offers for SY26.
- Received the Council of the Great City Schools *2025 Advancing Excellence and Equity in Urban Education* award for the department's work on UPK Expansion and the P-2 Alignment Initiative.

KEY BUDGET INITIATIVES for FY2026

- Continue to sub-grant a portion of the Illinois Early Childhood Block Grant to DFSS to support the Community-Based Preschool for All and Prevention Initiative, ensure administrative alignment on funding, and prioritize recruiting children from prenatal to five years old.
- Continue to invest in the Chicago Early Learning Workforce Scholarship in collaboration with DFSS and City Colleges of Chicago to strengthen the early childhood teacher pipeline.
- Enhance partnerships with Parent Universities to expand family engagement programming for families of students in grades pre-k–2 at the community level. Continue providing a select group of schools with additional funding to enhance school-based family engagement programming.
- Continue OECE's model of school support and further align with District and network priorities. Build the team's capacity to improve the coaching of teachers, teacher leaders, and school leaders.
- Expand professional development offerings for pre-k teachers and leaders aligned to the Instructional Core and key District priorities.
- Launch a new end-to-end early childhood application to serve DFSS and CPS early childhood programs.
- Continue school support for family engagement and attendance; align chronic absenteeism and attendance strategies with District and Network priorities.
- Launch an Early Learning Vision and a P-2 Curriculum Working Group in conjunction with the CPS Five-Year Strategic Plan.

- Reduce the rate of chronic absenteeism for preschool through 2nd-grade students by three percent yearly.

Early College and Career Education

MISSION

The mission of the Office of Early College and Career Education (ECCE) is to ensure that all Chicago Public Schools students have equitable access to high-quality college- and career-aligned learning experiences that accelerate them towards rewarding careers and fulfilling lives. We realize our vision by (1) developing resources and guidelines based on best practices, (2) strategically sourcing and equitably allocating resources, (3) equipping and building the capacity of network and school leaders and staff, and (4) engaging industry, higher education, and other external partners.

MAJOR PROGRAMS

- **Career and Technical Education (CTE):** Career-focused experiential learning programs, sometimes called CTE, provide students with opportunities to explore careers and gain marketable skills while in high school. CTE courses engage students in an advanced, career-connected curriculum; dual credit and industry certification opportunities; and work-based learning to drive increased graduation, college enrollment, and employability rates to ensure students have access to multiple pathways for postsecondary success.
- **Early College:** ECCE provides students with access to rigorous college coursework and credit while in high school. This work includes dual credit, dual enrollment, Early College STE(A)M Schools (ECSS), and CTE articulation agreements. Early college participation reduces the time and cost of attaining postsecondary education by accelerating students through college programs of study prior to high school graduation. Early college coursework is available in every academic discipline, ranging from general education courses like English and math to specific career pathways like health science, information technology, construction, and manufacturing. Juniors and seniors in any CPS school who meet the relevant criteria can participate in Runway 606 STEM pathways, a new initiative that offers CPS high school students an accelerated pathway from high school to a master's degree, potentially reducing the time by two years.
- **Chicago Roadmap:** The Chicago Roadmap is a partnership between CPS and City Colleges of Chicago (CCC) that supports students on a seamless path to and through college on the way to their chosen careers. The Chicago Roadmap helps college-bound students transition into CCC through programs that help them earn college credit, improve academic readiness, and learn about career opportunities.
- **Work-based Learning (WBL):** WBL helps students connect classroom instruction to the world of work and future career opportunities through career awareness activities like career fairs and guest speakers and career development experiences like professional certification programs, cooperative education, internships, and youth apprenticeships.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 2,041,474	$ 4,106,224	$ 3,890,820	$ 3,557,639
Title Funds	$ 151,495	$ 161,610	$ 120,051	$ 1,625,708*
Other Grant Funds	$ 10,934,544	$ 11,755,350	$ 9,008,580	$ 10,061,763
Total Department	**$ 13,127,513**	**$ 16,023,184**	**$ 13,019,451**	**$ 15,245,110**
Budgeted at Schools	$ 3,597,396	$ 1,544,077	$ 4,457,395	$216,969*

Grand Total	**$ 16,724,909**	**$ 17,567,261**	**$ 17,239,617**	**$15,462,079**

Note: Title-funded positions budgeted at schools in FY25 will be budgeted at the department under a new staffing model to ensure program flexibility. Other grant funds transferred to schools after the original budget load.

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	10.3	10.3	9.3
Title Funds	1.6	1.6	13.6
Other Grant Funds	53.1	53.1	52.1
Total Department	**65.0**	**65.0**	**75.0**
Budgeted at Schools	14.0	14.0	2.0
Grand Total	**79.0**	**79.0**	**77.0**

MAJOR ACCOMPLISHMENTS IN FY2025

Early College and Career Credential (ECCC)

- Instituted a certification appeal process in an effort to expand the list of industry-recognized certifications approved for the purposes of the Early College and Career Credential (ECCC) metric. Industry-recognized certifications are a unique measurement of a student's qualifications in specific fields and can be leveraged in life beyond high school to demonstrate expertise and will differentiate CPS students in a competitive job market, making them more attractive candidates to employers.
- Expanded dual credit opportunities in new CTE pathways. This year, three high schools (Fenger, Prosser, and Richards) expanded early college opportunities in the culinary arts, and at least four schools (Clemente, Roosevelt, North-Grand, and Juarez) are working towards expanding their dual credit offerings in SY26. Students can leverage dual credits to reduce both the time and cost of earning a college degree.
- Completed the build-out of the ECCC dashboard in Power BI. The ECCC dashboard provides school and network leaders with a real-time view on graduated students who attained one or more of the eight ECCC categories: Advanced Placement, International Baccalaureate, dual enrollment, dual credit, JROTC, WBL, Certifications, and the Seal of Biliteracy. The dashboard consolidates data from various sources, allowing users to quickly understand the overall impact and enables data-informed decision-making and improved outcomes.

College and Career Pathway Endorsement (CCPE)

- In alignment with Public Act 102-0917 (HB3296) and the Postsecondary and Workforce Readiness Act (110 ILCS 148/80), CPS is approved to issue CCPE in seven endorsement areas and 18 programs.
- Completed a department-wide move to service and event capture that helped with evidencing impact and informing metrics aligned to the CCPE requirements, including career-focused instruction, career exploration, team-based challenges, academic readiness, and individual plan activities aligned to grades 9–12.
- 301 CCPE candidates were pre-identified and 35 met all pathway specific requirements in SY25.

Students who earn the CCPE recognition see this accomplishment included on official and unofficial transcripts issued by the District. Additionally, students can leverage the CCPE recognition at postsecondary institutions. Participating colleges and postsecondary providers are creating unique opportunities for students who earn the rigorous CCPE recognition, including additional funding and support opportunities.

- Secured space on transcripts for the CCPE indicator; completed build-out for future endorsement areas.

Early College (i.e. Dual Credit and Dual Enrollment)

- 6,685 graduates earned 1+ college credits while in high school
- 66,3035 early college credits earned
- 1,007 students earned 15+ early college credits
- 320 students earned 30+ early college credits
- 211 students earned an associate degree while in high school
- Students saved $10,078,722 in tuition costs
- 12.9 percent increase in 1+ credit hour earners from 2024
- 21.4 percent increase in 15 +credit hour milestone earners from 2024
- 47.5 percent increase in 30+ credit hour milestone earners from 2024
- 46.5 percent increase in associate degree earners from 2024
- Data sharing between CCC and CPS was moved to a secure data warehouse; implemented early college trackers for schools
- Data sharing agreement with CCC renewed
- Created the Student Travel Plan, which establishes clear travel plans and safety protocols for students who are participating in programming outside of their school

Career and Technical Education (CTE)

- 3,535 students passed at least two CTE courses, reflecting a 20.69 percent increase from last year
- Nearly 14,000 students enrolled in CTE courses
- Made moves to shift CTE sequence to begin in 9th grade instead of 10th in order to provide students with more time to participate in workplace learning experiences during 12th grade
- All CTE pathways now meet the federal definition for “program of study”; updated ISBE systems for data collection
- Created a specific job code for CTE teachers in Oracle and other budget-related materials
- Launched Workplace Experience Coursework and began piloting CTE micro-internships

Work-Based Learning (WBL)

- Implemented innovative solutions to address challenges related to timelines, communication flow, and lack of a WBL management tool
- More than 10,000 WBL experiences recorded for more than 8,000 students
- At least 18 Team-Based Challenges were recorded, giving 526 students the opportunity to participate in a group learning project related to a problem facing their career of interest
- Made progress towards placing 1,400 students in summer internship experiences
- Collaborated with the CPS Office of Teaching and Learning to issue academic credit for summer internships and with the CPS Office of School Counseling and Postsecondary Advising to build out related activities in SchooLinks
- Enhanced SchooLinks’ capability to support partnership management and the summer

internship process

Citywide Programs

- Chicago Builds
  - 98 students from 30 schools graduated from Chicago Builds, the highest number of graduates in the history of the program.
  - Collaborated with the CPS Office for Students with Disabilities and the Law Department to enhance the program's selection criteria and application process.
- Chicago Police and Firefighter Academy (CPFTA)
  - 95 students from 57 schools graduated from CPFTA
  - Junior cadets earned over 600 certifications and 24 were recognized with scholarships
- Cooperative Education
  - 289 students started this year with pre-internship training
  - 173 students were placed and finished the program
  - 79 out of the 95 Genesys Works graduates are CPS students
  - 105 out of the 125 Urban Alliance graduates are CPS students

Chicago Roadmap

- Launched the Chicago Roadmap 2.0, an expansion of the existing partnership between CPS, CCC, and the University of Illinois Chicago. Chicago Roadmap 2.0 focuses on creating a seamless pathway for students from high school to a bachelor's degree, ensuring they don't lose credits when transferring between institutions.
- Nearly 2,400 seniors attended our 2025 CPS-CCC Enrollment Days throughout May.
- 23 schools offer CPS Model Pathways in healthcare, information technology, and manufacturing. These pathways allow students to earn college credits in relevant courses, explore potential career opportunities in a specific field, and graduate ready for college and career success.
- More students enrolled in and passed Transitional Learning (TL) courses, meaning more students were eligible to be placed into college-level English or math at any Illinois community college and participating public universities. Passing TL satisfies the academic readiness requirement for CCPE.
  - 4,203 students enrolled in Transitional English (TE) at 71 schools
  - 3,902 students enrolled in Transitional Math (TM) at 52 schools
  - 5.1 percent increase in TL enrollment
  - 3.5 percent increase in the number of TL sections
  - We are forecasting a 7.2 percent increase in the pass rate for TE and a 2.1 percent increase for TM

KEY BUDGET INITIATIVES for FY2026

CCPE & ECCC Earners

- Increase the number of graduates who complete requirements within an approved CCPE endorsement area.
- Increase the number of graduates who earn ECCC.
- Ensure more students graduate with economically viable employment options or postsecondary enrollment.

Career-Focused Instruction

- Increase the number of students completing 2+ years of CTE coursework

- Increase the number of students earning industry-aligned certifications.
- Incorporate JRTOC under CTE, allowing these programs to gain access to CTE resources and offer more aligned WBL experiences and certification opportunities.

Transitional Learning

- Expand the number of transitional learning opportunities to ensure more students are graduating ready for college-level English and math.
- Increase pass rates for Transitional Math.
- Increase pass rates for Transitional English.

Dual Enrollment and Dual Credit

- Increase the number of students who earn an associate degree while still in high school.
- Increase the number of students who earn 30+ early college credits.
- Increase the number of students who earn 15+ early college credits.
- Increase the number of students who earn 1+ early college credits.

WBL for Students

- Ensure more students participate in two career exploration activities or one intensive career exploration experience.
- Ensure more students participate in 2+ Team-based Challenges.
- Ensure more students earn 60+ cumulative hours of participation in one or more Supervised Career Development Experiences.

Equity

MISSION

The Office of Equity develops, supports, implements, and reports on District efforts to eliminate the opportunity gaps that exist in education quality, policy, and support for both students and adults, which are the foundation of the *Success 2029: Together We Rise* five-year strategic plan.

MAJOR PROGRAMS

- **District Equity Professional Learning:** The Office of Equity, in collaboration with internal and external partners, has strategically designed professional learning sessions that engage CPS staff in learning about the CPS Equity Framework, which includes the four dimensions of an equity lens and understanding the impact of Targeted Universalism.
    - **National Equity Project (NEP):** The Office of Equity has been a member of **National Equity Project**'s district network learning series for four years and is currently enrolled in NEP's District Redesign Network, alongside Network 7 and 15 Equity Inquiry Teams. NEP has convened a national network of U.S. school districts to gain a deeper understanding of their equity landscape, aiming to redesign their school systems to create and improve learning conditions and experiences for Black Indigenous People of Color (BIPOC) and LGBTQIA+ students.
    - **Courageous Conversations about Race (CCAR) Book Club:** Designed to operationalize the CPS Equity Framework - focusing on the Liberatory Thinking dimension of the equity lens - to build the capacity of individuals from multiple levels of the CPS organization to disrupt the system by examining racial identities and bias.
    - **Great Expectations Mentoring (GEM):** The Office of Equity's Great Expectations Mentoring Program focuses on the experiences of educational leaders. Fellows connect with District leaders to develop leadership skills, gain an understanding and perspective of equity, and work with GEM mentors and other innovators to improve their professional skills and practices. The 10-month program focuses on four goals: achievement, equity facilitation, leadership development, mentorship, and innovation.

- **District Launch and Engagement of Black Student Success Plan:** In alignment with the *Success 2029: Together We Rise* five-year strategic plan, the CPS Black Student Success Plan (BSSP) sets a clear path forward for the next five years, focusing on immediate action and long-term sustainability to drive student success. The plan is built on and will be driven by the powerful voices and collaboration of the community, and is an essential strategic priority included in the District's five-year Strategic Plan to improve the daily learning experiences and life outcomes of Black students in CPS by addressing opportunity gaps and advancing equity. This work has been codified and mandated in state law (105 ILCS 5/34-18.85), demonstrating the District's commitment to aligning its efforts with legislative requirements.

- **District Equity Policy Engagement:** In April 2023, the Chicago Board of Education adopted Board Rule 2-6, which mandates the biennial readoption of all CPS policies. This approval led to the creation of the CPS and Chicago Board of Education Policy Review Process Guidelines, which require all CPS policies to undergo a biennial equity revision for alignment with the CPS Equity

Framework. The Office of Equity collaborates with district policy owners to support adoption, amendment, and rescission decisions through an equity lens. This includes hosting monthly policy workshops to operationalize the CPS Equity Framework across all four dimensions — building policy owners' capacity to uncover systemic barriers and craft targeted actions that close opportunity gaps across the District. Monthly, the Office of Equity supports District-wide equitable decision-making by helping policy and Board item owners operationalize the CPS Equity Framework — surfacing systemic inequities, highlighting actionable changes, and guiding policies, systems, and practices that close opportunity gaps for those furthest from opportunity.

  - **Culturally Responsive Education & Diversity (CRED) Policy:** The Office of Equity provides support to departments, networks, and schools on the implementation of the Culturally Responsive Education and Diversity Policy passed by the Chicago Board of Education in December 2024. The Culturally Responsive Education and Diversity (CRED) Policy mandates the integration of cultural responsiveness, linguistically responsive anti-racist, anti-bias, and diversity practices, curriculum, and professional learning across the District.
  - **Naming or Renaming of a School, Mascot, Logo, Learning Environment, and Physical Marker:** The Office of Equity supports schools that choose to engage in the Naming and Renaming Policy, adopted in June of 2023, by hosting professional learning communities and providing thought leadership to school communities. The purpose of this policy is to create a standardized community-centered process and for all names associated with CPS to be culturally responsive, anti-racist, anti-biased, and promote diversity and representation within District learning environments.

- **District Resource Equity/CPS Opportunity Index Update and Engagement:** The Office of Equity collaborates and partners with internal and external stakeholders **annually** to analyze, evaluate, and update the data that measures each of the indicators included in the CPS Opportunity Index, a tool that uses school, community, and historical funding factors to measure differences in access to opportunity across schools in the District. It helps ensure that schools with high levels of need get the resources they require to have strong and healthy school communities. CPS Offices, Networks, and external partners can use the Opportunity Index when deciding how to distribute resources.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 1,248,006	$ 1,985,698	$ 1,888,514	$ 1,919,746
School Generated Funds	$ -	$ -	$ 3,464	$ -
Total Department	**$ 1,248,006**	**$ 1,985,698**	**$ 1,891,978**	**$ 1,919,746**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	12.0	12.0	13.0
Total Department	**12.0**	**12.0**	**13.0**

Note: 1 position transferred from the Chief Executive Office

MAJOR ACCOMPLISHMENTS in FY2025

- Celebrated five years since the launch of the CPS Equity Framework and released a five-year impact report.
- **District Equity Professional Learning:**
    - Engaged over 3,000 participants in over 63 professional learning sessions and connected with over 600 new teachers locally and internationally to introduce the CPS Equity framework.
    - Launched Courageous Conversation about Race (CCAR) Book Club with over 20 participating school and central office staff.
    - Networks 7 & 15 completed year two of NEP's three-year District Redesign Network with school-based equity teams, including students, cultivating Inclusive Partnerships and student voice.
    - Achieved 90 percent overall engagement score through participant surveys, across all learning engagements
    - Launched Great Expectations Mentoring Program Cohort 5 in March 2025, and engaged 17 Fellows from the central office, principals, and assistant principals through the program.
- **Launch & Engagement of Black Student Success Plan**
    - During the development of the Black Student Success Plan, more than 20 central office and network teams engaged in collaborative and meaning-making dialogue around the plan's vision, strategic alignment, and recommendations developed by the Black Student Success Working Group (BSSWG). This process also included meaningful engagement with student groups, BSSWG members, and a broad coalition of inclusive partners—such as Local School Councils (LSCs), principals, parents, and community-based organizations (CBOs)—to ensure the plan reflects diverse voices and shared ownership.
    - In February 2025, the CPS Black Student Success Plan was launched at Chicago State University, and over 130+ people were in attendance, 22 students, over 40+ CPS external Organizations, six schools, and over 82 communities represented.
    - In March 2025, following the launch of the Black Student Success Plan, CPS hosted nine community roundtables across the city, and over 245+ individuals attended.
    - Over 13 departments have started the process of developing their Black Student Success Commitment Strategies in alignment with the plan and their SY26 *Continuous Improvement* (CI) goals.
- **District Equity Policy Engagement**

- Launched the Equity Policy Workshop (EPWS) series, facilitating eight total workshops with over 60 policy stakeholders from 20+ CPS departments, surpassing the SY25 goal of seven series, demonstrating District-wide demand for equity-centered policy support.
- Provided equity-centered support for all CPS Board policies and rules undergoing revision in SY25 (29 approved), offering tailored feedback to policy owners to surface systemic inequities and strengthen alignment to the CPS Equity Framework.
- Created customized equity policy synopses, board item equity reflection memos, and facilitated ongoing 1:1 coaching sessions and office hours with policy owners to support the application of equity principles across policy design, revision, and implementation.
- Created and implemented two internal key infrastructure tools: the SY25 Equity Biennial Policy Tracker and the CPS Board Item Equity Tracker, improving visibility, coordination, and equity monitoring across departments.

- **District Resource Equity/CPS Opportunity Index Update and Engagement**
  - Updated the SY25 CPS Opportunity Index indicators by engaging 28 community stakeholders in Phase 1 of the SY25 Opportunity Index Working Group. This group included representatives from Networks (2), Schools (2), Central Offices and Departments (22), and External Partners (2).
  - Calculated and shared the SY25 CPS Opportunity Index scores with high-priority offices and departments for their use.
  - Co-created SY25 CPS Opportunity Index resources with 23 community stakeholders in Phase 2 of the SY25 Opportunity Index Working Group. Stakeholders included representatives from Networks (2), Schools (2), Central Offices and Departments (18), and an External Partner (1). Resources developed include a supplementary guide, frequently asked questions, slides and talking points, an informational video, and additions to the SY25 CPS Opportunity Index score sheet.
  - Released SY25 CPS Opportunity Index scores, school profiles, and resources to School and Network leaders, and publicly on the CPS Office of Equity website.
  - Met with stakeholders to provide support, consultation, and answer questions regarding the CPS Opportunity Index during dedicated office hours and scheduled meetings. Attendees included a board member, two representatives from the Chicago Teachers Union (CTU), and CPS staff from Networks (3), Schools (21), and Central Offices and Departments (2).
  - Presented on the CPS Opportunity Index to the CPS Data Analyst User Group (DAUG) and Budget managers and analysts.

KEY BUDGET INITIATIVES for FY2026

- **District Equity Professional Learning**
  - **CPS Equity Framework Professional Learning for District Leaders**
    - In SY26, we will continue centering the CPS Equity Framework for all District, school, and network leaders. These sessions are designed to engage participants in deepening their knowledge of the CPS Equity Framework and supporting their teams in understanding how this work applies to their individual scope of practice.

    - **Launch of the Asynchronous Introduction of the CPS Equity Framework Professional Learning Series**
        - The Asynchronous Introduction of the CPS Equity Framework is designed to support ILTs and school-based staff in learning about the CPS equity lens, targeted universalism, and how both impact equitable outcomes for students. This will be offered for the first time to the District in SY25-26.
    - **Courageous Conversations Practitioners Engagement**
        - Practitioners will continue to engage in cohort learning designed to further their equity stances and how they engage in the work within the District.
        - Practitioners will co-create and facilitate the next iteration of the professional learning series for Courageous Conversations about Race Book Club, with connections to the CPS Equity Framework. This offering will be available for all District and school teams.
    - **National Equity Project (NEP) District Redesign Network Cohort Year 3**
        - Year 3 of the NEP District Redesign Network will provide participating network and school teams with the opportunity to create sustainable structures around the equity landscapes they've worked to redesign in their schools or office culture and climates, connected to the CPS Equity Framework and positive learning outcomes for students.
- **CPS Black Student Success Plan**
    - Work collaboratively with central offices and departments to finalize and implement Black Student Success Commitment Strategies as part of their CI goals.
    - Relaunch the Black Student Success Working Group (BSSWG) 2.0 in Spring 2026.
    - Develop and finalize a framework for the District-wide implementation of Black Student Unions.
- **District Equity Policy Engagement**
    - **Scale and Sustain Equity Policy Workshops:** Expand the EPWS series by launching a tiered workshop model that provides differentiated levels of equity support to policy owners. Use SY25 feedback to refine equity support models and begin integrating asynchronous learning components to increase access and sustainability.
    - **Pilot and Evaluate Equity Policy Tools**: Launch equity-centered tools (e.g., Equity Policy Rubric Workbook, draft Equity Audit template) using Office of Equity policies (Naming & Renaming and CRED) as pilot cases. Gather policy owner feedback to inform tool revisions and prepare for District-wide scaling in SY27.
    - **Strengthen District-Wide Policy Infrastructure:** Formalize cross-departmental coordination and support by establishing a CPS Policy Community of Practice (in collaboration with Policy, FACE, OSHW, and Board Office) to better align internal policy revision processes. The Office of Equity strives to begin publishing biannual Policy Equity Learning Briefs to share trends, successes, and implementation challenges across the District.
- **District Resource Equity/CPS Opportunity Index**
    - **Update and share the SY26 CPS Opportunity Index and accompanying resources**

        - The CPS Opportunity Index indicators will be updated to reflect SY26 data, which will then inform SY27 resource equity across the District.
        - Existing resources will be updated to align with the SY26 Opportunity Index and incorporate additional stakeholder feedback received in SY25.
    - **Increase stakeholder engagement and learning opportunities with Central Office, Network, and School Leaders around the CPS Opportunity Index**
        - The Office of Equity aims to engage at least 80 percent of school and network leaders in Opportunity Index learning opportunities.
        - The Office of Equity aims to engage at least 10 high-priority offices and departments that use the Opportunity Index for resource allocation.

Facilities Operations and Maintenance

MISSION

Our visionary goal is a long-term capital and facilities plan that empowers the creation of 21st-century learning environments, with investment guided by each community's unique priorities and a commitment to safety and equity.

MAJOR PROGRAMS

Asset Management

- **Standard Operating Procedure:** In 2021, the CPS Department of Facilities launched an initiative to enhance its standard operating procedures, adopting a more transparent and proactive approach to managing departmental operations. These procedures are reviewed and updated annually to ensure alignment with current management practices, thereby maintaining accuracy and relevance. This structured framework equips our teams with clear, standardized guidelines for executing tasks and programs, fostering consistency and enabling the delivery of a uniform level of service across the entire CPS portfolio.
- **Healthy Green Schools Standards:** Foundational green operational management standards that provide a framework for aligning daily operational practices with nationally recognized benchmarks for green, sustainable facility management, ensuring that CPS schools are maintained in a manner that prioritizes health, safety, and environmental sustainability.
- **Custodial Services:** Provide custodial cleaning services to schools and buildings within the department's portfolio, creating healthy learning environments that promote students' academic success.
- **Engineering Services:** Provide maintenance and repair services to schools and buildings within the department's portfolio to uphold safe and quality learning environments that promote students' academic success.
- **Engineer Tool Inventory Loaner Program**: In early 2024, CPS Facilities worked to create a centralized tool inventory loaner program that allows for more efficient use of CPS-owned tools. The end-user is able to access the request form to indicate which tools are needed and the length of time.
- **Environmental**: Promote healthy environments through testing and abatement projects, indoor air quality testing, a district-wide chemical hygiene program, water quality testing, and asbestos management.
- **Maintenance Contracts:** Provide landscaping, pest control, fire systems, and other life safety systems to ensure CPS properties are maintained and life safety systems are operational and compliant with regulatory requirements.
- **Various Trades**: Provide supplies for in-house repairs, pay contractors for repairs, and operate building automation system repairs, intercom repairs, and custodial equipment repairs.

Capital Planning and Construction

- **Facility Needs:** Address critical facility needs, including roofing, mechanical projects, masonry, building envelopes, and window replacements.
- **Renovations:** Manage interior renovations, including bathroom renovations.

- **Modular Refurbishment:** Continue the District's modular refurbishment program. Currently, CPS has modular buildings at nearly 60 campuses that house approximately 350 classrooms. Renovations of modular buildings are prioritized based on age and need.
- **Americans with Disabilities Act (ADA) Improvements**: Implement accessibility enhancements throughout the District, including elevator additions, interior and exterior ramps, accessible parking, and accessible restrooms.
- **Life Safety:** Address critical life safety fire alarm system replacements.
- **Programmatic Investments:** Manage the capital requirements for various programmatic initiatives, including universal pre-k, state-of-the-art science labs, IB and STEM programming, and relief from overcrowding.
- **Space Efficiency:** Oversee a space efficiency analysis based on public feedback to:
    - Determine if there are sections of a building that can be closed off to reduce operational costs or increase efficiencies in building operations.
    - Determine if there are obsolete buildings that should be demolished or replaced.
    - Determine if there are campuses that are overcrowded with no other solutions other than a capital investment to relieve the overcrowding.
- **Site Improvements:** Carry out site improvements throughout the District, including playground and turf replacements.
- **Assessments:** Regularly perform comprehensive facility condition assessments.
- **Energy Efficiency:** Continue work on energy efficiency initiatives through utility incentives and federal and local grant funding. Help foster healthy and efficient facilities while minimizing operational costs.

Real Estate

- **School Rental Agreements:** Manage day-to-day school-site rental agreements for use of school facilities after-hours by third parties; review and approve agreements for use of non-CPS property by various schools and departments.
- **School-Based Annual License Agreements:** Manage school-based annual license agreements.
- **Leasing Program (CPS as Tenant):** Manage school site leases for schools that occupy leased sites.
- **Ownership/Property Information Inquiries:** Support the Capital and Facilities teams with inquiries related to ownership and property boundaries.
- **Board Approval:** Present lease, license, purchase, and sale agreements to the Board.
- **Rooftop Telecom Program:** Oversee the school site rooftop telecom program.
- **Parking Operations:** Manage third-party parking operations at school sites; oversee the transition to a district-wide parking operator using a shared revenue model.
- **Vacant School Sales:** Manage the sale of vacant school sites.
- **Real Estate Site Visits and Inquiry Response:** Respond to inquiries about vacant school sites and conduct site visits of vacant school buildings by interested parties.

Warehouse

- **Internal Mail:** Receive and deliver all internal mail district-wide.
- **District-wide Distributions:** Partner with all CPS departments and external governmental agencies to efficiently allocate customized bulk shipments, such as Skyline materials, to schools as requested.
- **Furniture Reuse Project**: Facilitate the collection and recycling of unused equipment, furniture,

educational materials, and other assets for schools and administrative offices. This clutter-free learning environment initiative helps the District save money by reducing waste and repurposing and recycling surplus furniture from schools and administrative offices.

- **Warehouse Rentals:** Manage a lending library of folding tables and chairs, mobile podiums, and portable stages to provide timely assistance for CPS-sponsored events.
- **Oversized Loads:** Assist schools and CPS departments in transporting select oversized items such as band and sports equipment.
- **External Partnerships:** Collaborate with various corporate donors to manage in-kind donations of gently used office furniture that increases the inventory of the Furniture Reuse Project.
- **Fulfillment Services:** Collaborate and support the Office of Teaching and Learning with its Skyline initiative by providing a storage solution for Skyline products, fulfilling and shipping orders directly to schools.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 479,797,583	$ 542,260,213	$556,850,090	$ 509,641,838
Other Grant Funds	$ 2,558,222	$ 150,200	$892,312	$ 118,292
ESSER Funds	$ 133,829	$ -	$ -	$ -
Total Department	**$ 482,489,634**	**$ 542,410,413**	**$557,742,402**	**$ 509,760,130**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	1,384.0	1,537.0	1,524.0
Other Grant Funds	0.0	1.0	1.0
Total Department	**1,384.0**	**1,538.0**	**1,525.0**

Note: The FY26 budget includes inhousing 700+ custodial positions. These positions will be opened during the fiscal year.

MAJOR ACCOMPLISHMENTS in FY2025

Asset Management

- Achieved gold-level certification under the Healthy Green Schools & Colleges Standard in recognition of the District's efforts to align daily operational practices with nationally recognized benchmarks for green, sustainable facility management.
- Launched a custodial work management tool to provide management teams and schools with the ability to track and proactively manage custodial cleaning visually. This software also improves transparency by giving data to facilities management and school administration on which spaces have been cleaned and which ones have not.
- Fully transitioned schools within Facilities Operations' portfolio to Cintas for custodial supplies. This program provides weekly deliveries of supplies, chemicals, and microfiber cloths, reducing supply shortages that occurred when supplies were only delivered monthly.

- Transitioned to an in-house custodial management model, whereby CPS insourced all management teams to oversee custodial management services. This transition has led to great success in effectively managing and providing custodial services to schools by providing increased transparency and internal control.
- Developed and implemented more than 200 standard operating procedures, with comprehensive training provided to all relevant teams. This is the first time that CPS Facilities has had such a structured and proactively managed approach in proactively managing its standards and creating a culture around standards and consistency of delivering to those standards throughout the District.
- Created an inventory management process and system to better track and manage all city-wide tools and equipment. Since launching this program, CPS has saved over $300,000 by completing in-house repairs using these tools versus contracting out the work.
- Created a new digital furniture inventory management system to provide schools with a seamless way to review and request furniture without having to visit the warehouse.

Capital Planning and Construction

- Worked on capital improvements at over 300 campuses across the District. These projects included critical facility improvements, such as roofing, masonry, mechanical, and fire alarm systems; programmatic investments, including pre-k classrooms and IB and STEM spaces; site improvements, including playgrounds and turf areas; accessibility enhancements; interior renovations, including bathroom updates; and athletic facilities, including swimming pools and stadium upgrades.
- Continued to exceed the minority and women-owned business (M/WBE) participation goal of 37 percent on the Capital program with actuals of over 50 percent.
- Continued partnership with the Office of Family and Community Engagement and the Office of Equity to increase transparency and community outreach through community meetings for Capital planning. We received over 5,000 responses to the Capital survey from community members.
- Continued capital investments in partnership with the Mayor's Office for People with Disabilities to increase ADA accessibility as part of the District’s long-term goal to achieve first-floor accessibility for all campuses. Per the latest assessment, nearly 400 schools are first floor usable or better.
- Completed 38 to date and started work on five more Space to Grow projects, a site improvement program coordinated with the Department of Water Management and the Metropolitan Water Reclamation Department.
- Continued efforts to maximize leveraging of outside funding, including local TIF and state funding, to address capital facility needs. These projects include three school investments in the North Lawndale community (Chalmers ES, Johnson ES, and Collins HS) that leverage $10 million in TIF funding.
- Worked with the Office of Early Childhood Education and the Office of Budget and Grants Management to receive a $10 million grant award for pre-k space upgrades. Construction work for these projects has started.

- Continued to work with the state for the award of Department of Commerce and Economic Opportunity grants and initiate projects subsequent to these awards (65 grants that total $32 million have been approved to date).
- Awarded $400,000 by the USDA to formulate a food waste reduction and composting implementation plan over two years.
- Continued decarbonization efforts through energy efficiency including boiler tune-ups, steam trap replacements, hot water pipe insulation, natural gas efficiency projects, Capital HVAC projects, BAS/Energy management upgrades, and commissioning.
- Received utility incentives of $5.3 million to date and achieved annual utility savings of about $2.5 million.
- Completed distributed generation rooftop solar system on the new Dett ES annex building. The 100kW system is the District's first aimed at offsetting electric load and reducing our GHG emissions.

Real Estate

- Reduced expenses and found sources of income and potential income to the District through the closing on the sale of two school buildings, receiving approval for the sale of two more closed school buildings, issuing bid solicitation for the sale of the remaining 20 closed schools, and vacating an underutilized leased site.
- Expanded the rollout of Facilitron for online school rentals to expand school-based facility rentals and drive an increase in rental revenue to help with school-level budgets.
- Received approval to purchase Chicago Academy from the City Colleges of Chicago with a payback period of just over three years, thereby generating long-term lease savings.
- Added a facility recovery fee to recoup building operating expenses in connection with facility rentals and a mandatory labor charge to rental requests to ensure that custodial and engineering staff time is paid for by the renter to help defray facility operating expenses.

Warehouse

- Created a virtual marketplace for furniture to eliminate the need for periodic furniture fairs.
- Purchased new vehicles to update the fleet and move toward eliminating the recurring costs related to renting vehicles.
- Created a warehouse calendar for distribution in SY26 to make initiative periods and deadlines more transparent for all stakeholders.

KEY BUDGET INITIATIVES for FY2026

Asset Management

- Eliminate private custodial contracts and in-house Local 1 custodians, thereby making custodial work more operationally efficient for the District.
- Continue to focus on prioritizing repair requests in alignment with the District’s core values of equity, community partnership, and student-centered decision making.

- Consolidate software through Enterprise Resource Planning (ERP) with a go-live date of July 1, 2026. This will result in CPS owning the computerized maintenance management system rather than paying for it. Owning this software will save CPS $6 million per year.
- Seek to return to market for all maintenance contracts to try and negotiate more favorable pricing.

Capital Planning and Construction

- Continue to support the EFMP initiative as needed with the goal of developing a long-term capital plan to target investments in critical facility needs with a concurrent focus on programmatic investments and a portfolio-based approach.
- Develop strategies to optimize the building portfolio, which will take a deeper dive into aligning the education and facility needs at the district-wide portfolio level.
- Continue to enhance M/WBE participation in capital planning and construction projects.
- Continue to implement projects that result in energy efficiency and operational savings.

Real Estate

- Issue a request for proposal for district-wide parking operations using a revenue share model to rent out school parking lots after school hours.
- Sell at least five closed school buildings to reduce holding costs and put properties back to productive use.
- Terminate or sunset out of four parking leases to reduce the operating budget.
- Complete rollout of Facilitron to all District schools to help increase the number of rentals and to help drive revenue to school sites.

Warehouse

- Continue the district-wide decluttering program.
- Modernize the warehouse through ERP to increase transparency and efficiency.

Family and Community Engagement

MISSION

The Office of Family and Community Engagement (FACE) works to empower students, teachers, parents, and caregivers to ensure families and communities have an active voice in their child's educational experience. We believe that the work of transforming Chicago's schools demands authentic involvement of our families and community through direct outreach, events, whole-family educational opportunities, and community and faith-based partnerships. To support the implementation of our District's Five-Year Strategic Plan, we create inclusive spaces for parents and community members to shape and support our shared mission of providing a high-quality public education for every child in every neighborhood.

MAJOR PROGRAMS

- **Advancing District Initiatives:** Offers department chiefs, content leaders, and policy owners direct consultation and support in engaging the broader public with their initiatives. Major initiatives include the Five-Year Strategic Plan, budget forums, Black Student Success Plan, Springfield advocacy, CEO search, and community-level planning.
- **Marketing and Communications:** Leverages digital and social platforms to engage stakeholders to shape and influence CPS policy and highlight the amazing work our families and partners are doing to support student learning.
- **Back-to-School (B2S) Campaign:** Implements a grassroots approach to build awareness around the first day of the school year and ensure students and families have the information, resources, and supplies they need to start the school year strong. Our B2S campaign includes marketing, communications, events like regional Back-to-School Bashes, and direct outreach to ensure strong first-day-of-school attendance.
- **Title I Parent Advisory Council (PAC) and School Leader Engagement**: Ensures that CPS Title I schools meet all state and federal grant requirements by tracking and supporting compliance and spending, training parent leaders, and offering parent engagement support to schools. There were 437 Title I schools in FY25.
    - **Management of the Parent Board of Governors (PBG):** Honoring federal mandates of "meaningful consultation," the PBG consists of parents that belong to different demographics of CPS Title I Schools. The PBG is leveraged to advise on policy, programming, and District priorities directly impacting parents. PBG members are offered continuous professional development opportunities to increase their knowledge of CPS' vision, parent support, and leadership skills. PBG terms run for two years; SY25-26 will bring 9 of 13 members' seats selected for a new term.
- **Engaging Faith Leaders:** The Office of Faith-Based Initiatives' (OFBI) mission is to establish effective partnerships with faith-based institutions city-wide. We understand the role of faith-based leaders as valuable resources and know that these partnerships actively engage the community and contribute towards the success of our students and schools. OFBI has several programmatic branches: Safe Haven Out-of-School Program, Adopt-a-School, and Crisis Support.
- **Engaging Parents, Caregivers, Community, and School Leaders:** FACE Specialists serve as the bridge between CPS' key priorities and our stakeholders. This involves building a base of

informed and engaged parents in each network. Parents often help drive turnout for critical events such as the strategic plan launch, budget community engagement sessions, and capital meetings.
    - **Network Collaboratives**: FACE Specialists conduct monthly parent collaborative meetings in each region where parents and partners receive critical District updates and build community.
- **Processing Volunteers**: FACE's Volunteer Programs unit oversees the Level 1 and 2 background check process for individuals seeking volunteer clearance. In 2023, FACE revised the Volunteer policy to ensure all Level 1 volunteers undergo the SafeSchools training.
- **Parent Programming:** Each elementary network has a Parent University site. These sites allow FACE, along with internal and external partners, to offer families and community members programs that help them support their students' learning and their own. Some programs include English as a Second Language (ESL), General Education Diploma (GED), health and wellness, social and emotional learning (SEL), and digital literacy. Parent University sites also offer curated sessions to meet parent demand, including nationally renowned programs like Northstar and Google.
- **Building With Community:** By partnering with Community Action Councils (CACs) and community partners, FACE is able to establish two-way communication with partners in the community. There are eight CACs in priority communities (and a ninth one starting in the fall of 2025), each of which creates connection points between District policies and initiatives (school quality ratings, budget, strategic planning, school support services, etc.) and priorities within the community (academics, SEL, safety, after-school programming, facility upgrades, etc.). In communities and regions where we do not have a CAC established, FACE Specialists partner with community leaders to ensure we engage in local planning.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 4,000,596	$ 4,540,45	$ 4,384,434	$ 3,400,312
Other Grant Funds	$ 3,128	$ 1,000	$ 9,300	$ -
Title Funds	$ 1,406,058	$ 1,429,397	$ 1,429,397	$ 1,324,282
Other Grant Funds	$ 995,222	$ 1,000,000	$ 632,928	$ 1,000,00
Total Department	**$ 6,405,004**	**$ 6,970,852**	**$ 6,456,059**	**$ 5,724,594**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	25.4	25.4	23.4
Other Grant Funds	12.6	12.6	11.6
Total Department	**38.0**	**38.0**	**35.0**

MAJOR ACCOMPLISHMENTS in FY2025

District-wide Initiatives

- **Back-to-School Events, Outreach, and Canvassing:**
  - Supported 13 back-to-school events across the city, six of which were our Back-to-School Bashes
  - 16,000+ families engaged
  - 16,200 backpacks with school supplies distributed
  - 4,000 flyers distributed
  - 3,200 yard signs distributed
  - 18,000+ outreach calls made to families
- **Five-Year Strategic Plan, *Success 2029: Together We Rise*, Launch:** Provided strategic, logistical, translation, and facilitation support for a breakfast celebrating the launch of the strategic plan with the CPS executive leadership team, Chicago Board of Education members, and more than 300 community leaders and partners.
- **ACERO Outreach to Impacted Families:** In November 2024, our call center team supported the CPS Office of Innovation and Incubation by making 100+ outreach calls to families who were impacted by the ACERO closures.
- **Family and Community Supports for Velma Thomas School**: In partnership with the CPS Portfolio Office, we remain committed to continuous engagement with the Velma Thomas community regarding proposed school actions. Our top priorities are to honor the lived experiences of the Velma Thomas community and ensure transparency within the District's decision-making. Through robust engagement efforts, we convened two stakeholder meetings in the fall of 2024 for staff, parents, and community stakeholders and engaged more than 150 staff and community members regarding the proposed school actions. We also co-developed a year-long engagement plan and monthly working group model with the Velma Thomas leadership and Local School Council (LSC). To date, we've presented and facilitated two working group sessions.
- **Black Student Success (BSS) Roundtables:** Provided strategic, logistical, outreach, and facilitation support to the Equity Office for the implementation of eight BSS community roundtables across the city.
- **STEAM Programming in North Lawndale:** For over five years, FACE worked closely with the North Lawndale CAC to create a pre-k to 12th grade STEAM programming pipeline at Chalmers Elementary, Johnson Elementary, and Collins Academy High School. As part of the engagement strategy, we engaged hundreds of students, families, educators, partners, and local businesses using the CPS Reimagining with Community Toolkit. This process helped us better understand community concerns regarding the proposal and facilitate a long-term discussion throughout the planning and implementation phase.
- **Immigration Supports for Students and Families:** As part of our engagement and support of immigrant students and families, our office hosted 51 Know Your Rights workshops across our Parent Universities in partnership with 17 community-based organizations. More than 850 parents and families received critical information, resources, and referrals. FACE collaborates with the Office of Multilingual-Multicultural Education (OMME) and external, immigrant-serving organizations when additional resources are needed at a specific school or with a specific family.

- **Springfield Advocacy Day:** In partnership with the CPS Chief Executive Office and Advance Illinois, we organized a day-long trip to Springfield to advocate for increased K–12 funding by recruiting 45 parent and family leaders via targeted outreach by LSC specialists, FACE specialists, and other key personnel.
- **CEO Search Community Gatherings and Focus Groups:** In May and June 2025, our office played a critical role in recruiting, facilitating, and hosting more than 1,400 parents, families, educators, and community members across 10 community gatherings and over 60 focus groups with key stakeholder groups and community-based partners regarding the search for the District's next superintendent/CEO.
- **Overall Engagement Efforts:** Through engagement efforts supported by FACE, more than 60,000 CPS stakeholders participated in District-wide initiatives between July 2024 and June 2025.

FACE-led Initiatives

FACE explores creative ways to reach families and elevate diverse perspectives to promote continued student learning and maintain connections with families in an effective, informed, and sensitive manner.

- **Social Media and Communications:** In SY24-25, we reached a growing digital audience, represented by a 29.5 percent increase in Instagram and Facebook page reach and a total of 102,028 users who saw our content. FACE posts on Facebook and Instagram received 473 shares, an annual increase of 16.8 percent. Currently, we have a total of 7.4K audience members across all of our social media platforms, a 1 percent increase from the previous school year. The "Let's FACE it Together" podcast released 5 episodes this year; episodes were downloaded 342 times, an 8.92 percent increase over the previous year. We also revised our staff newsletter and Communications Toolkit to improve our office's overall communication strategy, and our newsletter survey responses indicate that 82 percent of submissions found the content to be very useful. These metrics demonstrate that our team delivers consistent, high-quality content that our audience finds relevant, and that FACE's online presence is a trusted source for District information and engagement opportunities.
- **Network Collaborative Meetings:** Since September 2024, FACE specialists have hosted 39 cluster meetings among four collaboratives, engaging more than 2,246 parents and community members around District updates and Title I training. Additionally, 98 community partners also presented to stakeholder audiences over six months.
- **Title I Supports:**
    - **Compliance and Expenditures:** Training and compliance tools, templates, and easy-to-use processes were developed to help school leaders meet key compliance deadlines, organize meetings, and manage expenditure processes.
        - District-wide compliance remains above 90 percent for FY25, and additional support has been provided to schools with engagement challenges.
        - Expenditure spending is a reflection of how local schools are supporting their parent community. As of the end of May 2025, the expenditure stands at 66 percent, reflecting a 14 percent increase compared to the same period last year.
    - **Charter Schools:** The Title I team oversaw the Charter School Grants Application process related to Title I Parent Engagement for 115 charter schools. This includes reviewing and approving the application, amendments, claim submissions, and roster requests.

- **Parent Leadership:** Provided support for parent leaders, including hosting 22 Title I Guidance and PAC Orientation sessions conducted in both English and Spanish. Participants were given opportunities to address topics in depth, collaborate with peers, and apply their skills.
- **Training and Coaching Support:** The Title I Team provides parents and internal stakeholders one-on-one coaching, group training, and brief sessions and consultations. We have provided over 400 consultations to parents, principals, network staff, and central office staff through various communication channels, including emails, one-on-one meetings, texts, in-person support at PAC meetings or Title I trainings, biweekly FACE Specialist team meetings, and phone calls.
- **Bilingual Support:** Hired a bilingual Title I Coordinator in December 2024, significantly boosting our ability to engage and support the District's Spanish-speaking community. This change has led to increased participation in parent development activities, as families now feel more welcomed, understood, and empowered through communication that is culturally and linguistically responsive.
- **PBG Management:** Supported the PBG in leading four quarterly public meetings that included participatory components for parent attendees and opportunities for public comment. Approximately 250 stakeholders attended the hybrid PBG quarterly public meetings in FY25.
- **Policy Engagement:** The Title I team made significant progress in fostering a culture of partnership and collaboration among central office teams, network offices, schools, parents, and communities through a comprehensive Title I ESSA policy revision process rooted in stakeholder input. The following is a breakdown of the stakeholder groups that were engaged:
  - 250+ stakeholders across 40+ focus groups and 1:1 consultations, including:
    - State and Federal representatives
    - Parent Advisory Council (PAC) Leaders
    - Parent Mentors
    - Local School Council Advisory Board (LSCAB)
    - Principals
    - CPS internal departments
  - 2,200+ stakeholders responded to the district-wide stakeholder engagement survey.
- **Collaborations with Internal and External Research Partners:** The Title I Team collaborated with the School Quality Measurement and Research (SQMR) Internal and External Research Team to co-author a chapter on parent engagement and co-present with Rosa Richter at the To & Through UChicago Consortium on School Research.

- **Programming:** Parent University programming reached more than 4,000 parents across 430+ in-person sessions at 13 sites and one 1 satellite site on topics including GED support, ESL, Spanish as a second language, SEL, college readiness, health and wellness, academic support, technology, leadership, art therapy, Parent Cafe, urban farming, entrepreneurship, and financial literacy.

    - In partnership with Google and Northstar, FACE created a digital literacy academy and trained 100+ parents in basic computer skills, Google Docs, Google Slides, Gmail, Google Classroom, and Google Calendar. Participants earn Northstar and Google certifications at the end of their six-week course.
    - In partnership with the Field Museum, Shedd Aquarium, and the Planetarium, we hosted two sessions; in session one, museum educators taught parents how to guide a museum visit through diverse exhibits, and session two included a museum visit in which parents guided their children through the different exhibits on the site.
- **Faith-Based Partner Meetings/Projects:** Since September 2024, we've held three interfaith meetings in partnership with the City of Chicago and sister agencies to foster dialogue and understanding between the faith community and CPS. These meetings have averaged more than 60 faith and community leaders and have created space for District leaders to provide our faith partners with critical updates on topics including early childhood education, community resources, and more. OFBI also increased its partnership network, and more than 18,000 CPS students are now being served via social service support from these partners.
    - **Safe Haven Expansion:** OFBI currently manages 26 Safe Haven sites. We are projected to serve 400+ students with a reduced budget.
    - **Adopt-a-School:** Currently, there are a total of 12 formalized partnerships. There are 25 potential partnerships going into the new school year.
    - **Crisis Support:** Since July 2024, a total of 72 crisis alerts were managed and triaged with the appropriate supports given to the families. Additionally, the 7th annual Legacy of Love luncheon was held in December 2024 to honor the lives of 82 CPS students who passed away the previous year.
- **CAC Supports:** Since July 2024, there have been 93 CAC meetings with 1,932 participants across the eight CACs. This includes regular monthly meetings, executive and sub-committee meetings, and all-CAC chair meetings. In addition, the CACs have hosted 10 special/community events (e.g., principal breakfasts, volunteer events, student recognition awards, parent summit) that have totaled an additional 1,518 attendees. Beyond FACE, key CPS departments and initiatives that have presented and collaborated with the CACs so far this year include Portfolio, Transportation, Facilities, Early Childhood, Teaching and Learning, STEM, Communications, Black Student Success, Evaluation (CIDT), and Marketing. Also this school year, FACE began to "re-imagine" the previously disbanded South Shore CAC by hosting three orientation meetings for key stakeholders from the area and surrounding communities. The meetings were successful and included many team-building activities and a chance to hear from current CAC chairs on best practices, helping the South Shore community members think through what they want to accomplish when they officially start in the fall of 2025.
- **CAC Budgets/Strategic Plans:** For the third consecutive year, each CAC was allocated a $10,000 budget. Each CAC was asked to submit their budget plans, indicating what programming, materials, and events they would be supporting in their partner schools and communities. They were also asked to show how the budget plans related to their educational strategic plans and how they would collect any data to show the impact of those budgetary commitments. CAC expenses included the following: cultural field trips, history festivals, student recognition and principal breakfasts, back-to-school festivals, a Parent Summit, a community volunteer event,

and school/community mini-grant applications, which were awarded to various partners in both the Austin and Humboldt West Garfield CAC Communities.

- **Processing Volunteers:** Played a critical role in the volunteer management system that included vetting and approving all Level 1 and 2 volunteer applications, interns, student researchers, and University supervisors. To date, a total of 52,668 Level 2 and 3,558 Level 1 volunteers have been approved. An additional 12,058 individuals are currently pending approval.
- **Wells Fargo Coat Drive:** Partnered with Wells Fargo to distribute 1,019 coats to under-resourced students in three schools.
- **Sole4Shoes Donation**: In partnership with Sole4Shoes, we received a generous donation of 2,000 pairs of shoes and 3,000 pairs of socks. These items were distributed to three elementary schools and seven of our Safe Haven partners.

KEY BUDGET INITIATIVES for FY2026

- **Back-to-School Engagement:** In FY26, our back-to-school engagement strategy will be more robust, aiming to amplify awareness and readiness among families through an assertive grassroots approach. Central to this effort is that Back-to-School Bashes are tailored to each community's needs in order to foster meaningful connections and excitement for the upcoming academic year. Alongside these bashes, we'll leverage various channels, from social media campaigns to community partnerships, to extend our reach and support families in preparing for a successful start to the school year. Additionally, we'll implement a comprehensive feedback mechanism to refine our approach and effectively meet our communities' evolving needs.
- **Parent University Programming**: We'll continue our high-quality programming across key areas like SEL, digital literacy, mental health, and the provision of essential equipment and materials. For FY26, we're excited to reintroduce FACE2FACE, our virtual academy, making our programming easily accessible to participants from their homes.
- **Policy Stakeholder Engagement:** We will continue to provide Central Office content leaders and policy owners direct consultation and support with engaging the broader public with their initiatives and/or policy changes. In addition to supporting the Board's policy revision process, we have two in-house policies that will be newly implemented for FY26:
    - Title I ESSA Parent and Family Engagement Policy: This policy must be reviewed in order for the District to be in compliance with ESSA and not jeopardize our Title I funding, as well as comply with the District's policy to review all pre-2019 policies. This policy will be up for Board approval in August 2025; the linked document will be in draft form until formally voted on and approved by the Chicago Board of Education.
    - Volunteer Policy: Volunteers will now be required to complete mandatory volunteer training. This policy will be presented at the Board Agenda Review Committee meeting for public comment in January 2026 and will be up for Board approval in March 2026.
- **District-wide Family Engagement Training and Micro-Labs:** For FY26, we will offer robust quarterly "Reimagine with Community Engagement" trainings. These sessions will empower central office leaders to effectively engage families throughout the District. We'll also provide monthly mini-trainings to support policy owners in their policy engagement and co-development efforts.

Finance

MISSION

The Finance Office maintains the fiscal integrity of Chicago Public Schools and provides financial leadership to the Chicago Board of Education according to state and federal legislation, government regulations, Board policies, and sound financial practices. We develop and manage CPS' annual operating and capital budgets and Comprehensive Annual Financial Report, prepare long-term financial projections, secure both short-term and long-term resources to provide adequate liquidity, and provide data, information, analysis, knowledge, and methods for our leaders to anticipate and respond effectively to the challenges facing Chicago Public Schools.

MAJOR PROGRAMS

- **Accounting:**
    - Office of the Controller: Supports the instructional and administrative needs of CPS by designing, implementing, and operating effective and efficient financial processes for the collection of revenue and disbursement of funds in the payment to vendors and employees. This office also produces timely, relevant, and accurate financial reporting to provide assurance that key financial performance indicators are met and that designed financial controls are working as intended.
    - Corporate Accounting: Maintains the District's general ledger and monthly and annual financial closing processes; manages the District's External Financial Audit and Federal Single Audit; issues internal and external financial statements and other regulatory reporting; implements new Government Accounting Standards Board (GASB); implements new Enterprise Resource Planning Cloud platform and other new accounting and financial reporting softwares to streamline the accounting and reporting process. In addition, ensures that CPS' business practices, processes, and procedures comply with Board policies as well as federal, state, and local requirements.
    - Revenue: Ensures timely cash receipting and posting of accounts receivable subledger activity; serves as the custodian for all school-based bank accounts with direct oversight regarding policies, procedures, and business management practices; provides timely processing of grant reimbursement and general aid claims; provides oversight and appropriation authority of the District's special income fund; and maintains tracking, recording, and reporting for all public and private grants and donations.
    - Accounts Payable: Processes 300,000 vendor invoices annually, ensuring proper and timely payment to all CPS vendors. Reviews, enters, and approves more than 30,000 reimbursements annually for CPS employees. Issues all 1099s to CPS vendors in accordance with IRS standards.
    - Payroll Services: Manages the payroll for more than 40,000 school-based, central office, and substitute employees, which includes time and attendance, tax calculations, payroll check processing, bi-weekly auditing for accurate payroll reporting, analyzing data for efficiency, processing of garnishments and child support payments, and verification of employment, all while ensuring compliance with Federal Labor Laws, collective

bargaining agreements, and Board rules.

- **Treasury and Risk Management:**
    - Managing Long-term Debt: Issues new bonds for capital project financing and manages a portfolio of approximately $9.1 billion in existing debt in order to fund long-term investments that provide our students with a world-class education in high-quality learning environments.
    - Managing Cash Flow: Manages and analyzes the Board's operating cash position on a daily basis throughout the year in order to provide sufficient liquidity to fund payroll and accounts payable and secures short-term lines of credit to maintain a healthy liquidity position.
    - Investment Strategy: Invests all debt service, capital project, and operating funds in investments aligned with the Board's Investment Policy in order to meet cash flow needs, ensure financial security, and provide the highest investment return.
    - Banking Relationships: Controls and provides all District-wide main operating bank account functions, along with all internal school accounts and credit card functionality.
    - Insurance Program: Oversees all aspects of casualty liability, property and specialty insurance of the District in order to mitigate financial losses across all plant and operations through the direct purchase of commercial insurance policies and monitoring all claims.
    - Vendor Insurance: Coordinates the process around analyzing and requiring insurance from all CPS vendors, including tracking insurance certifications in order to aid in the transfer of potential liability costs caused by third parties should and when they occur.
- **Office of Budget and Grants Management (OBGM):** Supports strategic utilization of all resources, aligning them to the District's mission and priorities, to increase student achievement.
    - Coordination: Coordinates with other departments to make necessary adjustments or initiate budget amendments in the event that projected revenues or expenses change.
    - School Support: Supports the alignment of school budgets to and in support of school Continuous Improvement Work Plan goals.
    - Data Analysis: Provides fiscal support for the District by ensuring that the budget is balanced, expenditures remain within budget, and ensure maximum support for equity, adequacy, sustainability, and stability.
    - Grants Management: Manages the development and on-time submission of grant applications and amendments.
    - Title I: Provides Title I services, including supplemental instruction and academic counseling, to eligible students of non-public, private schools as part of federally required proportionate share services.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Fund	$ 48,926,381	$ 46,240,500	$ 61,400,099	$ 43,088,208
Title Funds	$ 4,800,708	$ 41,140,233	$ 5,149,408	$ 22,881,502

Other Grant Funds	$ 16,532	$ 894,856	$ 734,351	$ 2,904,108
ESSER Funds	$ 202,552	$ -	$ 157,519	$ -
Total Department	**$53,946,173**	**$ 88,275,589**	**$ 67,441,377**	**$ 68,873,818**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Fund	179.0	180.0	153.4
Title Funds	30.0	29.9	28.5
Other Grant Funds	-	0.1	0.1
Total Department	**209.0**	**210.0**	**182.0**

MAJOR ACCOMPLISHMENTS in FY2025

- Completed the FY2024 Annual Financial Audit with clean audit opinion. There was no material weakness or individual significant deficiency for both financial statement audit and Single Audit for federal awards. Additionally, there is no new recommendation for improvement from the external auditors. The best outcome can be achieved by any government entity.
- Received Government Finance Officers Association and Association of School Business Officials Certificates of Achievement for Excellence in Financial Reporting for the District's Annual Comprehensive Financial Report. The District also received an award for Outstanding Achievement in Popular Annual Financial Reporting.
- Started to design and implement Enterprise Resource Planning (ERP) upgrade to Oracle Cloud across the organization, specifically within the finance related modules of the platform, in collaboration with the ITS, Procurement, and Talent departments.
- Approximately $1.94 million duplicate invoice payments were identified, totalling about $10 million in errors prevented since implementing a strong internal control process through the use of an internal audit Account Payable software.
- Passed a balanced budget of $9.9 billion that continues the District's investment in key initiatives, funding equity, and strong support for every school and student.
- Completed the District's transition to a fully need-based school funding model, moving away from student-based budgeting to a strategy that provides every school a set of foundational resources and significant additional resources based on student needs.
- Eliminated manual work for critical employee setup tasks, like updating pay rules, schedules, and calendar access. Automated the process of activating Kronos badges for all new hires, rehires, and transferred employees, and automated the creation of consultant profiles in the Kronos (UKG) system, which was previously a manual task.
- Worked closely with the Talent department to reassign employees currently being paid from closed positions, and partnered with school principals and clerks to guide them on correct overtime reporting, helping them avoid inactive or non-overtime rate bucket types.
- Structured two new annual revolving lines of credit in the form of Tax Anticipation Notes (TANS) with a combined limit of $1.2 billion in order to maintain adequate cash flow and liquidity needs in FY2025.

- Finalized the execution of a new five-year banking services contract to support District-wide needs for banking products, which includes deliverables such as depository accounts, cash collections, payroll and vendor payments, check printing, lockbox processing, lunchroom, purchasing cards, and local school checking accounts.
- Re-examined all existing insurance policies that include coverage for property, general liability, casualty, fiduciary, cyber, student travel, special events, and auto as they relate to the operational risk of CPS and finalized new insurance coverages for FY2025.
- Continued the upgraded rollout of positive pay check validation services for internal school accounts in order to enhance fraud detection, and successfully implemented the platform in the schools that comprise over 90% of the check volume.

KEY BUDGET INITIATIVES for FY2026

- Continue the implementation of Oracle Cloud, including designing, configuring, installing, and testing for Accounting, Account Payable, Account Receivable, and Grant modules by partnering with IBM, consulting firm, ITS, Procurement, and Talent office.
- Update all policies and procedures in Accounting, Account Receivable, Account Payable, and Auditing according to the new Oracle Cloud system and best practice for school districts and government accounting.
- Significantly streamline grant claim process by implementing grant automation report within ERP platform and utilizing artificial intelligence technology.
- Continue to improve the efficiency and effectiveness of Account Payable invoice processing by expanding the utilization of electronic Data Interchange payments with Amazon for massive numbers of invoice transactions.
- Partner with departments across the District to reduce inefficiencies, streamline operations, and leverage external funding sources in order to balance the budget.
- Continue to engage communities through five CPS Budget Community Roundtables to solicit feedback on funding priorities.
- Automate more payroll manual processes. This includes automating Overtime ServiceNow tickets, transitioning to an electronic form that removes the need for downloads and speeds up processing.
- Improve customization reports to quickly spot and correct payment errors stemming from school clerk entries and job record modifications.
- Continue to monitor and consider refunding and restructuring of outstanding debt as may be financially beneficial or advantageous, in addition to structuring new issues to maintain adequate liquidity needed to fund capital projects across the District footprint.
- Structure two or more new annual revolving lines of credit in the form of Tax Anticipation Notes (TANS) with a combined limit of no less than $1.2 billion in order to maintain adequate cash flow and liquidity needs in FY2026.
- Re-examine all existing insurance lines of coverage for policies such as property, general liability, casualty, fiduciary, cyber, student travel, special events, and auto as they relate to the operational risk of CPS in order to finalize new insurance coverages for FY2026.

- Complete the upgraded rollout of the positive pay check validation platform on internal school accounts in order to assist in the detection of fraud and utilize the latest technologies.
- Finalize the final two-year renewal contract for third party claims administration and management.

Information and Technology Services

MISSION

The Department of Information and Technology Services (ITS) provides the District with innovative technology solutions that improve the quality of education for students, reduce administrative burdens on educators, facilitate parent interactions, increase community engagement, and support equity and transparency by making information accessible to all stakeholders. ITS meets the following needs in the District:

- Innovate, deploy, and maintain core District information and technology systems that are used by thousands of staff and students every day.
- Support more than 770,000 devices, such as desktops, laptops, Chromebooks, and iPads.
- Provide a robust data and telephone network across nearly 600 locations consisting of more than 30,000 pieces of network equipment, such as network switches and wireless access points, as well as more than 8,000 mobile devices and 3,000 hotspots.
- Respond to more than 150,000 requests for support annually through the Service Desk.

MAJOR PROGRAMS

- **CPS Five-Year Tech and System Modernization Program:** Oversee the modernization of systems to decrease time spent on operational processes, allowing for more time to focus on students and families. System modernization will also mitigate cybersecurity risks, enhance communication, and facilitate better data-driven decision-making through improved analytics and reporting.
- **Program BRIDGE: Enterprise Resource Planning (ERP) Modernization Program:** Oversee efforts to replace CPS' Enterprise Resource Planning (ERP) systems in Finance, Talent, and Procurement to leverage best in class features and functionality that can enhance and provide workforce efficiencies, advanced analytics, data integration, and automation to our current business processes.
- **Zero Trust Information Security Roadmap:** Ensure the District's Zero Trust Framework standards, adopted in 2017, are implemented through several projects to protect student and staff data. These projects include implementing a robust network access control solution at our schools and administrative offices, as well as third-party risk management, to ensure our partners protect CPS data.
- **Pioneering Artificial Intelligence (AI) Integration:** Expand upon the responsible, sustainable, and adaptable foundational infrastructure surrounding AI governance and AI literacy to seamlessly integrate AI tools and functionality throughout the District. This includes scaling successful pilot programs, expanding access to AI resources, and beginning the development of AI-infused curricula. Conduct AI readiness assessments on the District and its schools to develop individualized AI readiness improvement plans that identify the metrics that need support and establish pathways to increase their readiness levels.
- **NextGEN ITS Workforce Modernization:** Prepare for accelerated employee retirements and the decommissioning of end-of-life technology and systems. The goal is to hire transformational ITS

talent, as well as reskill and upskill employee skill sets to meet the evolving needs of modern digital and information technology. This effort will require an investment in human capital to build a NextGEN ITS talent pipeline.

- **Project STREAM:** Spearhead efforts to replace the District's current data warehouse and analytics dashboard to extend one-stop access to critical and comprehensive data for District staff, reduce the need for manual data manipulation, and improve the District's capacity for multi-dimensional data analysis to facilitate strategic decision making. This initiative will facilitate an accelerated proliferation of data-intensive emerging technologies such as generative and traditional AI, as well as advanced analytics using machine learning models.
- **Enterprise Applications Modernization:** Maximize software investments by modernizing enterprise applications to reduce the burden of business and school operations, decrease software expenditures, and better serve students and staff.
- **Wide-Area Network (WAN) Redesign:** Implement ongoing efforts to provide new resilient network connectivity to CPS schools through a dedicated fiber-optic network. This new network will provide a significant increase in bandwidth compared to existing school connections.
- **School Network Upgrades:** Upgrade local area networks (LAN) and wireless networks for approximately 100 schools per year. These upgrades ensure that school networks can utilize the latest wireless protocols and security features, supporting the number of devices currently in schools.
- **Automated Inventory Management:** Administer a radio frequency identification-based inventory system in schools and administrative offices over five years. The goal of this project is to enhance the accuracy, quality, and timeliness of inventory data and to reduce the manual effort required for inventorying ITS assets at our schools.
- **ITS Shared Services Model:** Implement a School Field Support Shared Services model to enhance end-user satisfaction, improve customer service, and promote school adoption of new technologies and systems. This effort will reduce annual operating costs, consolidate disparate budgets, improve collaboration, and provide tech support equity to underserved schools.
- **Windows 11 Upgrade:** Ensure a secure Windows environment and maintain application compatibility by upgrading all eligible Windows 10 devices from the 70,000-device inventory to Windows 11. Non-eligible devices will be replaced or responsibly recycled.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 113,039,076	$ 106,828,501	$ 113,964,797	$ 92,694,638
Title Funds	$ -	$ -	$ 15,000	$ -
Other Grant Funds	$ 1,282,750	$ 4,508,909	$ 9,150,857	$ -
ESSER Funds	$ 17,838,762	$ -	$ -	$ -
Total Department	**$ 132,160,588**	**$ 111,337,410**	**$ 123,130,654**	**$ 92,694,638**

POSITION SUMMARY

	2025 Budgeted	2025 Ending	2026 Proposed

	Positions	Positions	Positions
General Funds	173.0	175.0	151.0
Total Department	**173.0**	**175.0**	**151.0**

MAJOR ACCOMPLISHMENTS in FY2025

- Established a generative AI framework. Completed a Google Gemini Pilot with approximately 130 users. Released versions two and three of the CPS AI Guidebook. Credentialed 230 CPS employees with AI foundations badges.
- Performed data network upgrades at 101 schools. By leveraging federal E-Rate funding, we deployed new switches, routers, and access points while expanding network coverage to meet the growing needs of our schools.
- Implemented a vulnerability management system to perform scans of CPS' networks and assets to provide actionable intelligence on risk identification, quantification, prioritization, and mitigation.
- Secured email gateway implementation. Deployed a proactive solution to mitigate the risk of email being used for a cybersecurity attack. The solution helps prevent business email compromise, phishing, data leaks, and ransomware.
- Rolled out multi-factor authentication. Implemented additional authentication protection, which reduces compromised email credential attacks and unauthorized system access, thereby bolstering our security.
- Participated in the demand response program for 100 of 300 building automation system sites to earn utility rebates by reducing energy consumption.
- Applied for incentives with ComEd and Peoples Gas for building automation projects. CPS has received approximately $427,000 worth of incentive checks as part of the completion of projects, with an additional $553,000 anticipated.
- Upgraded the CPS core financial system with the latest recommended patches to stay compliant with security and data protection policies and improve user productivity.
- Led the migration of the Aspen Student Information System to Microsoft Azure Cloud. Reduced operational costs, establishing a modern, resilient, and scalable architecture for daily transactions and student information.
- Redesigned and enhanced CPS school profiles with Continuous Improvement and Data Transparency metrics. Delivered a complete redesign of the CPS school profiles for the District's more than 600 schools, enhancing user experience and information accessibility.
- Improved transportation vendor and routing management by migrating from Edulog NT to the new ATHENA routing software.
- Expanded the Verizon Innovative Learning Schools program from six to nine schools, with three additional STEM schools being equipped with LTE-enabled Chromebooks, providing students with 24/7 internet access.
- Provided district-funded tech support services to more than 350 schools without a dedicated technology coordinator resource through weekly or bi-weekly visits from field support services strategic vendor technicians. These visits were customized to each school's needs and designed to ensure that their devices were kept up-to-date and in working order.

KEY BUDGET INITIATIVES for FY2026

- Continue developing the roadmap to begin implementing our new cloud-based ERP system. The first go-live is anticipated for July 2026, requiring all work to be completed, tested, and piloted throughout the FY26 school year.
- Modernize data integration and analytics capabilities by continuing Project STREAM to implement a modern cloud-based data lake.
- License, design, and build AI software to establish operational efficiencies throughout the District, enhance instructional practices, and continually innovate the digital curriculum.
- Strengthen the mobile device redistribution project, which reallocates surplus student devices from schools with excess inventory to those facing shortages.
- Continue the ITS Student TechCrew program. Students in grades 6-12 are trained to provide basic technical support for their schools, while also gaining exposure to new and emerging technologies.
- Continue to implement a contractor rate reduction strategy focused on two key areas: shifting more contingent work to offshore and nearshore models and renegotiating rates with current vendors. This initiative is projected to significantly reduce overall contractor spending while maintaining service quality and ensuring compliance with data security requirements.
- Implement a third-party risk management solution to identify, assess, and mitigate risks associated with CPS' third-party vendors.
- Develop a system to automate device inventory management across schools by installing sensors in key areas, enabling ITS to track inventory levels more effectively and identify losses in near real-time. It will also reduce the time it takes school staff to conduct annual inventory assessments.
- Execute an ongoing refresh of school network infrastructure for approximately 100 schools, which is critical to ensure that the network and WiFi at schools are replaced according to our equipment lifecycle. The project also includes implementing Network Access Control, which is part of our Zero Trust roadmap.
- Continue to migrate applications to the cloud to reduce our space and electricity usage in the data center, thereby lowering costs.
- Implement a project management lifecycle to ensure the consistent delivery of project demands within ITS and the District.
- Implement a portfolio project management tool to manage a portfolio of district-wide projects for ITS.
- Implement a project intake process to manage the demand of projects for various ITS departments.
- Improve quality assurance, development, and deployment of the CPS suite of enterprise applications to serve stakeholders better.
- Reduce technology sprawl (redundant software applications) and rationalize enterprise applications inside the CPS ecosystem through an intentional selection of technology platforms and vendors to reduce the total cost of ownership.

Innovation and Incubation

MISSION

The Office of Innovation and Incubation (I&I) manages a diverse portfolio of 94 traditional charter and 2 contract schools serving approximately 50,000 students. Its primary goal is to maintain exceptional authorizing standards across all schools in its portfolio, including academic, operational, and financial standards, while providing customized support to schools with unique needs and fostering best practices. I&I is committed to promoting accountability, collaboration, and continuous improvement in the charter school sector, as well as serving as a liaison between schools within its portfolio and other CPS departments.

I&I plays a crucial role in evaluating proposals for new and renewed schools, providing recommendations to the Chicago Board of Education (Board), and performing authorizer duties to ensure high-quality oversight and management of charter and contract schools, thereby ensuring they operate at the highest quality and efficiency.

In addition to its authorizer role, I&I oversees the incubation process for new District, charter, and contract schools, providing a supportive environment for new schools to grow and thrive. I&I identifies and shares innovative models and promising practices to foster excellence across the District, ensuring all students have access to a high-quality education.

MAJOR PROGRAMS

- **Authorization and Renewal of Schools:** Ensures a rigorous and effective decision-making process for opening and incubating new schools, as well as renewing existing ones. Focuses on the design, development, and readiness of new, innovative school models and programs. Engages with key internal and external stakeholders (including parents, community, and faith-based organizations, new school operators, business leaders, education advocacy groups, and high-performing authorizers) to develop, manage, and execute CPS' new and existing school development processes, which are consistent, transparent, and aligned to best-authorizing practices. Ensures that the District adheres to the Illinois State Board of Education (ISBE) and Illinois School Code provisions regarding charter and contract schools.
- **School Academic, Operational, and Fiscal Oversight and Accountability:** Provides oversight for charter and contract schools to ensure they meet the District's academic, financial, and operational expectations; abide by the tenets of their contracts; and adhere to compliance-related provisions as defined by the Board, Illinois School Code, and ISBE. Ensures school performance is transparent and available to inform data-driven decisions at the District and school levels. Generates annual performance reports ("scorecards") around school financial and operational performance in the I&I portfolio. Provides additional support through formal remediation processes to schools with poor performance in any identified areas of oversight.
- **Training, Support, and Communication:** Ensures that charter boards, leadership, families, and communities have access to academic, financial, and operational information as requested. Communicates and meets with charter boards and school leaders to provide data updates and facilitate training on compliance and academic-related issues throughout a school contract term.

Ensures charter boards have the resources and information needed to make high-quality decisions for their schools. Responds to all parent inquiries and concerns directed to Central Office and supports continuous improvement of remediation.

- **District and Charter Schools Sharing Facilities:** Develops processes and establishes support systems for all District and charter schools that share a campus. Facilitates conversations with school leaders to resolve complex operational issues that cannot be addressed at the campus level, as outlined in an annual Memorandum of Understanding for each campus. Explores opportunities for collaboration between school communities to foster positive relationships and create school environments that promote student learning.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 2,615,4258	$ 3,702,981	$ 3,301,821	$ 3,084,779
Other Grant Funds	$ 343,922	$ -	$ 280,630	$ -
Total Department	**$ 2,959,347**	**$ 3,702,981**	**$ 3,582,451**	**$ 3,084,779**

POSITION SUMMARY

	2025 Budget Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	21.0	21.0	19.0
Total Department	**21.0**	**21.0**	**19.0**

MAJOR ACCOMPLISHMENTS in FY2025

- Presented at the National Association of Charter School Authorizers conference in Houston, Texas. The presentation, titled “Student-Centered Closures Transitions: What happens to students when a charter school closes?” focused on adapting a student-centered transition approach when a charter school closes, emphasizing the impact on students and families, and prioritizing student transition throughout all closure activities.
- Conducted a student-centered and transparent evaluation of academic, operational, and financial performance for schools entering the SY24-25 charter renewal process. This process included evaluating discipline practices, ensuring adherence to best practices and protocols for diverse learners and English learners, and conducting targeted school visits from the Office of Social and Emotional Learning and the Office for Students with Disabilities.
- Developed a new mid-cycle (post-charter renewal) site visit process to enhance monitoring of schools’ operational and academic performance, ensuring schools remain aligned with District expectations throughout the charter term.
- Launched the initial phase of revising the Charter School Accountability Policy to align with the standards, goals, and values of the District's Continuous Improvement Data Transparency Policy. The end goal of this multi-year initiative is to clearly define academic performance standards and accountability status related to charter renewal, revocation, and extension.

- Partnered with leading external organizations to deliver targeted professional learning and technical assistance focused on key improvement areas, including special education compliance, postsecondary readiness, academic rigor, and restorative practices.

KEY BUDGET INITIATIVES for FY2026

- Strengthen CPS' approach to charter school financial oversight by implementing a more proactive, data-driven, and equity-informed system. This model will enhance transparency, facilitate early risk detection, and support financial capacity-building for charter operators and their boards.
- Coordinate successful semiannual School Leader Summits to empower charter leaders, foster continuous growth, and promote collaborative leadership. Attendees will engage in vital networking, participate in meaningful discussions, and acquire practical tools to support their schools' visions and goals.
- Expand support structures for co-located schools, with a focus on ensuring equitable access to shared resources. Develop new protocols for requesting additional space and collect school-based input to inform draft guidelines for reimagining shared facilities in ways that benefit all students.
- Strengthen the governance effectiveness of charter school boards by expanding access to relevant data, tools, and professional learning that supports strong, equity-driven decision-making.
- Conclude the first phase of revising the Charter School Accountability Policy and initiate the second phase of this project to align with the standards, goals, and values of the District's Continuous Improvement and Data Transparency Policy. This early-stage work will prioritize stakeholder engagement and integrate equity-centered frameworks, including targeted universalism and resource equity, to ensure a more transparent and just accountability system.
- Launch and implement a new mid-cycle site visit process for charter schools post-renewal to provide a deeper, more timely review of academic and operational performance, ensuring alignment with CPS expectations throughout the charter term.

Inspector General

MISSION

The mission of the Office of Inspector General (OIG) is to provide independent oversight dedicated to protecting the integrity of Chicago Public Schools and the safety of its students. OIG is charged with the responsibility of investigating allegations of waste, fraud, financial mismanagement, and employee misconduct in public education within the jurisdiction of the Chicago Board of Education, including vendors and charter schools, as well as investigating allegations of sexual misconduct by a CPS-affiliated adult, including employees, contractors, vendors, and charter schools, where the victim is a CPS student and/or a minor.

MAJOR PROGRAMS

- **General Investigations:** Investigate waste, fraud, financial mismanagement, and other misconduct throughout the District's operations. The OIG's jurisdiction includes Board of Education members, employees, vendors, contractors, and other affiliated entities.
- **Performance Analysis:** Performs data-driven evaluations and reviews of CPS programs, initiatives, and performance to assess and identify inefficiencies, waste, and other problems, and recommend solutions, including significant cost savings.
- **Sexual Allegations Investigations:** Investigates cases of alleged sexual misconduct by CPS-affiliated adults in which students may be the victims to ensure students are protected from sexual abuse and harassment.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 6,488,397	$ 6,974,144	$ 6,974,144	$ 6,927,795
Total Department	**$ 6,488,397**	**$ 6,974,144**	**$ 6,974,144**	**$ 6,927,795**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	52.0	54.0	54.0
Total Department	**52.0**	**54.0**	**54.0**

MAJOR ACCOMPLISHMENTS in FY2025

- Reviewed over 1,901 allegations, opened 544 investigations, and otherwise addressed numerous more complaints across the General Investigations and Sexual Allegations Units.
- Continued to investigate a range of allegations of sexual misconduct by a CPS-affiliated adult involving student victim(s); opening over 460 of those cases and closing 364 cases.
- Substantiated 57 cases in the Sexual Allegations Unit and coordinated with the District to implement necessary actions in order to protect students.

- Identified significant gaps in the background screening for CPS sports officials that led to some individuals working with children despite past convictions that were not considered before they were allowed to work with CPS students. This investigation prompted CPS to implement better vetting processes to ensure student safety.
- Examined ongoing issues related to the Family Income Information Form, including fraudulent income reporting by both CPS employees and families in order to gain benefits such as increased school funding allocation and various fee waivers. The OIG discovered that the frequently falsified income forms led to schools regularly and needlessly waiving fees that deprived those schools of critical funds and thereby placed an additional hardship on their operations.
- Identified that the District had sustained significant financial losses by failing to adequately track tech devices; 77,505 tech devices had been reported lost or stolen, with a total original purchase price well over $23 million. The OIG made a series of cost-saving recommendations that have led to reforms that are continuing to be implemented now.
- Re-examined persistent problems with students being automatically enrolled in JROTC programs at CPS, despite not consenting to those enrollments.
- Investigated improper outreach by a mayoral campaign to CPS staff and students, leading to corrective measures and reinforced policies.
- Investigated allegations of off-duty criminal conduct by CPS employees.

KEY BUDGET INITIATIVES for FY2026

- As required by Illinois law, CPS OIG will continue its mandate to investigate complaints alleging waste, fraud, and mismanagement and identify and address systemic problems within the District. The OIG receives an average of nearly 2,000 complaints from the public and internal complaints from CPS personnel a year.
- Continue to identify areas where CPS can save money by discovering waste within programs and recommending solutions that cure inefficiencies and avoid waste, among other strategies.
- Ensure that CPS employs honest personnel, receives contracted deliverables from vendors, and manages its programs with limited risk of fraud.
- Continue promoting student safety through impartial assessments and detailed investigations of allegations of potential adult-to-student sexual misconduct.
- Utilize the OIG's growing body of data and information to aid in recognizing patterns for the prevention of future acts of misconduct and abuse.

Intergovernmental Affairs

MISSION

The Office of Intergovernmental Affairs (IGA) advocates for CPS students at every level of government to shape education policy and secure external resources, including Intergovernmental Agreements with the City of Chicago and its sister agencies, state capital funding, and federal funding. IGA advances the CPS agenda before the Chicago City Council, in Springfield, and in Washington, D.C., and partners with the City of Chicago, the Illinois state legislature, and other entities to secure financial opportunities to advance the district's goals.

MAJOR PROGRAMS

IGA serves as the main point of contact for Chicago's 50 aldermen, 59 state senators, 118 state representatives, 17 U.S. congressmen and congresswomen, and Illinois' two U.S. senators.

- Actively advocates for initiatives and legislation favorable to CPS and works to deter legislation that does not benefit student progress.
- Collaborates with outside organizations, government agencies, and elected officials to secure additional funding for CPS students.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 855,796	$ 1,302,961	$ 1,036,349	$ 1,106,105
School Generated Funds	$ 14,909	$ 14,909	$ 14,909	$ -
Total Department	**$ 870,705**	**$ 1,317,870**	**$ 1,051,258**	**$ 1,106,105**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	8.0	8.0	7.0
Total Department	**8.0**	**8.0**	**7.0**

MAJOR ACCOMPLISHMENTS in FY2025

- Successfully secured $16,400,000 in Tax Increment Funding (TIF) to support capital investments at five CPS schools.
- Successfully secured $632,780.56 in Menu Funds for six CPS capital projects.
- Partnered with Space to Grow, Healthy Schools Campaign, Chicago Department of Water Management, and Metropolitan Water Reclamation District of Greater Chicago to identify five school yards to be transformed into beautiful and functional spaces to play, learn, garden, and be outside.
- Successfully advocated before the Chicago City Council body and secured $10M in city funding to support the creation of the North Lawndale STEAM partnership and created an advocacy group comprised of Parents, students, teachers, and the North Lawndale Community Action Council to speak in support of the city funding component.

- Successfully received zoning reliefs for ten CPS capital projects associated with parking upgrades, playgrounds, new athletic fields, and nature spaces.
- Testified before the Chicago City Council Committee on Education and Child Development to provide updates around Chicago Public Schools budget, transportation, academic, and sports programming.
- Testified before the four Chicago City Council Committees on Finance to secure local funds and revenue for Chicago Public School infrastructure projects.
- Continued to partner with Alderpeople on updates for schools in their wards and helped solve casework issues.
- Partnered with 61 Elected Official offices on the City, State, and Federal levels on Back to School events and supply giveaways.
- Successfully introduced a City Council Dynamic Sign Ordinance, seeking to eliminate millions in permit and inspection fees for the Chicago Board of Education, allowing CPS to redirect critical resources toward student needs and school improvements.
- Successfully stopped city ordinance O2024-0008201, which would have severely impacted Chicago Public Schools' data management practice in its Information and Technology Services Department.
- Tracked and evaluated over 500 bills in the Illinois General Assembly that would either directly or indirectly impact CPS.
- Worked to craft and promote legislation that would secure CPS an additional $50+ million for newcomer students.
- Continued to work with state legislators and the Department of Commerce and Economic Opportunity (DCEO) to ensure that earmarked capital funds reach their intended schools.
- Continued to build relationships with state legislators and their staff, as well as with external partners in education in Springfield.
- Advocated for our legislative priorities and the prevention of the advancement of harmful legislation to CPS.
- Partnered with the Fund Illinois Future Coalition to participate in a day of advocacy that brought over 100 CPS parents and students to Springfield to advocate for more funding to Illinois public schools.
- Partnered with the Secretary of State's office to identify helpful avenues to increase transportation options for students and find solutions for the bus driver shortage.
- Collaborated with Legislators to get new capital dollars to CPS.
- Worked with our Chicago House and Senate delegation and the House Appropriations Committee on the funding needs of school districts.
- Worked with the grants department to ensure alignment and submission of federal grants.
- Collaborated with the CTU and elected officials on legislation that aligns with the Board of Education's resolution on charter schools.
- Partnered with the Office of Budget and Grants Management to create the Interim Superintendent's Budget Engagement Strategy.

KEY BUDGET INITIATIVES for FY2026

- Continue to grow IGA's Tax Increment Financing (TIF) Committee, Open Space Impact Fees (OSIF), and Aldermanic Menu Funds engagement strategies in an effort to secure more local funding for district schools.
- Work with the CPS Law Department and City Council Committee on Finance to extend the CPS Permit Fee Waiver from a two-year waiver to a waiver that is consistent with the duration of the mayoral term.
- Develop and successfully pass a City Council Ordinance that would authorize the City of Chicago to release an exact, annual minimum TIF surplus to Chicago Public Schools to support closing the budget shortfall.
- Continue to work to find independent revenue sources at the state level as the district prepares for disentanglement from the City.
- Work to increase state investment in the mandated categoricals (MCATs) that fund transportation, special education, and nutrition.
- Partner with the City and the new Department of Early Childhood Education to advocate for an equitable distribution of early childhood education funding to CPS prekindergarten students.
- Continue to build upon and advance our crucial relationships with state legislators.
- Continue to advocate for additional increases in federal education formula funding, including tripling Title I, Title II, Title IV, English Language Learners, Individuals with Disabilities Education Act (IDEA), 21st Century Community Learning Centers, McKinney Vento, and social emotional learning.
- Continue to work with Congress and the Administration to pass a federal infrastructure bill for schools.
- Continue to work with agencies such as the FCC, Department of Transportation, and USDA on regulations to help CPS.

Internal Audit and Advisory Services

MISSION

The Office of Internal Audit and Advisory Services (IAAS) provides assurance and advisory services through independent and objective reviews to continuously improve systems and processes across the District that better prepare every child for success in college, career, and civic life. Our vision is to be a trusted partner in cultivating a culture of continuous improvement and accountability that advances our District's commitment to a high-quality daily learning experience.

MAJOR PROGRAMS

- **School Audits**: Support school administrators in achieving operational, financial, and strategic objectives by identifying opportunities for process improvements, as well as assessing and evaluating the accuracy of transactions, safeguarding of assets, and compliance with applicable laws, regulations, ordinances, contracts, and Board policies.
- **District-wide Audits**: Support Central Office departments in ensuring strong internal controls are in place district-wide to support schools. Audits include assessing the internal control environment; compliance with Board policies, laws, and regulations; efficient utilization of resources; safeguarding of assets; and production of accurate, reliable, and timely data.
- **Information Technology (IT) Audits**: Support the CPS Department of Information and Technology Services (ITS) by identifying high-risk IT areas and implementing an IT audit program focused on verifying proper controls; data integrity; system efficiency and effectiveness; and industry best practices.
- **Enterprise Risk Management (ERM)**: Coordinate district-wide risk management processes that incorporate core risk factors in the mapping of risks to identify, assess, mitigate, and monitor risks. This includes leading a cross-functional Risk Management Committee (RMC).
- **Continuous Monitoring Audit Program (CMAP)**: CMAP provides specific control testing across the District and schools to expand audit coverage, monitor control compliance, and support management in leading efficient and effective operations.
- **Internal Control Training:** Support the District in providing internal control training to foster a strong control environment, minimize risk, improve compliance, and enhance overall operational efficiencies.
- **Special Projects**: Provide assistance as needed when high-priority projects are identified by management, the Board, or other stakeholders.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 1,697,548	$ 2,190,621	$ 1,905,473	$ 1,836,104
Total Department	**$ 1,697,548**	**$ 2,190,621**	**$ 1,905,473**	**$ 1,836,104**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	16.0	16.0	15.0
Total Department	**16.0**	**16.0**	**15.0**

MAJOR ACCOMPLISHMENTS in FY2025

- Provided school internal control support through completion of more than 90 school audits covering recommendations to strengthen financial and operational internal controls.
- Provided independent assurance by reviewing 31 program areas across Central Office and giving recommendations to strengthen controls, implement cost efficiencies, automate processes, and hold vendors accountable.
- Provided internal control training to over 400 school administrators.
- Formed a Student Fee Committee to improve policies and systems, better capture data and train staff, and develop a process to compile SY26 fees across schools.
- Led FY25 quarterly RMC meetings to provide a platform for management to openly discuss and strategically manage risks throughout the District.
- Refined and implemented the FY25 annual risk assessment questionnaire process across CPS to assist in the ERM program and the development of the FY26 Annual Audit Plan.
- Monitored CPS' Risk Universe with currently 80 risks and nearly 200 mitigation plans. Mitigation plans assist the District in lessening the effects of risks and allow for proper planning and allocation of resources. There are 27 risks also addressed through various types of audits: IAAS, internal office, ISBE, and annual financial.
- Developed an FY26 Audit Plan based on a district-wide risk assessment, management feedback, and RMC input to focus audit resources on the highest-risk areas to support financial, operational, and programmatic compliance.
- Administered the Management Corrective Action Plan (MCAP) process to track and report on MCAPs to verify compliance and identify any root causes as well as systemic issues. For FY25, a total of 121 district-wide MCAPs; 92 school internal control MCAPs; and 67 Office of Inspector General MCAPs were administered to promote efficiencies, effectiveness, and accountability, as well as strengthen controls across the District.
- Finalized the Board Internal Control Monitoring Policy to establish a framework and guidelines that safeguard the District's assets, ensure the accuracy and reliability of financial reporting, promote operational efficiency, and mitigate risks by outlining procedures, responsibilities, and checks that support compliance with laws and regulations, thereby fostering a culture of accountability and transparency.
- As required by the Internal Control Monitoring Policy, IAAS developed an internal control questionnaire to provide internal control support and promote policy awareness and compliance across Central Office and our schools. IAAS held workshops and obtained feedback to finalize the questionnaire for FY26 implementation.

KEY BUDGET INITIATIVES for FY2026

- Support schools by conducting approximately 90 school audits covering financial and operational controls.
- Conduct approximately 15 district-wide audits that provide independent assessments to address critical risks and identify process improvements. Key risk areas are identified through the annual risk assessment.
- Further develop the IT audit program to provide support in assessing high-risk areas for proper internal controls.
- Implement CMAP for school and core function areas to expand audit coverage and monitor control compliance across the District.
- Provide quarterly internal control training sessions for school administrators to strengthen their compliance with key school-level controls.
- Administer a management corrective action plan tracking and reporting process to ensure control deficiencies are addressed and operational improvements are implemented.
- Administer an annual internal control certification process for all offices and schools to certify that an internal control structure is in place.
- Conduct quarterly RMC meetings for District-wide coordination of the annual risk assessment, annual audit plan, and corrective action plans. These meetings will also support audit and compliance efforts across CPS, such as internal audits, external audits, investigations, and department compliance reviews.
- Further define the CPS Risk Universe, which is a comprehensive listing of all potential risks that may be encountered. These can include financial, operational, strategic, compliance, reputational, and technology risks. The goal is to ensure key risks are identified, evaluated with likelihood and impact, and properly mitigated and monitored.
- Implement a Quality Assurance and Improvement Program (QAIP) for IAAS to comply with new Institute of Internal Audit Global Internal Audit Standards to ensure an effective internal audit function is in place. With QAIP in place, IAAS will undergo an external Quality Assurance Review.
- Implement internal audit software to enhance tracking, reporting, and management of audit activities, as well as the ERM program across the district. The audit software will provide a centralized repository for RMC coordination and strengthen integration and alignment between audit and risk management activities, improving overall operational efficiency and risk oversight.

Junior Reserve Officer Training Corps

MISSION

The Junior Reserve Officer Training Corps (JROTC) Department aims to develop students into leaders through high-quality military instruction and enrichment opportunities. Students are exposed to a curriculum that emphasizes teamwork, critical thinking, and community service, while also offering students opportunities to grow through activities such as archery, drill team, and robotics. These experiences equip students with the skills and discipline needed to succeed in college, the military, the workforce, and civic life.

MAJOR PROGRAMS

- Oversees JROTC programming at 39 high schools, the largest JROTC program in the country in terms of total programs.
- Offers a variety of educational and leadership opportunities to support the connectedness, well-being, and postsecondary success of students enrolled at military academy high schools, as well as those participating in JROTC programs and middle school cadet corps programs.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 2,148,499	$ 2,036,360	$ 1,924,716	$ 1,912,125
Total Department	**$ 2,148,499**	**$ 2,036,360**	**$ 1,924,716**	**$ 1,912,125**
Budgeted at Schools	$16,095,627	$ 14,390,887	$ 14,390,887	$ 14,058,957
Grand Total	**$18,260,197**	**$ 16,427,247**	**$ 16,315,603**	**$ 15,971,082**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	11.0	11.0	11.0
Total Department	**11.0**	**11.0**	**11.0**
Budgeted at Schools	124.0	124.0	123.0
Grand Total	**135.0**	**135.0**	**134.0**

MAJOR ACCOMPLISHMENTS in FY2025

- 100 percent of instructors received informal classroom observations entered into Schoolmint.
- Increased the number of JROTC students earning Early College and Career Credentials (ECCC) by more than 15 percent.
- Began intentionally tracking scholarship information for JROTC students in SchooLinks.
- Implemented a new data collection tool that tracks ECCC across categories for JROTC students.
- JROTC programs were compliant with Aspen Attestation involving student enrollment.
- All 39 JROTC programs passed their accreditations.

- JROTC staff attended 13 high school fairs and made individual school visits to help bring awareness about the program.
- SY26 consent forms were issued in March, ensuring students and counselors had ample time to complete them ahead of the SY26 programming season.
- Filled a critical instructor vacancy at Curie High School.
- Supported instructional development using the SchoolMint platform's web-based coaching. This resource focused on best practices aligned with the Charlotte Danielson teaching framework.
- Helped 270 CPS students submit their National ROTC Scholarship applications.
- Encouraged cadets to pursue the Illinois State Tuition Waiver Scholarship, leading to 70 students receiving this award.
- Provided students with avenues for leadership and personal development that included participation in a variety of extracurricular sports, events, and other activities. These opportunities fostered cadet confidence and reinforced key curricular topics.
- Organized educational enrichment trips for 225 cadets to locations such as West Point Military Academy, the Gettysburg National Military Park Museum, and the Wright-Patterson Air Force Base.
- Arranged specialized local JROTC Cadet Leadership Challenge lab sessions for 250 cadets that featured team-building and life skill activities.
- Coordinated a National Archery in the Schools Program certification class for instructors and provided archery equipment for programs. Sent two JROTC programs to Archery Nationals and took first place.
- Supported the participation of a VEX Robot Nationals Team as a co-sponsor.

KEY BUDGET INITIATIVES for FY2026

- Increase scholarship and career pathway opportunities for JROTC cadets across the four main military branches (Army, Navy, Marines, and Air Force) to equip cadets for postsecondary success.
- Enhance the JROTC co-curricular calendar by incorporating additional technology and STEM activities, aiming to support college and career readiness for cadets.
- Focus on streamlining operational aspects of JROTC-related activities for all 39 programs which includes participation in local, regional, and national competitions.
- Secure philanthropic funding to support the annual JROTC spring break trip and international trip to continue to provide cadets with an educational experience centered around U.S. military history and exposure to other cultures.
- Expand strategic recruitment of JROTC cadets by bringing awareness to elementary and high school counselors through professional development opportunities and marketing campaigns.
- Increase recruitment efforts of qualified military instructors to address vacancies across the 39 programs.
- Schedule off-site professional development opportunities for department staff, program leaders, and City Corps cadets that focus on programmatic innovations and postsecondary success.
- Provide continuous professional development opportunities for military instructors throughout the school year with a point of emphasis on curriculum and classroom instruction.

- Acquire career and technical education (CTE) endorsements for JROTC instructors in partnership with the CPS CTE team and the Illinois State Board of Education.

Law

MISSION

To provide excellent legal representation for the benefit of students, staff, and the community, consistent with the District's vision, mission, and values.

MAJOR PROGRAMS

The Law Department is organized into eight practice areas and functional units: (1) Freedom of Information Act Office (FOIA), (2) Investigations, (3) Labor and Employee Discipline, (4) Labor Relations and Office of Administrative Hearings (OAH), (5) Litigation (State and Federal), (6) Policies, Ethics, and Records, (7) School Law, and (8) Transactions.

- **Freedom of Information Office (FOIA):** Responds to requests for records submitted in accordance with the Illinois Freedom of Information Act (FOIA) by identifying, retrieving, and redacting documents containing information exempt from release under the Act.
- **Investigations (LIU):** Reviews district incident reports and refers matters to appropriate investigatory bodies. Provides information and evidence to external investigatory agencies, including the Department of Children and Family Services (DCFS) and law enforcement agencies. Investigates allegations of employee misconduct, criminal background, mismanagement, Local School Council (LSC) election challenges, and other incidents referred by the Office of the Inspector General (OIG) or the Office of Student Protections (OSP).
- **Labor and Employee Discipline:** Represents the Board in employee discipline and dismissal matters before administrative agencies, including the Illinois State Board of Education (ISBE). Presents the Board's position in labor disputes through grievance arbitration and unfair labor practice proceedings. Additionally, represents the Board in wage claims and Occupational Safety and Health Administration (OSHA) complaints filed with the Illinois Department of Labor.
- **Labor Relations and Office of Administrative Hearings:**
    - **Labor Relations** leads all collective bargaining efforts for the District, representing CPS in negotiations with six bargaining units (Chicago Teachers Union (CTU), Chicago Principals & Administrators Association (CPAA), SEIU 73, Unite Here Local 1, Teamsters, and SEIU Local 1), which collectively represent over 30,000 employees. Beyond negotiations, Labor Relations provides strategic guidance and counsel to internal partners by advising on contract interpretation, compliance, and labor-related matters spanning more than 100 bargaining unit job classifications. The Labor Relations team also serves as a critical bridge between the District and its union partners, proactively managing relationships and collaborating to advance shared goals and organizational priorities.
    - **The Office of Administrative Hearings (OAH)** conducts administrative hearings on disciplinary charges and contractual grievances for all six bargaining units and processes suspension appeals. It also reviews certain criminal background checks via the District's criminal background process to ensure compliance with the Illinois School Code. Additionally, it provides regular counsel to various stakeholders on issues related to employee discipline, criminal background, and reference checks.
- **Litigation:**

    - **Employment and Civil Rights** represents the Board and its employees in lawsuits and administrative proceedings involving allegations of discrimination, harassment, and retaliation, as well as alleged violations of the United States Constitution or federal statutes.
    - **Other Civil Claims** represents the Board and its employees in litigation relating to matters such as breach of contract, personal injury, workplace injuries, property tax matters, and tuition fraud.
    - **Affirmative Litigation** seeks relief in state and federal courts for injuries suffered by the Board of Education, its employees, and students.
    - **Appeals** handles litigation matters in state and federal appellate courts.
- **Policy, Ethics, and Records:**
    - **Policy** manages the review of the District's policies. Provides guidance to department leaders on reviewing and updating existing policy, as well as drafting new policy for the District.
    - **Ethics** advises board members, executives, employees, and LSC members on compliance with the Board's Code of Ethics. Manages all requests for secondary employment approvals; reviews requests for certain conference and travel approvals; ensures compliance with employee ethics filings mandated by state law and Board policy; and conducts training on the Board's Code of Ethics.
    - **Records Management** ensures the District's compliance with the Local Records Act, Illinois School Student Records Act, related regulations, and the Local Records Commission of Cook County. This includes management of record maintenance, storage, retention, and destruction of records.
    - **Former Student Records** manages the District's compliance with transcript requests, education verifications, and disability verifications.
- **School Law:** Offers legal counsel to staff on a wide range of legal and policy issues impacting schools, including student records and privacy, the student code of conduct, student enrollment and transfers, school accountability, LSC issues, legislative review, charter school matters, and educational initiatives. Additionally, advises and represents the Board in a variety of special education matters.
- **Transactions:** Manages the lifecycle of contracts requested by schools and departments across the District and required by the Board, including processing, drafting, and negotiation. This includes all no-cost and procurement contracts, including, but not limited to, contracts for professional services, equipment leases, educational services, data-sharing, programming, technology, facilities, capital planning, intergovernmental agreements, and memoranda of understanding. The unit reviews all procurement solicitations to ensure compliance with applicable laws and Board rules. Provides legal review and counsel in bond issuances, intergovernmental agreements, vendor compliance issues, data breach incidents, and compliance with Board rules, policies, and procurement laws.

BUDGET SUMMARY

	2024 Actual	2025 Approved	2025 Ending	2026 Proposed

	Expenses	Budget	Budget	Budget
General Funds	$ 17,976,156	$ 17,881,411	$ 17,126,061	$ 16,468,284
Other Grant Funds	$ 78,724	$ 84,333	$ 84,333	$ 84,333
Total Department	**$ 18,054,880**	**$ 17,965,744**	**$ 17,210,395**	**$ 16,557,700**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	115.0	115.0	103.0
Other Grant Funds	1.0	1.0	1.0
Total Department	**116.0**	**116.0**	**104.0**

MAJOR ACCOMPLISHMENTS in FY2025

The eight practice areas and units have closed out approximately 6,000 matters between July 1, 2024, and March 30, 2025. The matters encompass routine to extremely complex and difficult issues. In addition to addressing a number of legal cases brought against the Board, the department provides extensive counseling and training to the Board, executive staff, and school leaders. Highlights are as follows:

- **Freedom of Information Act Office:**
  - In FY25 to date, the office has received 1,671 FOIA requests, indicating an approximately 30 percent increase in volume received over the same period in FY24.
  - Obtained a favorable determination by the Public Access Counselor finding that employees' business cell phone numbers can be withheld under FOIA, as their release would compromise privacy and discourage the use of business cell phones after hours and in emergency situations, which is their intended purpose.
  - Obtained a favorable determination by the Public Access Counselor finding that the personal email addresses of LSC members are exempt from release as it would be a privacy violation. LSC members retain the option of making their email addresses public if they choose.
  - Obtained a favorable determination by the Public Access Counselor finding that the District is not obligated to create new records or generate reports that were not already produced in the normal course of business.
  - Obtained a favorable determination by the Public Access Counselor finding that all REACH records (even if otherwise de-identified) are exempt from release under the Illinois Personnel Records Review Act.

- **Law Investigations Unit (LIU):**
  - Formed and led a new task force dedicated to addressing findings from a recent audit on Aspen incident reporting. In collaboration with the Department of Information and Technology Services (ITS), LIU is working to update a Safe Schools training module to

ensure all staff responsible for data entry into Aspen receive consistent and accurate training.
    - Established regular cadence with ITS, the Office of Safety and Security, and the Equal Opportunity Compliance Office to improve coordination and efficiency in managing shared incidents.
    - Formalized an annual partnership meeting with the Department of Children and Family Services to align priorities and strengthen coordination, especially in matters involving neglect of children.
    - Refined the triage process to prioritize cases by severity, allowing non-harmful and first-time incidents to be addressed at the school level or through human resources business partners. Along those same lines, LIU works closely with Facility Management, Nutrition Support Services, and the Networks to identify appropriate resolutions without necessitating formal investigations. As a result, LIU successfully closed 275 triage matters, with 181 still open and actively managed.
    - Closed 88 formal investigations, and 36 cases remain open and under review.

- **Labor and Employee Discipline:**
    - Managed, advised, and prosecuted approximately 358 employee discipline cases.
    - Represented the Board in approximately 359 labor arbitration matters, including unfair labor practice cases before the Illinois Educational Labor Relations Board (IELRB).
    - Contract principal resigned after an ISBE hearing officer recommended their termination from employment for committing Paycheck Protection Program (PPP) fraud.
    - Terminated a tenured teacher who violated CPS' residency policy.
    - Received a favorable decision in a just cause arbitration, finding an employee's attendance issues warranted termination.
    - Received a favorable arbitration award upholding the Board's application of the requirement that employees engage in 10 days of active work in order to be eligible for short-term disability.
    - In an unfair labor practice claim, the IELRB affirmed that CPS was not required to arbitrate the grievances of probationary paraprofessional and school-related personnel, as the CTU/CPS CBA does not provide probationary employees with the right to arbitration over their dismissals.
    - The Illinois Appellate court reversed a decision by the IELRB, which ordered that CPS arbitrate a dispute with CTU involving two grievances that challenged two separate employees' disciplinary suspensions, which were implemented as deductions from back-pay awards at the end of dismissal proceedings.
    - Received a favorable arbitration award in a case where a teacher assistant was laid off following a developing rating. The arbitrator disagreed with the teacher assistant who argued the layoff was the result of their election to the LSC.
    - Received a favorable arbitration award holding that teaching staff are not entitled to OTH pay for certain work performed during the week that immediately preceded the first week of student attendance, commonly referred to as "week zero."

- Received a favorable arbitration award holding that a school principal did not engage in conduct with school staff that was inconsistent with a respectful work environment.

- **Labor Relations and Office of Administrative Hearings:**
  - **Labor Relations:**
    - Led negotiations for the 2023-2027 SEIU Local 73 collective bargaining agreement, including implementation and training efforts.
    - Led negotiations for the 2024-2028 CTU collective bargaining agreement, with ongoing implementation and training.
    - Continued negotiating the first-ever collective bargaining agreement for principals and assistant principals.
    - Continued to lead negotiations for successor agreements with SEIU Local 1 and UNITE Here.
    - Negotiated the equal pay check smoothing agreement with CTU and SEIU Local 73.
    - Provided ongoing guidance and support to school leaders and department heads on labor relations issues.
    - Led multiple labor-management committees with various unions, including strategic bargaining, class size, bilingual, transportation, and facilities.
  - **Office of Administrative Hearings (OAH):**
    - Issued responses to 391 grievances and issued 252 disciplinary decisions, including termination recommendations later adopted by the Board of Education.
      - Of note, the OAH issued a response to a class grievance filed by the Chicago Teachers Union around district-wide payroll errors for teachers. The OAH collaborated with the Talent Office and Payroll to investigate these claims of the named grievants and granted wage adjustments due to one-off errors and not a system-wide failure. The OAH also helped create a graphic explaining how a teacher moves through the wage scale to alleviate confusion as to why teachers cannot find their SY24/25 salary in the wage scales of an expired contract. The OAH also granted an SEIU 73 grievance and awarded approximately $227,000 to cover unpaid break time to Central Office Security Officers.
    - Updated and released the seventh edition of the template staff handbook to school administrators.
    - Collaborated with several departments to integrate background checks into the referee assignment process in response to an OIG report. The Office of Sports Administration has taken steps based on these recommendations, including setting up fingerprinting fairs to audit the existing referee pool.
    - Collaborated with LIU and the OIG to establish guidelines for the new information-sharing IGA with the Chicago Park District to ensure information is routed and assessed appropriately.

- Collaborated with the Labor and Employee Discipline Unit to create protocols around notifications to ISBE following terminations for cause or resignations/retirements where termination was sought.
- Created protocols for the DNH Removal Petition Committee to ensure committee members understand the standard of review and types of cases that go to the committee for review, among other information.

- **Litigation:**
  - Favorable settlements and appellate decisions include:
    - The settlement of multi-district litigation against Juul and Altria based on their marketing and distribution of vaping devices. The settlement calls for the distribution of approximately $18.5 million to CPS over a three-year period, with almost $10 million already paid.
    - Two cases that challenged a school-based meditation program. The court did not certify the cases as class actions, and the disputes were settled on favorable terms shortly thereafter. One additional claim with this same meditation program was certified as a class, and the class-wide settlement is pending court approval.
    - In a case involving an alleged glitch in the district's time-keeping software for its hourly workers, the Law Department was able to demonstrate that the case rested on a fundamental misconception about how CPS tracks hourly work. The case settled for a de minimis payment that avoided a class action entirely.
    - Two separate lawsuits alleging a slip and fall on ice resulting in a fractured ankle that required surgical repair, the plaintiff sued the vendors responsible for snow and ice removal, and the Board filed counterclaims against those vendors. The Board's settlement was less than 5 percent of the total demands, with the remainder paid by the vendors.
    - The United States Court of Appeals for the Seventh Circuit affirmed an award of summary judgment to CPS in an occupational liberty interest case. Following the appeal, the District Court awarded the Board its reasonable costs in defending the case.
    - The Board prevailed in a lawsuit brought by an employee, who had challenged the Board's response to her request for workplace accommodations to address her need to pump breastmilk. The Illinois Appellate Court ruled that the Board's approach was reasonable and in compliance with the law.
    - The Board prevailed in an appeal filed by the owner of an elevator services contracting company.
    - The Board prevailed in a long-running lawsuit that challenged whether the district delivered adequate special education services during the COVID-19 shutdown.
    - A former employee who resigned pending an investigation into employee misconduct filed multiple lawsuits against the Board seeking judicial review of the Board's decision to deny a petition to remove a Do Not Hire designation and

another agency's decision finding no discrimination by the Board. The Board's motions to dismiss the last of the lawsuits were granted and the former employee appealed. The employee's appeal was also recently dismissed.

- Dismissals and Summary Judgments:
  - Awarded summary judgment in the Circuit Court of Cook County in a matter involving student-to-student assault.
  - The Board and a Network Chief prevailed on a former principal's federal claims that alleged various forms of discrimination and harassment when she was not awarded a contract. After the federal case was dismissed, the former principal filed the two remaining counts in the Circuit Court of Cook County. Ultimately, the court granted summary judgment to the Board and the Network Chief shortly before the jury trial was set to begin. The case is currently on appeal.
  - The Board prevailed in a lawsuit alleging that it failed to protect a student from an assault in the school's lunchroom. The Board asserted various statutory immunities and defeated the case.
  - A former employee filed separate lawsuits against the Board alleging discrimination in being denied a position in one and defamation in another. The lawsuits proceeded to separate, mandatory arbitrations, and the Board obtained decisions in its favor in both.
  - A student filed suit against the Board after collapsing after a four-mile run during soccer tryouts in 90-degree heat. The student claimed injuries including renal failure. The Board moved to dismiss the case on the grounds that the plaintiff did not exercise due diligence in obtaining service of the suit on the Board. The Court agreed and dismissed the case.

- **School Law:**
  - Organized and led a five-day legal conference for over 1,200 school administrators related to relevant legal topics and provided one-hour professional development seminars on various legal topics for administrators and school staff throughout the school year.
  - Provided professional development opportunities for school administrators, network staff, and other District staff through monthly webinars on important topics in education law, including physical restraint and time out laws, updates to the Student Code of Conduct related to early learners, recent updates to Title IX, and student records and privacy.
  - Collaborated with various Central Office departments to develop resources and guidance to support schools navigating immigration-related issues, including protections for student and family information, responding to requests for access to school grounds for immigration-enforcement purposes, and protocols for navigating situations where students are left stranded due to detention or apprehension of a parent or guardian.
  - Conducted a deep dive into the potential impacts affecting education law following the election, including curriculum, immunizations, and minimum health requirements.
  - Represented the Board in 17 Office for Civil Rights complaints.

- Provided legal guidance on legislative bills and assisted with drafting legislation to support CPS endeavors.
- Represented the Board in over 210 due process complaints, mediation requests, state complaints, informal complaints, and 504 matters related to special education.
- Provided extensive support and guidance to the Office for Students with Disabilities (OSD) with special education matters, including attending Individualized Education Programs (IEP) meetings and supporting teams with compliance, including legal requirements relating to the translation of vital IEP documents; provided substantial input and guidance for annual revisions to the OSD Procedural Manuals.
- Provided extensive support and guidance to OSD as part of the district-wide compliance efforts relating to physical restraint and time-out training and reporting.
- Supported schools in processing and coordinating over 700 requests for student records pursuant to subpoenas or court orders.

- **Transactions**
  - Opened 350 matters and closed 421 contract matters in FY25.
  - Closed the Educational Technology, Social Emotional Learning, Out of School Time, and Professional Learning Pools encompassing more than 700 vendor contracts.
  - Implemented a new Contact Management System that will go live in May 2025, which will improve how the unit executes contracts and provides legal services to CPS departments.
  - Conducted training for Central Office staff regarding the contracting process and contracting material development.
  - Executed multiple contracts for communication and technology devices that comply with student IEPs and 504 Plans.
  - Completed multiple complex negotiations for the new Enterprise Resource Planning initiative handled by Program BRIDGE.
  - Launched a review to improve the Board's Intellectual Property policy.
  - Provided comprehensive support and counseling to departments and schools across CPS regarding transactional issues, including intellectual property, artificial intelligence, data breach proceedings, and the limitation of liability.

- **Policy and Procedures, Ethics and Records**
  - Advised all departmental policy owners through amending, rescinding, adopting, or readopting Board policies and rules.
  - Conducted training for school leadership related to ethics, records, student travel, and enrollment and registration.
  - Disposed of more than 2,000 boxes of records currently at off-site storage in compliance with Illinois law and Board policy.
  - Reviewed and processed over 4,000 boxes of records from schools and departments for disposal and off-site storage to ensure compliance with Illinois law and Board policy.
  - Advised school leadership that had moved buildings on the appropriate way to transport or dispose of relevant school records.

- Continue to facilitate district-wide requests regarding records-related collections and deliveries.
- Implemented a new process to collect graduating student names and process their diplomas with our external vendor, allowing the vendor to ship the diplomas to schools directly.

KEY BUDGET INITIATIVES for FY2026

- The department has identified five strategic priorities toward which our staff are focusing their efforts and individual goals, which include:
  - Pursuing excellence in Law Department operations (employee life cycle, outside counsel practices, processes, and diversity);
  - Building stellar systems and structures to strengthen work product (documented unit protocols and expectations);
  - Providing contracting excellence to ensure students have quality supports and services (implement Contract Management System and improve contracting timelines);
  - Developing holistic Labor Relations practices to foster trusting relationships with stakeholders (collaborative relationships internally and externally); and
  - Advancing equity for our most vulnerable students using data and risk analysis to inform practice (*e.g.,* diverse learners, students in temporary living situations, English language learners, newcomer population).
- Work on important contract negotiations, including continuing those for an initial CBA for CPAA, as well as beginning those for a successor CBA for UNITE HERE and SEIU Local 1 into FY26.

Local School Council Relations

MISSION

The Office of Local School Council Relations (OLSCR) oversees and facilitates the operations of 500+ local school councils (LSCs), trains 6,000 members, provides technical assistance at the school level, conducts bi-annual LSC elections, and supports LSCs in carrying out their responsibilities of local school governance.

MAJOR PROGRAMS

- **LSC Member Training and Member Resources:** Oversees the ongoing provision of required training for around 6,000 LSC members throughout the city, covering nine content areas. Offers training for every LSC engaged in the new principal selection process and contract renewal process. Provides both in-person and virtual training sessions for members, as well as on-demand training that members can access at any time in both English and Spanish. Maintains an LSC Reference Guide, available in both Spanish and English, which provides vital information to support LSC members in their roles.
- **Local School Council Advisory Board (LSCAB):** The LSCAB, comprising 15 members (six elected and nine appointed) from various parts of the city, was established to provide the Chicago Board of Education feedback on issues related to LSCs, Board policies, and District initiatives.
- **Bi-Annual LSC Elections:** Oversees and facilitates 511 LSC elections. Promotes, recruits, and supports candidates as they run for more than 6,200 LSC seats. Trains and supports 516 school-based staff who support school-based election activities. Recruits and trains more than 1,200 people who serve as LSC election judges.
- **Yearly Student Elections**: LSC Student Elections are conducted annually in any school serving 7th–12th grades. Guides principals in recruiting candidates and conducting student elections to fill 642 student seats across the District.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 2,441,011	$ 2,274,457	$ 2,021,839	$ 2,523,722
Total Department	**$ 2,441,011**	**$ 2,274,457**	**$ 2,021,839**	**$ 2,523,722**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	15.0	15.0	13.0
Total Department	**15.0**	**15.0**	**13.0**

MAJOR ACCOMPLISHMENTS in FY2025

- **OLSCR Supports:** OLSCR now operates with 10 full-time LSC Specialists who provide efficient, data-driven technical support and assistance to 511 LSCs.

    - **Monthly LSC Engagement Session Meetings**: During SY25, OLSCR continued to host monthly meetings to connect, inform, collaborate, and engage LSC members and stakeholders on pertinent OLSCR business and District updates. These sessions averaged 100 attendees per month and included a diverse range of stakeholders across 17 citywide networks. Each meeting either 1) included a District subject-matter expert who shared information about District initiatives or policies that stakeholders wanted to learn about, or 2) offered an opportunity to complete LSC member training.
- **LSC Member Training and Recognition for Completing Training:** OLSCR hosted numerous virtual and in-person trainings for LSC members and developed a system to reward and recognize them for completing essential training.
    - From July 2024 through June 2025, LSC members completed 19,792 training sessions, representing a 60 percent increase compared to the same period in the previous year.
    - In February 2025, OLSCR hosted an all-day training event called “Super Saturday” that offered multiple training sessions. LSC members could take up to four courses of their choice. More than 550 LSC members attended and earned a total of 1,038 course credits.
    - OLSCR launched a LSC Member Training Recognition Program this year. Members can earn badges for completing a specific number of training sessions, ranging from Bronze (1-2), Silver (3-5), Gold (6-7), and Platinum (8-9).
- **LSC Member Support and Guidance:** OLSCR offers comprehensive support to LSC members throughout the city, equipping them to fulfill their duties effectively.
    - OLSCR increased support for LSC student representatives:
        - A special learning hub was created just for students in Google Classroom (GC). The GC provided access to self-paced training and resources about their role and responsibilities on the LSC. The trainings were short and delivered in easy-to-understand, accessible language.
        - OLSCR hosted its first-ever LSC Student Representative Leadership Conference in April 2025, in collaboration with the Mikva Challenge and the CPS Office of Civic Engagement. The goal of the conference was to enhance LSC student representatives' understanding of their roles and to amplify their voices, thereby increasing their engagement in discussions and decision-making.
    - For the first time, LSC Specialists facilitated special training for school principals on LSC policy, LSC procedures, and the nine required LSC training modules. This training focused on providing insights into what school principals need to know to be effective in collaborating with LSC members. As a result of this special training, the number of principals who completed the required LSC training increased substantially this year.
    - OLSCR hosted its first LSC Chair Leadership Seminar Series (four sessions) to assist LSC chairs in elevating their leadership skills and discussing best practices for leading effectively.
    - OLSCR collaborated with Vector Systems (SafeSchools) to create and improve the online virtual training for LSC members. The online training can be accessed at any time and is available in both English and Spanish.

    - OLSCR Specialists also hosted hundreds of scheduled open office hours to provide information and support for LSC members, election coordinators, and principals.
    - OLSCR staff worked this year to ensure LSC members had access to resources and materials to support them in their roles. The LSC Resource Guide was updated and published in September 2024 to reflect the latest changes in school policies and procedures, as well as updates to the Illinois School Code. OLSCR also created one-page content sheets for LSC subject matter areas, as well as toolkits for student elections and staff polls to fill vacancies.
    - OLSCR created its first artificial intelligence chatbot to assist in answering common LSC-related questions. The chatbot searches the LSC Reference Guide to provide staff members with answers to common questions, as well as the page number from the guide where the answers can be found. The chatbot is currently only available on the CPS internal network; however, we are working to find a way to make this tool accessible to non-CPS LSC members.
- **LSCAB Elections:** In the 2025 election cycle, 53 LSC members ran for six elected positions on the LSCAB. This was a record-breaking number of candidates seeking membership on the advisory board.

KEY BUDGET INITIATIVES for FY2026

- **Citywide LSC Elections:** The SY26 LSC Elections will be held in March 2026. The election will seek to fill 6,145 LSC seats at 511 schools across the city.
- **Electronic SY26 LSC Election Candidate Applications:** During the SY22 LSC Election, OLSCR transitioned to using electronic LSC election judge applications. Building on the success of that initiative, OLSCR is collaborating with the Information and Technology Services Department to prepare for the transition to electronic LSC candidate applications. This shift to an electronic platform aims to enhance accessibility for a wider range of stakeholders while simultaneously reducing long-term costs.

Marketing

MISSION

The CPS Marketing Office operates as an internal agency providing fully integrated marketing strategy and campaign management support to District-managed departments, network offices, and selected schools. Our operational model is structured to provide best-in-class marketing services as close to cost as possible. By centralizing and more effectively coordinating the District's marketing efforts, the Marketing Office is able to make District-wide marketing outreach more strategic, increase alignment with and support the achievement of our new strategic plan goals, and extract more dollar value from marketing investments.

MAJOR PROGRAMS

- **Back to School:** Manage all the marketing for the summer back to school campaign designed to get students and staff ready for the first day of the school year. This includes creating and placing all city-wide advertisements, designing marketing material for Back to School Bashes and summer promotional events, creating floats for the Bud Billiken Parade, and developing all promotional material for the staff Summer Leadership Institute and Admin Summit.
- **GoCPS:** Manage all the marketing for the annual GoCPS K-12 application and enrollment campaign including developing and maintaining the informational and school search website, designing and placing citywide advertisements, creating explainer videos, writing and distributing weekly marketing packages, running incentive campaigns for school leaders, and creating training material for staff and parents.
- **Chicago Early Learning:** Manage all the marketing for the annual Pre-K application and enrollment campaign including developing and maintaining the informational and school search website, designing and placing citywide advertisements, creating explainer videos, writing and distributing weekly marketing packages, running incentive campaigns for school leaders, and creating training material for staff and parents.
- **Healthcare Initiatives:** Manage all marketing for multiple annual healthcare related campaigns focused on getting families to renew or enroll in Medicaid coverage, promoting healthy practices to prevent and control infectious disorder spreads, explaining districtwide, school level, and safety protocols, and promoting the use of healthcare benefits. This is all done through the creation and distribution of advertisements, collateral, websites, social media, and other informational collateral.
- **Local School Council Elections:** Manage the city-wide local school council (LSC) elections marketing, which includes creating and running advertisements, process and training collateral, polling place signage and material, and the informational/election results website for both the candidate campaign and the election campaign.
- **Districtwide Web & Digital Media:** Plan, write, design and help to maintain all of the district's internal and external websites, microsites, and social media platforms in collaboration with the CPS Communications and WebServices teams.

- **School Marketing Support:** Provide strategic marketing council and marketing outreach support to selected schools, which can include creating branded marketing material, running advertising campaigns, or implementing environmental designs.
- **New School Branding:** Provide comprehensive start-up marketing support to new schools that are opened by the district, including designing and implementing school logos, mascots, brand standards, collateral, websites, uniforms, environmental designs, and building signage.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 6,796,697	$ 2,460,805	$ 6,361,143	$ 2,024,647
Lunchroom Funds	$ 10,246	$ -	$ 95,476	$ -
Other Grant Funds	$ 168	$ -	$ 346,470	$ -
Total Department	**$ 6,807,111**	**$ 2,460,805**	**$ 6,803,089**	**$ 2,024,647**

Note: FY24 Actual Expenses and FY25 Ending Budget both reflect transfers from other departments into Marketing to open purchase orders for marketing campaigns, printing, services, and other expenses incurred during the year by Marketing on behalf of other Central Office Departments.

POSITION SUMMARY

	2025 Budget Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	8.0	8.0	7.0
Total Department	**8.0**	**8.0**	**7.0**

MAJOR ACCOMPLISHMENTS in FY2025

- Created the branding and launched the District's new Five-Year vision, Together We Rise. This included developing the logo, style guide, website, presentations, banners, multi-page plan booklet, social media, videos, and hosting a launch event.
- Implemented a large-scale design and content overhaul of the GoCPS website to support the launch and integration with the District's new GoCPA application portal.
- Ran a city-wide GoCPS application marketing campaign that resulted in more than 95 percent of CPS 8th graders using the process to apply to high school. This marks a streak of six consecutive years of high performance, outpacing participation rates observed in other major urban school districts with similar application processes.
- Ran a city-wide Chicago Early Learning Pre-K campaign that contributed to an increase in Pre-K enrollment, which is playing an important part in stabilizing District enrollment.
- Designed and launched new school profile pages in support of the CIDT initiative, which provide new visualizations of school accountability reports for CPS site visitors.

KEY BUDGET INITIATIVES for FY2026

- Rebrand and relaunch four Acero schools as District-run CPS schools, including new school logos, stationery, website, collateral, social media, and environmental designs.

- Expand upon the launch of the new Five-Year vision with an expansive department-by-department level support campaign that drives awareness of and tracks progression against the vision's goals.
- Launch and run a city-wide LSC election campaign that will drive candidate registration and voter turnout.

Multilingual-Multicultural Education

MISSION

The mission of the Office of Multilingual-Multicultural Education (OMME) is to foster an inclusive community that embodies equity in every practice, champions social justice and integrity, and creates a supportive multilingual environment where all Chicago Public Schools (CPS) students can thrive. This is achieved through the district's Five-Strategic Plan that includes a strategy for creating more Multilingual Pathways for students, including expanding Dual Language and World Language programs, strengthening existing Bilingual and Dual language programs, advocating for multilingualism and multiculturalism throughout the district, developing and delivering meaningful professional development and resources, and offering multiple pathways for all students to be able to become proficient in more than one language by high school graduation.

MAJOR PROGRAMS

- **English Learner (EL) Programs**: Provide English language instruction and support to over 88,000 students (27 percent of all CPS students) who come from diverse language backgrounds and still require proficiency in English to gain meaningful access to instruction. Major EL programs include:
    - **Transitional Bilingual Education (TBE)**: ELs participating in TBE programs receive English as a Second Language (ESL) instruction to develop English language proficiency. Core subjects are provided in English and the EL's home language, including instruction in the history and culture of the United States and the EL's (or their parents') native land.
    - **Transitional Program of Instruction (TPI)**: ELs participating in TPI programs receive ESL instruction, core subject instruction in English, and instruction in the history and culture of the United States and the EL's (or their parents') native land.
- **Dual Language Education (DLE) Programs**: Offer core instruction in both English and a partner language (currently, all DLE programs in CPS offer Spanish) with the goal of students developing proficiency in both languages. DLE programs meet the state requirements for TBE programs. DLE programs begin at the pre-k and kindergarten levels and provide a route for students to earn the CPS Pathways to the Seal of Biliteracy recognition in fifth or eighth grade or the State Seal of Biliteracy upon graduation from high school.
- **World Language (WL) Programs:** These programs expose students to world languages by developing their listening, speaking, reading, and writing skills in the target languages. CPS currently offers 11 world languages in 238 schools, serving more than 100,000 students.
    - **Critical Language Initiative (CLI):** This initiative focuses on instruction in languages deemed critical to U.S. national security interests. CPS's focus languages are Arabic and Chinese.
- **State Seal of Biliteracy:** A recognition given to high school seniors who have studied and can exhibit the ability to communicate in two or more languages (including English) by the spring of their senior year.
- **CPS Pathways to the Seal of Biliteracy:** A recognition given to students in fifth or eighth grade who are enrolled in Bilingual, Dual, and/or World Language programs and can demonstrate that

they are on track to achieve the State Seal of Biliteracy by the time they reach their senior year of high school.

- **Parent Involvement and Community Outreach Programs:** Support EL parents through training, theme-based workshops, building leadership skills and advocacy, and ensuring parental involvement in school-based Bilingual Advisory Councils and the citywide Chicago Multilingual Parent Council.
- **International Student Services:** These services support refugees and other students and families who have recently arrived in the United States. They include assisting newcomer families with enrollment, completing registration, screening for EL services, and connecting families and schools to additional support and services.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 5,863,805	$ 9,533,517	$ 8,868,124	$ 10,941,773
Title Funds	$ 339,498	$ 2,642,768	$ 2,710,963	$ 2,990,736
Other Grant Funds	$ 4,361,376	$ 3,614,744	$ 5,363,426	$ 3,092,824
ESSER Funds	$ 781,397	$ -	$ -	$ -
Total Department	**$ 11,346,076**	**$ 15,791,029**	**$ 16,942,513**	**$ 17,025,333**
Budgeted at Schools	$ 57,513,433	$ 61,306,942	$ 65,197,109	$ 67,656,500
Grand Total	**$ 68,859,509**	**$ 77,097,971**	**$ 82,139,622**	**$ 84,681,833**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
Local Funds	51.0	56.0	53.0
Title Funds	18.0	22.0	22.0
Other Grant Funds	13.0	11.0	11.0
Total Department	**82.0**	**89.0**	**86.0**
Budgeted at Schools	401.5	429.0	511.0
Grand Total	**483.5**	**518.0**	**597.0**

MAJOR ACCOMPLISHMENTS in FY2025

- The State Seal of Biliteracy initiative reached a record number of recipients with 3,488 High school seniors (preliminary results: additional recipients expected) in 41 different languages, an 18 percent increase from SY24. Sixty-three seniors received the seal in more than one language, and ninety-one high schools had at least one recipient this year. Additionally, CPS awarded a seal in Hungarian for the first time, and seals in Afrikaans, Nepali, and Pashto were the first to be awarded in both CPS and the state of Illinois.

- Pathways to Biliteracy program demonstrated increases in recipients this year with 3,671 5th graders qualifying for the award by demonstrating proficiency in a world language (21 percent increase), and 3,145 8th graders qualifying for the award (32 percent increase).
- Completed Skyline Curriculum Artes del Lenguaje del Español (Spanish Language Arts) development and Revisions; Led Skyline ALE Professional Development (Unit Internalization & Sprints) and created implementation videos.
- Offered professional development sessions for teachers, counselors, and administrators focused on effective implementation of EL programs; 11 EL Program Teacher (ELPT) trainings focused on leadership development, working with other teachers to support newcomers, and differentiating instruction for ELs. The EL Network Support team conducted over 1,300 school visits, including more than 2,100 classroom visits.
- The Instructional Design and Development team continued to provide educators in the District with guidance and instructional resources, including Leadership Placemat through an EL Lens, School Leader Microlearning Sessions, Professional Learning Access (Aligned School Leader PL and Teacher PL).
- Led quarterly citywide Multilingual Parent Council meetings attended by an average of 300 parents, as well as monthly Bilingual Advisory Committee (BAC) meetings attended by an average of 150 parents. Supported schools in establishing and conducting Bilingual Advisory Councils at schools (87 percent of schools required to have a BAC have established and active BACs).
- The International Students Services team provided 1,800 evaluations of foreign credentials and assisted 2,400 students in shelters.
- 20 Bilingual Teaching Assistants were hired and deployed to schools with a low number of EL-endorsed teachers that had significant EL population increases.
- Offered 50 research-based professional development sessions to strengthen World language teachers' skills and knowledge across the District (All Languages; Chinese; French and Spanish), which reached over 1,000 teachers. Supported the development of Skyline French and Spanish in collaboration with the CIDL team.
- Expanded World Language studies to an additional 659 students through our collaboration with the Virtual Academy.
- Delivered high-impact, research-driven PD for World Language educators across 11 languages (50 sessions total with high levels of participants' satisfaction). Co-developed Skyline French & Spanish curricula.
- Hosted the 2nd Annual CPS Dual Language Conference with 400+ attendees; Facilitated school-level and district-level PD aligned to strands of the CAL Guiding Principles; Facilitated monthly DLE meetings with coordinators and administrators.
- The WL Program Equity team provided over 180 ELPT support workshops with over 1000 total participants and completed a pilot in Network 11, consisting of about 60 support visits to N11 schools focusing on technical and foundational components of EL programs. The team conducted 25 EL Program Reviews for Charter Schools up for renewal.
- Offered two EL endorsement cohorts with 50% of tuition paid for by the District for teachers seeking an ESL or bilingual teaching endorsement: 343 teachers were offered spots in the fall cohort, and 200 teachers were offered spots in the spring cohort.

KEY BUDGET INITIATIVES for FY2026

- Add close to 140 additional EL Program Teachers (ELPTs) to the District in addition to the existing 330 ELPTs from SY25 to:
    - Support school leadership in the administration of the EL program
    - Lead professional development focused on English Language Development (ELD) and effective instruction for ELs
    - Facilitate parent engagement to support EL students' success.
- Provide a 57 percent increase in supplemental funding for schools without an ELPT.
- Increase funding for the Bilingual Advisory Committee (BAC) by nearly 10 percent to support greater family engagement.
- Maintain the bilingual teacher assistants (TAs) pool to deploy in order to support schools with rising EL populations and unmet staffing needs.
- Support three hundred teachers who were accepted into the new SY26 EL cohort starting in the Fall, where they will have 100 percent of their tuition payment covered by the District.
- Expand World Language and Dual Language programs through the Multilingual Pathways strategy to add three more WL and three more DLE programs.
- Increase funding for Seal of Biliteracy testing to increase the number of schools and students who can participate in testing (at least $ 400,000 is needed in funding for all fifth, eighth, and high school students).

Network Support

MISSION

The mission of the Office of Network Support (ONS) is to support schools by building capacity for continuous improvement cycles, providing differentiated supports and resources, and empowering leaders. This support aligns with the Success 2029: Together We Rise five-year strategic plan, emphasizing a high-quality daily learning experience rooted in rigor, joy, and equity. ONS aims to drive continuous improvement, foster strategic coherence, and align external resources with District and school priorities by focusing on effective instruction at the core, equity-driven instructional leadership and coaching, and continuous improvement of instructional practice.

MAJOR PROGRAMS

- **Professional Learning & Capacity Building:**
    - District-wide Professional Learning: Designs and implements professional learning for network leaders, network teams, and Instructional Support Leaders (ISLs), aligned with strategic plans and responsive to school and network needs.
    - Coaching & Instructional Leadership: Focuses on ISL coaching development, principal supervisory coaching strategies, executive coaching for network leadership, and building coaching capacity within network teams (Adult Learning, SEL, Equity, Student Experience, Change Management).
    - Instructional Empowerment & Rigor: Develops and implements systems for Rigor Walk Calibration, Rigor Leader training, and overall management of the Instructional Empowerment platform to support Tier 1 core instruction.
    - ILT Development & Support: Supports Instructional Leadership Team (ILT) development and coaching implementation.
    - Principal Supervisor Coaching & Development: Provides ongoing professional learning for principal supervisors through partnerships (e.g., University of Washington).
    - Leadership Development: Includes Principal Pipeline programmatic development, Principal Impact surveys, and the Fund Network Leadership Initiative.
    - Professional Learning Communities (PLCs): Designs and implements PLCs for network leadership meetings and develops structures to support working groups for network leadership resources.
- **Continuous Improvement & Strategic Planning:**
    - General Continuous Improvement (CI): Drives the "Gears of CI" (Culture, Structure, Knowledge & Skills) among school and network teams through clear expectations, tools, resources, and professional learning. This encompasses developing strategy, planning implementation, data review, and stakeholder engagement.
    - School CIWPs (Continuous Improvement Work Plans): Leads the CIWP process, tools, learning, and engagement for school improvement planning, fulfilling IL school code and federal Title 1 requirements.
    - Network Strategic Plans: Leads the strategic planning process, tools, learning, and engagement for network improvement.

    - Data Analytics & Reporting: Collaborates with data leaders to collect data, improve reporting, increase data access, and create new reports. Data Strategists provide tailored learning and reporting, including 1:1 support for schools and guidance on data use.
- **Targeted School Support & External Resource Management:**
    - Progressive Schools Support: Delivers targeted, differentiated support customized to each school community's unique needs, developing support plans in collaboration with school and network leaders.
    - Parent Support Center: Facilitates resolution of parent concerns and connects them with appropriate resources through collaboration with various District departments.
    - School and District Improvement Grant (SDIG): Provides comprehensive assistance to SDIG recipients through targeted support, structures, and resources aligned with school improvement goals and ISBE compliance.
    - External Resource Management: Coordinates and oversees the implementation of critical processes from the State Board of Education, including American Institute for Research assessment administration and data analysis, learning partner programs, and ILT development through the Illinois Association of Regional Superintendents of Schools (IARSS).
- **Options Network**
    - Authorization and Renewal of Schools: The Authorization Team within the Options Network ensures a rigorous and effective decision-making process for authorizing and renewing Chicago Public Schools' unique Options schools and programs.
    - The Options Network also ensures that all Options schools adhere to Illinois State Board of Education (ISBE) and Illinois School Code provisions regarding charter and contract schools as well as Alternative Learning Opportunity Programs (ALOPs).
    - School Academic, Operational, and Fiscal Oversight and Accountability: The Authorization Team within the Options Network provides comprehensive oversight for all Options charter, contract, and ALOP schools, ensuring they meet the district's academic, financial, and operational expectations, with a particular focus on their unique program offerings and student outcomes.
    - Training, Support, and Communication: The Authorization Team within the Options Network ensures that charter boards, school leadership, families, and communities connected to Options programs have access to requested academic, financial, and operational information.
- **Operational & Meeting Structures:**
    - Various internal and external partner check-ins and planning meetings (ONS Meetings, ONS Virtual Check-ins, ISL Advisory, ISC Advisory, Chief Advisory, Team Meetings, ONS Conference, ONS Retreat).
    - Special Projects: Includes Start of School Checklist, ONS representation on various central office projects, ONS contracts, and developing new initiatives.

BUDGET SUMMARY

Office of Network Support

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 3,413,141	$ 4,401,358	$ 4,326,585	$ 3,082,768
Title Funds	$ 655,225	$ 746,417	$ 746,417	$ 903,062
Other Grant Funds	$ 1,904,095	$ -	$ 440,990	$ -
Total Department	**$ 5,972,461**	**$ 5,147,775**	**$ 5,513,992**	**$ 3,985,830**

Geographical Networks

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 17,608,023	$ 18,071,266	$ 17,861,060	$ 18,499,062
Title Funds	$ 10,636,130	$ 19,989,463	$ 19,934,219	$ 17,798,248
Other Grant Funds	$ 5,251,077	$ 10,540,530	$ 5,596,976	$ 4,400,571
ESSER	$ 7,467,786	$ -	$ -	$ -
Total Department	**$ 40,963,015**	**$ 48,601,260**	**$ 43,392,255**	**$ 40,697,882**

POSITION SUMMARY

Office of Network Support

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	27.0	27.0	19.0
Title Funds	6.0	6.0	7.0
Total Department	**33.0**	**33.0**	**26.0**

Geographical Networks

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	81.0	87.5	89.3
Title Funds	140.0	141.0	121.2
Other Grant Funds	32.0	25.5	25.5
Total Department	**253.0**	**254.0**	**236.0**

Note: Reflects 29 closed Instructional Support Leader positions and a transfer of 19 positions from the Office of Social and Emotional Learning

MAJOR ACCOMPLISHMENTS in FY2025

- **Professional Learning & Adult Capacity:**
    - Developed and supported the implementation of the Daily Learning Experiences strategy as evidenced by the ONS strategic plan.

- Network Deputy Chiefs provided one-on-one coaching to principals using the Principal Support Framework, fostering a culture in which school leaders view themselves as collaborative learners and problem solvers. This culture of agency and accountability for student growth was further strengthened through professional learning opportunities provided by the University of Washington Center for Educational Leadership.
- Continued partnership with the UIC Center for Urban Education Leadership for ILT support, development, and coaching practices.
- Partnered with the Office of Teaching and Learning (T&L) to develop relevant Instructional Support Collaborative (ISC) session content.
- Collaborated with Teaching Lab, Instructional Support Leadership (ISL) Advisory, and T&L to design and provide coaching professional learning for ISL development.
- Continued partnership with The Chicago Public Education Fund for succession planning support for network leaders.
- Developed and implemented a system to train 80 Rigor Leaders across central offices and network teams.
- Developed and organized systems to provide quarterly support to Rigor Leaders through Communities of Practice (CoPs).
- Developed and implemented a system for Rigor Leaders to participate in calibration sessions and cohort walks.
- Managed access to the Instructional Empowerment platform, ensuring active users and monitoring virtual training completion.
- Facilitated monthly collaborative meetings with Parent Support Administrators (PSAs) and academic offices.
- Connected schools with learning partners to form cohorts focused on prioritizing student groups.

- **Continuous Improvement & Data Utilization:**
  - Developed, increased access to, and shared new reporting on Network Strategic Plans, CIWPs, and CIWP progress monitoring.
  - Rolled out a new "Request for Collaboration" feature in school CIWPs and Network Strategic Plans.
  - Engaged each network to inform the practice and measures for CIDT Indicator F2: School Vision & Continuous Improvement.
  - Trained 552 schools and network CI Leads in the new Unified CI Platform for CIWPs.
  - Designed and launched Phase 3 enhancements to the Unified CI Platform for CIWPs, including an all-digital approval process.
  - Established CI Launchpads for school and network staff.
  - Drove 515 District-managed schools to earn approval of their SY25 Implementation Plan (99 percent).
  - Achieved more than 80 percent progress monitoring of school CIWP goals by schools.
  - Trained all network staff in the new Unified CI Platform for Network Strategic Plans.
  - Provided learning around new CIDT Indicators for On-Track & API.
  - Maintained an overall 9th Grade On Track Semester 1 rate of over 90 percent across Networks 14-17.

- Enabled eight networks to generate weekly interactive reporting on student and departmental levels.
- Implemented new high-level reporting on RigorWalk across central offices and networks.
- Developed and facilitated interactive data workshop activities for CIDT 9th Grade On Track reflection, Cultivate data analysis, and Growth to Proficiency.
- Created new interactive quarterly Network Strategic Plan data reports for each network.
- Over 90 percent of submissions of School Improvement Support reporting for SIR 1 & SIR 2.
- 100 percent completion of AIR Needs Assessments.

- **School Supports & Grant Management:**
  - Developed individualized support plans for all 24 progressive schools.
  - Achieved a 50 percent improvement in state designation for progressive schools.
  - Increased School and District Improvement Grant spending by 20 percent.
  - Facilitated learning opportunities in collaboration with ISBE.
  - Facilitated quarterly sessions to support principals with understanding ISBE's School Improvement Model.

KEY BUDGET INITIATIVES for FY2026

- **Professional Learning & Capacity Building:**
  - Continue partnership for principal supervisor training and support through PLCs, focusing on research-based practices.
  - Continue collaboration with T&L on development, planning, and implementation of monthly sessions with ISLs and academic departments.
  - Continue collaboration with T&L, ISL Advisory, and Teaching Lab to plan and implement professional learning for ISL coaching capacity.
  - Collaborate, plan, and implement the next iteration of rigor leader development to sustain rigor walk practices.
  - Continue collaboration and planning for chief learning sessions, assisting with succession planning and principal transitions.
  - Determine remaining grant parameters and collaborate on chief professional learning aligned to relevant needs with the University of Illinois Chicago.
  - Develop structures and supports for each group as determined by ONS Leadership.
  - Ongoing planning and implementation of all ONS Meetings for alignment to district goals.
- **Continuous Improvement & Strategic Planning:**
  - Aim for 85 percent of SY26 CIWP Practice & Performance goals to be progress monitored. Ensure high-quality SY27-SY29 CIWPs for each district-managed school (evidenced by Chief/LSC approval). Design and deliver training for 550+ school leaders, CIWP teams, and LSC members. Ensure networks provide strategic support for SY27-SY29 CIWP development. Update and deliver the SY27-SY29 CIWP template in the Unified CI Platform to reflect CIDT. Provide ongoing technical support for CIWP users (4,250).
  - Ensure all 19 ONS networks have a year-long SY26 plan for differentiated support for school CIWPs and district priorities. Update and deliver the SY27 NSP template in the

Unified CI Platform to reflect CIDT. Provide ongoing technical support for NSP users (320).
    - Continue providing staff with access to timely and relevant reports. Transition static Marking Period reporting into the interactive CPS Dashboard. Extend interactive CPS Dashboard reporting to schools for RigorWalk data analyses.
    - Enable CIDT data collection and reporting. Plan and deliver CIDT learning to network and school staff, including data workshop activities. Own the launch of CIDT Indicator for F2: School Vision & Continuous Improvement. Co-design technical and adaptive processes for CO CI Plans to reflect CIDT. Ensure 90 percent of formal CIWP-based and Network Strategic Plan-based support requests receive timely responses.
- **Targeted School Support:**
    - Support schools in meeting the expectations and guidelines of the needs assessment set by ISBE for schools with a comprehensive or intensive designation.

Nutrition Support Services

MISSION

Our mission is to provide students with healthy and high-quality meals and excellent customer service by creating enhanced dining experiences that support academic success. Our vision is to create a world-class dining program that is innovative, aspirational, and student-centered. We operate with respect, integrity, teamwork, and effective communication as a foundation of how we support our students and communities.

MAJOR PROGRAMS

- **Community Eligibility Provision (CEP):** CPS submits an application to the Illinois State Board of Education to participate in the CEP program, which is an alternative to collecting, approving, and verifying household eligibility applications for free and reduced-price meals in high-poverty local educational agencies for schools participating in the National School Lunch and School Breakfast programs. This designation allows NSS to offer all meals free of charge to all students. CPS is currently certified to participate in the CEP program through 2026.
    - **National School Lunch Program:** A federally assisted meal program that provides nutritionally balanced lunches to children each school day.
    - **School Breakfast Program:** Provides states with cash assistance for non-profit breakfast programs in schools and residential child care institutions.
    - **Temporary/Short-Term Funding Initiatives:**
        - **Local Foods for Schools Cooperative Agreement Program:** A new program that provides funding to purchase local, unprocessed, and minimally processed food.
        - **Supply Chain Assistance Funding (SCA):** Funding allocated by the United States Department of Agriculture (USDA) to assist school districts' efforts in responding to supply chain challenges while enhancing efforts to strengthen local food supply chains. SCA funding provides additional financial resources for school districts to purchase domestic food products.
- **Child and Adult Care Food Program:** Provides students with healthy, well-balanced meals and snacks while attending programs outside of regular school hours, including after-school supper, Saturday meals, and Saturday snacks.
- **Fresh Fruit and Vegetable Program:** Partners with the USDA to provide grants for in-classroom fruit and vegetable tastings during the school day to increase fresh fruit and vegetable consumption and nutrition education exposure in elementary schools.
- **Summer Food Service Program:** Provides breakfast and lunch for students participating in summer programs at CPS schools, as well as lunch to any children ages 18 and younger in convenient outdoor venues across the District.
- **USDA Foods in Schools Program:** Works with American agricultural producers to purchase domestic agricultural products that support the District's existing nutrition programs.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ (32,622,445)	$ 25,000	$ 377,670	$ 10,000
Other Grant Funds	$ 2,607,411	$ 2,600,000	$ 2,119,550	$ 1,978,650
Lunchroom Funds	$ 160,063,120	$ 112,066,905	$ 120,530,042	$ 124,611,903
School Generated Funds	$ 1,269	$ 430,579	$ 496,111	$ 487,907
Total Department	**$ 130,049,355**	**$ 115,122,484**	**$ 123,498,882**	**$ 127,088,460**
Budgeted at Schools	$ 109,902,921	$ 104,994,772	$ 101,894,772	$ 96,046,149
Grand Total	**$ 239,952,276**	**$ 220,117,256**	**$ 225,393,654**	**$ 223,134,609**

Note: The FY26 Budget reflects an increase in food costs and other programmatic changes.

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
Lunchroom Funds	248.0	252.0	144.0
Total Department	**248.0**	**252.0**	**144.0**
Budgeted at Schools	2,326.0	2,221.0	2,073.0
Grand Total	**2,574.0**	**2,473.0**	**2,217.0**

Note: Long-term vacancies were closed in order to more efficiently resource schools with existing staff.

MAJOR ACCOMPLISHMENTS in FY2025

- Conducted student tastings at 18 schools over summer 2024 and 24 schools throughout SY25 to gain student feedback on new menu offerings and recipes.
- Collected approximately 41,000 responses from students and caregivers on the CPS School Food Survey to assess SY25 menu initiatives and inform SY26 menus.
- Conducted eight meetings with school dining managers to gain valuable feedback on menus and recipes that assisted NSS in creating more appealing menus for students.
- Invested approximately $700,000 to update infrastructure and modernize equipment at Michele Clark High School. Transformed the dining area by installing environmental branding and launching à la carte offerings.
- In partnership with Aramark, four schools featured recipes developed by chef and restaurateur Josephine Mother Wade through the Chef Residency program, which infuses menus with culturally responsive recipes and flavors.
- Coordinated pop-up events at 14 high schools to feature limited-time offers and made-to-order stations.
- Launched the Breakfast After the Bell policy to increase the time breakfast is available to students and helped communicate the policy to school communities.
- Developed an Express Menu in response to staffing challenges to reduce the labor needed to prepare meals while still adhering to nutrition standards and offering a variety of options to students.

- Developed a Meal Participation Dashboard to track student meal engagement.

KEY BUDGET INITIATIVES for FY2026

- Increase meal participation by:
    - Creating and developing new menu items and recipes, facilitating student tastings, overseeing vendor culinary teams, and providing technical culinary training and support to schools.
    - Continuing to offer limited-time and premium menu options in schools.
    - Replacing and enhancing old serving lines and lunchroom tables.
    - Collaborating with the CPS Marketing team to install in-house branding and marketing materials for schools.
    - Strengthening and growing the scratch cooking program.
- Adjust the operational and or staffing model to right-size staffing while still ensuring quality meal service to students.
- Improve staffing and training by reviewing low participation sites and adjusting staffing as needed.
- Overseeing, implementing, and establishing training for all District staff, including vendors.

Office for Students with Disabilities

MISSION

Through partnership and empowerment, the Office for Students with Disabilities (OSD) is committed to ensuring that every student with a disability experiences success and secures their rightful presence in all academic and social settings. To fully support this goal, OSD works alongside educators, school leaders, and families to dismantle barriers, ensure equitable access, and uphold compliance. Guided by high-quality Individualized Education Programs (IEPs), OSD provides the necessary resources to foster academic achievement and meaningful social inclusion for every student.

MAJOR PROGRAMS

- **Assessment and Assignment** comprises the Citywide Assessment Teams (CATS) and the OSD School Assignment Team.
    - CATS conducts special education evaluations for all non-attending students in the city of Chicago, including the following referral sources: early intervention, Head Start, the Child Find Screening Team, private schools, and homeschooled students.
    - The Child Find Screening Team is dedicated to the early identification, location, and referral of children aged birth to 21 who may have disabilities and benefit from early intervention or special education services. This comprehensive system provides resources and information to facilitate this process. The Child Find Screening Team provides free early childhood developmental screenings for children from birth to age five, focusing on identifying potential difficulties in cognitive, communication, social-emotional, and motor skills, as well as offering hearing and vision screenings. These screenings are available monthly at various Chicago Public Libraries.
    - The OSD School Assignment Team implements the process by which a student is assigned to a school location once the IEP team has determined that a student:
        - Requires an early childhood blended or early childhood cluster program.
        - Aged K-12 requires a significantly modified curriculum with moderate or intensive supports.
        - Requires specially designed instruction or an accessible building/non-cluster assignment.
    - This team is also responsible for:
        - Projecting the number of seats needed for students with disabilities, ensuring adequate resources for all students.
        - Conducting a geographic analysis to identify gaps in access to cluster programs and inform targeted site expansion.
        - Engaging school leaders early in the planning process to ensure readiness, appropriate staffing, and space planning.
        - Developing criteria to guide equitable program placement decisions based on student need, service intensity, and LRE considerations.

- **Service Delivery:** The Service Delivery Program comprises five teams: Visual Impairments; Deaf and Hard of Hearing; Home and Hospital Instruction; Early Childhood Special Education; and the Assistive Technology Resource Center. It provides both direct and consultative services to students with disabilities, including students with visual or hearing impairments, as well as

those who must receive services in a hospital setting due to a medical or psychiatric condition. Services provided by this team include direct student instruction and support for staff via training, consultation, and coaching on the expanded core curriculum, orientation and mobility, and curriculum access.
    - Assistive Technology Resource Center: Assistive technology itinerant staff support students aged 3-22 who require services or devices as noted in the areas of communication or curriculum in the student's IEP or 504 Plan. Devices are allocated for student usage and mitigate visual and physical barriers. They can also help diverse learners access the general education curriculum. Services provided include assessment, equipment allocation, customization, training, and repair.

- **Related Service Providers:** Support the Multi-Tiered System of Supports (MTSS) and Behavioral Health Team (BHT) process, providing guidance, support, and, when needed, evidence-based interventions. Provide required special education services based on a student's IEP or 504 needs.
    - OSD manages a team of related service providers (RSPs) in the areas of school psychology, social work, speech-language pathology, occupational therapy, physical therapy, and audiology. In conjunction, OSD partners with the Office of Student Health and Wellness nursing department and nursing-related service providers. RSPs serve in multiple capacities, including responding to special educational referrals, evaluations, eligibility determinations, IEP and 504 development, and implementation.
    - School-Based Mental Health Grant: OSD and the Office of School Counseling and Postsecondary Advising were awarded a $15 million grant from the U.S. Department of Education to support school-based mental health initiatives through retention and recruitment efforts of school social workers, school psychologists, and school counselors.

- **Academic Access**
    - To better align our structures with our mission—to ensure the rightful presence of every student with a disability through high-quality instruction and inclusive practices—OSD is unifying the Instructional Support and Procedures and Standards teams into a single, cohesive support model.
    - This reorganization streamlines and strengthens the support OSD offers schools by merging the existing **s**pecial education administrator (SEA) and district representative (DR) roles into a new role: the special education coordinator.
    - The special education coordinator will be a hybrid role that integrates the instructional coaching expertise of SEAs with the procedural authority and systems knowledge of DRs. This unified position is designed to ensure schools receive coordinated, holistic support that addresses both compliance and classroom practice—bridging the gap between the quality of the IEP and the instructional realities of its implementation**.**
    - By consolidating these departments, the new model will:
        - Center effective instruction as the primary lever for student success, rather than treating compliance and instruction as separate domains.

        - Support a single point of contact for school leaders and case managers, reducing confusion and ensuring aligned messaging and expectations.
        - Increase coherence between professional learning, coaching cycles, and decision-making at IEP meetings.
        - Promote fidelity of implementation, allowing support staff to both coach on instructional practice and approve programmatic and placement decisions.
        - Advance our goal of rightful presence, ensuring that instructional access and legal compliance are not siloed but mutually reinforcing.
    - The new model will be supported by targeted professional learning and communities of practice that foster the continuous development of special education coordinators (SECs) as instructional leaders with deep knowledge of IDEA, inclusive practices, and the academic needs of diverse learners.
    - Through this consolidation, OSD will better serve schools and students by embedding high expectations, seamless supports, and a commitment to inclusive instruction in every aspect of our work. The SECs will absorb the previous functions of DRs, which include:
        - Working with network offices, principals, and case managers to ensure that all IEPs are created on an equitable basis, pursuant to state and federal laws, and adhere to the District's internal procedures.
        - Attend IEP meetings throughout the District and have the authority to commit resources and services for students with disabilities (i.e. transition program and separate day placements).
        - Work with parents and guardians, principals, case managers, and special education teachers in all District-run, charter, contract, and non-public schools to determine the appropriate learning environment for each student and support IEP team decisions for students with disabilities.
        - Serves as a representative of the District in due process, 504 hearings, and mediations.
        - Support with coordinating and overseeing the investigation of state complaints and 504 complaints; assist with the resolution of disputes involving the identification, evaluation, services, or placement of students with disabilities; provide technical assistance to parents, school administrators, and other school personnel regarding special education laws, procedures, and compliance requirements; support meaningful parental participation; and provide technical assistance to school administration with respect to disciplinary procedures for students with disabilities.
        - Provide training to case managers on the latest information on special education laws, regulations, and best practices.
        - Serve as subject matter experts for school-based teams and the Office of Social Emotional Learning for behavior-related matters (e.g. suspensions, expulsion considerations, and other discipline considerations) for students with disabilities.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 343,138,146	$ 346,070,945	$ 316,593,482	$ 356,497,914
Other Grant Funds	$ 17,130,612	$ 22,736,804	$ 227,254	$ 22,424,537
Title Funds	$ 1,281,916	$ 157,234	$ 32,019,442	$ 152,361
ESSER Funds	$ 295,338	$ -	$ -	$ -
Total Department	**$ 361,846,012**	**$ 368,964,983**	**$ 348,840,178**	**$ 379,074,812**
Budgeted at Schools	$ 1,161,882,473	$ 1,156,944,283	$ 1,200,121,495	$ 1,130,848,238
Grand Total	**$ 1,523,728,485**	**$ 1,525,909,266**	**$ 1,548,961,673**	**$ 1,509,923,050**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	1,795.0	1,835.4	1,869.0
Other Grant Funds	128.0	126.6	110.0
Total Department	**1,923.0**	**1,962.0**	**1,979.0**
Budgeted at Schools	11,902.5	12,574.1	11,608.5
Grand Total	**13,825.5**	**14,536.1**	**13,587.5**

MAJOR ACCOMPLISHMENTS in FY2025

- Reorganized the Procedures and Instructional Quality departments into a new Instructional Access department, which will absorb the functions of the prior teams. This is an evolution of practice, designed to reinforce the continuum of planning for and implementing effective instruction.
- Established a Department of Assessment and Assignment to create a more transparent, effective, and efficient pathway for students with specific intensive needs to receive services.
- Developed tools and structures to facilitate the development of school-based position allocations of teachers and paraprofessionals with a focus on transparency and consistency.
- Further refined the position appeals and adjustment processes for schools to be more consistent, equitable, and based on student needs.
- Completed the transition to the ServiceNow platform for additional position requests, which allows for more efficient and timely processing of requests.
- Smoothly transitioned the physical restraint and time-out process and team, as well as the behavior team, to the Office of College and Career Success (OCCS). Because OCCS is responsible for providing behavior support to students, this transition ensures more streamlined and efficient supports for students with disabilities.
- Successfully completed roster verifications in a timely manner, enhancing the school assignment planning process throughout the school year. This effort ensured a more accurate representation of student rosters, improving projections for student enrollment.
- Initiated the process of making school assignments for the 2025-26 school year in May. This proactive approach allowed parents to know their children's school placements before the end

of the current school year, which facilitated better planning for families, enabled school staff to enroll students more efficiently, and allowed busing routes to be established by the first day of school in SY26.
- Worked closely with partner stakeholders to implement an effective Cluster Analysis and Expansion Project for the 2025-26 school year.

KEY BUDGET INITIATIVES for FY2026

- Advance the sustainability and precision of the school position allocation model by integrating continuous improvement cycles, feedback loops, and real-time data to ensure resource distribution remains responsive to evolving student needs and enrollment shifts.
- Strengthen systemwide instructional capacity for students with disabilities by deepening professional learning, coaching, and leadership development. This will include:
    - Fully implementing a restructured OSD support model with defined roles, workflows, and accountability measures for school-facing staff.
    - Leveraging the new senior manager of professional learning to deliver a cohesive, vertically aligned learning strategy for educators and OSD personnel.
    - Expanding proactive, tiered supports for students with intensive behavioral needs, with a focus on prevention, inclusion, and skill-building.
    - Institutionalizing core OSD functions within a permanent staffing model, reducing dependency on temporary or seasonal roles through targeted recruitment and retention strategies.
    - Enhancing cross-agency and interdepartmental coordination to serve students in therapeutic and residential placements, ensuring timely access, quality monitoring, and appropriate transitions back to school communities.
- Increase the number of evaluation teams from 10 to 12 to enhance the quality and efficiency of the evaluation process.
- Add a new evaluation site to improve accessibility for parents and expand physical space, facilitating a more efficient evaluation process.
- Orchestrate a new summer assessment process, which includes:
    - An updated application process and implementation of quality measures for selecting staff, ensuring the most qualified individuals participate.
    - The development of a comprehensive professional training program that all summer assessment staff are required to complete, enhancing the overall quality of assessments.
    - The launch of a new enrollment initiative aimed at ensuring that all students are enrolled and provided with a transportation route by the first day of school for the 2025-26 school year.
- Partner with the CPS Talent Office to ensure a collaborative process with recruiting, onboarding, and retention to ensure all positions are accounted for and students' legally mandated services are carried out, supporting the rightful presence of all students with disabilities.
- Create additional manager positions to ensure support for clinicians, school administration, students, and parents, promoting best practices strategies for students with disabilities.
- Create additional positions for speech pathologists, occupational therapists, and physical

therapists that will support direct IEP and 504 minutes for students, with a focus on educating students in the least restrictive environment.

Planning and Data Management

MISSION

Planning and Data Management (PDM) enables and supports District staff, school principals, city agencies, and community-based organizations by offering a variety of geographically-based school and student data analyses and visualizations. We support organizational decision-making with synthesized reports involving neighborhood-by-neighborhood demographic trends, school enrollment projections, school facility utilization metrics, and school configuration options. Additionally, PDM issues data to inform the community engagement processes surrounding school and facility planning.

MAJOR PROGRAMS

- **Annual Regional Analysis (ARA):** Supports CPS' goal to provide every student with a high-quality education in every neighborhood by giving stakeholders a consistent array of information regarding school quality, enrollment patterns, school choice, and program offerings by region.
- **GIS Mapping, Enrollment, and Demographic Data Analysis:** Conducts sophisticated data analysis and geospatial mapping and visualization to inform enrollment trends across the District.
- **Space Utilization:** Tracks and reports school building utilization rates for most District-managed elementary and high schools. We are also responsible for identifying and monitoring classroom size and setting recommendations for remedying overcrowded situations.
- **Student Assignment Services**: Manages the CPS School Locator, a helpful web mapping application that assists parents and students in navigating the diverse landscape of schools CPS has to offer. PDM also provides recommendations for adjustments to attendance areas, school grade structures, educational program changes, and socioeconomic tiers used for student selections.
- **Enrollment Forecast Services**: Each year, PDM creates a grade-by-grade, school-by-school enrollment forecast used for planning purposes across various departments.
- **Ancillary Consulting Services:** Respond to various ancillary requests for data and services. Examples include:
    - Acting as the School Data Management System (SDMS) business owner.
    - Acting as data/GIS consultant and strategist to other departments lacking capacity.
    - Maintaining an active membership in the Data Governance Committee, serving as one of several stewards of data management best practices for the District.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 985,849	$ 1,101,425	$ 1,037,007	$ 836,820
Total Department	**$ 985,849**	**$ 1,101,425**	**$ 1,037,007**	**$ 836,820**

POSITION SUMMARY

	2025 Budget Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	8.0	8.0	6.0
Total Department	**8.0**	**8.0**	**6.0**

Note: Two positions are being reassigned from Data Planning and Demographics to the CIDT Department

MAJOR ACCOMPLISHMENTS in FY2025

- Supported expansion of Falconer Elementary school from PK–6 to PK–8, as part of CPS' Five-Year Strategic Plan to improve preschool to high school pathways in neighborhood schools.
- Released the SY25 ARA three months earlier than prior releases.
- Created internal dashboards to more quickly identify school and community-level trends in enrollment, choice patterns, school capacity, and demographic data.
- Supported internal departments with over 100 yearly requests for maps or ad hoc analyses.

KEY BUDGET INITIATIVES for FY2026

- Continue to streamline data used for major Portfolio Office initiatives, including the Educational Facilities Master Plan, as well as data used to test models and levers to improve the portfolio of schools within the District.
- As a part of the Fostering Diverse Schools Grant received from the U.S. Department of Education, provide data that can be used to develop local educational plans to specific communities that have experienced disinvestment.
- Begin the multi-year process of reviewing school attendance boundaries as part of HB4580.
- Update the District's space utilization metrics for elementary schools to better reflect capacity.

Portfolio Management

MISSION

The mission of the Office of Portfolio Management (OPM) is to ensure every student in Chicago has a choice of well-resourced schools in their neighborhoods that best meet their unique learning needs by building coherent and aligned systems for enrollment, regional school planning, and incubation of quality school options across the District.

MAJOR PROGRAMS

- Oversees three key CPS departments: the Office of Access & Enrollment (OAE), the Office of Innovation & Incubation (I&I), and the Office of Planning & Data Management (PDM).
- Partners with communities and schools by providing data and guidance to help inform neighborhood plans and programmatic changes that increase equity of access for students.
- Implements the Chicago Communities Co-Creating Education (CCCE) initiative, designed to co-create education plans in collaboration with three communities - Austin, Roseland, and Washington Park, funded by the U.S. Department of Education's Fostering Diverse Schools Grant.
- Manages and updates critical Portfolio policies that ensure all students can access high-quality schools in their communities, resulting in a joyful and rigorous learning experience.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 698,254	$ 1,035,971	$ 1,004,930	$ 728,185
Other Grant Funds	$ 22,611	$ 875,000	$ 440,320	$ 749,929
Total Department	**$ 720,865**	**$ 1,910,971**	**$ 1,445,150**	**$ 1,478,114**

Note: Other Grant Funds amounts in FY2025 and FY2026 reflect the Fostering Diverse Schools Grant mentioned above.

POSITION SUMMARY

	2025 Budget Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	5.0	5.0	3.0
Other Grant Funds	3.0	3.0	3.0
Total Department	**8.0**	**8.0**	**6.0**

MAJOR ACCOMPLISHMENTS in FY2025

- Supported by grant funding, launched the second and final year of the CCCE initiative, forming a cohort of community members to participate in the Stakeholder Advisory Design Team (SADT) to begin drafting an educational vision and to guide the design of feedback methods, ensuring a diverse slate of community voices.
- Following extensive community engagement with multiple school communities, OPM recommended that the Chicago Board of Education expand Laughlin Falconer Elementary School to include 7th grade in Fall 2025 and 8th grade in Fall 2026, which was approved.

KEY BUDGET INITIATIVES for FY2026

- Lead robust community-centered processes to ensure all policy updates recommended to the Chicago Board of Education reflect and respond to stated community needs and build upon strong educational outcomes.
- Support the implementation of the Board Resolution regarding the transition of five Acero campuses — Casas, Cisneros, Fuentes, Santiago, and Tamayo — to become CPS-managed schools, continuing to serve as high-quality school options for students and families.
- Aligned with the District's five-year strategic plan, *Together We Rise,* OPM will continue to implement a strategy that prioritizes community involvement and equity, ensuring every student has access to a well-resourced, high-quality education that meets their individual needs.

Procurement

MISSION

The mission of the Procurement department is to work with schools, departments, vendors, and stakeholders to provide schools and students with the highest quality and value goods and services in support of the District's core values. We ensure all schools and educators have all the products and services they need to excel; we ensure equity in our Procurement processes, with a focus on Minority Owned and Women Owned Business Enterprise (MBE/WBE) development, sourcing and compliance; and we provide all agreements support and assure the safety of our students and staff while delivering a high-quality daily learning experience that is rooted in rigor, joy, and equity, which are the foundation of the *Success 2029: Together We Rise* five-year strategic plan.

MAJOR PROGRAMS

- **Sourcing:**
  - Assure high-value sourcing activities are implemented in a timely manner while meeting the safety, equity, quality, value, and compliance requirements—as determined by Illinois law and Board policy—for the District.
  - Manage and review the Board Action Plan (BAP) process across the District for the procurement of goods and services.
  - Manage business processes for over 4,000 current and prospective suppliers.
- **Vendor Management:**
  - Issues vendor numbers to new vendors and manages our annual attestation process with our current vendors.
  - Works with various internal departments to ensure compliance with our internal requirements related to vendor fingerprinting, background checks, and insurance approval.
  - Manages the Procurement call center and processes customer service requests received via our ticketing software system.
- **Keep Improving District Services (KIDS):**
  - Engage with suppliers to identify opportunities for cost reductions, improved efficiencies, increased rebates, new and better ways to do business, and other avenues to increase the value of goods and services provided to the District.
  - Partner with internal stakeholders to drive continuous improvement in the procurement process, from collecting information from suppliers to the purchasing experience of end users at schools.
- **MBE/WBE Compliance:**
  - Monitor and enforce contract compliance through monitoring, auditing, and verification of prime vendors' commitment to the aspirational goals of 30/7 for MBE/WBE.
  - Promote and market the goals of the Office of Business Diversity through networking, establishing outreach and engagement strategies by holding summits, attending conferences, hosting events, collaborating with the City of Chicago, Chicago Sister Agencies, State, and Local Municipalities, and partnering with chambers and organizations.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Fund	$3,853,992	$4,851,670	$4,528,068	$4,363,673

Total Department	**$3,853,992**	**$4,851,670**	**$4,528,068**	**$4,363,673**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Fund	37.0	37.0	35.0
Total Department	**37.0**	**37.0**	**35.0**

MAJOR ACCOMPLISHMENTS in FY2025

- Secured over $100 million in KIDS savings and added value on new and existing contracts to maximize the efficiency of public dollars and support the District's commitment to financial stability.
- Partnered with the Office of Student Health and Wellness to select and award a contract for school physical and vaccination services.
- Partnered with the Department of Information and Technology Services to select and award a contract for Project STREAM, the District's master data management initiative.
- Partnered with the Office of College and Career Success to select and award 24 contracts to provide college and career readiness services in support of preparing students for postsecondary success.
- Partnered with the Office of Teaching and Learning to select and award 124 contracts to provide online learning via education technology programs.
- Exceeded aspirational goals of 30 percent MBE and 7 percent WBE with Minority Owned and Women Owned Business Enterprises.
- Launched intergovernmental programs with Aldermanic Caucuses and worked with the City of Chicago Government Procurement Forum and the State of Illinois.

KEY BUDGET INITIATIVES for FY2026

- Roll the Office of Business Diversity unit into Procurement under one unit to align functional areas, driving efficiencies and transparency for the District. Business Diversity has been a function within Procurement for the past seven years.
- Rebranding of the Office of Business Diversity to the Office of Business Enterprise Development and Environmental Social Governance (OBEDESG).
- Continue to work with the Finance, Information and Technology Services, and Talent to implement an enhanced Enterprise Resource Planning (ERP) system as part of Program BRIDGE.
- Continue to identify savings for the District by negotiating costs for all renewals and new agreements being presented to the Board for approval, as well as investigating other approaches to reduce costs or add value to the District.
- Continue to promote and grow our local diverse supplier base by exceeding our aspirational goals.

Safety and Security

MISSION

The mission of the Office of School Safety and Security (OSSS) is to support schools so that all students feel safe, both physically and emotionally, as well as welcomed, supported, and respected by both peers and adults so that they can reach their full potential. This team uses a combination of methods, including prevention, intervention, and enforcement, to proactively address issues in order to ensure the safety of our students. We also partner with other stakeholders, including city agencies and community-based organizations, to proactively identify risks in the community that could affect student safety.

MAJOR PROGRAMS

OSSS manages programs that support the safety of our students and schools using innovative strategies and protocols that incorporate industry best practices. The department is divided into seven teams:

- **Network Safety Team**: Serves as the overall safety support structure for each network and school. Every school has an identified point of contact from this team who is accountable for assisting in areas ranging from safety strategy development to security staff support to incident investigation and response. Key responsibilities include:
    - Working with schools to develop customized school safety plans.
    - Providing school-based security staff guidance and training that takes a trauma-informed approach to supporting students.
    - Ensuring the performance optimization of school-based security staff.
    - Partnering with the Chicago Police Department (CPD) and community stakeholders to support school safety plans inside and outside of schools.
    - Conducting positive interventions for students who are at risk due to factors including, but not limited to, social media events, environmental concerns, gang concerns, and any other issues that might jeopardize student safety.
    - Partnering with the Office of Sports Administration to deliver security to high-profile sporting events across the district.
    - Overseeing the CPS crossing guard program.
- **Student Safety Services Team**: Oversees the overall operations of the Student Safety Center, the District's 24/7 command center for safety communications.
- **Clinical and Crisis Team**: Consists of licensed clinicians who are responsible for attending to the emotional and psychological well-being of school communities when school crises occur. This team is responsible for supporting school-based crisis teams when there is an incident and proactively setting up supports and structures by building capacity at a local level.
- **Safe Passage Team**: Plans and implements the district's Safe Passage program. The program partners with community-based organizations to hire Safe Passage workers to keep students safe as they travel to and from school.
- **Background Check Team**: Implements the CPS background check process for the entire District, including employees, vendor employees, volunteers, Local School Council (LSC) members, pipeline programs, and charter school partners.

- **Safety Operations Team**: Ensures that all schools and staff have met the safety standards set by the District in the areas of school safety integrity (including conducting safety audits) and emergency preparedness. They support schools and the district in providing training on developing emergency plans and how to conduct emergency drills for incidents such as fire, tornado, and active shooter. The team is also responsible for partnering with the Network Safety Team to ensure that all security officers and crossing guards receive high-quality training to create and maintain a safe and healthy learning environment for all students and staff. Finally, this team is responsible for responding to emergency situations that may warrant evacuation, relocation, or lockdowns.
- **Security Technology Team:** Manages the safety technology strategy along with the implementation, maintenance, and support of safety initiatives such as access control, cameras, intrusion alarms, and screening equipment.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 67,381,947	$ 59,202,490	$ 71,622,105	$ 55,935,707
Other Grant Funds	$ 18,019,767	$ 9,095,247	$ 13,702,703	$ 812,095
Total Department	**$ 85,401,713**	**$ 68,297,737**	**$ 85,324,808**	**$ 56,747,802**
Budgeted at Schools	$ 87,272,047	$ 76,103,165	$ 76,103,167	$ 88,794,992
Grand Total	**$ 172,673,761**	**$ 144,400,902**	**$ 161,427,975**	**$ 145,542,794**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	912.0	924.0	808.0
Other Grant Funds	2.0	2.0	1.0
Total Department	**914.0**	**926.0**	**809.0**
Budgeted at Schools	1,182.2	1,182.7	1,182.8
Grand Total	**2,096.8**	**2,108.7**	**1,991.8**

MAJOR ACCOMPLISHMENTS in FY2025

- Continued to collaborate with five community-based organizations through bi-weekly meetings to assess the implementation of the Whole School Safety (WSS) Policy. This ongoing partnership supports follow-up with schools that have developed and implemented Whole School Safety Plans, ensuring alignment with the Healing-Centered Framework. Together, we've monitored the effectiveness of alternative safety strategies and identified supports needed to sustain holistic, community-driven approaches to school safety.
- To inform and improve the implementation of WSS plans, follow-up conversations and check-ins were conducted by Network Safety Managers and SEL Leads with schools that had already implemented WSS Plans. These touchpoints were designed to:

    - Understand the successes, challenges, and support needs experienced by schools.
    - Identify the resources and guidance needed to help schools fully implement their plans as envisioned.
    - Collect and synthesize key data and insights to guide the next phase of support for both current and future WSS schools.
- Conducted research study with the University of Chicago Consortium to review the quantitative and qualitative impact of SROs within Chicago Public Schools. The study will be completed by the end of FY25. This information will better inform how to support the implementation of holistic safety protocols and supports.
- Collaborated with Continuous Improvement Work Plans (CIWP) and Continuous Improvement Data Transparency (CIDT) teams to integrate WSS into the CIWP planning process, as WSS aligns directly with the Connectedness and Well-Being priority. This integration allows for improved tracking, consistent support, and clearer guidance for schools, as many prioritize this area within their CIWPs.
- Engaged school and network leaders by presenting at network meetings, LSC meetings, and other key forums to build awareness and support implementation.
- Conducted ongoing certification for more than 1,600 CPS security officers using the Safety-Care Training standards.
- Developed and rolled out a training dashboard for principals and security officers to track their completion status with required training.
- Partnered with the Office of Social Emotional Learning (OSEL) and NewRoot to develop updated restorative practices training with a trauma-informed lens specific to the role of our security officers.
- Partnered with Office of Student Protections (OSP) and Office of Inspector General (OIG) to set up monthly data reports on School Security Officer infractions to address them more specifically through in person, scenario based training, as well as on an individual basis in conjunction with the Office of Administrative Hearings and school principals, to reduce the number of increasing allegations.
- Continued enhancement of the new hire orientation training curriculum that provides new school-based security officers with four full days of training to ensure they receive the training necessary to be successful prior to their first day in their new role.
    - Implemented security officer check-ins approximately 4-6 weeks after a new officer has started in their role in the school to ensure they feel comfortable implementing the skills taught and to check in on any additional support they may need to be successful in their role.
- Installed a new or upgraded camera system at 81 schools in SY25 as part of the CPS Camera Initiative. Updated the enterprise version of our Genetec (the District's Video Management System) to 5.11.
- In the 2025 school year, the Visitor Management System (VMS) reached new heights in strengthening school safety and streamlining school entry operations. Designed to provide instant visibility into school entries, VMS empowers staff to manage guests with confidence and clarity. From July 1, 2024, to June 26, 2025, over 519,000 visitors checked in through the VMS—part of more than 1.5 million total visits since VMS first launched. These numbers reflect

more than just traffic—they represent the trust families, vendors, and community members place in our schools each day. As we continue to refine and expand the system, VMS remains a key piece of our district-wide commitment to safer, more welcoming campuses.

- Provided grief and loss support to 87 school communities, ensuring a compassionate and coordinated response during times of crisis. In addition to providing immediate assistance, targeted follow-up and training were implemented to equip school-based teams with the necessary tools for sustained, long-term support. This comprehensive approach reinforces emotional recovery and promotes resilience across entire school communities.
- Initiated a strategic collaboration with the Department of Principal Quality to expand and strengthen the support system for school leaders in the aftermath of a loss. This partnership ensures that principals receive timely, compassionate, and comprehensive resources, recognizing the critical role they play in guiding school communities through grief and recovery.
- Continued our partnership with the Office for Students with Disabilities (OSD) and Facilities to discuss the process and protocol the district will be using regarding evacuation chairs in buildings, moving into FY26. This process includes collaboration with the Chicago Fire Department (CFD) and the Mayor's Office for People with Disabilities (MOPD).
- Continued to enforce and implement improved Safe Passage oversight operations standards, including implementing new digital incident reporting systems, standardized invoicing processes, and background check compliance protocols.
- The Crossing Guard staffing rate has remained between 90-95 percent for SY24-25. We will continue to partner with outside agencies and the CPS Talent Team to increase our recruiting efforts and fill remaining Crossing Guard vacancies.
- Continued to refine the centralized hiring process for school leaders to have real-time access to pre-vetted candidate resumes to more quickly and efficiently fill security officer vacancies with candidates who are interested in working in their geographical area.
- The School Security Officer staffing rate has remained between 90-95 percent throughout SY25. We will continue to partner with outside agencies and Talent to increase our recruiting efforts and fill remaining vacancies on an ongoing basis.
- Expanded Choose to Change to provide mentoring and cognitive behavioral intervention services for more than 7,000+ high-risk students since its inception. Choose to Change has continued to maintain positive outcomes in the areas of attendance, behavior, grades, victimization, and police interactions. New data from the University of Chicago in 2025 shows that students who participated in Choose to Change are 40 percent less likely to be arrested for a violent crime. During SY24-25, about 600 youth received Choose to Change mentoring and cognitive behavioral intervention services.
- Continued the implementation of the Back to Our Future (B2OF) program to re-engage youth who have been severely disconnected or have been chronically absent from school. After completion of its initial pilot, a new B2OF 2.0 model developed through a CPS-led partnership with the Mayor's Office of Community Safety, based on key findings from the first iteration, is set to launch in summer '25. B2OF remains the first-of-its-kind in concept and scale for attracting hundreds of youth from the highest-risk situations.
- Developed and implemented a creative recruitment strategy, targeting pre-vetted School Security Officer candidates to serve as event security. These candidates were offered the

opportunity to work part-time as Event Security staff while awaiting placement in a full-time, school-based position. This approach not only supported immediate staffing needs but also created a pipeline of trained personnel familiar with CPS safety expectations.

- To support scheduling and timekeeping needs, we launched the Connect Team app, providing Event Security staff with a centralized, user-friendly platform for schedule management and communication. This tool has significantly improved accountability, transparency, and operational efficiency.
    - In addition, we collaborated with the Office of Sports Administration to streamline the process for identifying and communicating sporting events likely to require Event Security coverage. As a result, we successfully provided coverage for over 2,800 sporting and sporting-related events, ensuring a safe environment for students, staff, and spectators.
- Building out a platform-based system with Frontline to better manage security requests for Central Office and School Security Officers to assign personnel.

KEY BUDGET INITIATIVES for FY2026

- Continue to engage school administrators, staff, students, school community stakeholders, and community partners in the implementation of the Whole School Safety Planning Process and expand the framework to all district-managed schools, rather than just high schools, in conjunction with holistic safety alternatives through the Healing-Centered Framework.
- Continue to work with the Department of Continuous Improvement to codify the inclusion of Whole School Safety Plans into the school-based CIWPs.
- Develop an intranet page for school administrators and the Whole School Safety Team to access the necessary information, tools, and documents needed to develop their Whole School Safety Plan.
- Continue partnering with OSD and Facilities to identify Areas of Rescue Assistance in all schools, hang signage, remove evacuation chairs, and distribute new protocols for evacuation procedures for individuals with mobility needs. This is being done in conjunction with the CFD and MOPD and will alleviate the need for the District to continue purchasing evacuation chairs at approximately $ 5,000 per chair.
- Continue camera installations along the four-year installation cycle. Forty-five schools are slated to receive updated or new camera systems during SY26.
- Continue repairing or replacing antiquated burglary alarm systems, as the budget allows.
- Continue our partnership with the Chicago Department of Transportation, Alderman Ward Offices, and CPS Intergovernmental Affairs to finalize and launch a new comprehensive traffic safety initiative to review crossing guard priorities across existing and potential crossing guard intersections.
- Deliver updated trauma-informed restorative practices training to 100 percent of all security officers, in addition to the updated Sexual Abuse Prevention training that will be provided in person and incorporates Concerning Behaviors that security officers are reportedly engaging in.
- Continue to solicit feedback on CPS Emergency Planning Guidelines from school community stakeholders to continuously improve the clarity and effectiveness of protocols.

- Continued focus is dedicated to the implementation of Background Check 2.1. This strategic effort involves integration with existing CPS programs, specifically ERP and BRIDGE. Furthermore, we are developing new charter and vendor portals to facilitate the management of staff rosters by our charter and vendor partners. Enhancements will also provide hiring managers, including principals, with improved transparency regarding candidate background check statuses. Concurrently, batch one of the Employee Adapted Refresh has been successfully launched.
- Continue to solicit feedback on the Centralized Hiring Process from school leaders to continuously improve the efficiency of the process for them to fill their vacant security officer positions.
- Work with Talent to establish an efficient process for viewing a candidate's onboarding status throughout the hiring process, allowing candidates to be staffed more quickly.
- Continue our monthly partnership with the Illinois State Police Department regarding protocols necessary to effectively and efficiently report Clear and Present Danger incidents across the district through the current Centralized process.
- Continue to expand the Frontline platform to serve as a subfinder for substitute security requests and assign team members to schools in need. This will also support the management of time cards for over 700 Crossing Guards, which is currently manually entered by the Crossing Guard Team Leads.
- Continue to expand the Connect Team app for Event Safety, so the timesheets will flow directly into Kronos. This will alleviate the manual entry currently required on a weekly basis and ensure that hours worked are accurately reflected in the hours paid out.

School Counseling and Postsecondary Advising

MISSION

The mission of the Office of School Counseling and Postsecondary Advising is to ensure that postsecondary professionals and advocates implement comprehensive, student-centered, and data-informed practices through an effective model of leadership, collaboration, advocacy, and systemic change to impact academic, social-emotional, and postsecondary outcomes of each and every student in the District.

MAJOR PROGRAMS

- **CPS Success Bound, a College and Career Competency Curriculum (C4):** Design and update Skyline college and career readiness curriculum that drives the District's mission to champion postsecondary success and provide a high-quality education to every child. This program achieves these goals by ensuring all students have equitable access to the support and instruction needed to successfully develop and fulfill a concrete postsecondary plan. As part of this curriculum, students are required to complete Individualized Learning Plan tasks through SchooLinks to evidence their progress toward postsecondary goals.
- **Learn.Plan.Succeed. (LPS) and Financial Aid Graduation Requirements:** Generate structures and systems to support students successfully completing the postsecondary graduation requirements through mechanisms of data reporting, training, tools of support, advising, and direct service.
- **Comprehensive Training and Supports:** Implement comprehensive school counseling professional development programs that are aligned to key performance indicators intended to ensure that school counselors across the District address the academic, social-emotional, and postsecondary needs of students.
- **College and Career Readiness Direct Service:** Provide network-level support to schools to build a college-going culture; increase career exposure; and drive student-centered postsecondary awareness, readiness, access, and success through High School Connection, Postsecondary Leadership Teams (PLTs), Professional Learning Communities for PLTs and seminar teachers, and collective impact visits.
- **Alumni Success Initiative:** Implement systems and funding to provide CPS alumni with support from graduation through the fall of their second postsecondary year through extended day pay for high school-based alumni coordinators, campus-based near-peer transitional youth leaders, and management of emergency funding.
- **High School Connection:** One of the largest summer programs in the District, High School Connection (formerly known as Freshman Connection) is a high school based offering for students during the summer between their 8th and 9th grade year. Programming includes two content area learning blocks, a connectedness and wellbeing learning block, and postsecondary exposure visits.
- **Scholarship Support:** Expand financial supports for students beyond state, federal, and institutional funding by fostering partnerships with strategic scholarship providers; managing the CPS Academic Works web-based scholarship tool; monitoring and reporting on scholarship awards; coordinating scholarship-focused events; facilitating school counselor and advisor professional development; and providing ready-to-use resources for students, parents,

practitioners, and partners.

- **Target Populations Initiatives:** Analyze data to target groups of students for focused and strategic postsecondary interventions that close opportunity gaps, including school-based mentoring, the Coalition of Advocates for Undocumented Students' Education, the Coalition of Black and Latinx Teen Males, and the Middle School Summit.
- **TRIO Talent Search:** Provide targeted awareness, access, and enrollment support for college access to five target schools (four elementary schools and one high school) in the Pullman community by serving 500 students a year with two full-time staff and four academic tutors.
- **School-Based Mental Health Grant:** Ensure that the District's pipeline for recruiting and retaining high-quality school counselors has financial supports and resource options such as stipends for interns and intern supervision, conference attendance, and certification supports.
- **Stronger Connections Grant:** State grant issued to support student connectedness and well-being in schools, particularly during key transitions such as 8th to 9th grade. This grant funds our High School Connection (formerly Freshman Connection) programming.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 5,480,525	$ 6,427,777	$ 6,499,977	$ 7,487,655
Title Funds	$ 6,212,981	$ 6,582,926	$ 5,831,211	$ 2,996,701
Other Grant Funds	$ 2,612,848	$ 479,043	$ 6,462,764	$ 3,105,548
Total Department	**$ 14,306,352**	**$ 13,489,746**	**$ 18,793,952**	**$ 13,589,903**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	40.5	40.5	38.5
Title Funds	14.9	14.9	14.9
Other Grant Funds	2.6	3.6	3.6
Total Department	**58.0**	**59.0**	**57.0**

MAJOR ACCOMPLISHMENTS in FY2025

- Drove a District record high engagement in postsecondary preparation as evidenced by Individualized Learning Plan Task completion in 6th-12th grade in SchooLinks, the District's sole postsecondary enterprise platform.
- Engaged nearly 100 schools in a philanthropically sponsored Postsecondary Advising Planning Cohort. This initiative provided three days of intensive training and quarterly cohort sessions, as well as a newly developed Postsecondary Advising Planning Template to support and drive students' postsecondary outcomes through interventions supported by $3,000 grants to each qualifying school.
- Drove the District's strong completion rate of the Free Application for Federal Student Aid (FAFSA), reaching nearly 97 percent.

- Successfully supported all schools with the Learn.Plan.Succeed. graduation requirement, leading to a 98 percent completion rate for all schools, with 52 percent of students providing preferred evidence (which indicates that students are at the final step possible for their postsecondary path).
- Led the District in scholarship application completion, resulting in the Class of 2025 being offered a record-breaking $2.5 billion in scholarships to date.
- Provided direct service to more than 3,000 students through postsecondary exploration events such as Network College Fairs and a Middle School Summit.
- Continued to secure philanthropic funding to support the District's alumni emergency fund that has, to date, provided more than $1.8 million to the Classes of 2020–2024 to support persistence in their postsecondary education.
- Expanded the school-based mentoring program from 64 schools in SY24 to 70 schools in SY25 with the goal of providing targeted and robust mentorship to priority population students and increasing Individualized Learning Plan task completion and the student on track metric.
- Expanded the full-year Alumni Success Initiative, which allowed 87 high schools in the winter and 110 high schools in the summer to provide multi-tiered support to the Class of 2024 and the Class of 2023 throughout their first two years of postsecondary education.
- Coached ten new schools to earn the national honor of becoming a Recognized ASCA Model Program (RAMP) through the American School Counselor Association (ASCA) and provided each a $2,000 stipend for program enhancement or school counselor conference attendance.
- Supported a record high number of schools in completing the District's ASCA Model Programming evidence submission, indicating increased fidelity with ideal staffing structures and programming to support students across the domains of postsecondary, social-emotional, and academic achievement.
- Engaged more than 400 schools in the usage of C4 for grades 6–12, available district-wide through Skyline.
- Enhanced the work of the College Compact by leveraging partnerships with 35 institutions of higher education to implement research-backed practices to support CPS alumni persistence and success. Secured $1.5 million in philanthropic funding for a Promising Practices Innovation Fund, which supports Compact partners in driving persistence and completion for CPS alumni on their campuses, supporting nine shared strategies.
- Funded memberships to the Illinois Association for College Admission Counseling (IACAC) for all 471 high school counselors and college and career coaches, as well as membership to the Illinois School Counseling Association (ISCA) for all elementary and high school counselors.
- Trained one or more school counselors from every elementary and high school through in-person Professional Learning Communities, which emphasized Multi-Tiered System of Supports and ASCA model alignment.
- Trained more than 150 school counselors and staff via the Chicago Undocumented Champion Credential to equip counselors with specific postsecondary advising strategies for supporting undocumented students.
- Supported 88 high schools in offering High School Connection to over 10,000 rising 9th graders.

- Increased data bandwidth and partnership engagement by hiring a data strategist focused on postsecondary partnerships who has increased data fidelity and transparency for postsecondary access partnerships, as well as high-quality services in CPS schools.

KEY BUDGET INITIATIVES for FY2026

- Continue to enhance and adjust existing Network College Fairs to best support students' understanding of college campuses' robust cultures.
- Biannually update the C4 curriculum for grades 9–12 and ensure instructional support for all schools leveraging the CPS Success Bound curriculum for their students in grades 6–12.
- Maintain exemplary rates of Learn.Plan.Succeed. and FAFSA completion.
- Partner with the IACAC and ISCA to provide membership to all high school counselors and college and career coaches, and ensure that IACAC and ISCA's professional development offerings meet the needs of CPS staff.
- Coach an additional 22 schools in earning the national RAMP designation.
- Increase the number of schools supported by our college and career coach roles by better distributing their services to meet student needs.
- Support the development and implementation of the Middle Grades Strategy as well as interventions, resources, and support for 3rd-8th grade on track, 9th grade on track, and the new on pace metrics.

Social and Emotional Learning

MISSION

The Office of Social and Emotional Learning (OSEL) is a part of the Office of College and Career Success (OCCS) and partners with schools and networks to establish and sustain supportive learning communities founded on caring relationships and a multi-tiered system of supports (MTSS) for students' social, emotional, and behavioral needs. OSEL supports training, coaching, and implementation of research-based strategies to foster positive school and classroom climate development, trauma-engaged practices, restorative approaches to discipline, social and emotional learning (SEL) skills instruction, and targeted SEL and behavioral health interventions.

MAJOR PROGRAMS

- **Tiered SEL Teaming Structures**: In partnership with the Office of Network Supports and other CPS departments, design training, cycles of learning, and consultation support to create, enhance, and sustain tiered SEL teaming structures in every school community that address schoolwide culture and climate and behavioral health aligned to school climate standards and indicators. Improving schoolwide culture and climate also focuses on building a tiered system of support for behavioral and mental health needs, including teaming structures and referral procedures that facilitate the delivery of therapeutic strategies and targeted interventions for students with greater social and emotional needs. These therapeutic strategies provide focused skill development specifically designed to positively impact a student or small group of students.
- **SEL Skills, Behavioral Health Interventions, and Community Partnerships:** Collaborate with the Office of Teaching & Learning on the implementation of SEL curricula, assessment tools, and support with integrated practices to increase the implementation of SEL instruction aligned to standards and use of evidence-based and culture-relevant curricula and assessment tools. Provide a training menu of SEL and behavioral health interventions and implementation support for school-based interventionists, teachers, and assigned community partner staff, as well as increase support for school-level progress monitoring of implementation goal attainment. Enhance systems of supports to build community partnerships to support tiered SEL and behavioral health interventions for all students.
- **Restorative Practices and Student Discipline Support**: Provide cycles of learning and coaching to implement evidence-based, restorative strategies for students and adults. Reduce the inequitable overuse of suspension, expulsion, and physical restraints by providing training, coaching, and resources to support school staff in establishing safe and supportive school discipline practices, centering accountability through positive relationships, and healing-centered interventions. Provide training, support, and resources in a continuum of restorative practices to proactively build community, relationships, and a sense of belonging for students and adults in our schools. Provide expanded training, resources, and ongoing support to meet the needs of the expanding Restorative Justice Coordinator role and to better support teachers in the use of restorative classroom strategies districtwide. Expand training and programming for student-led restorative practices.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 4,755,508	$ 6,830,650	$ 4,864,882	$ 3,421,499
Title Funds	$8,379,191	$ 8,004,622	$ 7,983,606	$ 4,504,282
Other Grant Funds	$ 9,598,544	$ 2,865,102	$ 5,039,130	$ 1,755,652
Total Department	**$ 22,733,243**	**$ 17,700,374**	**$ 17,887,619**	**$9,681,433**

Note: FY26 budget reflects positions shifted from OSEL to the Office of Network Supports, Teaching and Learning, and Student Health and Wellness.

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	20.3	20.3	25.1
Title Funds	21.7	21.7	0.9
Other Grant Funds	16.0	16.0	12.0
Total Department	**58.0**	**58.0**	**38.0**

MAJOR ACCOMPLISHMENTS in FY2025

Tiered SEL Teaming Structures

- Collaborated with the Illinois State Board of Education to align the Resilience-Supports Schools Illinois (RSSI) initiative to existing culture improvement efforts for school staff to support the assessment of schoolwide practices and climate improvement planning efforts.
- Continued to support the implementation of the schoolwide climate assessment rubric and creation of an action plan at district-managed schools.
- Continued the expansion of the cycles for learning in partnership with the Center for Childhood Resilience (CCR) at Lurie Children's Hospital for Behavioral Health Team leads and team members at schools, including professional development on the impact of trauma on school communities.

SEL Skills, Behavioral Health Interventions, and Community Partnerships

- Support 378 schools in their implementation of identified SEL curriculum (i.e., Second Step).
- Trained 720 school-level behavioral health interventionists (i.e., school counselors, social workers, psychologists) in group behavioral health interventions to support the expansion of the school-level menu of supports.
- Coordinated paid and no-cost behavioral health and mentor partnerships with over 200 schools to expand school-day programming services, resulting in services being provided to over 13,000 students.
- Continued supporting the implementation of a training model for Network SEL Specialists that focused on the specialization of Tier I strategies through the integration of SEL instruction and coaching.

Restorative Practices & Student Discipline Support

- Reduced out-of-school suspensions district-wide by 7%, with a reduction of out-of-school suspensions for Black students by 6% and for students with disabilities by 7% Reduced district expulsions by over 40%.
- Expanded districtwide training and role-based implementation support for over 2000 administrators and school discipline leads, including districtwide training and professional learning community sessions engaging administrators and discipline leader attendees across over 400 elementary and high schools.
- Engaged a cohort of school-based restorative justice coordinators in healing-centered professional learning and provided quarterly community of practice support.
- Provided Training for over 2500 school safety officers, discipline, and restorative justice staff in newly developed full-day restorative practice foundations training.
- Provided school-based restorative practices coaching in schools identified for priority support.
- Provided training for discipline and support staff districtwide in new substance use response training and provided consultation and support.

KEY BUDGET INITIATIVES for FY2026

Culture and Climate Improvement Efforts

- **Healing-Centered Indicators**: Align the district's Healing-Centered Framework and the CPS School Climate Standards to the CIDT indicators. Calibrate the Network support structure to better support schools and networks in improving identified indicators through intentional coaching of school-identified leads. In partnership with the Office of Safety & Security, support coordination of policy requirements with the Whole School Safety Policy and implementation of school-level Whole School Safety Plans.
- **Climate Improvement Resources**: Enhance available schoolwide trauma-responsive assessment (e.g., Trauma Responsive Schools Implementation Assessment), action planning templates, and progress monitoring tools as part of the support structure for school-level climate and culture improvement efforts.
- **Collective Well-Being**: Ensure core components of collective well-being strategies, including proactive professional learning and resources to support adult well-being, are available to school leaders through existing district support structures.

Behavioral Health Interventions and Community Partnerships

- **Behavioral Health Teams**: Increase Behavioral Health Team implementation support by expanding existing district-wide professional learning communities to additional schools, providing coaching to select schools, monitoring team implementation, and releasing comprehensive guidance and asynchronous learning for staff and community stakeholders.
- **Small Group Behavioral Health Interventions**: Expand training and implementation support for school-based behavioral health interventionists (i.e., school counselors, social workers, psychologists) and staff from direct behavioral health support staff in creating trauma-engaged interventions and practices. Maintain a districtwide menu of behavioral health intervention curriculum, training, and implementation support for new or existing interventions to ensure accessibility and successful delivery of small group services to students.

- **School-day Behavioral Health & Mentoring Partnerships**: Expand partnerships with community-based organizations and vendors to provide school-level behavioral health and mentoring services and supports for students during the school day. Continue to build school capacity with referral systems, student goal setting, and monitoring student progress through the Behavioral Health Team.
- **Substance Use Alternatives to Exclusion**: Reduce use of school exclusion and increase intervention for substance use behaviors by expanding access to training on mindsets, school-based interventions, and behavioral health best practices for school administrators, discipline staff, and support staff.
- **Direct Referral to Alternatives to School Exclusion**: Expand direct referral model for schools to request collaborative consultation support regarding individual student behavior concerns to implement school-level interventions that are alternatives to school exclusion practices, such as suspension and expulsion.

Restorative Practices and Student Discipline Support

- **Training, Coaching, & Learning Communities**: Continue to reduce the inequitable overuse of suspensions and expulsions by expanding a supportive discipline professional development model consisting of a professional learning community, training, high-level discipline consultations, and on-site support for staff supporting student discipline in alignment with CPS 5-year Plan Priorities for continued reductions of suspensions of Black students and students with disabilities.
- **Policy Improvement:** Partner with the Office of Equity and the Office of School Safety and Security to expand stakeholder review to identify critical Student Code of Conduct policy improvements to improve safety and ensure equitable disciplinary practices.
- **Alternatives to School Exclusion**: Expand rapid school team consultation and intervention and restorative reconnection programming as an alternative to behaviors resulting in expulsion requests and hearings.
- **Restorative Justice Coordinator (RJC) Support**: Continue expansion of restorative practices training, coaching, or consultation, and ongoing communities of practice for school-based restorative justice coordinators to all district schools with an RJC position.
- **Classroom Restorative Practices Training**: Expand restorative classroom practices training opportunities for teacher leaders to serve as peer coaches on restorative instructional practices.
- **Student-Led Restorative Practices**: Expand access for schools to the model for student-led Peer Conference training and coaching to build student skills for leading transformational school change.
- **Discipline and Security Training**: Continue to expand the reach of restorative practices and skills-based training to all district schools by partnering with departments to train specific roles within schools.
- **Physical Restraint and Time-out:** Provide training to school and district staff in evidence-based practices for physical restraints and time-out, in accordance with ISBE requirements, and reduce the use of physical restraints and time-outs district-wide.

Sports Administration

MISSION

The Office of Sports Administration (OSA) oversees the equitable implementation of sports programs across all elementary schools and high schools within CPS and the Chicago Public League (CPL). OSA helps schools provide essential athletic and academic development for each student-athlete and aims to inspire students to value integrity, sportsmanship, health and wellness, and community.

MAJOR PROGRAMS

- **CPL High School Interscholastic Sports**: Provide valuable after-school learning opportunities for tens of thousands of students each season by managing the operational logistics for high school interscholastic competitions across three seasons and for the citywide summer sports camp sessions. Facilitate the comprehensive professional development of all high school athletic directors and coaches, including the recognition of rules, regulations, and conduct of all who are associated with OSA.
- **Elementary Sports Program**: Oversee CPS SCORE!, the District-wide interscholastic sports league for all CPS students in fifth through eighth grade. CPS SCORE! member schools strive to develop the values of responsibility, teamwork, sportsmanship, and character in participating students.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 27,143,689	$23,303,463	$23,050,812	$30,788,455
Title Funds	$ 519,159	$302,357	$302,357	$ -
Other Grant Funds	$ -	$ 686,956	$ 722,956	$ 385,473
Total Department	**$ 27,662,849**	**$ 24,292,776**	**$ 24,076,125**	**$31,173,928**
Budgeted at Schools	$5,328,477	$ 7,535,142	$ 7,535,142	$8,111,030
Grand Total	**$28,342,445**	**$31,827,918**	**$31,611,267**	**$39,284,958**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	25.0	25.0	26.0
Total Department	**25.0**	**25.0**	**26.0**
Budgeted at Schools	46.0	46.0	47.0
Grand Total	**71.0**	**71.0**	**73.0**

MAJOR ACCOMPLISHMENTS in FY2025

- Through our partnership with Honest Game, CPS re-evaluated and updated high school course offerings to be compliant with NCAA eligibility, allowing more than 2,000 additional student-athletes to become eligible to play collegiate sports. The number of CPS student-athletes who are eligible to participate in college athletics (at all levels) is now above the national average.

- Continued to partner with WCIU TV to broadcast and showcase CPL athletes and programs through the weekly “Sports Edition” show and game broadcasts of boys and girls soccer and boys and girls basketball.
- Expanded the use of digital ticketing for athletic events at municipal stadiums as well as school-based sporting events through a new vendor (GoFan), consistent with the IHSA.
- Released an updated Emergency Management Guidance and Template for schools as a result of the Sports Safety Audit.
- Facilitated neutral sites for the Boys and Girls Varsity Basketball Elite 8 playoff games (including city-wide marketing) to increase city-wide attendance.
- Supported schools in hosting regional competition for the inaugural IHSA Flag Football Series.
- Completed upgrades for Stagg Stadium (including a new scoreboard and turf) for hosting football and a new all-turf fast-pitch softball field.
- Stadium upgrades continued at Hanson Stadium that included installing new turf, a new track, a new scoreboard, renovated locker rooms, and a re-paved parking lot, creating an enhanced gameday experience ready for the 2025 fall sports season.
- Expanded the partnership with Positive Coaching Alliance (PCA) to deliver professional development and sportsmanship educational support to District athletic directors, coaches, and students. Some sessions were tailored to new coaches, while returning coaches received updated training on sportsmanship.
- Transformed CPS SCORE! programming to help fifth- and sixth-grade students develop their skill sets and prepare seventh- and eighth-grade students for high school sports.
- Continued to partner with the Marquee Sports Network to broadcast CPL football for the playoffs and Prep Bowl.
- Launched official Facebook, Instagram, and Linkedin profiles (along with our already existing X account), highlighting CPS student-athletes’ accomplishments and providing key programming information across platforms, reaching more than 150,000 new stakeholders in the first six months.
- The District’s athletics website saw an increase of 140,000 new users this past year, totaling over 550,000 total views.
- Hosted a successful Chicago Sky Basketball Clinic for Chicago City Tournament finalists with over 45 campers attending from across the District.
- Created a play-in tournament for the boys and girls tennis programs in the BLUE Divisions for inclusion toward CPL Championship consideration.
- CPL girls and boys water polo saw an expansion of non-conference play with the inaugural CPL Crosstown Cup Tournament.
- CPL girls badminton saw an expansion of CPL championship tournament participation with an added bracket of singles players and an added bracket of doubles players.
- Developed comprehensive dashboards for awards, equipment and apparel, and marketing operations that streamlined our systems and processes and allowed for transparency in department spending.
- Created new CPL and SCORE! conference/network trophies that are better aligned with championship branding.

- To account for Districtwide budget challenges, developed an inventory catalog and reduced equipment and apparel spending by 77 percent as compared to the previous fiscal year.
- To account for Districtwide budget challenges, reduced marketing spending by more than 88 percent as compared to the previous fiscal year.

KEY BUDGET INITIATIVES for FY2026

- Create opportunities for sharing revenue from concession sales at stadium games with host schools.
- Create a plan to solicit corporate naming rights of CPS stadiums in order to generate revenue that can be reinvested in CPS athletics.
- Expand PCA offerings to ensure that all CPL coaches attend at least one of a combination of sessions during the school year, as well as targeting three more individual schools for student engagement.
- Participate in the InsideOut initiative (funded by the Chicago Bears) to provide more professional development to CPS athletic directors and school leadership toward developing a school culture for sports and enhancing the educational process for student-athletes.
- Expand the use of HUDL cameras to include all municipal stadiums as well as using the platform to help with the livestreaming of contests held in the stadiums.
- Identify a new scheduling platform that will make the scheduling and assigning of officials more seamless and efficient.
- Implement “All-In” tournament/championship mechanisms for basketball and track and field, which will allow all schools to qualify for the CPL championship.
- Expand the coverage of athletic training services through ATI, with the addition of more trainers that can participate in the citywide model of allocation as well as more part-time coverage in schools.
- Partner with Honest Game to expand the collection of data on post-secondary athletic opportunities to better inform and provide guidance to school leaders, students, and parents.

Student Health and Wellness

MISSION

The Office of Student Health and Wellness (OSHW) aims to eliminate health-related barriers to learning and advance child health equity in Chicago.

MAJOR PROGRAMS

- **Health Promotion:** Provides subject matter expertise, professional development, and resources necessary to ensure District curriculum and policies advance equity and improve access to high-quality health information on the topics of nutrition, physical activity, mental and sexual health services, sexual health education, and LGBTQ+ student and staff support.
- **School Nursing:** Provides direct care and consultation to students and families to advance health equity. Allocates nursing services in schools; addresses acute and chronic health conditions; and works to assess, prevent, and mitigate illness through the application of the nursing process.
- **Public Health Operations:** Leads efforts on health data, disease prevention, and public benefits enrollment. Analyzes health data to inform decisions, responds swiftly to communicable disease outbreaks, and ensures families can access vital services, including Medicaid and Supplemental Nutrition Assistance Program (SNAP).
- **Student Health Services:** Provides access to direct school-based and mobile health services including vision and hearing screening; immunizations; physical exams; eye exams; and dental exams. Maintains external partnerships for 33 school-based health centers and mobile health care providers.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 22,216,458	$ 19,688,852	$ 17,123,594	$ 12,309,773
Title Funds	$ 522,032	$ 184,178	$ 184,178	$ -
Other Grant Funds	$ 1,941,536	$ 3,817,038	$ 5,475,829	$ 3,557,323
ESSER Funds	$ 1,575,383	$-	$-	$-
Total Department	**$ 26,255,409**	**$ 23,690,068**	**$ 22,783,601**	**$ 15,867,096**
Budgeted at Schools	$ -	$ 74,844,468	$ 74,069,796	$ 76,753,078
Grand Total	**$ 26,255,409**	**$ 98,534,536**	**$ 96,853,397**	**$ 92,620,174**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
Local Funds	129.0	130.0	115.3
Title Funds	2.0	1.0	0.0
Other Grant Funds	18.0	17.0	12.8
Total Department	**149.0**	**148.0**	**128.1**

Budgeted at Schools	676.0	673.0	681.0
Grand Total	**825.0**	**821.0**	**809.1**

MAJOR ACCOMPLISHMENTS in FY2025

- **School Nursing:**
  - Reduced nursing turnover by approximately 2.5 percent, which is well below national nursing averages.
  - Increased the number of nurses by 12 percent.
  - Stocked Albuterol at all schools to ensure they are prepared for emergency situations.
- **Health Promotion:**
  - Established a full Mental Health and Substance Use Team that is responsible for establishing a process to connect students with support services outside of school.
  - Distributed Narcan nasal spray to all schools to ensure they are better prepared for emergencies.
  - Expanded the Healthy CPS Network Strategy to a total of five networks.
  - Engaged students and staff in a mental health program needs assessment.
- **Student Health Services:**
  - Early and Periodic Screening, Diagnostic and Treatment (EPSDT) services for CPS students documented as of June 1, 2025, exceed the same date last year.
    - Over 130,000 CPS students have received at least one vision screening, and over 135,000 students have received at least one hearing screening.
    - Over 30,000 CPS students have received an eye exam during the past 12 months.
    - Over 105,000 CPS students have received a dental exam during the past 18 months.
  - Held more than 600 vaccination/examination events, leading to more than 5,000 patient encounters.
- **Public Health Operations**
  - Children and Family Benefits Unit
    - Maintained an average Medicaid enrollment of 83.6 percent among eligible students.
    - Completed more than 3,000 Medicaid, SNAP, and TANF applications, leading to more than 5,000 individuals being enrolled.
    - Attended more than 800 outreach events and held more than 60 enrollment events.
    - Provided more than 7,000 case management services and more than 10,000 parent education services.
    - Held more than 200 Medicaid designee meetings.
    - Received more than 11,000 Healthy CPS Hotline calls, and handled these requests with a service level of 88 percent.
  - Disease Prevention and Response
    - Responded to nearly 500 cases of communicable diseases and other public health scenarios and conducted over 600 school visits.
    - Effectively responded to pertussis, varicella, strep A, and GI illness outbreaks with the Chicago Department of Public Health (CDPH).

        - Supported immunization compliance through outreach calls and data entry.
        - Launched a ServiceNow Disease Response Application in partnership with CDPH and the CPS Department of Information and Technology Services (ITS) to help schools report communicable diseases and allow CPS and CDPH to more efficiently manage and respond to cases.
    - Health Information Team
        - Improved the quality of immunization data within CPS, including guiding the integration of State I-CARE data.
        - Routinely updated the OSHW Scorecard, an interactive data tool with key performance indicators, and provided over 20 routine and multiple ad-hoc data reports supporting all OSHW content areas, including monthly updates to the Healthy CPS ONS Dashboard.
        - Administered the 2025 CDC Youth Risk Behavior Survey and provided crucial data support for the SY 23-24 Healthy CPS reports and SY 24-25 Healthy CPS Survey.
        - Successfully completed all mandated state reporting to ISBE and IDPH for various health-related topics, including immunizations, physical exams, vision exams, vision screenings, hearing screenings, dental exams, sexual health education, and physical education minutes.
        - Completed the Council of State and Territorial Epidemiologists Data Science Team Training program, enhancing the team's data science capabilities.
    - Epidemiology and Laboratory Capacity (ELC) Grant
        - Implemented the first year of a $7.9 million CDPH ELC grant for data infrastructure improvement in partnership with ITS.
        - Completed projects centered on I-CARE integration and ServiceNow Disease Response Application.
        - Significantly contributed to CPS' Project STREAM to modernize and improve all CPS data infrastructure.

KEY BUDGET INITIATIVES for FY2026

- **School Nursing**
    - Continue recruitment efforts to increase the number of nurses and provide at least one nurse to every school.
    - Partner with vendors to provide learning opportunities that develop nursing leadership expertise and standardized frontline nursing skills.
    - Increase the number of licensed practical nurses who become health services nurses by 10 percent.
- **Health Promotion:**
    - Develop a vaping cessation strategy.
    - Create and distribute district-wide mental health screener.
    - Increase the implementation of sexual health education.
    - Increase compliance in Healthy CPS scores district-wide.
- **Student Health Services:**

- Provide student access to EPSDT services (e.g., immunizations, physical exams, dental exams, and eye exams) focusing on children who are uninsured, underinsured, or have Medicaid.
- Manage screening, identification, and referrals for students with vision and hearing needs.
- Develop, implement, and evaluate relationships with Chicago's hospital and healthcare systems.

- **Public Health Operations**
  - Implement the second year of the $7.9 million CDPH ELC grant for data infrastructure improvement in partnership with ITS.
  - Continuously improve CPS immunization data and drive medical compliance strategy through data insights.
  - Maintain at least 80 percent Medicaid enrollment among eligible students.
  - Develop care coordination strategy.
  - Review and develop key performance indicators based on the CPS Five-Year Strategic Plan and the OSHW Continuous Improvement Plan for SY26.
  - Provide strategic data support to all OSHW program teams and other CPS partners.
  - Effectively respond to all communicable disease scenarios in partnership with CDPH.
  - Administer the Illinois Youth Survey and CDC School Health Profiles.

Student Protections and Title IX | Equal Opportunity Compliance Office

MISSION

The mission of the Office of Student Protections and Title IX (OSP) and the Equal Opportunity Compliance Office (EOCO) is to promote a district that is free from abuse, discrimination, harassment, and retaliation. We collaborate with our stakeholders to remove barriers to academic programs and activities to provide an equitable, inclusive, and safe learning and work environment. By working together to safeguard civil rights, we positively impact school communities affected by harm.

MAJOR PROGRAMS

- **Intake and Triage:** Review all reports of abuse, harassment, and discrimination involving students and adults and determine appropriate next steps, including notifications and level of investigation (if applicable). Provide guidance to school administrators for school-based investigations and ensure safety planning when appropriate.
- **Supportive Measures:** Coordinate internally and externally to provide services, counseling, and support to students and staff who have reported allegations of sexual harassment, sexual misconduct, bias-based harm, or abuse.
- **Investigations:** Lead culturally responsive and trauma-informed investigations to ensure equal access to education and work. Investigate severe and pervasive allegations of discrimination, harassment, sexual harassment, sexual misconduct, and retaliation involving students and/or staff. Additionally, lead investigations into allegations of physical or verbal abuse, corporal punishment, discrimination, and other employee misconduct impacting students.
- **Compliance:** Ensure compliance with Title VI, Title VII, and Title IX, as well as other state, federal, and local laws that protect students and staff from discrimination based on sex, gender, sexual orientation, race, color, national origin, and other protected categories. Audit schools to ensure equity in athletic and educational programs and activities.
- **Training:** Develop and implement mandatory training for every member of the CPS community. Create and provide targeted training in response to OSP and EOCO data, national trends, and industry standards.
- **Policy:** Create and implement a cadence for reviewing, revising, and rescinding District policies and practices to comply with federal, state, and local laws. Outline mandatory reporting procedures and District expectations to contribute to overall student and staff wellness and retention.
- **Data and Reporting:** Collect data on OSP and EOCO-related matters and share findings with the Board of Education, internal stakeholders, and the public. Analyze data to inform the District's response to key issues that affect students and staff, as well as the development of OSP and EOCO initiatives.
- **Restorative Justice:** Implement a restorative justice framework to address conflict and misconduct in a mutually peaceful manner for students, staff, and CPS community members, while also repairing the harm caused by the wrongdoing.
- **Prevention:** Oversee programs to engage staff and students as change-makers within their school buildings. These prevention programs promote a deeper understanding of civil rights

issues impacting our school communities and equip participants to develop solutions that bring about positive change, awareness, and active intervention against civil rights violations.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 5,231,206	$ 5,813,504	$ 5,724,244	$ 5,165,252
Other Grant Funds	$ 169,314	$ 148,066	$ 376,501	$ 165,269
Total Department	**$ 5,400,520**	**$ 5,961,570**	**$ 6,100,745**	**$ 5,330,521**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	47.0	47.0	44.0
Other Funds	1.0	1.0	1.0
Total Department	**48.0**	**48.0**	**45.0**

MAJOR ACCOMPLISHMENTS in FY2025

- Updated all District-wide training and materials to align with 2024 Title IX regulations. When new Title IX regulations were vacated by the new federal administration in January 2025, OSP swiftly amended the District's Non-Discrimination Policy to ensure federal compliance, communicated updates to District stakeholders, and reverted Title IX processes with minimal disruption to students and staff.
- In SY25, there were 9.3 percent fewer reports made to OSP with five percent more of those reports resulting in an investigation (30 percent in SY24, 35 percent in SY25), showing a greater accuracy of the reports received by OSP.
- Implemented the utilization of school-based investigation letters in Aspen to support more efficiency in the investigative process.
- Opened and assigned 518 OSP-led investigations and investigative consult cases from the beginning of SY25 through June 2025. Closed 284 OSP-led investigations and investigative consult cases during this time frame.
- Fifty-eight percent increase from SY24 of the OSP investigative team providing assistance to school administrators involving a high-level review of school-based investigations and ensuring the school-based investigations were prompt, thorough, and equitable.
- Expanded the OSP Investigations team to include a part-time investigations report writer to supplement writing investigative reports and support efforts in timelier resolution of cases, totaling 224 draft reports written.
- Ninety percent of OSP investigators completed Forensic Interview Foundations training by CornerHouse to conduct trauma-informed and forensically sound interviews with students. OSP Investigators also met bi-weekly with a forensic interviewing coach to strengthen and develop interview skills that are trauma-informed and forensically sound.

- Amended key allegation definitions for physical abuse, corporal punishment, and verbal abuse that promote consistency in investigative practices and better align with District policy, representing a major advancement in the clarity and integrity of OSP's investigative framework.
- Released the OSP Parent Training to educate parents on OSP's role in supporting students and how to recognize and report abuse, harassment, and discrimination.
- Developed OSP's K-12 Bystander Intervention Curriculum and piloted the curriculum at nine schools representing all grade levels in order to garner feedback from both teachers and students before finalizing the program.
- In partnership with Right To Be, developed a peer-to-peer education model on Bystander Intervention for 6th–9th grade students.
- Updated all Districtwide staff and student asynchronous trainings, including condensing some trainings for SY26: Protecting Chicago's Children, EOCO and Sexual Harassment for Managers, Bystander Intervention, All Student Trainings, and the Student Protections School Representatives (SPSR) series.
- Engaged 25 students from across the District in OSP's Civil Rights Scholars program, an immersive three-week experience designed to support students' civic action and empower them to make positive change in their schools and communities.
- Deepened the learning and engagement of previous Civil Rights Scholars through the creation of OSP's Civil Rights Advisory Council, where students met biweekly for eight months to foster specific forms of action.
- Facilitated the fourth cohort of the OSP Civil Rights in Action Professional Development Program for 30 CPS leaders, helping to facilitate cross-district collaboration in reimagining how we can combat bias and foster safe spaces of belonging.
- In partnership with the Office of Social Emotional Learning, three cohorts of schools were trained to facilitate informal resolutions in response to allegations of harm delegated for school-based investigations, providing an alternate resolution to investigation that fosters a more restorative approach to addressing the harm.
- In partnership with the Office for Students with Disabilities, created modifications to the OSP Basics for YOUth! training to ensure the content is accessible to all students.
- Throughout SY25, 82 students were referred to additional support with Gaggle Therapy. Of those 82, 61 students engaged in services and 299 sessions were completed.

KEY BUDGET INITIATIVES for FY2026

- Continue to adopt a data-driven approach to establish baselines and create metrics that will reduce triage and investigation timelines to provide quicker resolution to impacted students and schools.
- Drive for case resolution and student outcomes through expanded data transparency and analysis at the school, network, and District level in alignment with the District's Five-Year Strategic Plan.
- Ensure 100 percent of investigators complete Title IX training to ensure compliance with updated federal regulations and procedures.
- Identify no- or low-cost training in the continued professional development of investigators to ensure equitable and trauma-informed investigations for students. Professional development

will focus on priority areas such as investigating best practices, forensic interviewing methods, and emerging trends identified through case analysis and team reflection.

- Expand access to restorative measures to address student-to-student harm by training additional schools in informal resolution for school-based investigations.
- Continue to strive for the expansion of effective remedies to address the impact of sex-, bias-, or abuse-related harm for student complainants.
- Continue to strive for the expansion of effective interventions to address students reported to have and/or are found to have facilitated harm to ensure we maintain strides towards safer school communities with an emphasis on belonging, accountability, and consent.
- Fund teacher training for 36 schools to implement OSP's K-12 Bystander Intervention Curriculum by August 2025 at their non-instructional rate.
- Provide stipends and dinner during programming nights for our Civil Rights Advisory Council students throughout the program to ensure students have a continued voice in bias-based harm prevention.
- Continue Civil Rights Scholars prevention programming that elevates student voice and positions students as key stakeholders in leading school climate and cultural change around sexual misconduct and bias-based behaviors. CPS will cover the programming costs, including bus transportation, lunch, and museum entry, for the three-week summer Civil Rights Scholars Program for 25 CPS high school students.
- Increase stakeholder engagement outside of policy development to ensure all facets of our work incorporates the experiences of students, staff, parents, and families.
- Contract with Blue Seat Studios to create engaging training content to support our federal, state, and local training mandates.
- Contract with Social Justice Impact Films for filming and editing live training videos to ensure compliance with federal, state, and local training mandates.

Student Support and Engagement

MISSION

The Office of Student Support and Engagement (OSSE) envisions a District in which every student, regardless of their personal circumstances or the barriers they face, has the ability to access programs and resources that prepare them for successful lives beyond high school. OSSE works to steer the systems, structures, and student supports necessary for driving student engagement as evidenced by students coming to school regularly, participating in learning and extracurricular activities, and benefiting from strong connections to their school.

MAJOR PROGRAMS

OSSE programs are designed to facilitate the District's commitment to student connectedness and well-being, ensuring that all students have access to safe and supportive learning environments. Through targeted resources, supports, and interventions, OSSE embodies the the District's emphasis on holistic student support and works to align resources to meet students' diverse needs, ultimately striving to provide equitable resources and ongoing support to schools and contribute to a system where every child has the tools, resources, and support they need to excel both in and out of the classroom.

- **Students in Temporary Living Situations (STLS):** The STLS team protects the educational rights of students experiencing homelessness. By actively assisting families and unaccompanied youth, addressing enrollment and attendance challenges, and providing essential supports like transportation, uniforms, supplies, fee waivers, and referrals to community services, the STLS team directly fosters the holistic development and well-being of these vulnerable students.
- **Student Engagement:** This department provides schools with the tools, resources, and funding to offer high-quality and high-interest programs that occur before school, after school, during weekends, and over breaks. This includes thousands of non-credit-bearing programs and citywide academic competitions that help students stay connected, improve their academic performance, discover new passions, and form positive relationships with adults and peers.
- **Transitions and Stabilization:** This department monitors and supports students who are transitioning back to neighborhood and Options schools after leaving Nancy B. Jefferson Alternative School (NBJ) or having an extended absence for another reason. It provides a breadth of services to ensure students are sustainably reconnected with their learning communities. This includes student outreach call centers, reconnection advocacy, restorative re-entry, and referrals to other Tier III intervention supports inside or outside of school that are appropriate for students with a pattern of chronic truancy.
- **Attendance and Enrollment:** This department aligns and unifies the District's efforts toward understanding and addressing enrollment practices, student attendance, and subsequent absenteeism for grades pre-k through 12 through the Multi-Tiered System of Supports (MTSS) lens. It provides cross-departmentally created tools, training, and resources for schools and networks to utilize as they implement enrollment policy and apply the MTSS lens to their strategic efforts to reduce chronic absenteeism.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 10,869,063	$ 18,770,521	$ 14,296,694	$ 16,288,623
Title Funds	$ 7,912,903	$ 11,181,767	$ 8,729,699	$ 8,336,264
Other Grant Funds	$ 41,533,611	$ 19,395,033	$ 26,381,468	$ 15,423,535
Total Department	**$ 60,315,577**	**$ 49,347,321**	**$ 49,940,860**	**$ 40,048,422**
Budgeted at Schools	$ 6,731,331	$ 5,502,582	$ 8,502,582	$ 5,434,322
Grand Total	**$ 67,046,908**	**$ 54,849,903**	**$ 57,849,903**	**$ 45,482,744**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
Local Funds	21.3	21.3	18.0
Title Funds	10.0	10.0	10.0
Other Grant Funds	33.8	33.8	27.0
Total Department	**65.0**	**65.0**	**55.0**
Budgeted at Schools	62.0	62.0	58.0
Grand Total	**127.0**	**127.0**	**115.0**

MAJOR ACCOMPLISHMENTS in FY2025

In FY2025, our Office enhanced collaboration and innovation. Our initiatives strengthened core educational practices and expanded crucial support systems, setting a robust trajectory for the future.

- Equipped Juvenile Justice and SOAR teams with real-time dashboards, transforming how they monitor student engagement and outcomes. This dynamic insight facilitated timely data review, analysis, and collaborative course correction in quarterly sessions, ensuring programs remained on target.
- The SOAR program dramatically increased its reach, supporting nearly 1,000 students in SY25, a substantial leap from SY24. This expansion was driven by strategic program revitalization and robust school collaborations. Program elements, including specialist caseloads, credit recovery, and workshop design, were re-imagined to provide more agile and foundational assistance for students navigating school re-engagement or transitions.
- District-wide OST participation reached 35.6 percent (approximately 80,000 students), including 32 percent of high-priority students, propelling us closer to our 50 percent by 2029 goal. The academic competitions team saw increased student engagement, reaching over 108,000 students through diverse offerings and a career readiness program that supported 125 high schoolers.

- Streamlined the distribution of over one million student transit cards and 67,000 7-day/PACE cards by expanding our team and refining protocols, significantly easing transportation barriers for families.
- Oversaw a pilot program that ensured more than 1,300 students had access to cellular devices, providing critical communication for unaccompanied homeless youth.
- Contributed to a notable increase in STLS student attendance, outpacing non-STLS student gains amidst a national focus on chronic absenteeism. This effort was supported by new analytical tools for schools to identify and monitor student attendance, and expanded training on effective attendance strategies.

KEY BUDGET INITIATIVES for FY2026

Our forthcoming initiatives in FY2026 are designed to build upon these successes, fostering greater equity, access, and operational excellence across all programs and student supports.

- Launch an updated OST funding model, guided by the Opportunity Index and aligned with the District's new discretionary fund framework, to ensure more equitable resource allocation across schools.
- Expand the implementation of the OST Program Quality Framework, providing targeted coaching and supports to elevate student experience and quality consistency. Fiscal accountability will be strengthened through refined overspending review and monitoring processes for both OST and academic competitions.
- Intensify efforts to ensure equitable access to high-quality OST programs through refined data tracking, expanded site visits, and actively incorporating student voice. Expand High School Connection programming this summer through our partnership, aiming for increased enrollment.
- Transition to digital documentation for STLS initiation, allowing for richer data capture. All mid-year training for STLS personnel will transition to a streamlined platform, and the Branching Minds platform will be launched for STLS advocates to enhance action plan completion and monitoring.
- Launch a Ventra Card pilot program with advocate high schools, with district-wide expansion anticipated. This program focuses on reloadable transit cards integrated with existing student data.
- Aim for a 1.5 percent reduction in district-wide chronic absence in SY26, with a specific focus on a four percent decrease for seniors through systemic alignment with state rules. Enhance student and family outreach through early warning systems, consistent tracking protocols, and a new district-wide website on attendance resources.
- Aim to improve student projection accuracy for 8th to 9th grade transitions and reduce unverified transfers through targeted school support, rigorous review of pending entries, and summer family outreach. Schools will receive training, data audits, and ongoing support to ensure accurate coding of all student withdrawals.

Sustainable Community Schools

MISSION

The Office of Sustainable Community Schools (OSCS) prioritizes shared leadership where families, students, school staff, and community members are empowered and equipped to be decision makers, transform their local school communities, and foster collective well-being.

OSCS is centered on:

- **Prioritizing Historically Disinvested Communities**: OSCS centers community wisdom and educational justice while distributing resources to promote equity and ensure schools become neighborhood anchors.
- **Community Strengths and Partnerships**: OSCS intentionally partners with community organizations, staff, students, and families to uplift student and community voices and enrich educational experiences.
- **Cohort-Based Learning:** OSCS operates as a cohort model, fostering collaboration by cultivating professional learning communities and coaching opportunities for staff.

MAJOR PROGRAMS

OSCS manages one of the largest community school systems in the nation, supporting 14,250 students and 4,785 family members through a variety of funding with targeted and school-specific programming. This system consists of the following community school models:

- **Sustainable Community Schools (SCS):** There are 36 SCS funded with $18 million yearly, as established in the Chicago Teachers Union (CTU) collective bargaining agreement (CBA).
- **Full Service Community Schools (FSCS):** Seven FSCS are funded by $2 million in federal grants.
- **21st Century Community Learning Centers (21CCLC):** 56 District-managed 21CCLCs are funded by $7.962 million as part of the Community Schools Initiative (CSI).
- **CSIx:** Additionally, there are 56 District schools implementing the CSI model where CPS is co-applicant and an external organization is the fiscal agent/grantee directly implementing programs.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ -	$ 9,090,269	$ 9,090,269	$ 8,308,429
Title Funds	$ -	$999,022	$999,022	$ 785,618
Other Grant Funds	$ -	$ 10,311,157	$ 10,311,157	$ 10,200,005
Total Department	**$ -**	**$ 20,400,448**	**$ 20,400,448**	**$ 19,294,051**
Budgeted at Schools	$ -	$ 2,903,493	$ 2,903,493	$ 2,767,958
Grand Total	**$ -**	**$ 23,303,941**	**$ 23,303,941**	**$ 22,062,009**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions

General Funds	8.0	8.0	12.0
Title Funds	10.0	10.0	8.0
Other Grant Funds	3.0	3.0	1.0
Total Department	**21.0**	**21.0**	**21.0**
Budgeted at Schools	38.5	36.0	31.5
Grand Total	**59.5**	**57.0**	**52.5**

MAJOR ACCOMPLISHMENTS in FY2025

- Engaged more than 14,250 students and 4,785 adults in before- and after-school programs.
- Held quarterly OSCS Collaborative Meetings that brought together a variety of CPS departments working together to determine how to align and streamline work rooted in SCS pillars and principles.
- Implemented a new FSCS award in two schools, expanding programming and services to a new population of students and families.
- Acquired three new 21CCLC grants, which allowed us to continue implementing the community schools model in 12 schools.
- Delivered coaching and training to schools on integrating Leadership Teams into their existing structures with the goal of fostering collaboration among parents, students, teachers, and community partners. This approach enhanced shared decision-making and amplified parent and student voices within the school community
- Developed a student engagement dosage indicator used across all community schools' funding sources and models to measure the attendance and chronic absenteeism rates for students.
    - Students engaged in community schools programs have a chronic absenteeism rate that is 17 percent lower than that of students who are not engaged.
    - Students engaged in community schools programs have an average attendance rate that is 5 percent higher than students not engaged across all models.

KEY BUDGET INITIATIVES for FY2026

- Leverage a new $8 million investment to increase the number of SCS from 20 to 36, as aligned with the CTU's CBA.
- Continuously seek additional grant opportunities to expand resources in schools, including submitting applications for the new 21CCLC grant proposal for FY2026.
- Streamline the evaluation of community schools implementation across all models to create a baseline of engagement indicators for students.

Talent

MISSION

The Talent Office supports and empowers employees through all stages of their Chicago Public Schools (CPS) careers, with the understanding that the department's success enables employees to better serve the students of Chicago. In this work, the department prioritizes building new teacher talent pipelines to ensure all students have access to diverse, quality educators; empowering principals and managers with effective talent management tools; and promoting excellence with clear expectations, accountability, and recognition for employees.

MAJOR PROGRAMS

- **Teach Chicago:** Develops, recruits, retains, and empowers educators through initiatives such as sustaining teacher residency programs; developing new career pathways into teaching for CPS graduates; providing intensive talent management support for Opportunity Schools, some of the district's hardest-to-staff schools; and passionately recruiting teachers, nurses, social workers, and counselors to serve Chicago's students.
- **Educator Effectiveness:** Leads the design, implementation, and continuous improvement of performance management systems for all CPS employees, including REACH, Principal/AP Evaluation, RISE, and ESP/PSRP evaluation. We manage data for all aspects of district evaluation systems, ensuring systems are grounded in clarity, equity, and instructional/professional growth. We provide training, tools, and direct operational support to school-based and central office stakeholders and leaders, shifting the focus from compliance to employee development. Our team provides programming and policies that integrate seamlessly with performance-management protocols, ensuring expertise is recognized, developed, and leveraged at every level of the organization.
- **Human Resources (HR) Operations:** Our HR Operations team is committed to continuously improving the systems and services that support our workforce. We manage core functions, including employee records, substitute services, and our call center, while overseeing staffing services that process tens of thousands of staffing records adjustments annually. Our team also ensures compliance with state and federal employment laws and regulations. We focus on enhancing efficiency and transparency in the onboarding process so new employees, teachers, hiring managers, and school leaders can stay focused on supporting instruction. In addition, we maintain the Safe Schools training platform to deliver consistent safety and compliance training across the district.
- **HR Business Partners (HRBP):** Serves as the primary point of contact for their portfolio of clients and plays a critical role in supporting strategic priorities and operational functions in the following areas: employee relations, discipline counseling, performance and talent management, workforce planning, and department/school organizational design. Another key focus is providing key stakeholders with critical feedback to help streamline and develop more efficient and effective processes. The core focus of this team is partnership and advocacy, timely follow-through, consultative and solution-oriented support, and training.
- **Health, Benefits, Wellness, Leaves, and Disability Management:** Supports and empowers employees throughout every stage of their career journey at Chicago Public Schools (CPS), with

the understanding that the department's success enables employees to better serve Chicago's students. The department is responsible for the administration of health, leave, and disability benefits, wellness programs, and all employment-related insurance for all district staff. In this work, the healthcare and benefits department offers comprehensive health and wellness programs and resources to equip employees to achieve their best holistic health. We are committed to fostering an environment where everyone is equipped to reach their highest potential. The department elevates holistic wellness by driving education, engagement, and participation in our employer-sponsored health and wellness programs. By equipping our employees with the tools to prioritize their well-being, we're fostering a more productive, engaged, and thriving workforce and community.

- **Lead with CPS:** Provides high-quality training and professional development for employees across the district and ensures that our employees have opportunities to develop and advance in their careers while serving Chicago's students. For our teachers, there are four formal teacher leadership pathway roles that elevate and retain highly effective teachers in high-need schools based on CPS' opportunity index. For central and network office staff, we commit to providing training, cohorts, and mentorship for all employees. The Lead with CPS platform provides a global development strategy for teachers, school leaders, and central and network office employees.
- **Compensation and Organizational Design:** Develops and oversees equitable and transparent compensation programs that are designed to attract, retain, and reward employees across the district. Provides organizational design guidance and support to district leadership to ensure structures align with strategic priorities, promote effectiveness, and reflect the district's commitment to equity and transparency.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 51,290,65	$ 51,290,65	$ 48,928,846	$ 46,261,215
School Generated Funds	$ 449,146	$ 243,151	$ 758,806	$ 132,339
Title Funds	$ 5,453,410	$ 12,948,570	$ 8,980,046	$ 9,816,606
Other Grant Funds	$ 11,070,109	$ 7,983,663	$ 12,588,530	$ 6,391,797
ESSER Funds	$ 20,489,446	$ -	$ -	$ -
Total Department	**$ 88,752,763**	**$ 72,919,182**	**$ 71,256,228**	**$ 62,601,957**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	175.0	311.0	147.0
School Generated Funds	2.0	2.0	1.0
Title Funds	13.0	14.0	67.0
Other Grant Funds	214.0	208.0	104.0

Total Department	**404.0**	**535.0**	**319.0**

MAJOR ACCOMPLISHMENTS in FY2025

- As of June 24, 2025, 114 CPS graduates enrolled in the upcoming cohort for the Teach Chicago Tomorrow program, surpassing the goal of 100. Expanded four-year Institution of Higher Education (IHE) offerings to account for this increase, with 75 percent attending a four-year institution.
- Achieved a pre-service-to-lead teaching conversion rate of over 70% for P-STEP participants in comparison to the historical 30-40% amongst traditional student teachers.
- Expanded the Teacher Residency Program by 7 percent for the 2024-25 school year, training nearly 206 resident teachers, 138 of whom will be endorsed to teach Special Education. Recruited 158 resident teachers for the 2025-2026 school year.
- Launched and expanded a new Lead With CPS strategy for teachers and central staff. For central, one in three employees has engaged in professional development. In SY2025, nearly 600 staff have engaged in 58 development opportunities at least once. 76 percent of whom are staff of color. Those who engaged had a four (4) percentage points higher retention rate from 2023-24 (94 percent versus 90 percent). For teachers, we further formalized the central teacher leadership pathway for Teachers Lead Chicago (TLC). 1,100+ TLC teachers and leaders in over 400 schools. Black and Latinx TLC teacher leaders were retained at 6 percent hire rates compared to teachers in comparable high-need schools. Teachers with a new teacher mentor had a 2 percent higher retention rate compared to the district's overall rate. New teachers opting into year two of mentorship were retained at their school at 16.7 percent higher than those who did not.
- Developed a three-tiered communications plan to communicate REACH teacher evaluation data across the organization. Compliance data is updated on a biweekly basis, allowing district and school leaders to have meaningful conversations to prioritize completion of evaluations in a manner that is consistent with best practices outlined in the collective bargaining agreement.
- Provided a series of four training sessions to Network Chiefs and Deputies to improve the quality of the evaluation experience for Principals and Assistant Principals. This resulted in 100 percent of principals and over 90 percent of APs receiving an evaluation. Survey data from participants indicated a high degree of satisfaction with the training, and plans are in place to continue collaboration with the Office of Network Support in SY26.
- Facilitated a series of focus groups that reached over 75 central office senior leaders, focused on making improvements to the RISE performance management process. As a result, updates to RISE competencies and rubrics will be rolled out during the summer of 2025, including a comprehensive training plan that will ensure all central office staff are trained on the new materials prior to the start of SY26.
- Utilized the second year of funding from the Department of Education's School-Based Mental Health Professionals Grant to hire over three dozen diverse counselors, social workers, and psychologists supporting students' mental health in school. We are building additional relationships with university partners to attract talent starting from a practicum and intern level, to then retain those individuals as full-time hires.
- Increased participation and engagement in the Be Well program. Hosted over 1,000 attendees for wellness webinars and over 9,000 enrollments in wellness programs. Collaborated across CPS

departments to promote and embed Be Well in existing initiatives while equipping departments to increase awareness of Be Well and align program outcomes. This resulted in five collaborative events across departments, 401 wellness champions engagement, and an increase in the average Be Well newsletter open rates of 48 percent.

- Enhanced benefits under the medical and dental plans allow members to receive preventive care with no out-of-pocket costs. Included orthodontics coverage for all members. Increased coverage for fertility, hearing aid, and weight management procedures. Added neoplasm medical equipment, increased therapy sessions for occupational therapy, physical therapy, and speech-language pathology, and extended GLP-1 pharmacy benefits for eligible members.
- Expanded paid time off for religious holidays for all staff, and implemented sick leave carryover for non-union staff. Extended leave and supplemental job protection for Paraprofessional and School-Related Personnel (PSRPs) under the new CTU agreement.
- Implemented merit pay for central office staff, aligned with employee performance. Provided increased training and process improvements to the RISE performance management process for central office staff. Live webinars were viewed by over 1,000 central office staff, and virtual/live training was provided to over 150 managers.

KEY BUDGET INITIATIVES for FY2026

- Play a critical role in recruiting, selecting, training, and developing the high-quality and diverse talent needed district-wide to support operational and academic teams, in addition to hiring more than 800 new school-based staff, reflecting the diversity of our student populations.
- Sustain recruitment efforts by bringing in 158 teacher residents for the 2025-26 school year across critical subject areas where the district has an insufficient supply of teachers: special education, bilingual education, early childhood education, middle school math and science, arts education (dance and theater), and physical education.
- Support the incoming cohort of Teach Chicago Tomorrow scholars across programs as they enter their first year as college students, as well as work with second-year City College scholars to ensure matriculation to 4-year institutions to complete their program, including coordination with university partners.
- Support scholars in their freshman through senior years to ensure that they effectively complete field experience, student teaching, and licensure exams to secure their teaching endorsement(s) for timely hire as teachers of record.
- Sharpen our straight to 4-year college program model, which now enrolls more than 70% of each cohort each year, and re-establish a wraparound service provider partnership to ensure smooth and effective academic counseling and professional coaching to retain scholars through program completion.
- Partner with the Office of College and Career Success (OCCS) to ensure that the Teach Chicago Tomorrow toolkit provides a valuable post-secondary planning resource for the approximately 2,000 CPS seniors considering an education career. Also, launch an expanded Education-based dual-enrollment program path with Triton College that clarifies college and career mapping into the field of education for students as early as sophomore year in high school.
- Additionally, recruit the next cohort of students to enroll in the Teach Chicago Tomorrow program.

- Launch Sharecare, a comprehensive digital health and wellness platform that helps employees make informed decisions and use their benefits wisely, ensuring they access the most appropriate care and avoid unneeded or high-cost services. The solution provides a personalized experience that combines the CPS-sponsored health benefits and the Be Well program with simplified benefits navigation, built-in digital therapeutics, and live family advocacy, empowering employees to make informed, healthy choices.
- Implement employee rewards to incentivize active participation and engagement, aiming to support positive and healthy lifestyle changes and drive long-term cost savings. The proactive and incentivized engagement with employees through the Sharecare platform and other engagement activities aims to reduce healthcare expenses, minimize absenteeism, and boost productivity. Allocating incentives and rewards to this program is essential to maximize the value of our benefits and create a healthier, more resilient workforce.
- Partner with the Office of Students with Disabilities and the Office of Student Health and Wellness to coordinate federal grant funding that broadens recruitment programming and access to professional development programs for mental health professionals. The district will also continue to invest in pipeline expansions for clinicians and targeted recruitment for high-need positions while creating a robust mental health professional development framework.
- Continue to implement and increase the impact of Teachers Lead Chicago (TLC) four formal teacher leadership pathway roles: Resident Mentor, School-Based New Teacher mentor, Instructional Team Coach, and Lead Coach. Maintain at least 1,000 teachers serving in TLC roles in the highest-need schools to grow highly effective teacher retention and quality.
- Partner with Procurement, Information and Technology Services, and Finance in implementing Program BRIDGE: Enterprise Resource Planning (ERP) Modernization Program.
- Implementation of the New Collective Bargaining Agreement (CBA) with CTU: Educator Effectiveness will develop and deliver comprehensive training modules for educators and school leaders to ensure full understanding and compliance with the terms of the new CBA. This initiative will focus on clear communication, equitable implementation, and ongoing support to ensure a smooth transition.
- Central Office (CO) Performance Management Enhancements: Educator Effectiveness will launch newly developed performance management protocols for Central Office staff, accompanied by tailored training to facilitate understanding and adoption across departments. The goal is to increase accountability, align CO personnel with organizational goals, and promote professional growth for all CO personnel.

Teaching and Learning

MISSION

The Office of Teaching and Learning's mission is to strengthen the Instructional Core and ensure the conditions are in place to create rigorous, joyful, and equitable learning experiences for all students.

MAJOR PROGRAMS

- **Arts Education:** Strives to provide every CPS student with a high-quality arts education by creating conditions at the classroom, school, District, and state level that allow the arts to grow and flourish**.** This department oversees The Creative Schools Fund grants to support arts partnerships and programs, make arts facilities and equipment updates, and increase access to the arts in schools. This department also supports partnerships with over 600 arts organizations that are providing arts programming in schools across the District.
- **Student Assessment and Multi-tiered System of Support (MTSS):** Supports all school teams with designing and implementing balanced assessment systems and equity-based MTSS frameworks.
- **Science, Technology, Engineering, and Math (STEM):** Supports high-quality, innovative STEM learning experiences for students, professional development for STEM teachers, and whole-school integrated STEM programming across the District. This department's mission is that all schools will be STEM-ready and all students will be STEM-powered.
    - **Computer Science (CS):** Strives to maximize every student's innate potential through a CS education defined by equity, empowerment, and opportunity.
        - **Elementary School:** Ensures all students have equitable access to CS in elementary school through a system of school pathways, training, development, and curriculum.
        - **High School:** Focuses on supporting all high schools in meeting the CS graduation requirement and increasing access to advanced and accelerated CS opportunities. Areas of focus include: postsecondary success, Black student success, and rightful presence of students with disabilities.
    - **Science:** Empowers students to engage in meaningful science learning experiences that prepare them for success in college, career, and civic life; support the development of science toward discovery and social good; solve core planetary challenges; and contribute to the cultivation of just, sustainable, and thriving communities.
    - **Math:** Implements high-quality curriculum that encourages students to explore and grow their identities as math-doers, problem-solvers, and sense-makers. Provides professional learning opportunities that help educators internalize the curriculum; provide access to grade-level content; and explore ways to notice, interpret, and empower the student experience.
- **Professional Learning**: Supports multiple teacher leadership, teacher mentoring, teacher development, and professional development initiatives across CPS, including distributed leadership and new teacher induction and mentoring.
- **Student Voice and Engagement:** Works to ensure all aspects of schooling in CPS are inclusive of

and responsive to the lived experiences of students, includes young people as key stakeholders in making decisions that impact them, and strengthens youth-adult partnership across the District.

- **Humanities:**
    - **Literacy:** Works to ensure that all CPS students have equitable access to opportunities to develop advanced literacy skills, preparing them to thrive in school and beyond. Equips schools and educators with the resources and professional development necessary to access and implement high-quality, comprehensive, and equitable English Language Arts (ELA) curriculum. Expands and enriches learning opportunities through community partnerships and engages families as partners in joyful literacy learning.
    - **Social Science:** Provides high-quality, inquiry-driven curriculum that helps students build the skills, knowledge, and habits necessary to effectively participate in social, political, and economic life. Builds educator and leadership capacity, provides resources, and refines District policies to create anti-racist and engaging social science classrooms that honor students' lived experiences and positions them as powerful civic actors.
- **Health and Physical Education:** Supports schools in providing high-quality health and physical education programs so that students acquire the skills and knowledge to become healthy and physically literate individuals. Ensures that all students have equitable access to high-quality, standards-based instruction that aims to promote lifelong health, safety, and personal success, ultimately leading to postsecondary opportunities.
- **Curriculum, Instruction, and Digital Learning (CIDL):** Leverages community assets and culturally diverse resources to create an inclusive curriculum that reflects student voices, removes barriers, and prepares learners for postsecondary success. Uses authentic engagement and strong partnerships to provide teachers with the resources and support to deliver personalized, impactful learning experiences.
    - **Curriculum Development:** Develops and revises comprehensive PK–12 Skyline curriculum in ELA, artes del lenguaje del español (Spanish language arts), math, science, social science, world language, visual arts, physical education, and health education.
    - **Digital Learning Environment and GenAI:** Further develops the functionality and usability of the District's digital learning environment, including the Skyline curriculum and the integration of GenAI capabilities.
    - **Supplemental Resources:** Maintains the District's Educational Technology Catalog.
    - **School Librarians:** Supports school librarians and libraries and supports a pipeline of new school librarians in partnership with University of Illinois.
- **Advanced Learning and Specialty Programs (ALSP):** Oversees the implementation of Advanced Placement (AP), Gifted, International Baccalaureate (IB), Magnet, and Personalized Learning programs across CPS. Empowers learners to be successful and positive contributors in their school communities, postsecondary pathways, and life. Through programmatic support and collaborative partnerships, provides equitable access to high-quality, student-centered programs that develop the interests, strengths, and talents of our learners.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$ 51,258,292	$ 88,823,702	$ 76,992,204	$ 91,992,686
Title Funds	$ 30,567,080	$ 44,421,897	$ 55,039,617	$ 24,710,785
Other Grant Funds	$ 4,104,324	$ 8,507,580	$ 7,401,273	$ 12,498,990
ESSER Funds	$ 49,649,849	$ -	$ -	$ -
Total Department	**$ 135,579,545**	**$ 141,753,179**	**$ 139,433,094**	**$ 129,202,461**
Budgeted at Schools	$ 87,476,017	$ 33,414,934*	$ 37,102,220	$ 35,235,589
Grand Total	**$ 223,055,562**	**$ 175,168,113**	**$ 176,535,314**	**$ 164,438,050**

Note: FY25 School Based FTE reallocated via new school funding model

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
Local Funds	158.0	164.7	163.0
Title Funds	97.0	98.4	93.0
Other Grant Funds	17.0	9.0	7.0
Total Department	**272.0**	**272.0**	**263.0**
Budgeted at Schools	269.0	269.0	266.0
Grand Total	**541.0**	**541.0**	**529.0**

MAJOR ACCOMPLISHMENTS in FY2025

- **Arts Education Professional Learning:** Significantly increased professional learning (PL) opportunities in arts education by 220 percent and unique educator engagement by 43 percent. Our expanded Arts Teacher Leader cohort actively contributed to PL planning, and over 90 percent of attendees reported that they were satisfied with the PL offerings. The PL team also provided extensive individualized support (70+ school visits, 50+ office hours), contributed to key District initiatives such as the Arts Skyline curriculum development and the Arts Education Plan 2.0 launch, and served on many committees and working groups to advance arts education across the District.
- **STEM Curriculum-Based Professional Learning:** Provided 142 Skyline math or science curriculum-based professional learning sessions, which supported all networks and resulted in 1,565 unique attendees and 3,545 total session attendees.
- **Student Assessment and MTSS:** Completed more than 17,000 professional learning engagements designed to help school teams implement balanced assessment systems and an equity-based MTSS framework aligned to the CIDT practice indicators.
- **Professional Learning:**
    - **Skyline:** Provided strategic leadership to more than 80 Skyline professional learning designers/facilitators who provided professional learning support to more than 3,752 educators in more than 10,914 interactions.

- **Instructional Support Collaborative (ISC):** Planned and facilitated ISC, a shared learning and collaboration space that engaged more than 298 school-facing central office and network leaders in calibrating around District priorities.
- **Instructional Leadership Team Institute (ILTI)**
  - Led Districtwide learning for all ILT members, focused on building and implementing School-Based Professional Learning Plans aligned to schools' CIWPs, effective instruction, and CPS' five-year strategic plan.
  - Developed network capacity to lead sessions on developing the conditions for effective ILTs and creating structures to support the application of the targeted strategies towards effective instruction.
- **Distributed Leadership:**
  - Directly impacted 344 teacher leaders who are furthest from opportunity by providing:
    - Twice-monthly Professional Learning Communities and intensive 1:1 job-embedded coaching
    - Coaching and consulting with school leaders on the systemic structures and conditions that support distributed leadership
  - Developed a comprehensive Teacher Leadership Framework that is designed to empower every teacher leader to drive meaningful work, help their colleagues close achievement gaps, and improve student outcomes.
- **New Teacher Induction**
  - Provided five-day New Teacher Orientation for all new CPS teachers with sessions grounded in best practices from Tina H. Boogren's *Supporting Beginning Teachers,* the CPS Framework for Teaching, and the CPS Equity Framework. This orientation included a new session titled *Understanding the Impact of Structural Racism on CPS* and brought facilitators from across the District to lead new teachers through the content. In addition to this annual orientation, provided two off-season, abbreviated orientations for late hires and those unable to attend in August.
  - Revised new teacher summer learning opportunities by grounding them in the CPS New Teacher Development Areas (e.g., Framework for Teaching Domain 1, Domain 2, Domain 4), the Instructional Core, and Learning Conditions.
  - Developed more than 970 induction teacher leaders across CPS through differentiated professional learning aligned to focus on components from the Induction Teacher Leader Framework, as well as provide targeted small group and one-to-one coaching following a coaching cycle. These induction teacher leaders included school-based new teacher mentors, District-based new teacher mentors, cooperating teachers, Pre-Service Teaching Equity Project (PStep) cooperating teachers, and resident mentors.

- **Literacy:**
  - Expanded adoption and implementation support for Skyline ELA to more than 70 percent of CPS schools, meaning more students now have access to effective and rigorous literacy instruction.

    - Piloted *Skyline Foundational Skills Aligned Intervention* in 41 schools for Tier 2 Intervention in order to increase equitable literacy outcomes.
    - Increased access to high-quality, culturally responsive resources (including teacher print kits, decodable text sets, and student application books) to 100 percent of Skyline ELA, Skyline ALE, and Skyline Foundational Skills adopting schools.
- **Social Science:** Offered professional learning sessions to 1,043 attendees total as of June 2025. We've also provided learning, guidance, and feedback to various District stakeholders in our efforts to support shifting teacher practice towards the CPS Instructional Core and the IL Social Science standards.
- **Physical Education and Health:** Developed a comprehensive curriculum across physical education, health, aquatics, and driver's education. A complete scope and sequence is now in place for grades pre-k through 8, ensuring a cohesive and developmentally appropriate learning experience for all students. In partnership with the CIDL team, a comprehensive vision has been developed for a PK-12 health and physical education curriculum over the next two years. Additionally, established a new Health and Physical Education Leadership Team, which aims to develop instructional, technical, and adaptive capacity to support high-quality professional learning and curriculum development at scale.
- **CIDL:** Released the first iteration of the District's high-quality curriculum metric—as outlined in the CIDT policy—and supported school leaders and teacher leadership teams in updating their plans. Revised the instructional and assessment resources associated with all PK-12 Skyline courses to make them more accessible, rigorous, engaging, and supportive of all learners. Launched development of GenAI architecture for Skyline, which is designed to use AI-driven insights and analytics to enhance curriculum development processes and support teacher-driven differentiation, grading, and feedback.
- **ALSP:**
    - 2.8 percent increase in the number of AP exams.
    - 27 percent of all high school students take AP exams.
    - Observed high implementation of instructional shifts through AP Professional Learning Communities (PLCs):
        - 88 percent of AP teachers in the Foundations of Instructional Practices PLC implemented culturally responsive teaching practices, exceeding the 70 percent target.
        - 88 percent of AP teachers in the Project Based Learning (PBL) PLC designed and implemented a project-based unit, nearing the 90 percent implementation goal.
    - There are 29,417 K–12 students enrolled in 64 schools with 109 IB programs. That represents a 4.6 percent increase from SY24, with the largest increase being in students enrolling in Diploma Program courses (44 percent increase) and the Career-related Program (10 percent increase).
    - High implementation for cross-programmatic PLCs led by IB and AP Specialists:
        - 100 percent of participating IB Coordinators in the Facilitating Professional Learning PLC demonstrated growth in at least two areas of the facilitation rubric (planning, facilitation, evaluation). 80 percent showed growth in all three areas of the rubric, a strong indicator of comprehensive skill development.

- Received a five-year, $15 million Magnet Schools Assistance Program grant from the U.S. Department of Education in October 2024 to increase enrollment and diversity through the implementation of high-quality personalized learning programming at Avalon Park, Brunson, Kipling, and Logan Square elementaries.

KEY BUDGET INITIATIVES for FY2026

- **Department of Arts Education Professional Learning:** Focus on delivering joyful, rigorous, and equitable professional learning for arts teachers, leveraging our expanded capacity of teacher leaders through three summits, two additional Districtwide professional learning days in the style of "choose-your-own-adventure," leadership development, communities of practice, and ongoing school-based support.
- **Computer Science:** Support elementary schools in utilizing our framework and curriculum guide, select and support model pathways in two networks as well as any school that requests individual school support, and increase postsecondary success and Black student success in advanced CS programs such as AP, dual credit, and dual enrollment courses. Increase access to data science integrations.
- **Student Assessment and MTSS:** Ensure all school teams implement a balanced assessment system and generate valid, reliable, and robust evidence of student learning to inform instruction, programming, and resource allocation. Provide the tools, resources, guidance, and professional learning for educators to 1) implement, analyze, and respond to curriculum-embedded assessments and enact assessment for learning practices; and 2) implement an equity-based MTSS framework and any needed research-based academic interventions as part of this framework.
- **STEM:** Strengthen the Instructional Core with an emphasis on STEM Identity within the STEM disciplines, expand access to advanced/enriched STEM pathways, and advance belonging in STEM with STEM-powered tools, resources, and experiences for families.
- **Professional Learning:**
  - Provide induction professional learning and support—aligned to the CPS Induction Professional Learning Arc—for pre-service teachers through early career teachers, resulting in increased satisfaction and instructional effectiveness of participants.
  - Provide new-to-CPS teachers with effective school-based or District-based new teacher mentors, as outlined in the CPS New Teacher Induction and Mentoring Policy.
  - Provide differentiated and job-embedded professional learning for induction teacher leaders through foundational learning, forums, 1:1 coaching, and small group coaching experiences. These experiences will result in increased teacher leader practices as measured by the Induction Teacher Leader Framework.
- **Student Voice and Engagement:**
  - Expand Student Voice Committees (SVCs), train and develop school-based SVC facilitators to plan for and support high-quality SVC programming and curriculum implementation. There are currently about 200 SVCs across CPS elementary and high schools.
  - Organize Districtwide student voice convenings to advance student leadership and foster an empowered network of SVC members and student leaders.

- Coordinate student voice roundtables in partnership with the Board of Education and District leadership to inform policy development and implementation plans.
- Coordinate and support Cultivate, the District's official student voice survey; provide resources, guidance, and training for school teams, network leaders, and central office leaders on how to analyze and leverage data to improve the daily student experience.

- **Distributed and Supportive Leadership (DSL)**
  - **Direct School Support:** Continue providing twice-monthly Professional Learning Communities (PLCs) and intensive 1:1 job-embedded coaching directly to teachers and school leaders. Empower and support teachers by cultivating academically focused Instructional Leadership Teams, embedding Connective Coaching, and fostering collaboratively engaged teams.
  - **Scale CPS Best Practices and Continuous Improvement:** Continue driving meaningful instructional learning cycles and foster a cohesive understanding of school-based coaching ecosystems. Design and deliver Instructional Leadership Team Institutes for over 400 teams and lead the Teacher Leader Coaching Collaborative.
- **Literacy:**
  - Expand access to high-quality comprehensive ELA curriculum.
  - Strengthen K-12 Skyline ELA implementation support.
  - Complete Skyline ELA priority revision cycles.
  - Contribute to the exploration of an integrated PK-2 curriculum development plan.
  - Refine literacy-specific MTSS guidance and implementation/scheduling models.
  - Expand access to evidence-based, aligned interventions (such as Skyline FS AI, Wilson Just Words, and STARI).
  - Explore emerging technologies to enhance access to Tier 1 grade level content.
  - Develop middle grades and high school ELA course pathways guidance.
  - Anchor all literacy professional learning in a vision that prioritizes Black student success, multilingual pathways, and the rightful presence of students with disabilities at all levels.
- **Social Science:**
  - Iterate on our CPS Social Science Vision to improve communication and understanding of our department's curricular and instructional approach to supporting joyful, rigorous, and equitable social science classrooms across all stakeholders, especially families.
  - Iterate on District and school-based tools and materials that support shifts in teacher practice aligned to the CPS Social Science Culturally Responsive Inquiry Arc Framework. Meaningfully integrate those shifts into professional learning sessions to support teachers', schools', and district leaders' understanding of effective social science instruction.
- **Physical Education and Health:**
  - Develop two new career and technical education (CTE) pathways within the Driver's Education Division and the Physical Education Department.
  - Purchase 100 licenses to enable student participation in the Illinois High School Association (IHSA) Student Official Program, promoting leadership and officiating experience.

- Hire Water Safety Instructor (WSI) and Lifeguard (LG) certified staff to lead all certification and re-certification programs.

- **CIDL:**
  - Release the second iteration of the District's high-quality curriculum metric—as outlined in the CIDT policy—and work with school leaders and teachers to provide additional guidance for teacher-created resources
  - With input from teachers, students, and other stakeholders, revise the instructional and assessment resources associated with all PK-12 Skyline courses to make them more accessible, rigorous, engaging, and supportive of all learners.
  - With input from teachers, students, and other stakeholders, add new functionality and new development features to the digital learning environment—the enterprise-level platforms that centrally host Skyline's comprehensive suite of instructional and assessment resources—to make using Skyline easier and more intuitive.
  - Provide schools with the classroom materials associated with the digital curriculum.
  - Develop additional units for Skyline visual arts courses and additional resources for physical education and health education courses.
  - Support school librarians with professional learning and continue to build a pipeline of local librarian candidates through the CPS Librarian Cohort.
  - Continue to develop and launch a pilot of GenAI architecture for Skyline.
  - Release Educational Technology Catalog 2.0
- **Advanced Learning and Specialty Programs:**
  - Continue to provide AP Summer Institute training for teachers through District-hosted and local vendors to meet College Board requirements and recommendations.
  - Continue to provide District-hosted IB training for teachers and school leaders to meet the IB Organization's requirements and recommendations.
  - Maintain our partnership with Equal Opportunity Schools (EOS) and strategize on ways to support equity work through District support using EOS tools.
  - Targeted expansion and implementation of AP courses like AP Seminar English 10, Seminar, Research, African American Studies, Computer Science Principles, and more.

Transportation

MISSION

The mission of the Office of Student Transportation Services is to improve student achievement by providing safe and timely transportation for all eligible students in accordance with federal, state, and local laws, as well as city ordinances and Chicago Board of Education policies and procedures.

MAJOR PROGRAMS

- **Transportation for Students with Disabilities:** Provides transportation from home to school for more than 14,000 students with special needs and more than 500 students with specific medical needs through approximately 1,200 routes provided by 20 vendors. Additional services based on the individual needs of students may include a bus aide, nurse, lift-equipped vehicle for wheelchairs, an air-conditioned vehicle, car seat, and harness or restraint system.
- **Option for Knowledge Transportation:** Provides access to a variety of programs (including magnet academic centers, gifted programs, and classical schools) through hub sites for approximately 2,300 K–8 students on approximately 270 routes. Transportation is often based on living one-and-a-half to six miles from school.
- **Non-Traditional Transportation:** Serves students in temporary living situations, students in foster care, students living in Chicago but attending other school districts, students attending schools as exercised under federal school choice policies, and students attending two alternative safe schools.
- **Bus Aides:** Centrally staff and manage bus aides for 14,000 students with Individualized Education Programs (IEPs) who require a transportation aide.
- **Bus Monitors:** Centrally staff bus monitors who oversee general education students at hub sites.

BUDGET SUMMARY

	2024 Actual Expenses	2025 Approved Budget	2025 Ending Budget	2026 Proposed Budget
General Funds	$194,164,901	$139,774,116	$202,333,084	$204,167,231
Other Grant Funds	$145,055	$-	$427,326	$-
Total Department	**$194,309,956**	**$139,774,116**	**$202,760,410**	**$204,167,231**

POSITION SUMMARY

	2025 Budgeted Positions	2025 Ending Positions	2026 Proposed Positions
General Funds	758.0	758.0	719.0
Total Department	**758.0**	**758.0**	**719.0**

MAJOR ACCOMPLISHMENTS in FY2025

- Optimized use of CPS and non-public routes, transporting 82 percent of students who require transportation despite a significant bus driver shortage.
- Increased student routing by 14 percent compared to the 2023–24 school year.

- Reduced the amount of families participating in the financial incentive program to 2.7 percent.
- Partnered with the Secretary of State's office to expand CDL testing accessibility in the Chicagoland area. This included securing more testing times, offering tests in additional languages, and introducing the "under the hood" waiver.
- Introduced two phases of hub stops, significantly expanding transportation access for over 2,000 general education students.
- Migrated from Edulog NT to the new ATHENA routing software, which will improve transportation vendor route assignment.

KEY BUDGET INITIATIVES for FY2026

- Leverage updated routing technology to increase the percentage of shared routes between schools.
- Identify more schools to shift bell times to optimize additional routes for better seat utilization and increased capacity.
- Identify an external vendor to assist with vendor management and billing.

The FY2026 budget for Chicago Public Schools (CPS) includes a capital budget totaling $555.9 million of investments that will focus on priority facilities needs at neighborhood schools, mechanical systems that control the indoor environment and air quality of our schools, building envelope improvements for roofing systems, ADA accessibility, restroom modernizations, student recreation and athletic improvements, site improvements, and continued expansion of technology upgrades and other academic priorities. To support schools throughout the city, the FY2026 capital plan provides funding in five main areas: critical facility needs, interior improvements, programmatic investments, site improvements, and IT upgrades.

CPS will continue to invest in energy efficiency measures, including the replacement of existing equipment with energy-efficient equipment, replacement of steam heating systems with hydronic systems, lighting controls, replacement or addition of Building Automation Systems (BAS) for more efficient systems operations, heat pumps, replacement of existing roof-mounted equipment with energy-efficient equipment, improved roof reflectance and energy efficiency resulting from a water and airtight roofing envelope system, which we can build on to further invest in energy savings through clean energy investments.

CPS is committed to promoting equitable access to high-quality school environments, and equity served as the foundation for the FY2026 capital plan. The District's Equity Office played an important role in developing the FY2026 capital proposal by ensuring that resources are distributed fairly and equitably across CPS schools, allowing all students to share in the District's record-setting progress. In addition, the FY2026 capital budget planning process included several enhancements, most notably around transparency and community outreach.

Community feedback requested more transparency in the prioritization process for Capital projects. In April, CPS held three virtual and two in-person meetings to engage communities in discussing capital priorities for the FY26 capital plan. These sessions, led by the CPS Capital Department, Office of Equity, and Office of Family and Community Engagement (FACE), offered insights into the capital planning process and helped prioritize critical needs. We received over 5,000 survey responses during the capital plan development process. The high number of critical facility needs identified by the Educational Facilities Master Plan (EFMP) is reflected in the proposed Capital budget, which allocates funds across various categories.

The CPS facility portfolio includes 522 campuses and 803 buildings. Our average facility age is over 85 years old, and the total CPS immediate critical facility need is nearly $4 billion. Since FY2017, CPS has invested over $3 billion in capital improvements across the District. These projects include major renovations to ensure our schools remain warm and dry, facility construction to relieve overcrowding, security cameras to provide a safer environment for our children, and renovations to aid programmatic enhancements, among others. Additionally, CPS is continuing to invest in ADA upgrades to ensure all CPS campuses are more accessible.

We have several buildings that are underutilized and a few overcrowded buildings. Based on public feedback, space efficiency is a budget category that was first introduced in the FY25 capital plan and is also proposed in the FY26 capital plan. The Capital team will continue to develop deep dives into the buildings' portfolio to (a) Determine if there are sections of a building that can be closed off to reduce operational costs, (b) Determine if there are obsolete buildings that should be demolished or replaced, and (c) Determine if there are campuses that are overcrowded with no other solutions other than a capital investment to relieve the overcrowding. Public feedback to the EFMP acknowledged the underutilized and overcrowded buildings, and this budget category will continue the detailed analysis and implement projects to address these challenges as part of a long-term plan.

CPS will continue to incorporate sustainable materials into capital projects since CPS specifications have been modified to include these materials (examples include energy-efficient mechanical equipment, roofs with higher R-value, low volatile organic compounds content paint, etc.). We are also seeking public feedback about innovative ways for CPS to share our buildings to support the community.

The FY2026 capital budget is primarily funded by future issuance of general obligation bonds, which are principally repaid by Evidence-Based Funding (EBF). (For more information, please see the Debt Management chapter of the budget book.) A portion of the FY2026 budget is also funded by Tax Increment Financing (TIF) funds, state funding, and other outside resources as they become identified.

Full details on the FY2026 capital budget are available on the interactive capital plan website: www.cps.edu/capitalplanbi. The site allows users to quickly select projects by school, geographic area, type, and year.

CPS' capital plan aligns with the priorities outlined in the Educational Facilities Master Plan. Future projects will be determined by equity, assessed need, educational priorities, and available funding, with the goal of maximizing the number of students impacted by the capital investments.

Sources and Uses

Below is a summary of the sources and uses of the $555.9 million FY2026 capital budget by funding and project type:

Table 1: Sources and Uses ($ in Millions)

Estimated Sources	
Anticipated Bond Offerings and Other Capital Funds[1]	$500.2
Tax Increment Financing Funding	$15.1
External Funding for Space to Grow	$10.6
Federal E-Rate Funding	$5.0
Other Potential External Funding	$25.0
Total FY2026 Capital Budget Sources	**$555.9**

1 The Board currently expects that the proceeds of bonds will be applied to reimburse itself within 18 months after the later of (a) the date the original expenditure is paid or (b) the date the project is placed in service, but in no event more than three years after the original expenditure is paid.

Estimated Uses	
Facility Needs and Interior Improvements	$277.8
Educational Programming	$28.7
ITS Priorities and Facility Equipment	$118.5
Site Improvements	$28.3
ADA Accessibility	$9.9
Mechanical Upgrades and Repairs	$69.7
Capital Project Support Services	$23.0
Total FY2026 Capital Budget Uses	**$555.9**

District Equity Index to Prioritize Investments

In recent years, the District has focused on prioritizing investments that promote equitable access to high-quality learning environments. To advance this work, the District will continue to utilize the Equity Index, a tool to help identify opportunity differences, allowing resources to be prioritized for the schools in greatest need. Public feedback from the Capital engagement surveys confirmed overall alignment with the equity index factors and weights. The equity index was also central to developing this year's capital plan.

Outside Funding

CPS has a significant backlog of deferred critical facility needs, so additional funding is always being pursued to help mitigate some of this backlog. One of these outside funding sources is the Tax Increment Financing (TIF) funds, which are approved in a variety of categories. Also, CPS is continuing to work with the State to leverage Illinois Department of Commerce and Economic Opportunity (DCEO) funding.

Utilizing the $55.7 million in outside funding, CPS is planning capital facility upgrades, programmatic upgrades, and site improvements, in addition to the ITS upgrades at several campuses.

Priority Facility Needs

Every student deserves to access a neighborhood school that is warm, safe, and dry, and - in addition to the $55.7 million in outside funding - CPS is allocating $327.5 million in funding for critical maintenance projects and interior improvements. As part of our commitment to equity, the District is prioritizing renovations throughout the city to ensure all students can learn and grow in school buildings that support high-quality learning environments.

The FY2026 capital budget addresses the District's priority renovation projects and most urgent facility needs. We will invest in 21 major roof and envelope projects and ten renovations to mechanical systems. Along with these projects, the funding will provide:

- $195.9 million for priority roof, envelope, and mechanical projects;
- $80 million for unanticipated emergency repairs;
- $16.7 million for space efficiency and interior improvements;
- $15 million for fire alarm system replacement;
- $10 million for energy efficiency projects.

Support for Students with Physical Limitations
We will invest $9.9 million to increase Americans with Disabilities Act accessibility in 14 schools as part of a multi-year program to ensure all CPS buildings have first-floor accessibility.

Programmatic Investments to Build Upon School Success
CPS is investing $13.6 million in programmatic investments, including pre-k renovations, nutrition and food service improvements, and student recreation and athletic resources. This investment continues the District's stadium and swimming pool refurbishment program.

Site Improvements that Foster Learning
This year's capital budget includes $12.7 million to design and build new playgrounds, playlots, and schoolyards across the city so that students can benefit from a well-rounded education that promotes healthy and active development. This includes continuation of the Space to Grow program, which includes investments by the Department of Water Management (DWM) and Metropolitan Water Reclamation District (MWRD). In addition, $5 million will be allocated to improve parking lots and replace turf fields.

IT, Facility, and Building System Investments
In FY2026, we are also continuing our multi-year investment in the Technology Modernization Program and high-speed internet for schools throughout the city. In FY2026, the District is allocating $108 million to upgrade school network infrastructure to address equitable connectivity, replace aging hardware at schools, and upgrade our data warehouse and data backups.

Finally, to support cleanliness at every school, $5.5 million will be used to fund the insourcing of custodial equipment to serve the students better.

Impact of FY2026 Capital Projects on Operating Budget
All projects considered for inclusion in the annual capital budget are analyzed for their projected impact on the District's operating budget. Below, we describe the capital project categories and their potential impact.

Facility Needs

Addressing facility needs helps the District reduce costs associated with frequent repairs to aging roofs, windows, and boiler systems, which are often funded through our general operating budget. This, in turn, frees up operating dollars that can be reallocated for instruction, support, and other District expenses. In addition, by replacing roofs and mechanical systems with more energy-efficient solutions, we may be able to reduce our energy consumption and other utility costs.

Educational Programming, Interior Renovations, and Site Improvements

Investments in educational programming that convert or improve existing space (e.g., renovated pre-k classrooms) will have no appreciable impact on the operating budget because the District already accounts for the cost of maintaining these spaces. Investments in classroom technology will add operating expenses related to support and maintenance of the software and devices. Spaces decommissioned as part of the Space Efficiency program will result in reduced operating costs.

Investments that require new construction, build-outs, or add physical space to an existing building, such as a science lab or a new turf field, will add operating expenses for utilities, custodial services, engineering, and security.

ITS and Critical School Facility Equipment

Infrastructure, hardware, or software implementation projects will not trigger any additional operating costs in the short term. Ongoing support for software-based projects will be absorbed by currently available staff. Internet connectivity infrastructure projects and new security equipment will potentially add additional costs to the operating budget for maintenance and repair as time goes on; however, we expect these costs to be limited as we fit the new equipment into our current maintenance and repair allocations. In addition, this category includes funds for the insourcing of custodial equipment.

Capital Project Support Services

This allocation of funds helps to support the management of the capital budget, which includes facility condition assessments, capital planning, estimating, managing project and construction timelines, managing the capital budget, and ensuring the effective design, implementation, and construction of various capital projects. These services are necessary to manage a complex capital program, conduct cost estimations, meet financial and management objectives, and plan for the next phase of the District's capital plan.

Capital Projects Fund Activity

The Summary of Capital Projects Funds table (Table 2) shows capital revenues and capital outlays (expenses) to be incurred in FY2026, regardless of the year the project was appropriated. The Fund Balance (unspent revenues received in prior years) accounts for the difference in expected capital outlays versus revenues received. For example, if the District raised $400 million in bond proceeds during a fiscal year but only expensed $300 million in the same time period, the remaining $100 million would carry forward in the Fund Balance for use during the following fiscal year.

Table 2: FY2024 - FY2026 Summary of Capital Projects Funds ($ in Millions)

	FY2024 Actual	FY2025 Estimate	FY2026 Budget
Beginning-Year Fund Balance	**$48.0**	**$83.1**	**$(95.4)**
Revenues			
Local	$21.8	$144.5	$31.2
State	$20.4	$27.1	$25.0
Federal	$4.5	$0.0	$5.0
Interest & Investment Earnings	$10.4	$3.2	$0.0
Total Revenue	**$57.1**	**$174.8**	**$61.2**
Expenditures			
Capital Outlay	$572.5	$353.2	$500.0
Bond Proceeds and Transfers In/(Out)	**$550.5**	**$(0.1)**	**$600.0**
End-of-Year Fund Balance	**$83.1**	**$(95.4)**	**$65.8**

FY2026 local capital revenue of $31.2 million assumes $15.1 million in reimbursements for ongoing TIF-related projects, plus $10.6 million from the Metropolitan Water Reclamation District and the Department of Water for Space to Grow projects. The budget also includes $5.5 million from Capital Improvement Tax collections not tied to existing bond issuances.

Five-Year Capital Plan

CPS' five-year capital plan will include further investments in deferred maintenance, targeted site improvements, and emergency projects. Future projects will be determined by assessed need, district educational priorities, and an equitable distribution of available funding. CPS intends to target annual capital funding of approximately $550 million as part of its five-year capital investment strategy.

Table 3: Five-Year Capital Plan ($ in Millions)

Budget Category	FY2027 Budget	FY2028 Budget	FY2029 Budget	FY2030 Budget
Facility Needs	$355.0	$355.0	$355.0	$355.0
Interior Improvements	$10.0	$10.0	$10.0	$10.0
Programmatic Investments	$120.0	$120.0	$120.0	$120.0

IT and Other Investments	$12.0	$12.0	$12.0	$12.0
Site Improvements	$30.0	$30.0	$30.0	$30.0
Capital Project Support Services	$23.0	$23.0	$23.0	$23.0
Total Capital Plan	**$550.0**	**$550.0**	**$550.0**	**$550.0**

Debt Overview

The Chicago Board of Education (Board) is authorized by state law to issue notes and bonds, enter into lease agreements for capital improvement projects, and assist in the management of cash flow and liquidity. As of June 30, 2025, the Board has approximately $9.1 billion of outstanding long-term debt and $450 million of outstanding short-term debt. FY2026 includes appropriations of $1.0 billion for long-term debt service payments. Approximately $23.2 million of appropriations for interest on short-term debt is included in the operating budget.

FY2026 appropriations for payments on long-term debt grew by approximately $264 million versus FY2025. However, the increase was primarily attributable to debt service on CPS' 2009G Qualified School Construction Bonds maturity payment. Based on the terms of this specific bond, since FY2011 CPS has made required annual deposits into a sinking fund in anticipation of a final principal payment due in FY2026. Because the funding for this principal payment is coming from this sinking fund, it does not require additional funding nor add to the District's FY2026 annual debt service costs funded by operating dollars.

Capital Improvements and Debt

CPS' Capital Improvement Program, described in the Capital chapter, funds long-term investments that provide our students with a world-class education in high-quality learning environments. CPS relies on the issuance of bonds to fund the investments laid out in the program, which include roofs, envelopes, and windows; state-of-the-art high school science labs; high-speed internet and digital devices; playgrounds and athletic fields; and the expansion of full-day pre-k and other high-quality programs. Bonds are debt instruments that are similar to a loan, requiring annual principal and interest payments.

Typically, CPS issues long-term fixed-rate bonds, which pay a set interest rate according to a schedule established at the time of debt issuance. As of June 30, 2025, all CPS outstanding long-term debt is fixed rate.

Debt Management Tools and Portfolio

As part of the Debt Management Policy, CPS is authorized to use a number of tools to manage its debt portfolio, including refunding existing debt and issuing short-term or long-term debt. These tools are used to manage various types of risks, generate cost savings, address interim cash flow needs, and assist capital asset planning. CPS issues two types of long-term debt: Alternate Revenue General Obligation bonds and Capital Improvement Tax bonds.

Alternate Revenue General Obligation Bonds

Similar to most Illinois school districts, CPS issues bonds backed by the full faith and credit of the Board, otherwise known as General Obligation (GO) bonds. These GO bonds are paid for from all legally available revenues of the Board. CPS issues a special type of GO bond called an "Alternate Revenue" GO bond. These bonds are backed by two revenue sources and offer a number of other bondholder protections. As of June 30, 2025, the total amount of outstanding Alternate Revenue GO bonds is $7.7 billion.

The first revenue source that supports CPS alternate revenue bonds is one of the following: Evidence Based Funding (EBF) from the State of Illinois (known as “General State Aid'' prior to FY2018), Personal Property Replacement Taxes (PPRT), revenues derived from intergovernmental agreements (IGAs) with the City of Chicago, and federal interest subsidies. The majority of CPS bonds are backed by EBF. In FY2026, approximately $395 million in EBF revenues will be required for debt service, compared to $503 million in both FY2025 and FY2024. In addition to debt service funded by EBF, $10 million of debt service will be paid from PPRT in FY2026. Debt service paid from PPRT revenues also reduces PPRT revenues available for operating purposes. Additionally, $142 million in debt service will be paid by revenue resulting from IGAs.

CPS has benefited from issuing bonds with federal interest subsidies, resulting in a low cost of borrowing. These include Qualified School Construction Bonds (QSCBs) and Build America Bonds (BABs) created by the American Recovery and Reinvestment Act of 2009 (ARRA). The FY2026 budget includes $24 million of federal subsidies for debt service. Additionally, the 2009G QSCB series has a sinking fund into which CPS has made required annual deposits since 2010. The series is fully funded and requires no new deposits for its final maturity in FY2026. CPS has begun making similar deposits for the 2010C QSCB series, which matures in FY2030.

The second revenue source for all CPS Alternate Revenue GO bonds is a property tax levy that is available to support debt service should the first pledge of revenue not be available. On an annual basis, when the first source of revenue is available to pay debt service, the property tax levy will be abated rather than extended, as has been the practice every year.

The Board is authorized to issue alternate revenue bonds after adopting a resolution and satisfying public notice publication and petition period requirements in lieu of a voter referendum, which is typical in other school districts. The bonds are also supported by the GO pledge of the Board to use all legally available revenues to pay debt service.

Capital Improvement Tax Bonds

In FY2016, CPS began levying a Capital Improvement Tax (CIT) levy to fund capital projects. As of June 30, 2025, CPS has sold four series of CIT bonds, and the total amount of outstanding CIT bonds is $1.4 billion.

The FY2026 budget includes a CIT levy and appropriations of approximately $80 million to pay debt service on CIT bonds. The CIT bonds are not Alternate Revenue GO bonds. They are limited obligations of the Board payable solely from the CIT levy.

Tax Anticipation Notes

In recent fiscal years, the Board has relied on short-term borrowing to fund operations and liquidity. These short-term borrowings have primarily consisted of the issuance of tax anticipation notes (TANs),

payable from the collection of education fund real estate property taxes levied by the Board for a given year.

Credit Ratings

Credit rating agencies are independent entities, and their purpose is to give investors or bondholders an indication of the creditworthiness of a government entity. A high credit score can lower the cost of debt issuance, just as a strong personal credit score can reduce the interest costs of loans and credit cards. Ratings consist of a letter "grade," such as A, BBB, BB, or B, and a credit "outlook," or expectation of the direction of the letter grade. Thus, a "negative outlook" anticipates a downgrade to a lower letter grade, a "stable outlook" means the rating is expected to remain the same, and a "positive outlook" may signal an upgrade to a higher rating.

CPS meets frequently with the credit rating agencies about its budget, audited financial results, debt plan, and management initiatives to ensure the agencies have the most updated information possible. The rating agencies take several factors into account in determining any rating, including management, debt profile, financial results, liquidity, and economic and demographic factors. In FY2025, there were no general obligation credit rating changes; however, Kroll Bond Rating Agency (KBRA) lowered its rating outlook from stable to negative.

In addition to the CPS GO bond rating, the CIT bonds—which were first issued in FY2017 as a new and separate credit structure from the existing CPS general obligation credit—contain a separate and distinct credit rating. The CIT credit structure received an investment grade rating from two rating agencies at inception in FY2017. Currently, Fitch Ratings rates the CIT credit A Stable and KBRA rates the CIT credit BBB+ Stable.

Table 1: Credit Ratings History
(as of June 30, 2025)

Credit Rating	General Obligation				Capital Improvement Tax	
Rater	**KBRA***	**Fitch**	**S&P**	**Moody's**	**Fitch**	**KBRA**
Current	**BBB**	**BB+**	**BB+**	**Ba1**	**A**	**BBB+**
FY24	BBB	BB+	BB+	Ba1	A	BBB+
FY23	BBB	BB+	BB+	Ba2	A	BBB+
FY22	BBB	BB+	BB	Ba2	A	BBB+
FY21	BBB-	BB	BB	Ba3	A-	BBB
FY20	BBB-	BB	BB-	B1	A	BBB

FY19	BBB-	BB-	B+	B2	A	BBB
FY18	BBB-	BB-	B	B3	A	BBB
FY17	BBB-	BB-	B	B3	A	BBB
FY16	BBB-	B+	BB	B2	A	BBB
FY15	BBB+	BBB-	A-	Ba3		

*KBRA rates GO bond series issued from 2016 to 2019 one notch higher than the underlying General Obligation credit (currently BBB+).

FY2026 Liquidity and Short-term Borrowing

It is anticipated that the Board will issue Educational Purposes TANs in FY2026 to fund operating liquidity and cash flow needs similar to prior fiscal years. For the last several years, the Board has closed on multiple annual series of TANs for working capital purposes. The TANs were issued as either public sales or direct placement with investors. The initial issuance of TANs typically occurs in the fall or winter. Subsequently, the principal amount of TANs outstanding increased with cash flow needs and has typically peaked initially in February due to the annual debt service deposit for the Board's alternate revenue bonds required on February 15 for most bond series. The collection of the first installment of property taxes has historically improved the Board's cash position and resulted in a repayment of a portion of the Board's outstanding TANs. A second peak is typically experienced in July, due to additional cash needs and the Board's annual pension contribution required on June 30. TANs are typically repaid fully in August with the collections of the second installment of property taxes. However, in FY2023 and FY2024, Cook County delayed the collection of second installment property taxes until December, necessitating additional TANs being borrowed by CPS. The FY2026 operating budget includes appropriations of approximately $23.2 million to pay debt service on TANs.

FY2026 Debt Service Costs

As shown in the table below, FY2026 includes total appropriations of approximately $1.0 billion for long-term alternate bonds and CIT bonds. Of this total, approximately $395 million will be funded from operating revenues.

CPS is required to set aside long-term debt service one year in advance for EBF-funded debt and one-and-a-half years in advance for PPRT and CIT bond-funded debt service. The FY2026 revenues shown in the following table for debt service will be set aside for these future debt payments, which are required by bond indentures to be held in trust with an independent trustee. PPRT, used to pay alternate revenue bonds, is deposited directly from the state to a trustee; and the CIT levy, used to pay CIT bonds, is deposited directly from Cook County to a trustee. Because of this set-aside requirement, the majority of the appropriations for FY2026 will be paid from revenues set aside in FY2025. Table 2 provides information on the debt service fund balance at the beginning of the year, the expenditures that are made from the debt service fund, and the revenues that largely fund the debt service requirements for the following fiscal year.

Table 2: FY2024-2026 Summary of Long-Term Debt Service Funds[1]
(in Millions of Dollars)

	FY2024 Actual	FY2025 Estimated	FY2026 Budget
Beginning Fund Balance	**957.9**	**1,113.2**	**1,154.3**
Revenues			
Evidence-Based Funding (State Aid)	502.7	502.7	394.8
Personal Property Replacement Tax	40.4	40.4	10.2
Intergovernmental Agreements	211.1	142.3	142.3
Federal Interest Subsidy	19.8	24.3	23.8
Capital Improvement Tax	73.9	79.7	79.7
Interest Earnings	46.8	28.3	20.7
Total Revenue	**894.7**	**817.7**	**671.6**
Expenses			
Existing Bond Principal payment[2]	216.7	265.9	494.5
Existing Bond Interest payment	547.4	510.5	545.4
Fees	0.1	0.1	0.5
Total Existing Bond Debt Service	**764.3**	**776.5**	**1,040.3**
Other Financing Sources			
Net Amounts from Debt Issuances	35.8	0.0	129.0
Transfers in /(out)	(11.0)	0.0	0.0
Total other Financing Sources /(Uses)	**24.8**	**0.0**	**129.0**
Ending Fund Balance	**1,113.2**	**1,154.3**	**914.5**

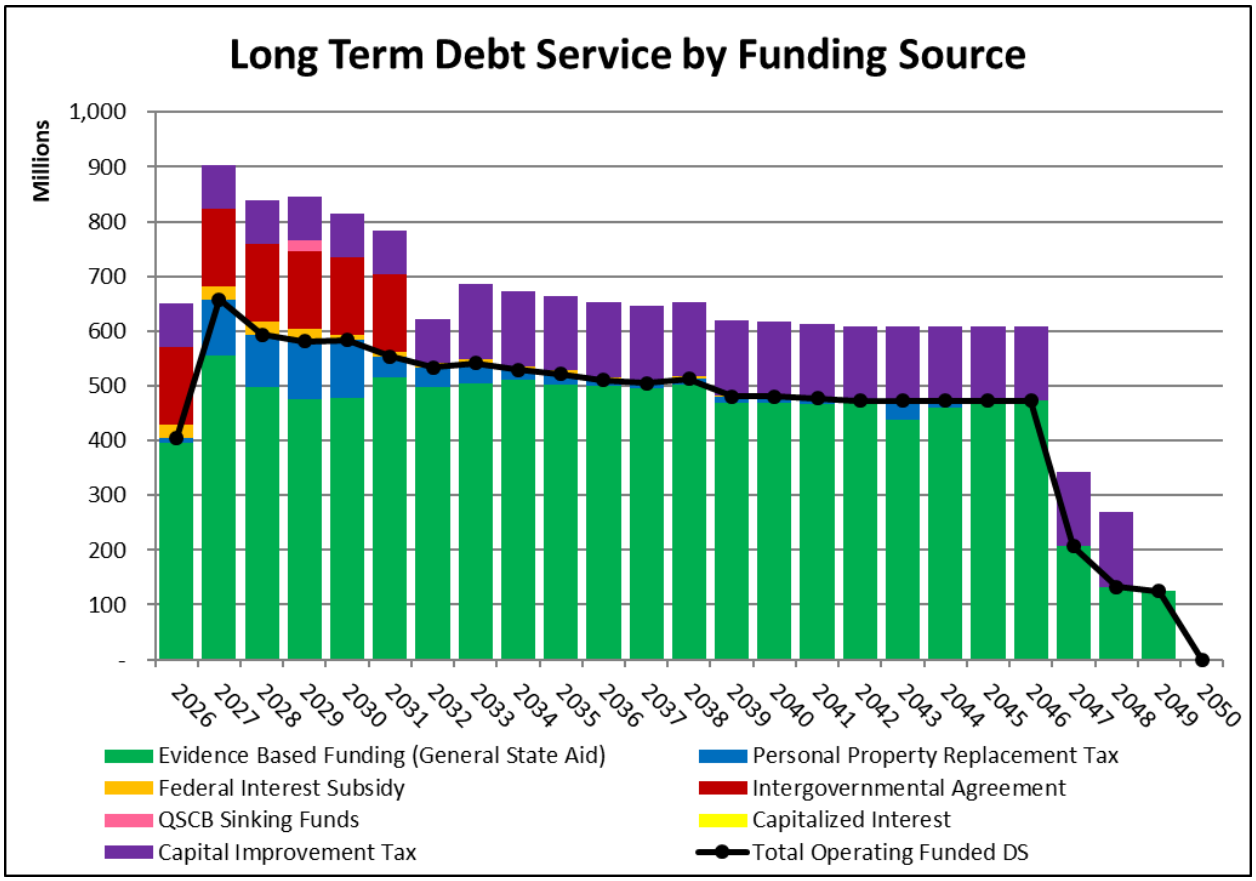
[1] FY2025 and FY2026 were estimated as of June 30, 2025. This includes long-term debt only. Interest on TANs is included in the Operating Fund budget.

[2] The increase in Existing Bond Principal payment expenses is attributable mainly to 2009G QSCB bonds reaching maturity and requiring a final principal payment of $254M. This payment has been funded through required deposits made into a sinking fund since FY2011 and did not add to the District's annual debt service costs funded by operations in FY2026.

Future Debt Service Profile

The following graph illustrates CPS' debt obligations on outstanding long-term bonds as of June 30, 2025. This graph does not show the impact of short-term TAN borrowings to support operating fund liquidity or any future bonds required to support future capital budgets or debt restructuring.

Chart 1: CPS Debt Service Funding Schedule
(as of June 30, 2025)



Note: Does not include future long-term bond financings or current or future short-term financings.

Measuring Debt Burden

External stakeholders, such as taxpayers, employees, parents, government watchdog groups, rating agencies, and bondholders, frequently review CPS' debt profile to gauge its size and structure as a crucial component of CPS' financial position. In addition to evaluating the total amount of outstanding debt and the annual debt service payments, external stakeholders also look at the "debt burden" to gauge how much taxpayers bear in debt costs and determine how much debt is affordable for residents, which establishes true debt capacity. Several methods of measuring debt burden are commonly employed for school districts, including comparing existing debt to legal debt limits, measuring debt per capita, and measuring debt as a percentage of operating expenditures.

Legal Debt Limit

The Illinois School Code imposes a statutory limit of 13.8 percent on the ratio of the total outstanding property tax-supported general obligation debt a school district may borrow compared with a school district's equalized assessed value, which generally represents a fraction of total property value in the district. Because the Board has issued alternate revenue bonds for which property tax levies are not extended, these bonds do not count against the legal debt limit imposed by the Illinois School Code. The Board currently has no outstanding property tax-backed general obligation debt that counts toward the debt limit.

Debt Per Capita

The Board's per capita debt burden, or total debt divided by the City of Chicago's population, has increased in the last decade. As reported in the FY2024 Annual Comprehensive Financial Report, general obligation debt per capita is $2,968. This is still considered moderate to slightly above average relative to other comparable school districts. The Debt Management Policy is available at the Board's website at policy.cps.edu.

Table 3: Outstanding Long-Term Debt
(in $ as of June 30, 2025)

Description	Closing Date	Maturity Date	Principal Outstanding	Fixed Interest Rates	Pledged Funding Source for Debt Service
ULT GO Series 1998B-1*	10/28/98	12/01/31	$120,318,180	4.55%-5.22%	IGA / PPRT
ULT GO Series 1999A*	02/25/99	12/01/31	134,323,470	4.30%-5.30%	IGA / PPRT
ULT GO Series 2005A	06/27/05	12/01/32	94,775,000	5.00%-5.50%	EBF
ULT GO BAB Series 2009E	09/24/09	12/01/39	458,205,000	4.68%-6.14%	EBF / Federal Subsidy
ULT GO QSCB Series 2009G	12/17/09	12/15/25	254,240,000	1.75%	EBF
ULT GO QSCB Series 2010C	11/02/10	11/01/29	257,125,000	6.32%	EBF / Federal Subsidy
ULT GO BAB Series 2010D	11/02/10	12/01/40	125,000,000	6.52%	EBF / Federal Subsidy

ULT GO Series 2012A	08/21/12	12/01/42	468,915,000	5.00%	EBF
ULT GO Series 2012B	12/21/12	12/01/35	109,825,000	4.00%-5.00%	EBF
ULT GO Series 2015CE	04/29/15	12/01/39	280,000,000	5.25%-6.00%	EBF
ULT GO Series 2015E	04/29/15	12/01/32	20,000,000	5.13%	EBF
ULT GO Series 2016A	02/08/16	12/01/44	725,000,000	7.00%	EBF
ULT GO Series 2016B	07/29/16	12/01/46	150,000,000	6.50%	EBF
CIT Series 2016	01/04/17	04/01/46	729,580,000	5.75%-6.10%	CIT
ULT GO Series 2017A	06/13/17	12/01/46	285,000,000	7.00%	EBF
ULT GO Series 2017B	06/13/17	12/01/42	215,000,000	6.75%-7.00%	EBF
CIT Series 2017	11/30/17	04/01/46	64,900,000	5.00%	CIT
ULT GO Series 2017C	11/30/17	12/01/34	194,465,000	5.00%	EBF
ULT GO Series 2017D	11/30/17	12/01/31	45,160,000	5.00%	EBF
ULT GO Series 2017G	11/30/17	12/01/44	126,500,000	5.00%	EBF / PPRT
ULT GO Series 2017H	11/30/17	12/01/46	280,000,000	5.00%	EBF / PPRT
ULT GO Series 2018A	06/01/18	12/01/35	430,325,000	4.00%-5.00%	EBF
ULT GO Series 2018C	12/13/18	12/01/32	286,950,000	5.00%	EBF

ULT GO Series 2018D	12/13/18	12/01/46	313,280,000	5.00%	EBF / PPRT
CIT Series 2018	12/13/18	12/01/46	86,000,000	5.00%	CIT
ULT GO Series 2019A*	09/12/19	12/01/30	225,283,872	2.89%-5.00%	IGA
ULT GO Series 2019B	09/12/19	12/01/33	100,610,000	5.00%	EBF
ULT GO Series 2021A	02/11/21	12/01/41	450,000,000	5.00%	EBF / IGA
ULT GO Series 2021B	02/11/21	12/01/36	93,740,000	5.00%	EBF
ULT GO Series 2022A	02/01/22	12/01/47	500,000,000	4.00%-5.00%	EBF
ULT GO Series 2022B	02/01/22	12/01/41	363,450,000	4.00%	EBF
CIT Series 2023	03/09/23	04/01/48	520,835,000	5.00%-5.75%	CIT
ULT GO Series 2023A	11/09/23	12/01/49	575,000,000	5.00%-6.00%	EBF
Total Principal Outstanding			**$9,083,805,522**		

*Outstanding principal excludes accreted interest.

Table 4: Outstanding Short-Term Debt
(in $ as of June 30, 2025)

Description	Maturity Date	Principal Outstanding	Pledged Funding Source for Debt Service
Tax Anticipation Notes, Series 2024A	12/31/25*	$450,000,000	Ed Fund Property Tax
Tax Anticipation Notes, Series 2024B	12/31/25*	$0	Ed Fund Property Tax
Total Principal Outstanding		**$450,000,000**	

Note: The maturity date of all 2024 TANs is December 31, 2025.

Table 5: Schedule of General Obligation Debt Service
Budgeted Requirements to Maturity*
(as of June 30, 2025)

($ in Thousands)

Fiscal Year ending June 30	GO Bond Principal	GO Bond Interest	Total GO Bond Debt Service
2026	$305,942	$459,228	$765,170
2027	302,547	520,569	823,116
2028	282,964	475,729	758,693
2029	292,236	474,089	766,325
2030	287,139	448,717	735,856
2031	297,381	407,190	704,571
2032	253,025	289,475	542,500
2033	273,355	276,026	549,381
2034	272,385	264,013	536,398
2035	280,675	246,973	527,648
2036	290,320	225,870	516,190
2037	294,080	215,970	510,050
2038	315,650	200,888	516,538
2039	299,500	183,680	483,180
2040	314,655	167,354	482,009
2041	328,395	149,173	477,568
2042	350,114	122,824	472,938
2043	355,583	117,352	472,935
2044	385,143	87,794	472,937
2045	403,776	69,160	472,936
2046	425,560	47,376	472,936
2047	182,830	24,007	206,837
2048	118,930	14,234	133,164
2049	118,305	7,098	125,403
TOTAL	**$7,030,490**	**$5,494,789**	**$12,525,279**

Note: This table is based on budgeted debt service requirements to be deposited within each fiscal year. Interest amounts are net of capitalized interest. Excludes issues completed after June 30, 2025 and any future anticipated transactions that are included in the FY2026 budget.

Table 6: Schedule of Capital Improvement Tax Debt Service
Budgeted Requirements to Maturity*
(as of June 30, 2025)
($ in Thousands)

Fiscal Year ending June 30	CIT Bond Principal	CIT Bond Interest	Total CIT Bond Debt Service
2026	$-	$79,703	$79,703
2027	-	79,703	79,703
2028	-	79,703	79,703
2029	-	79,703	79,703
2030	-	79,703	79,703
2031	-	79,703	79,703
2032	-	79,703	79,703
2033	56,215	79,703	135,918
2034	59,320	76,596	135,916
2035	62,600	73,317	135,917
2036	66,060	69,857	135,917
2037	69,855	66,060	135,915
2038	73,830	62,087	135,917
2039	77,985	57,931	135,916
2040	82,425	53,494	135,919
2041	87,115	48,802	135,917
2042	92,025	43,894	135,919
2043	97,320	38,599	135,919
2044	102,920	32,998	135,918
2045	108,725	27,193	135,918

2046	114,855	21,059	135,914
2047	121,540	14,379	135,919
2048	128,525	7,390	135,915
TOTAL	**$1,401,315**	**$1,331,280**	**$2,732,595**

Note: This table is based on budgeted debt service requirements to be deposited within each fiscal year. Interest amounts are net of capitalized interest. Excludes issues completed after June 30, 2025 and any future anticipated transactions that are included in the FY2026 budget.

Chicago Public Schools (CPS) does not receive revenues when it pays expenses. As a result, CPS' cash flow experiences peaks and valleys throughout the year, depending on when revenues and expenditures are received and paid. Furthermore, revenues are generally received later in the fiscal year, while expenditures, which are predominantly payroll, are level across the fiscal year—with the exception of debt service and pensions. The timing of these two large payments (debt service and pensions) occurs just before major revenue receipts of property taxes. These trends in revenues and expenditures, accompanied by a weak cash balance that is not large enough to absorb the differences, put constant cash flow pressure on the District and necessitate the use of cash flow borrowing in the form of Tax Anticipation Notes (TANs) during many parts of the year.

In FY2025, CPS relied more heavily on TANS than in previous years due to the expiration of federal Elementary and Secondary Emergency Relief (ESSER) funding, which increased dependence on other revenue sources that were received less promptly. TANs were used throughout the year to provide needed liquidity. CPS had a maximum amount of $1.2 billion in TANs outstanding in FY2025 just prior to the first installment of FY2025 property taxes on March 3, 2025. The use of TANs will not be eliminated in FY2026 because year-end cash balances have not increased to a targeted level that would be enough to fund operations for just more than 60 days past year end when the second installment of property taxes are typically due and begin to be received by CPS on August 1, 2025 in order to replenish liquidity. Approximately $950 million greater than recent year-end cash position amounts would be needed in order to achieve this at current FY25 budget levels of expenditures.

In FY2025, approximately $5.8 billion, or 77 percent of CPS' current year revenues, excluding non-cash items, were received after February—more than halfway into the fiscal year. An annual debt service payment of $491 million was made in mid-February, just prior to the receipt of approximately $1.6 billion of the first installment of property tax revenues. Another debt service payment of $44 million was made in mid-March just after receiving the property taxes. The goal is to gradually shift more annual debt service payments into March, after the receipt of property tax revenues, in order to reduce reliance on TANS in mid-February. The annual Chicago Teachers' Pension Fund (CTPF) pension payment must be made by the end of the fiscal year in late June, just before CPS receives the second installment of property taxes. In FY2025, CPS paid approximately $34 million from operating revenues because the pension property tax levy does not cover the entire amount of the CPS portion of the actuarially required payment.

Historically, approximately 50 percent of the annually budgeted CPS expenditures are for payroll and associated taxes, withholding, and employee contributions. In addition, recurring expenses for educational materials, charter school payments, health care, transportation, facilities, and commodities total approximately 23 percent of annual budgeted expenditures. The timing of these payments is relatively predictable and spread throughout the fiscal year. Approximately 27 percent of budget revenues, which flow through the operating account, comprise debt service, annual pension payments, and interest on short-term debt for cash flow borrowing.

Most organizations set aside cash reserves to weather these peaks and valleys in cash flow. For the first time since FY2022, CPS ended the fiscal year with a negative net cash position, driven by $450 million in outstanding TANS and only around $91 million in cash—resulting in a net cash position of -$358 million. Second installment property tax payments will be delayed beyond the usual August 1 due date, further straining liquidity in the early months of FY2026.

Cash Inflows

CPS has four main sources of operating cash inflows: local, state, and federal revenues and working capital short-term borrowing.

- **Local Revenues:** Local revenues are predominantly property taxes. In FY2025, CPS will receive approximately $3.9 billion of property taxes, of which $3.4 billion will be allocated to the operating fund, $535 million will be distributed to the CTPF through the pension tax levy, and $6 million will be used to fund capital projects through the Capital Improvement Tax levy. Property tax revenues are received from Cook County in two installments. 96 percent of the property tax monies are received from February onward, which is over halfway through any given CPS fiscal year. The first installment of approximately $1.7 billion was due March 1 and was received into the main operating account in late February and March. The second property tax installment to be counted as FY2025 revenues in the amount of approximately $1.7 billion is anticipated to be delayed past the usual due date of August 1, 2025. Property tax receipts have grown from $2.35 billion in FY2012 to $3.90 billion in FY2025—a compounded growth rate of 4.0 percent. Personal property replacement tax (PPRT) revenue declined by approximately 33 percent compared to FY2024 through June, contributing to less cash at the end of the year. Since FY2023, cumulative PPRT receipts through May have declined by 60 percent, dropping from $536 million in FY2023 to $213 million in FY2025.
- **State Revenues:** State revenues largely comprise Evidence-Based Funding (EBF) and state grants. EBF is received regularly from August through June in bi-monthly installments. In FY2025, EBF totaled approximately 77 percent of the state revenues budgeted by CPS, up from 57 percent in FY2017 before EBF was created. This increase improves cash flow due to the consistency of the payments. Block grant payments are distributed sporadically throughout the year, with the majority of them being received before June 30.
- **Federal Revenues:** The state administers categorical grants on behalf of the federal government once grants are approved. The last ESSER funds, amounting to $230 million, were received by January 2025, with no additional ESSER funds remaining.
- **Working Capital Short-Term Borrowing:** Under state statute and with Board approval, CPS can issue short-term debt in the form of TANs to address liquidity issues. Borrowing with short-term TANs provides upfront money to pay for expenditures when cash is unavailable, and they allow for repayment of the borrowings when property tax revenues are eventually received. In FY2025, CPS issued a maximum amount of $1.2 billion in TANs to support liquidity, an increase of $50 million compared to FY2024. As of June 30, 2025, $450 million of TANS are outstanding at the end of the fiscal year, an increase of $450 million from FY2024. TANs are repaid from the District's property tax levy used to fund operations. To support liquidity in FY2026, CPS is prepared to issue TANs against property taxes as needed, which will allow liquidity to be

maintained throughout the year. Short-term borrowing requires that CPS pays interest on the amounts borrowed. For FY2026, approximately $23.2 million in interest costs for TANs will be budgeted.

Cash Expenditures

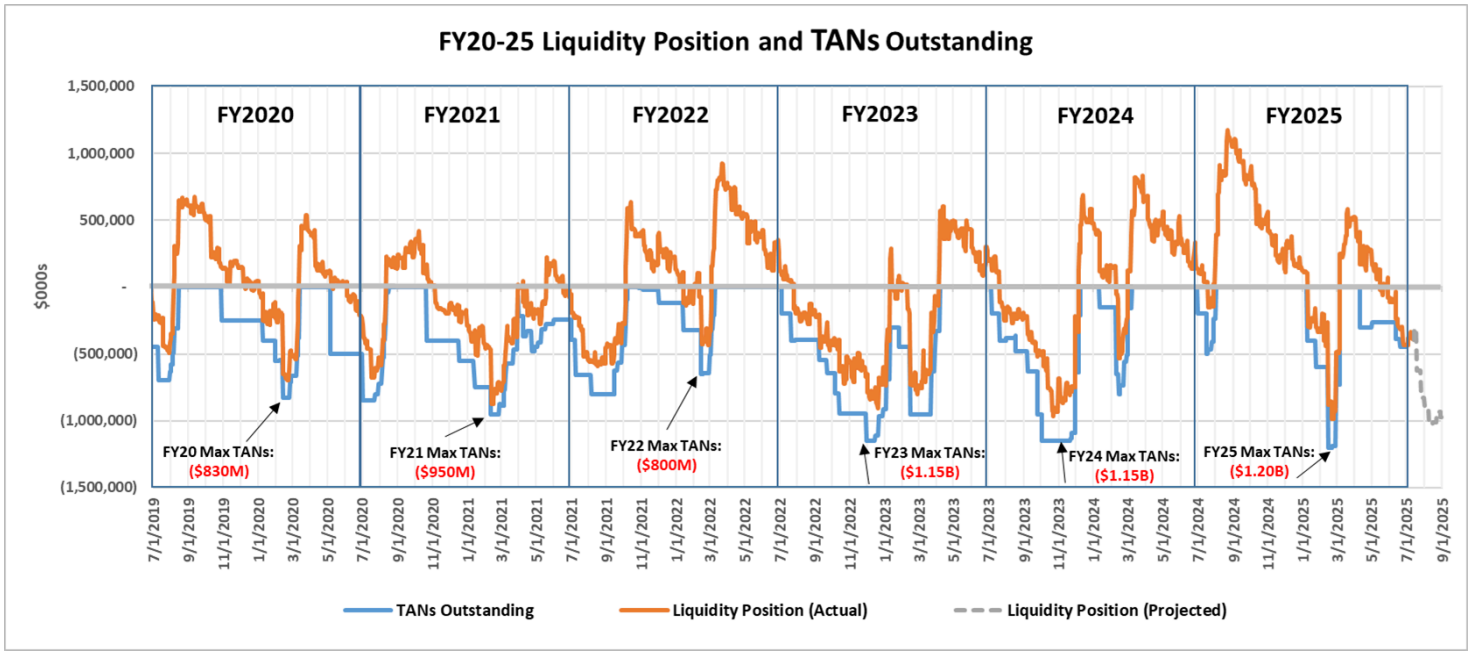
CPS expenditures are largely predictable, and the timing of these expenditures can be broken down into three categories: payroll and vendor, debt service, and pensions.

- **Payroll and Vendor:** Historically, approximately $4.7 billion of CPS' expenditures are payroll and associated taxes, withholding, and employee contributions. These payments occur every other week, and most expenditures are paid from September through July. In recent years, approximately $2.6 billion of CPS vendor expenses are also relatively stable across the year.
- **Debt:** Debt service deposits for the payment of bonds that have been issued to fund capital improvements is required to be made once a year on February 15 and March 15 from the state aid EBF revenue that CPS receives. In FY2025, the CPS debt service deposit from EBF was approximately $491 million in February and $44 million in March. The objective is to slowly move more annual debt service payments to March, following the collection of property tax revenues, to decrease the dependence on TANS in mid-February. The timing of the debt service deposit in February comes just before CPS received approximately $1.7 billion in property tax revenues. In addition to EBF, a portion of the debt service on the bonds that have been issued is paid by PPRTs and/or property taxes deposited directly with the trustee, meaning they do not pass through the District's operating fund from a cash perspective. The bond documents dictate the timing and amount of these payments. Once the trustees have verified that the debt service deposit is sufficient, they provide a certificate to the CPS, which then allows the backup property tax levy that supports the bonds to be abated.
- **Pensions:** In FY2025, CPS contributed $34 million to the CTPF by the fiscal year-end on June 30, 2025, from unrestricted operating funds. Additionally, in FY2025, the dedicated pension property tax levy will directly intercept and deposit approximately $535 million in revenue to the CTPF. These revenues do not pass through the District's operating funds from a cash perspective (see the Pensions chapter for more detail on FY2025 funding sources).

Forecasted Liquidity

The chart below provides CPS' liquidity profile from FY2020 to FY2025.

Chart 1: FY2020–FY2025 Operating Liquidity Position



A fund is an accounting entity with self-balancing accounts that comprise its assets, liabilities, fund equity, revenues, and expenditures or expenses as appropriate. Funds are the control structures that ensure that public dollars are spent only for authorized purposes and within the appropriated amounts. The Chicago Board of Education (Board) adopts legal budgets for all governmental fund types. Governmental funds account for the acquisition, use, and balancing of the government's expendable financial resources and the related current liabilities. CPS uses governmental funds that have been historically divided into four types: General Fund, Special Revenue Funds, Capital Projects Funds, and Debt Service Funds.

In order to maintain internal controls and comply with generally accepted accounting principles, accounts are organized into governmental funds, each of which is considered a separate accounting entity. Expenditures within each fund are further delineated by unit, grant, program, and account to more fully reflect the planned activities of the fund. The level of budgetary control, which is where management can compare the budget to actual performance in order to demonstrate budgetary compliance, is established for each individual fund, unit, grant, program, and account.

CPS Fund Structure

Fund Type	Fund Name	Fund Number
Operating Fund	**General Fund**	
	Education Funds	114, 115, 124
	Building Operations and Maintenance Fund	230
Operating Fund	**Special Revenue Funds**	
	CTPF Pension Levy Fund	129
	CPS Blueprint Fund	130
	Tort Fund	210
	IDEA Fund	220
	Lunchroom	312, 314
	Other Grant Funds	324–370
Capital Projects Funds	**Capital Projects Funds**	401–499
Debt Service Funds	**Debt Service Funds**	514–699

General Fund

The General Fund is the Board's primary operating fund. It was created in response to the provision of P.A.89-15, which consolidated all of the rate-limited tax levies into the Board's general education tax levy. The General Fund consists of the Education Funds and the Operations and Maintenance Fund.

- **Education Funds (114, 115, 124)** are used to account for the revenues and expenditures of the educational and service programs that are not accounted for in any other funds. They include the cost of instructional, administrative, and professional services; supplies and equipment; library books and materials; maintenance of instructional and administrative equipment; and other costs pertaining to the educational programs. The Education Funds contain the Special Education Fund (114), Regular Education Fund (115), and School Special Income Fund (124).
    - **Special Education Fund (114**) represents centralized service delivery activities and administrative outreach provided for students with disabilities. This fund is supported by

local property taxes, state special education reimbursements, and Medicaid reimbursements.
    - **Regular Education Fund (115)** represents all instructional and service activities not accounted for in other funds.
    - **School Special Income Fund (124)** accounts for private foundation grants and donations that schools and departments secure independently, as well as revenues that schools generate for school-specific functions.
- **Building Operations and Maintenance Fund (230)** supports the repair and maintenance of CPS buildings. The fund is used to account for minor building and property expenses, including the cost of improving, repairing, replacing, and maintaining property and building fixtures. The fund also pays for ongoing maintenance costs, such as utility costs, custodial supplies and equipment, and the salaries and benefits of engineers and custodial employees.

Special Revenue Funds (129, 130, 210, 220, 312, 314, 324–370)
Generally Accepted Accounting Principles (GAAP) provide special revenue funds to account for and report the proceeds of specific revenue sources that are restricted or committed to specified expenditures other than debt service or capital projects. The use of a special revenue fund type is permitted rather than mandated for financial reporting purposes. For these purposes, CPS includes the Special Revenue Funds within the General Operating Fund.

The Special Revenue Funds include the CTPF Pension Levy Fund, Workers' Compensation/Tort Fund, School Lunch Funds, and Federal and State Grant Funds.

- **CTPF Pension Levy Fund (129)** accounts for payments to the Chicago Teachers' Pension Fund (CTPF) from funds collected through the District's teacher pension levy. Property tax collections for the teacher pension levy are paid directly to the CTPF by the County Treasurer.
- **CPS Blueprint Fund (130)** was created in 2023 to account for private, cash donations to the district. The dollars in the fund, including interest earned, are unrestricted and may be used to support operations and other initiatives.
- **Workers' Compensation/Tort Fund (210)** is established pursuant to the Tort Immunity Act (745 ILCS 10/1-101 et seq.) and the Illinois School Code (105 ILCS 5/34-1 et seq.). Property taxes constitute the primary funding source, and Section 9-107 of the Tort Immunity Act authorizes local public entities to levy a property tax to fund expenses for tort judgment and settlement, liability, security, workers' compensation, unemployment insurance, and risk management. The dollars in this fund, including interest earned on the assets of this fund, should be used only for the purposes authorized under the Tort Immunity Act.
- **School Lunch Funds (312, 314)** account for school breakfast, lunch, after-school snacks, and after-school meals for all children who participate in the programs during the school year and summer. The National School Breakfast and Lunch Programs (Fund 312) are voluntary programs available to all public schools, private schools, and residential child-care institutions that agree to operate a non-profit program offering lunches meeting federal requirements to all children in attendance. Since FY1998, CPS has also been providing after-school meals for children under the Childcare and Adult Food Program; this activity is accounted for in Fund 314. The Childcare and

Adult Food Program establishes a fixed reimbursement amount per meal for eligible students who participate in after-school programs.

- **Federal and State Grant Funds (220, 324–370)** account for dollars that have usage restrictions imposed by grantors such as federal and state governments. Each specific project is accounted for separately using a complete group of self-balancing accounts in order to meet the grantors' accounting and reporting requirements.

Capital Projects Funds (401–499)

The Capital Projects Funds account for financial resources used for major capital acquisition or construction activities. Financial resources result from bond issues, receipts from other long-term financing agreements, or construction or maintenance grants to be used for school capital projects and capital leases. Proceeds from a bond issuance are often recorded in a separate capital fund, consistent with GAAP. However, an aggregated capital projects fund group is sufficient for the purpose of external financial reporting.

Debt Service Funds (514–699)

The Board is authorized by state law to issue notes and bonds and enter into leases for capital improvement projects and cash requirements. Debt service funds are established to account for revenues and appropriations that are used for the payment of principal, interest, lease payment, and other related costs. CPS frequently establishes a separate debt service fund for each bond issue, although they can be aggregated for reporting purposes.

- **PBC Lease Funds (514, 516, 518)** account for property tax revenues and lease payments to the Public Building Commission (PBC) for debt service on bonds that the PBC sold to fund capital projects for schools that the Board is leasing from the PBC. The Board has lease agreements with the PBC to pay principal, interest, and administrative fees for revenue bonds that the PBC issued to finance capital projects for schools that the Board leases from the PBC. These bonds rely solely on property tax levies.
- **Debt Service Stabilization Fund (602)** was established by the Board to provide for debt expenditures (e.g. debt service, variable rate payments, and fees) and other uses approved by the Board.
- **Alternate Revenue Bond Funds (606–699)** account for pledged revenues and payments of principal, interest, and related fees on any alternate bonds. The Local Government Debt Reform Act of the State of Illinois allows the Board to issue alternate revenue bonds based on dedicated revenue sources. The Board has been issuing alternate revenue bonds since 1996 to support construction and renovation of school buildings.

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CHICAGO PUBLIC SCHOOLS

Organization Chart
August 2025

Chicago Public Schools

Appendix A
District and Community Demographics

INTRODUCTION

Chicago has a rich history of economic growth and transformation. Our city set a global standard in the 19th century as an industrial giant as it developed a strong base of esteemed manufacturing firms, robust supply chains, and an efficient transport and logistics infrastructure. By the late 20th century, the focus of the city and the region had expanded to embrace a knowledge-based economy while developing a highly skilled workforce. Today, the Chicago region has emerged as a major hub for national and global corporation headquarters and thriving finance, insurance, law, information technology, marketing, and logistics business communities.

The economy of Chicago and the region remains large and diverse, boasting a strong foundation of physical, technological, and institutional business assets. If the Chicago region were a country, it would be the 21st-largest economy in the world. Our city and region are global in character, with a substantial and growing foreign-born population and non-stop flights to over 200 destinations around the world.

CHICAGO POPULATION

There are approximately 2.7 million people and 1.1 million households in Chicago, the third-largest city in the United States.[1] An estimated 20.4 percent of the city's population is under 18 years old.

CHICAGO PUBLIC SCHOOLS ENROLLMENT

Chicago Public Schools (CPS) is the nation's fourth-largest school district. In the 2024–25 school year, CPS enrollment was 325,305, an increase of 2,054 students from the prior school year. CPS has a higher proportion of students of color, low-income students, and English learners as compared to the city's population as a whole and school districts in the rest of the state.

Race and Ethnicity: 47.3 percent of CPS students are Hispanic, 34.2 percent are African American, 11.3 percent are White, 4.7 percent are Asian, and 1.8 percent are multi-racial or other.

English Learners: English learners are students eligible for transitional bilingual education, and for whom English is not their native language. 88,807 CPS students were English learners during the 2024–2025 school year, which is 27.3 percent of the District's total student enrollment.

Income and Poverty: CPS students are disproportionately low-income as compared to the rest of the state. Students ages 3 to 17 meet the low-income criteria if they receive or live in households that receive public aid from SNAP (Supplemental Nutrition Assistance Program) or TANF (Targeted Assistance for Needy Families); are classified as homeless, migrant, runaway, Head Start, or foster children; or live in a household where the household income is within 185 percent of the federal poverty line. There are 232,954 economically disadvantaged students within CPS, representing 71.6 percent of the CPS student population.

[1] As of the 2020 US Census.

Table 1: CPS Enrollment 2015–2025

	Fall 2015 (FY16)	Fall 2016 (FY17)	Fall 2017 (FY18)	Fall 2018 (FY19)	Fall 2019 (FY20)	Fall 2020 (FY21)	Fall 2021 (FY22)	Fall 2022 (FY23)	Fall 2023 (FY24)	Fall 2024 (FY25)
School-based PK	22,555	20,673	19,441	17,668	17,492	11,494	15,430	16,403	17,589	17,893
Elementary Schools (K-8)	258,563	251,623	244,589	237,779	232,931	223,967	210,278	203,308	203,714	206,049
High Schools (9-12)	111,167	109,053	107,352	105,867	104,733	105,197	104,703	102,270	101,948	101,363
Total Enrollment	**392,285**	**381,349**	**371,382**	**361,314**	**355,156**	**340,658**	**330,411**	**321,981**	**323,251**	**325,305**

Appendix B
School Funding Formulas

Appendix B details the funding formulas used to allocate resources to schools. The appendix is organized in the following sections:

- District-run schools
    - Continuation of FY2025 budgeting approach to allocate core foundational positions—both administrative and instructional
    - Allocations of special education teachers and paraprofessionals
    - Allocations of supplemental bilingual teachers for English Learners (ELs)
    - General education allocations to specialty and alternative schools
- Allocations of other discretionary funds to District-run and non-District-run schools
- Charter schools, contract schools, and Alternative Learning Opportunity Programs (ALOPs)
    - Shift to consolidated Per-Capita-Tuition-Charge funding stream for Charter Schools for FY2026
    - Continuation of FY2025 funding streams for Contract, ALOP, and SAFE Schools
        - Core Instructional Funding (CIF)
        - Non-Instructional Funding (NIF)
        - Supplemental funding for schools in independent facilities
        - Special education funding
        - Allocations of supplemental bilingual teachers for ELs

DISTRICT SCHOOLS

Building on the success of the methodology change in the FY2025 budgeting process, the District will continue to allocate core administrative and instructional positions rather than the dollars used to fund those positions. This stability in the District's approach to budgeting year-to-year aims at minimizing major fluctuations in school budgets. By continuing to allocate positions, schools will be able to staff teachers and educational support personnel without having to worry about their costs.

Administrative Foundation

All schools are allocated one principal, one assistant principal, one clerk, and one counselor, regardless of size. Schools that are not Sustainable Community Schools, have an enrollment greater than or equal to 500 students, and have an Opportunity Index (OI) of 27 or higher, will receive a restorative justice coordinator. Larger schools and higher-need schools will receive additional counselors to support student well-being. All elementary schools (ES) will receive one counselor for every 600 students. If an ES has an enrollment between 250 and 600 students with an OI greater than or equal to 44 or an enrollment between 350 and 600 students with an OI greater than or equal to 38, then it will receive a second counselor. All high schools (HS) will receive one counselor for every 500 students. If a HS has an enrollment between 250 and 500 students with an OI greater than or equal to 44 or between 350 and 500 students with an OI greater than or equal to 38, then it will receive a second counselor. Title I eligible schools will receive a supplemental interventionist at the ratio of 1:450 students for ES and 1:600 students for HS, with a minimum of one interventionist unless a school's enrollment is below 225 students and the school is allocated a centrally-provided instructional improvement coordinator or other similar position.

Instructional Foundation

From an instructional perspective, all ES will receive at least one teacher per grade and an

additional teacher for the departmentalization of junior high. They will receive a further three holistic teachers to provide courses such as physical education, art/music, and world language. This foundational instructional allocation comes out to 10 core teachers and three holistic teachers for a traditional K–8 ES. Additional teachers are then allocated based on the school's enrollment and OI. The enrollment used is FY25 20th day minus cluster students (since special education teachers are allocated for special education cluster classrooms).

For ES with an OI of 26 or less, schools will receive one teacher for every 26 students. For an ES with an OI between 27 and 37, that ratio is lowered to one teacher for every 24 students. For an ES with an OI of 38 or above, that ratio is further lowered to one teacher for every 22 students. Schools will receive holistic teachers to cover physical education, arts, and other special classes for every five core classroom teachers allocated in the formulation above plus any cluster classrooms, since students with disabilities take electives in the general education environment.

All HS will receive a minimum core allocation of 10 teachers to provide for a full complement of courses in key subject areas. Schools with the need for more than 10 teachers are then allocated based on enrollment and OI. For a HS with an OI of 26 or less, schools will receive one teacher for every 21 students. For a HS with an OI between 27 and 37, that ratio is lowered to one teacher for every 19 students. For a HS with an OI of 38 or above, that ratio is further lowered to one teacher for every 18 students. Similar to elementary schools, the enrollment used is FY25 20th day minus cluster students (since special education teachers are allocated for special education cluster classrooms).

Discretionary Funding

Schools will receive additional needs-based flexible funding based on their enrollment and OI to spend on additional personnel and non-personnel needs. The allocations are determined using the formula detailed in the table below. This is the same formula as the one used in the FY2025 budget, but with floors adjusted for a new Opportunity Index.

Table 1: Needs-Based Flexible Funding Formula for Traditional District Schools

	Elementary School	High School
Base	$365/student	$1,095/student
Increment	$12 for each OI point above 12	$18 for each OI point above 12
Floor	$140,000	$420,000
High-Need Floor (OI>=38)	$180,000	$460,000

Multiple Building Adjustment

Schools with one or two branches that are a significant distance from the main school building receive the multiple building adjustment, which is a school clerk position to provide administrative support at the additional building. For FY2026, 51 schools received this additional allocation.

The total cost of the FY2026 multiple building adjustment in District-run schools is $5.4 million.

Foundation Positions

Every District school is allocated four foundation positions—one principal, one assistant principal, one counselor, and one clerk—in addition to the school's need-based flexible funding. Other schools qualify for additional counselors and/or restorative justice coordinators, depending on the size and needs of the school. The total cost of foundation positions in District-run schools in FY2026 is $383 million.

ALLOCATIONS OF SPECIAL EDUCATION TEACHERS AND PARAPROFESSIONALS

Diverse Learner Allocation

In FY2026, schools received an allocation of centrally funded special education teachers and paraprofessionals to serve diverse learners outside of cluster programs.

A school's FY2026 diverse learner allocation is based on the number of special education teachers and paraprofessionals needed to deliver the support and services defined in their students' Individualized Education Programs (IEPs). Initial allocations are determined by each school's special education population as of spring 2025. Allocations may be updated during the year in response to changes in student support needs.

Cluster Programs

Schools with cluster programs receive additional centrally funded positions for each cluster program, as shown in the following table:

Table 2: Cluster Allocations

Type of Cluster Programs	Teacher Allocations	SECA Allocations (programs opened prior to SY26)	SECA Allocations New Programs
Moderate Supports	1	1	2
Intensive Supports	1	2	3
Deaf or Hard of Hearing	1	1	N/A
Vision Impairment	1	1	N/A
Early Childhood Cluster (formerly called EC Intensive)	1	1	2
Transition Programming	1	1	N/A

Additional centrally funded paraprofessional positions have been allocated for students in cluster programs who require full-time dedicated paraprofessional support.

ALLOCATIONS OF SUPPLEMENTAL BILINGUAL TEACHERS FOR ENGLISH LEARNERS

Supplemental bilingual funding is determined by the Office of Multilingual-Multicultural Education (OMME). All schools are legally required to provide transitional bilingual education (TBE) and/or transitional programs of instruction (TPI) for their EL students. Supplemental bilingual resources are allocated to District-run schools to support student needs based on EL enrollment.

Table 3: Supplemental Bilingual Position Allocations for District-Run Schools

EL Enrollment	900+	600-899	300-599	50-299	20-49	Less than 20
Supplemental (SUP) Position (EL Program Teacher)	4.0 SUP TBE/TPI coordinator	3.0 SUP TBE/TPI coordinator	2.0 SUP TBE/TPI coordinator	1.0 SUP TBE/TPI coordinator	0.5 SUP TBE/TPI coordinator	-
Per-Pupil Allocation	-	-	-	-		$1,000/pupil
Dual Language Education Coordinator (DLC)	1 position for DLE schools that have fewer than 2.0 EL Program Teacher positions allocated per the above formula					
Bilingual Advisory Committee Funding	-	-	$1,250	$1,250	$1,250	-
EL Enrollment			**200+**	**100-199**	**50-99**	**20-49**
English Language Program Teacher Annual Stipend *(per CBA for ELPTs hired before 6/30/25)*			$2,500	$2,000	$1,500	$1,000

Seventeen schools received a Dual Language Coordinator position allocation, based on program enrollment, to support dual language programs in FY2026.

387 schools are eligible to receive $1,250 in Bilingual Advisory Committee (BAC) funds once they submit proof that they have established a BAC.

GENERAL EDUCATION ALLOCATIONS TO SPECIALTY AND ALTERNATIVE SCHOOLS

Specialty Schools

Within the District, 12 specialty schools primarily serve students with unique learning needs, including five early childhood centers that only serve pre-kindergarten students. Because of the specialized focus of these schools, core instructional funding is not provided through the same

methodology as other District-run schools. As such, these schools receive additional staff positions. Most of the classroom teachers are special education teachers or early childhood teachers, both of which are funded by the Office for Students with Disabilities and the Office of Early Childhood Education. Note that as of 2025, specialty schools are no longer assigned an opportunity index due to their unique populations served.

Specialty schools also receive the following general education resources:

- Foundation positions: One principal, one assistant principal, one counselor, and one clerk, which is the same administrative base that all District schools receive.
- A staff allocation of general education teachers to ensure that teachers in self-contained classrooms receive coverage for their preparation periods; these teachers generally teach art, music, or physical education.
- Schools will receive additional needs-based flexible funding based on their enrollment to spend on additional personnel and non-personnel needs. The allocations are determined using the formula detailed in the table below.

Table 4: Needs-Based Flexible Funding Formula for Specialty District Schools

	Elementary School	High School
Per-Pupil*	$617/student	$1,473/student
Floor	$140,000	$420,000

*The per-pupil rate is based on the average district OI of 33. The same formula and floors are applied to these schools as traditional district-managed schools.

Alternative Schools

There are four alternative schools within the District that provide a pathway toward high school graduation for students who need an option other than a traditional high school.

These schools are:

- Consuella B. York Alternative High School (located at the Cook County Jail)
- Nancy B. Jefferson Alternative High School (located at the Cook County Juvenile Temporary Detention Center)
- Simpson Academy High School for Young Women (serving pregnant and parenting students)
- Peace and Education Coalition High School (serving students at risk of dropping out or returning after dropping out)

These schools are not funded through any formula tied to enrollment. Enrollment counts at alternative schools can often be misleading, given the highly transient nature of the student population. Rather, the core allocation given to alternative schools is based on the programs run at the school and the needs of the students served. Each of the Alternative Schools receives needs-based flexible funding at the floor for High Schools listed in Table 4.

ALLOCATIONS OF OTHER DISCRETIONARY FUNDS TO ALL SCHOOLS

Every Student Succeeds Act (ESSA) Title I - School-Based Discretionary Allocations

The U.S. Department of Education provides funds for all students in any type of school through the Every Student Succeeds Act (ESSA). This funding targets resources to schools with high populations of students from low-income households in order to provide supplemental funding to districts across the country.

Title I is a progressive allocation in that the amount of per-pupil funding for the calculated number of Title I students increases for schools with higher concentrations of students from low-income households. To determine what the per-pupil rate at each school will be, a poverty index is calculated. Effectively, the greater the poverty index, the greater the per-pupil rate for the calculated number of eligible students at each school. Title I funds flow through the Illinois State Board of Education (ISBE) and, per the state grant requirement, schools that have an index of 40 or greater are eligible to receive a per-pupil allocation. Due to the variety of factors that result in an individual school allocation, it is not uncommon for schools to see variation in their annual Title I school-based discretionary allocation.

In FY2026, the District - following the guidance of the CPS Office of the Inspector General - has created a new Title I poverty index formula that is disentangled from Family Income Information Form-derived information (FIIF). In order to calculate the poverty index, first, the number of students at a given school who are directly certified by the State of Illinois as either a) a youth in the care of a state or local child welfare agency, or b) qualifying for SNAP, TANF, or Medicaid benefits is taken. Per ISBE:

> *Direct Certification is a simplified method of determining a student's eligibility for free meals through the School Lunch and School Breakfast Programs or free milk under the special Milk Program without completing a Household Eligibility. In addition, students directly certified to receive free meals or milk are not subject to verification.*

The number of directly certified students in the four aforementioned programs is then summed and divided by the school's K-12 enrollment to obtain the school's Title I index (which is a percentage). Both counts were taken in early February 2025.

CHARTER SCHOOLS, CONTRACT SCHOOLS, ALTERNATIVE LEARNING OPPORTUNITY PROGRAMS (ALOPs), AND SAFE SCHOOLS

Charter Schools Shift to Per-Capita-Tuition-Charge (PCTC) Consolidated Tuition Stream

The District's PCTC rate rose significantly in FY2025, requiring true-up payments to some charter networks to ensure CPS met the funding levels required by state law. This trend will continue into FY2026 as CPS's PCTC total is slated to increase by another 5.2%, outpacing growth in CPS's typical funding streams for charter schools. To provide as much revenue certainty up front for planning purposes, charter schools will receive their core tuition funding through one formula based on PCTC per-pupil rates. This will replace the discrete CIF, non-CIF, special education, and facilities supplement allocation. Under this approach, PCTC allocations will be trued up to actual enrollment in the upcoming school year as of Fall 2025 20th Day. If charter schools experience an increase in enrollment from Fall 2025 20th Day to Spring 2026 10th Day, they will receive an additional one-half of the per-pupil tuition charge for the net increase in students.

The PCTC total includes several types of expenses that are the shared responsibility of all schools, and which the District covers on behalf of all schools. Since charter schools receive the value of the District's coverage of these obligations, we consider these expenses to be on-behalf-of contributions to charter schools. These expenses include the District's unfunded pension liability, short-term borrowing costs, and debt service payments on long-term borrowing costs, and a per-pupil proportionate share of these on-behalf-of costs is counted towards the District's compliance with PCTC.

Table 5a: FY2026 Per Capita Tuition Charge Breakdown

FY2026 PCTC Breakdown		**Students in Independent Facility**	**Students in CPS Facility**
	FY24 PCTC:	$20,352.85	$20,352.85
	97% PCTC Match:	**$19,742.27**	**$19,742.27**
	Expense		
On-Behalf-Of Contributions	Long-Term Debt	-	$2,798.94
	Short-Term Debt	$46.11	$46.11
	Pension Obligation	$2,089.80	$2,089.80
Direct Funding	**Minimum Per-Pupil Tuition** *(Based on Fall 2025 20th Day Enrollment)*	**$17,606.36**	**$14,807.42**

Special Education Funding at Charter Schools

Funding for special education is included in the per-capita tuition charge for FY2026. By our calculations, as shown in the table below, charter schools receive on average $4,098.83 per pupil in special education funding based on total enrollment, regardless of special education status. This approach in calculating attributable special education funding mirrors that taken prior to FY2019, wherein information from the Annual Financial Report (AFR) was used to isolate the per-pupil portion of PCTC attributable to special education costs.

Table 5b: Calculation of Attributable Special Education Costs within PCTC Tuition

Special Education Component	Amount in FY2024 PCTC Calculation (ISBE)
Special Education Programs (not incl. PE/PK)	$1,088,257,374

Attendance & Social Work Services	$126,373,296
Health Services	$87,463,948
Psychological Services	$33,160,973
Speech Pathology & Audiology Services	$45,858,897
Special Education Payments to Charter, Contract, ALOP, and SAFE Schools^	$115,409,771
Federal Special Education - IDEA Flow Through Funds	($96,367,254)
Federal Special Education - IDEA Room & Board	($2,281,819)
Medicaid Matching Funds - Administrative Outreach	($19,229,459)
Medicaid Matching Funds - Fee-for-Service Program	($53,693,267)
GRAND TOTAL SPECIAL EDUCATION	**$1,324,952,460**
FY24 20th Day Enrollment	323,251
District Per-Pupil Equivalent	**$4,098.83**

^The amounts for special education payments to charter, contract, ALOP, and SAFE Schools were calculated from expenditure reports pulled from the District's Oracle financial system for FY2024. All other amounts in this table are found in the FY2024 Annual Financial Report for the Chicago Public Schools.

The enrollment used here is the full FY2024 20th Day enrollment, to align with the FY2024 financial figures taken from the AFR (the most recent fiscal year for which this report is available at the time of budgeting for FY2026). This varies from the adjusted enrollment used on ISBE's PCTC Calculation, which takes into account average daily attendance (ADA) rates. We use the full unadjusted enrollment because the District budgets and plans for special resource allocation using enrolled student needs and IEP plans rather than ADA-adjusted figures.

Contract Schools, Alternative Learning Opportunity Programs (ALOPs), and SAFE Schools Retain Existing Funding Formula

CORE INSTRUCTIONAL FUNDING (CIF)

Similar to FY25, in FY26, contract, ALOP, and SAFE School budgets will include a core instructional funding (CIF) allocation. This funding stream will provide a per-pupil proportionate share of the District's school resources.

Table 6: Calculation of Core Instructional Funding (CIF) Rate for Contract Schools, SAFE Schools, and ALOPs

	FY2026 District School Allocation	Traditional District School Enrollment	Per-Pupil Equivalent
Foundation Positions at Traditional, District-Run Schools	$375,042,461	251,095	$1,493.63
Per-Pupil Foundational Equivalent			**$1,493.63**
District K–8 School Base Rate	**$1,392,405,124**	**177,831**	$7,829.93
District 9–12 School Base Rate	**$602,442,265**	**73,264**	$8,222.90
Modified K-8 School Base Rate + Per-Pupil Equivalent*			**$9,323.56**
Modified 9–12 Contract/ALOP Base Rate + Per-Pupil Equivalent			**$9,716.53**

* All Contract, ALOP, SAFE schools operate at the high school level, so the modified K-8 rate is included purely for informational purposes.

The modified CIF base rate for contract schools, ALOPs, and SAFE Schools is applied using the same weights as used for District-run schools, as outlined in Table 6. The multiple building adjustment is included in the foundational equivalent allocation.

Non-Instructional Allocation

Contract schools, ALOPs, and Safe School programs receive a per-pupil equivalent for services that are provided in-kind to District-run schools, including operations and maintenance, security, and Central Office management. This non-instructional allocation is the entire amount of general funds in the operating budget, excluding special education, foundation positions, and corresponding CIF & PCTC allocations, and a limited set of items that are classified as District-wide shared obligations.

Table 7: FY2026 Non-Instructional Allocation

	FY2026 Budget (in $ thousands)
General Funds Excluding Special Education (Funds 115, 129, 210, and 230)	$5,552,349

Less Foundation District Allocations and Core Instructional Funding	$2,472,974
Less Per-Capita Tuition Charge	$863,640
Less Core Instructional Funding for ALOP, SAFE, and Contract Schools	$27,958
Less State Bilingual Funding	$63,362
Less District-Wide Shared Obligations	$1,369,741
Amount of Non-Instructional to be Distributed on Per-Pupil Basis	**$754,674**

Table 8 lists the District-wide shared obligations that are not included in the non-instructional allocation:

Table 8: District-wide Shared Obligations

	FY2026 Budget (in $ thousands)
District Pension Liability	$882,613
Facilities Supplement for Charter/Contract/ALOP	$6,349
Interest on Short-Term Debt	$23,000
Core Instruction for District Options and Specialty Schools	$41,184
Real Estate Leases	$17,036
Risk Management/Insurance	$22,015
Transportation/Drivers Education	$3,193
Early Childhood (Funded with General Funds)	$76,209
Offsetting Revenue from Charters, JROTC, and E-Rate	$81,642
Lunchroom Costs (Funded with General Funds)	$6,500

Vacancy Savings	$210,000
Total District-Wide Shared Obligations	**$1,369,741**

After removing the District-wide shared obligations, the non-instructional rate was based on an estimated non-instructional allocation of $755 million. The non-instructional allocation includes the following categories of funding:

Table 9: FY2026 Non-Instructional Allocation By Category

Category	Description	FY2026 Budget (in $ thousands)
Operations	Operations and maintenance of school buildings, including the cost of engineers, custodians, utilities, repairs, and Central Office operations management	$486,402
Security	Security guards in school buildings and Central Office management of security operations	$97,547
IT Phone/Data Networks	Telephone and high-speed data wiring and network infrastructure in school buildings	$26,549
Central Services	Central administrative services funded from local sources, other than operations, security, and IT phone/data networks	$145,118
School-Based Programs	Funding for magnet, selective enrollment, IB, STEM, JROTC, and other programs that provide supplemental funding to schools from local funds	$46,249
Vacancy Savings	Estimated amount that District-run schools will underspend in core instructional and administrative positions or other local funds due to vacancies—in FY2025, District-run schools are not allowed to reallocate vacancy savings for other purposes	$(210,000)
Subtotal of Above Items		**$591,865**
Non-Instructional Tuition	Charter per-pupil share of the above spending categories	$162,809
Total Non-Instructional		**$754,674**

The Non-Instructional Funding base rate is determined by dividing the components of the Non-Instructional allocation by the total weighted enrollment for District-run schools. For the first three components—operations, security, and IT phone and data networks—the total weighted enrollment includes charter school students who attend school in a CPS-owned facility.

Under prior year non-SBB allocations, enrollment was weighted in a manner similar to SBB, with high schools and primary grades receiving a percentage above the base rate. FY2026 Non-Instructional allocations preserve this approach in a simplified manner, with a base rate for elementary schools and a weighted rate for high schools of 1.2 times the elementary school base rate. The weighted rate for high schools mirrors the aggregate difference between the total elementary school allocation and the total high school allocation under non-SBB.

As these funds are distributed based on a weighted rate, the rates are derived using weighted enrollment for District students and all students in CPS facilities. The weighted enrollment mirrors the approach to the weighted rate, with the per-pupil amount for high schools being 1.2 times that of elementary schools.

The following table shows the calculation of the FY2026 Non-Instructional base rate:

Table 10: Calculation of FY2026 Base Non-Instructional Rate

Category	FY2026 Budget	Weighted Enrollment	Per-Pupil Amount
Facilities and Maintenance	$486,402	281,773	$1,726.22
Security	$97,547	281,773	$346.19
IT Phone/Data Networks	$26,549	281,773	$94.22
Central Office	$145,118	267,656	$542.18
Programs at Schools	$46,249	267,656	$172.79
Vacancy Savings	($210,000)	267,656	($784.59)
Total	**$591,865**		**$2,097.02**

The following table shows the FY2026 Non-Instructional rates for all grade levels:

Table 11: FY2026 Non-Instructional Rates

Non-Instructional Rates	ES	HS
Weighting	1.00	1.20
Per-Pupil Amount for All Schools	$2,097.02	$2,516.42

SUPPLEMENTAL FUNDING FOR SCHOOLS IN INDEPENDENT FACILITIES

In FY2026, charter school, contract school, and ALOP facilities not owned by CPS will receive a facility supplement of $2,585 per pupil to cover the costs of renting or owning the school facility. The FY2026 rate reflects an increase of $240 from the FY2025 rate of $2,585, reflecting the increase in per-pupil spending on the District's debt service related to capital improvements on CPS buildings.

Charter and contract schools that are housed in a CPS-owned building do not receive the facilities supplement but are allowed to occupy the CPS-owned facility at the nominal rental rate of $1 per year.

Enrollment Counts for CIF, Non-Instructional, and Facilities Supplement Adjustments for Contract Schools

CIF, Non-Instructional, and facilities supplement funding for contract schools is based on two enrollment counts per the CPS calendar: a first-semester count date on the 20th school day determines first-semester funding, and a second-semester count date on the 10th day of the second semester determines second-semester funding.

Beginning in FY2020, contract schools have been funded on the greater of the prior and current year enrollment counts for each semester to reflect the same funding policy CPS applies to District-run schools.

CIF, Non-Instructional, and facilities supplement funding for ALOP schools will remain based on quarterly enrollment counts as verified by attendance.

The following rules apply to the counting of enrollment for funding purposes:

- Enrollment counts are based on enrollment data in the District's system after the close of business on the enrollment count date.
- Students are not included in the enrollment count if they are not enrolled at the school on the enrollment count date, or if they were not enrolled for at least one full day as of the enrollment count date. Schools are responsible for ensuring that enrollment, scheduling, and attendance information is up to date in CPS' student information system on enrollment count dates.
- If a student is included in the enrollment count, but enrollment and attendance records are subsequently updated to show that the student was not enrolled in the school on the enrollment count date, the student will be retroactively excluded from the enrollment count, and the school's funding will be decreased accordingly.

Safe School Program

In FY2026, CPS will fund two Safe School programs for students who have been expelled from traditional schools due to violence. With the opening of a second Safe School campus in FY2025, both campuses are funded like an ALOP. CPS will fund SAFE Achieve Academy South HS at a floor of 90 students, and SAFE Achieve Academy West HS at a floor of 80 students, regardless of the actual number of students enrolled. This will ensure that spots are available when needed. CPS receives a Regional Safe School grant from the State of Illinois that helps cover these costs.

SPECIAL EDUCATION

Charter and Contract School Special Education Funding

In FY2026, contract schools will receive a per-pupil allocation based on the number of students with IEPs at each school. Similar to District-run school allocations, a May 2025 enrollment snapshot was used to determine each school's allocation for FY2026, based on the following rates:

Table 12: Special Education Per-Pupil Funding Rates

	LRE 1	LRE 2	LRE 3	504	Speech
Elementary School	$14,067.82	$16,881.37	$21,101.71	$2,868.74	$3,671.99
High School	$11,394.94	$13,673.92	$17,093.01	$2,868.74	$3,671.99

Instead of reimbursements for services rendered, these per-pupil amounts will be paid on a quarterly basis along with regular charter and contract tuition payments. These per-pupil allocations will not be automatically adjusted, but schools with extraordinary resource needs may request a review of their funding.

ALOP AND SAFE Special Education Funding

ALOPs and SAFE Schools receive reimbursements for personnel and contracted services used to service students receiving special education supports. They receive dollars according to the limits and averages listed below in Table 13.

Table 13: Special Education Reimbursements

Position	Maximum for average position	Maximum for any individual position
Allocated teacher positions (license required)	$105,858	$129,384
Allocated paraprofessional (license required)	$47,049	$62,343
Clinician allocation (license required)	$105,858	$129,384

1. Special Education Teacher Reimbursement

a. The school will hire its own special education teacher(s) based on the school's population of students with disabilities. CPS will reimburse the school on a semester basis. This reimbursement will be based on CPS' determination that each special education teacher possesses the proper license(s) as required by the State of Illinois and that the number of full-time equivalent (FTE) teacher positions for reimbursement does not exceed the CPS-approved allocation for the school.
b. The maximum reimbursement rate for any FTE special education teacher is $129,384 per year. The maximum reimbursement rate for all FTE special education teachers for each school is an average per-teacher reimbursement rate of $105,858 per FTE special education teacher.
c. The semester reimbursement to the school for FTE special education teachers will be the lesser of the (i) product of the maximum reimbursement rate multiplied by the number of CPS-approved, FTE teachers for the percentage of the quarter's instructional days for which the teacher was employed; or the (ii) aggregate sum of the actual salaries and benefits paid to CPS-approved special education teachers employed at the school for the percentage of the semester's instructional days for which the teacher was employed.

2. Special Education Paraprofessional Reimbursement

a. The school will hire its own paraprofessionals to provide the necessary supports required by its students' IEPs.
b. CPS will reimburse the school on a semester basis. This reimbursement will be based on CPS' determination that each special education paraprofessional providing instructional support is highly qualified in accordance with federal Every Student Succeeds Act (ESSA) standards and that the number of FTE paraprofessional positions for reimbursement does not exceed the CPS-approved allocation for the school.
c. The maximum reimbursement rate for any FTE special education paraprofessional is $62,343 per year. The maximum reimbursement rate for all FTE special education paraprofessionals for each school is an average per-paraprofessional reimbursement rate of $47,049 per FTE paraprofessional.
d. The semester reimbursement to the school for FTE special education paraprofessionals will be the lesser of the (i) product of the maximum reimbursement rate multiplied by the number of CPS-approved FTE paraprofessionals for the percentage of the semester's instructional days for which the paraprofessional was employed; or the (ii) aggregate sum of the actual salaries and benefits paid to the CPS-approved special education paraprofessionals employed at the school for the percentage of the semester's instructional days for which the paraprofessional was employed.

3. Special Education Clinician Reimbursement

a. If clinicians are required by the students' IEPs, the school will hire its own clinicians to provide the necessary support.
b. The school may have the Chicago Board of Education furnish clinicians to serve the school's students with disabilities, only if a waiver is given by CPS.
c. If the school hires its own clinicians, then CPS will reimburse the school on a semester basis. This reimbursement will be based on CPS' determination that each clinician possesses the proper license(s) as required by the State of Illinois and that the number of FTE clinicians does not exceed the CPS-approved allocation for the school.

d. The maximum reimbursement rate for any FTE clinician is $129,384 per year. The maximum reimbursement rate for all FTE clinicians for each school is an average per-clinician reimbursement rate of $105,858.
e. The semester reimbursement to the school for FTE clinicians will be the lesser of the (i) product of the maximum reimbursement rate multiplied by the number of CPS-approved FTE clinicians at the school for the percentage of the semester's instructional days for which the clinician was employed; or the (ii) aggregate sum of the actual salaries and benefits paid to the CPS-approved clinicians at the school for the percentage of the semester's instructional days for which the clinician was employed.

4. Special Education Case Manager Reimbursement

a. The school shall appoint and pay a salary and benefits to its own qualified case manager.
b. CPS will provide the school with a stipend for a qualified case manager that is equivalent to the amount given to case managers at District-run schools. The amount of the stipend is to be determined, pending an agreement between the Chicago Board of Education and the Chicago Teachers Union.
c. A case manager shall be deemed qualified if he or she has appropriate licenses and certifications as determined by the District. At least two years of experience in the field of special education is preferred.

An individual serving as a case manager may receive only one stipend, even if the individual is serving more than one school. Related service providers are allocated using the same staffing formulas as District-run schools. The District will continue to reimburse schools for the actual cost of the related service providers. Schools are expected to hire their own related service providers and are reimbursed for their expenses at the following rate:

Table 14: Special Education Reimbursements

Position	Maximum for average position	Maximum for any individual position
Related service providers (license required)	$105,858	$129,384

ALLOCATIONS OF SUPPLEMENTAL BILINGUAL FUNDING FOR ENGLISH LEARNERS

Charter and contract schools, ALOPs, and Safe School programs ("charter schools" collectively) receive supplemental bilingual grant funding based on EL enrollment in the following tiered system:

Table 15: State Funding for Charter Schools

Tier	EL Enrollment	No. of Schools	FY2026 Supplemental Funding Allocation
1	50+ EL students enrolled	61	$107,010
2	20 to 49 EL students enrolled	10	$57,505

3	1 to 19 EL students enrolled	52	$1,000 per EL student

Table 16: Federal Title III Funding for Charter Schools

Tier	EL Enrollment	No. of Schools	FY2026 Supplemental Funding Allocation
1	50+ EL students enrolled	61	$18,000
2	20 to 49 EL students enrolled	10	$5,000
3	1 to 19 EL students enrolled	52	$100 per EL student

Illinois charter school law now requires all charter schools to provide bilingual instruction to EL students. Charters are on a reimbursement system and must submit requests for reimbursement for expenses related to EL instruction. Charter schools are allocated grant funds in lieu of positions because charter management organizations operate independently of CPS. Therefore, CPS cannot allocate positions but can allocate equitable funding based on EL enrollment at charter schools.

CHARGES AND FEES

Facilities Charges for Schools in CPS-Owned Facilities

Charter schools, contract schools, and ALOPs occupying a CPS-owned facility are responsible for the operating costs of the building. Schools are charged for facilities costs based on per-pupil rates reflecting the average operating costs throughout the District.

Facilities charges are assessed for facilities and maintenance, security, and IT, with the per-pupil rates for each listed in Table 17. The FY2026 rate for each charge is the same as the corresponding component in the calculation of the base Non-Instructional rate (see Table 10, above).

Table 17: Per-Pupil Rates for Facilities Charges

Deduction Type	FY2025 Rates
Facilities and Maintenance	$1,726.22
Security	$346.19
IT	$94.22
Total Facilities Charge	**$2,166.63**

Schools can opt out of the District's security and IT services. Charter and contract schools that are the sole occupant of a CPS facility can also opt out of facilities and maintenance services. Schools

that are sharing a facility with another school are not allowed to opt out of facilities and maintenance services. Schools will not be charged for any component of the facilities charges from which they have opted out.

Employer Pension Contribution Charges

Under the CIF model, like SBB, charter schools receive per-pupil funding based on a CIF allocation that includes the amounts spent on employer pension costs of certified teachers. For this reason, each contract school reimburses the District for the employer pension costs for its employees who participate in the Chicago Teachers Pension Fund. Schools are charged 11.16 percent of the salary costs of participating employees, consistent with the pension normal cost estimates for FY2026. Pension payments are deducted from quarterly tuition payments.

Administrative Fee

Schools are charged a three percent administrative fee to cover the District's costs in overseeing schools and programs. The following table shows how the administrative fee is assessed for each funding source.

Table 18: Administrative Fees

Funding Source	Fee	How Administrative Fee Will Be Charged
Per Capita Tuition Charge	3%	Total fee for the entirety of the funding stream, deducted from quarterly tuition payments.
Core Instructional Funding	3%	Total fee for CIF, Non-Instructional, and special education will be deducted from quarterly tuition payments.
Non-Instructional	3%	
Special Education	3%	
Facilities Supplement	–	No administrative fee.
Title I	–	No administrative fee. District's administrative costs are deducted prior to the allocation of Title I funds.
Title II	–	No administrative fee. District administrative costs covered in Title I.
Title III	2%	Administrative fee is capped at 2% per grant rules. 2% fee deducted from Title III payments.
State Bilingual	3%	Fee deducted from state bilingual payments.

Appendix C
Budget Process

The Chicago Board of Education (the Board) is required by the Illinois School Code to adopt an annual budget for each fiscal year no later than 60 days after the beginning of the fiscal year. CPS' fiscal year starts July 1 and ends the following June 30.

Additionally, per the Illinois School Code:

- A proposed budget must be prepared and made available for public review at least 15 days prior to its finalization.
- The Board is required to hold at least two public hearings at least five days after copies of the proposed budget are made available for review.
- Notice of budget hearing dates must be published in a City of Chicago newspaper at least five days prior to the time of the hearing.

The proposed budget is available at cps.edu/budget. Copies of the budget are available from the Board Office at the CPS Loop Office, Garden Level, 42 W. Madison Street, Chicago, Illinois 60602.

Budget Planning

Budget planning consists of two main components: school budget planning and department budget planning.

In FY2025, the District implemented a new type of school funding that allocates positions for instructional and core administrative functions rather than tying dollars to enrollment. The District will continue this school funding strategy for the FY2026 budget, again ensuring that schools have an appropriate level of staffing to provide operational and instructional services for their students in an equitable manner and are able to staff teachers and educational support personnel without having to worry about their cost. Schools will receive both centrally allocated positions and flexible funding through enrollment and needs-based formulas so that all schools can meet the following instructional and school design priorities:

- Reasonable class sizes
- Limited splits
- Access to arts
- Intervention supports
- Local-level priorities

The FY2026 budget maintains these investment strategies and builds on the District's mission to move away from strict student-based budgeting and toward a more holistic, needs-based funding formula for District elementary and high schools. This approach provides a foundational level of resources for every school while building on the foundation for schools with greater need.

Foundational Resources for Every School	Additional Resources Based on Need
• Principal • Assistant Principal • Counselor • Clerk • Core classroom and holistic teachers • Professional development funding • Baseline discretionary funding • Centrally-managed positions (custodians, engineers, security, lunchroom, nurse, social worker) • Before- and after-school programming to support athletics, enrichment, and other activities	• Additional teachers to reduce class sizes • Additional counselors • Instructional coaches • Tiered intervention supports • Tutoring • Advocates for Students in Temporary Living Situations • Special education positions • Supplemental English learner resources • Social and emotional supports • Additional discretionary funding for high-needs schools

For the sixth consecutive year, school budget allocations were based on the prior school year's (SY25) 20th day enrollment figures, rather than projected enrollment for the upcoming year.

Department budgets were developed through rigorous engagement between CPS senior leadership and department leadership. The FY2026 department budget proposals prioritize critical initiatives, as identified by senior leadership and the Board, in an effort to direct as many resources as possible to schools and classrooms. Additionally, department budgets were developed with the goal of aligning with the District's central values and commitments as outlined in the five-year strategic plan.

In FY2023, CPS implemented a new budgeting tool named Enterprise Performance Management (EPM) for school and central office budgets. The EPM system maintained similar functionality to the Hyperion system used in prior years, but incorporated upgrades to user interface and functionality to support school users. FY2026 marks the fourth year of CPS' use of this budgeting system.

Budget Calendar

In the summer of 2024, the Office of Budget and Grants Management (OBGM) began the FY2026 budget planning process by developing revenue and expenditure assumptions for the upcoming fiscal year. OBGM released school budgets and guidance to principals in May 2025. Throughout the spring of 2025, OBGM worked closely with schools and departments to develop their budget proposals and integrate them into the FY2026 proposed budget.

Public Involvement

The FY2026 CPS budget, and specifically FY2026 individual school budgets, continue to be informed by stakeholder engagement and public feedback.

To ensure transparency into our current financial situation and gather feedback on the priorities of our stakeholders, we launched a citywide public engagement process in July 2025. Our process included five

community feedback sessions at Dyett High School, Westinghouse High School, Roosevelt High School, and Back of the Yards College Prep High School, and one virtual session. In addition, the District published an all-stakeholder survey and hosted a public learning session with a panel of budget experts who outlined the local, state, and federal context surrounding CPS's budget situation.

Over 650 people attended the five community feedback sessions, including students, parents, teachers, principals, Board members, elected officials, and other community members. After a short presentation providing context around and an overview of the District's $734 million deficit, participants spent the majority of each session in roundtable discussions, sharing feedback, priorities, and ideas on what is important to them from their unique perspectives. CPS staff at each table captured notes, which were compiled and taken into account when developing the FY2026 budget.

CPS engaged stakeholders through other forums as well, providing specific opportunities for principals, Local School Council (LSC) members, Community Action Councils, and other key groups to provide input into FY2026 budget priorities.

Each year, before the school budget planning process is complete, the LSC from each school must hold public meetings to discuss and cast an approval vote on their school's budget proposal. During the LSC approval process, the District shares school budget documentation and budget guidance resources with each LSC.

As stated above, the Board is required by the Illinois School Code to make the proposed budget available for review by stakeholders and the press at least 15 days prior to its finalization. Additionally, CPS is required to hold at least two public hearings before the budget is voted on by the Board.

Board Adoption of the Budget

The Board is anticipated to vote on the proposed FY2026 budget at the Board meeting scheduled for Thursday, August 28, 2025.

Appendix D
Financial Policies

Chicago Public Schools (CPS) is responsible for providing pre-k through 12th-grade education in the City of Chicago. It is an independent local government entity with its own authority to levy property taxes. The Board of Education is directed by the Illinois School Code (105 ILCS 5/34-43) to adopt an annual school budget for each fiscal year no later than 60 days after the beginning of the fiscal year, which begins July 1 and ends June 30. The annual budget includes a set of policies to be followed in managing financial and budgetary matters, allowing the Board to maintain its strong financial condition now and in the future.

Balanced Budget Policy

The Board is required by the Illinois School Code to balance its budget each year within standards established by the Board, consistent with the provisions of Article 105 ILCS 5/34-43. The Board defines a "balanced budget" as when the total resources, including revenues, other financing sources, and spendable prior-year fund balances, equal or exceed the total budgeted expenditures and other financing uses, and a "structurally balanced budget" as when the total projected revenues and other financing sources that the Board accrues in a fiscal year are equal to or greater than the total expenditures and other financing uses. Revenues and expenditures are defined in accordance with Generally Accepted Accounting Principles (GAAP). The Board's current policy is that all funds should be structurally balanced unless they include the spendable prior-year fund balance available under the terms of the Board's Fund Balance Policy.

General Fund: Although a structurally balanced budget is the goal for the General Fund, the prior-year spendable fund balance can be appropriated in the following budget year for one-time expenditures or under certain circumstances if the spendable fund balance exceeds five percent of the operating and debt service budget for the new fiscal year. The one-time expenditures are listed under the Fund Balance and Budget Management Policy.

Workers' Compensation/Tort Fund: The restricted fund balance in the Workers' Compensation/Tort Fund can be used only for expenses specified by the Illinois School Code 105 ILSC 5/18-8.05, such as unanticipated large tort, property loss, workers' compensation, or liability claims.

Grant Funds: All grant funds shall be structurally balanced.

Capital Projects Funds: All spendable fund balances in the Capital Projects Funds will be re-appropriated in the following year for eligible construction and renovation projects.

Debt Service Funds: Funds restricted for debt service are monies held as required by a bond indenture or similar agreement and maintained mostly with bond trustees.

Fund Balance Policy

Section 5/34-43 of the Illinois School Code authorizes the Board to accumulate a fund balance in the General Operating Fund. The stated goals of maintaining a fund balance are to provide adequate

working capital, ensure uninterrupted services in the event of unfavorable budget variances, provide for capital improvements, and achieve a balanced budget within a four-year period. Sufficient funds must be maintained in a reserve account to achieve these goals for operating funds. To facilitate the establishment and maintenance of such a reserve account, CPS adopts the following policy objectives for governmental funds. The District governmental funds are the General Operating Fund (including the Workers' Compensation/Tort Fund), Capital Projects Funds, and Debt Service Funds.

Fund Balance Target

Fund balance targets are established for the General Operating Fund (including the Workers' Compensation/Tort Fund), Debt Service Funds, and Capital Project Funds. The set amounts differ for each fund and will require an annual review. Factors in determining fund balance targets include predictability of revenues, legal requirements, bond indentures, potential volatility of expenditures, and liquidity requirements.

The operating and debt service budget for the new fiscal year is the basis for calculating the ratio of unrestricted fund balance to proposed expenditures. In essence, the current fiscal year's budgeted expenditures will determine the prior fiscal year's designated fund balance.

- **General Operating Fund**
  - **Assigned Fund Balance (Stabilization Fund):** This policy will require the Board to maintain an assigned fund balance totaling 15 percent of the operating and debt service budget (net of any budgeted non-cash expenditures or budgeted expenses derived from the dedicated Chicago Teachers' Pension Fund property tax levy) for the new fiscal year as a stabilization fund in the General Operating Fund at the annual adoption of the budget.

    The 15 percent is estimated to be the historical minimum cash required to provide sufficient cash flow for stable financial operations and to reduce short-term borrowing costs. It is the Board's goal that this stabilization fund will not be utilized unless there is an unforeseen financial emergency and a corresponding consensus decision among Board members.

  - **Criteria to use Stabilization Fund and Unassigned Fund Balance:** Notwithstanding any other provision of this policy, unassigned fund balance, if sufficient and available, should be used before the use of funds from the Stabilization Fund. Further, the use of unassigned fund balances should only be for one-time expenditures. If necessary, an amount from the Stabilization Fund can be appropriated in the following budget year for one-time expenditures or under the following circumstances:
    - To offset the temporary reduction in revenues from local, state, and federal sources
    - When the Board decides not to increase the City of Chicago property taxes to the maximum allowable property tax cap
    - To retire the Board's debt
    - To fund major legal settlements or liability claims made against the Board

        - To fund necessary one-time equipment or capital spending required for the Board.
        - To pay for costs related to an unforeseen emergency or natural disaster
        - To pay for specific education initiatives lasting no more than three years

    - **Assigned Fund Balance Replenishment:** It is the policy of the Board to maintain 15 percent of its operating and debt service budget in the stabilization fund and to allow the Stabilization Fund to be used for the purposes listed in the policy.

      In the event that the assigned stabilization fund decreases below 15 percent of the upcoming operating and debt service budget, the Chief Financial Officer (CFO) must prepare and present to the Board a plan to replenish the stabilization fund as part of the annual statement the CFO submits to the Board in conjunction with the annual budget (see the Monitoring and Reporting section of this document). If necessary, any surplus CPS generates must first go towards replenishing the stabilization fund until the 15 percent goal is achieved and then to the unassigned fund balance. The Board must approve and adopt a plan to restore these balances to the target levels within a 12-month period. If restoration of the reserve cannot be accomplished within this period without severe hardship, then the CFO, Deputy CFO, or Controller may request that the Board approve an extension of this restoration deadline.

- **Workers' Compensation/Tort Fund:** The restricted fund balance target for the Workers' Comp/Tort Fund is no less than one percent and no more than two percent of the operating budget. This fund balance must only be used for expenses specified by the Illinois School Code 105 ILCS 5/2-3.170, such as unanticipated large tort, property loss, workers' compensation, or liability claims.

- **Capital Projects Funds:** Restricted fund balance must equal the unused bond proceeds, revenues, and available fund balance from the previous fiscal year. All fund balances in the Capital Projects Funds will be re-appropriated in the following year for eligible construction and renovation projects.

- **Debt Service Funds:** Funds restricted for debt service are monies held as required by a bond indenture or similar agreement and maintained mostly with escrow agents. Assigned funds in the Debt Service Funds represent the Board's efforts to cover increases in future debt service requirements. The Office of Treasury must determine the proper level of funds needed for this purpose each fiscal year.

Monitoring and Reporting

In conjunction with the presentation of the recommended annual budget, the CFO must annually prepare a statement about the status of the fund balance in relation to this policy and present this statement to the Board. Should the CFO disclose that the stabilization fund has less than 15 percent of

the upcoming operating and debt service budget, a recommendation for fund balance accumulation shall be included in the annual statement.

One-time Revenue

Revenue shall be considered one-time if it was not present in the prior fiscal year and if it is unlikely that it will be available in the following fiscal year. CPS must not use one-time revenues to fund ongoing expenditures. To do so might mean that CPS would be unable to make up the gap created by the expiration of the one-time revenues in the next budget period, a situation that could lead to service cuts. One-time revenues would only support the one-time expenditure items described below:

- To retire the Board's debt
- To fund major legal settlements or liability claims made against the Board
- To fund necessary one-time equipment or capital spending required for the Board
- To pay for costs related to an unforeseen emergency or natural disaster
- To pay for specific education initiatives lasting no more than three years
- To increase the size of CPS' stabilization fund

Basis of Budgeting and Revenue Recognition

The budgeting and accounting policies of the Board are based on GAAP. The Governmental Accounting Standards Board is the standards-setting body for governmental accounting and financial reporting. These governing bodies require accounting by funds so that limitations and restrictions on resources can be easily explained.

Budgets are presented using the modified accrual basis of accounting.

Under the revenue recognition policy adopted in FY20, revenues are recorded when they become measurable and available. Property taxes are typically recognized as current revenues as long as they are available within 60 days after a fiscal year ends. In fiscal year 2024, CPS adopted a revised accounting policy that changed the revenue recognition period for grants. Under the new policy, federal, state, and local grants are recognized as revenues when eligible requirements imposed by grantors have been met, and as long as they are collected within four months after a fiscal year ends.

Expenditures are recorded when the related liability is incurred, regardless of the timing of related cash outflows. One exception is that debt service expenditures, as well as expenditures related to derivatives, compensated absences, claims and judgments, other post-employment benefits, and pollution remediation obligations, are recorded only when payment is due. Only revenues and expenditures anticipated during the fiscal year are included in the budget. Unexpended funds in the General Funds and Workers' Compensation/Tort Fund revert to the fund balance at the close of a fiscal year. Unexpended capital funds are carried forward yearly until projects are completed.

Budgetary Control and Budget Transfer

Budgetary control is exercised at the school, department, and system-wide levels with the adoption of the budget and at the line-item level through accounting controls. The monitoring of expenditures and

revenues is a crucial component of the management of the budget. In the event of an unexpected decline in revenue, certain non-essential expenses would be the first to be identified and frozen to ensure a balanced budget at year-end.

The appropriated budget is prepared by fund, unit, and account. The legal level of budgetary control is at the account level, except for school-based discretionary programs. CPS maintains budgetary controls to ensure that legal provisions of the annual budget are in compliance and expenditures cannot legally exceed the appropriated amount. Personnel expense accounts, including salary and benefits accounts, use budget balancing accounts known as "pointer lines'' to ensure budgets remain sufficient to cover expenses. Full annual salary and benefit costs are budgeted for every position to start the fiscal year. Any adjustments to expected salary and benefit costs drive automatic adjustments to the respective salary and benefit accounts, with an offsetting transaction occurring on an associated pointer line account. The District manages balances on pointer line accounts to ensure that sufficient funds are available to cover all personnel costs. Non-personnel expense accounts use budgetary controls in the purchasing process to ensure that budgets are sufficient to cover expenses. To incur an expense in a non-personnel account, users must first open a purchase order. If sufficient funds are not available, the system will not allow a purchase order to be created.

Because a budget is only a plan, transfers between line items during the year are permitted. All budget transfers follow an established fund transfer policy and approval process. All transfers requiring Board approval will be reported at the monthly Board meeting. The following are a few of the guidelines for making transfers:

- Funds may be transferred within a fund, between units, accounts, programs, or, in certain circumstances, grants. OBGM reports transfers of over $1,000 to the Board for approval.
- No transfer may be made between any of the statutory funds supported by property taxes.
- Transfers shall not exceed 10 percent of the fund during the first half of the fiscal year, and no appropriation shall be reduced below an amount sufficient to cover all obligations that will be incurred against the appropriation, consistent with statute 105 ILCS 5/34-50.

Budget Amendments/Supplemental Budgets

The Illinois School Code (105 ILCS 5/34-47 and 48) authorizes the Board to make additional or supplemental expenditures rendered necessary to meet emergencies or unforeseen changes. After the adoption of the annual school budget, the Board may, by a vote of two-thirds of its voting members, pass an additional or supplemental budget, thereby adding appropriations to those made in the annual school budget. Such a supplemental or additional budget is considered an amendment of the annual budget for that year. However, any appropriations shall not exceed the total revenues that the Board estimates it will receive in that year from all revenue sources and any fund balance not previously appropriated. In case of emergencies such as epidemics, fires, unforeseen damages, or other catastrophes happening after the annual school budget has been passed, the Board, by a concurring vote of two-thirds of all the members, may make any expenditure and incur any liability. The Board is required to hold two public hearings, both on budget amendments and supplemental budgets.

Cash and Investment Management Policy

In accordance with the Illinois School Code (105 ILCS 5/34-28) and Public Funds Investment Act (30 ILCS 235/1), the Board adopted an investment policy that provides guidelines for the prudent investment of all public funds and outlines the policies for maximizing efficient cash management. The ultimate goal is to manage public funds to meet cash flow needs, ensure security, and provide the highest investment return while complying with all state and local requirements governing the investments of public funds.

To achieve these goals, the Treasury maintains cash-flow forecasts that closely match cash on hand with projected disbursements. To minimize potential risk and losses, the Board limits investments to the safest types of securities, pre-qualifies the financial institutions, and diversifies the investment portfolios. The Treasury evaluates and monitors the portfolio regularly. For additional detail, please review the Cash Management chapter of the budget book, as well as the Investment Policy: https://policy.cps.edu/download.aspx?ID=27.

Debt Management Policy

The Board established a debt management policy that sets forth the parameters for issuing debt and managing the outstanding debt portfolio. Additionally, the policy provides guidance for the debt payment structure that directly affects the Board's finances, the types and amounts of permissible debt, the timing and method of sale that may be used, the structural features that may be incorporated, and the selection of financial advisors.

The purpose of this policy is to enhance the Board's ability to issue and manage its debt in a fiscally conservative and prudent manner and to ensure the Board's continued access to the capital markets. The Board will match the term of the borrowing to the average useful life of the projects financed and will seek the best possible credit rating in order to reduce interest costs. Every project proposed for debt financing should be accompanied by amortization schedules that best fit within the existing debt structure.

Every project should also minimize the impact on future operating and maintenance costs of the tax and debt burden on the General Fund and the overlapping debt of other local governments. The Treasury will determine the mix of variable- and fixed-rate debt that best manages its overall interest costs while considering the risks and benefits associated with each type of debt. For additional detail, please review the Debt chapter of the budget book, as well as the Debt Management Policy: https://policy.cps.edu/download.aspx?ID=42.

Appendix E
Glossary

Account: A budget attribute used to group funds with a similar purpose, such as supplies, salaries, or travel expenses. Sometimes referred to as the "object" of the expenditure, the account is what the dollars will be spent on.

Accrual Basis: The accounting technique under which transactions are recognized when they occur, regardless of the timing of estimated cash flow.

Accrued Expense: An expense incurred and recorded on the books but not payable until a later date.

Adopted Budget: The budget ultimately approved and authorized by the Board that authorizes spending for the fiscal year based on appropriations in the budget.

Ancillary Classrooms: Identified for elementary schools only. Refers to the number of allotted classroom spaces required for non-homeroom uses, such as science labs, computer labs, resource rooms, special education rooms, after-school programs, or community organization special programs. The number of ancillary classrooms can be identified by subtracting the number of allotted homeroom classrooms from the total number of classrooms.

Appropriation: An authorization to make expenditures and incur obligations for a specific purpose during a specific time period granted by a legislative body, in this case the Board.

Assessed Valuation (AV): The value placed on all taxable property for tax purposes. This amount is subject to the state equalization factor and the deduction of exemptions.

Average Daily Attendance (ADA): The aggregate number of pupil days of attendance divided by the number of days in the regular school session. Attending school for five or more hours while school is in session constitutes one pupil day of attendance. The average daily attendance from the best three months of the prior year is used to calculate General State Aid for the current year.

Balance Sheet: A statement of an organization's financial position at a specific point in time. It includes assets, liabilities, and fund balances.

Bill (HB or SB): Legislation drafted in the form of an Act to be introduced to the Illinois General Assembly and identified with a bill number. HB refers to a bill introduced to the House and SB refers to a bill introduced to the Senate. Bills are available on the General Assembly website at ilga.gov.

Block Grant: A state or federal grant program that consolidates several previously separate categorical grant programs into one larger grant. Block grants usually allow the recipient agency more flexibility than separate grants for the use of the resources.

Bond: A written promise to pay a specified sum of money, called the "face value" or "principal amount," at a specified future date with a specified periodic interest rate.

Bonded Debt: The portion of indebtedness represented by outstanding bonds.

Bond Rating: An assessment of a specific bond issue's credit risk.

Bond Redemption and Interest Fund: A debt service fund for the receipt and disbursement of annual tax levies proceeds for the payment of the principal and interest on specific bond issues.

Budget: An estimate of income and expenditure for a set period of time.

Budget Classification: A series of numerical codes used to categorize items of appropriation by unit, fund, account, program, and grant.

Budgetary Control: The control or management of a governmental or enterprise fund in accordance with an approved budget to keep expenditures within the limits of available revenue appropriations.

Capital Development Board (CDB): The State of Illinois' government organization that administers the School Construction program.

Capital Outlay: An expenditure that results in the acquisition of or addition to fixed assets. Capital outlay has an anticipated useful life of more than one year; can be permanently identified as an individual unit of property; belongs to land, buildings, structures and improvements, or equipment; constitutes a tangible, permanent addition to the value of city assets; does not constitute repair or maintenance; and is not readily susceptible to loss.

Capital Project: A specific and identifiable improvement or purpose for which expenditures are proposed within the capital budget or capital improvement program.

Capital Project Fund: A fund created to account for financial resources to be used for the acquisition or construction of major capital facilities or equipment.

Categorical Revenue: Funds from local, state, federal, or private sources that can, by law, only be used for specific purposes (e.g., Every Student Succeeds Act revenue).

Change Orders: Modifications of scope and/or costs related to a project.

Chicago Board of Education (Board): The local government organization established to provide elementary and secondary education in the city of Chicago.

Chicago Public Schools (CPS): The pre-k through grade 12 grade school system that operates under the Chicago Board of Education.

Chicago Teachers' Pension Fund (CTPF): The pension fund for Chicago teachers, principals, and administrative staff with teaching certificates. Teachers, principals, and administrative staff in the rest of the state belong to the Illinois Teachers' Retirement System (TRS).

Collective Bargaining Agreement: A labor contract which sets the terms and conditions of employment between a union representing employees and the employer. CPS negotiates with six bargaining units (Chicago Teachers Union (CTU), Chicago Principals & Administrators Association (CPAA), SEIU 73, Unite Here Local 1, Teamsters, and SEIU Local 1), which collectively represent over 30,000 employees.

Common Core State Standards (CCSS): A set of standards outlining what students are expected to learn at every grade level in order to be prepared for success in college and career. CCSS is designed to be relevant to the real world and help students succeed in a global economy.

Comprehensive Support School: An ISBE summative designation referring to a Title I eligible school that is among the lowest performing five percent of all schools within the state, or any high school in the state with a graduation rate equal to or lower than 67 percent. A Comprehensive Support School is eligible for comprehensive support under the state's School and District Improvement (formerly IL-Empower) system of supports.

Contingency: A budgetary reserve set aside for emergencies or unforeseen expenditures.

Continuous Improvement Work Plan (CIWP): The three-year school improvement plan. The purpose of the CIWP is to establish each school's mission, its strategic priorities, and the steps the school will take to accomplish its goals.

Cost of Living Adjustment (COLA): The cost of living adjustment commonly refers to the amount or percentage change to salary and/or benefits in order to protect income from being eroded by inflation.

Debt Service: The amount of money required to pay the principal and interest on all bonds and other debt instruments according to a predetermined payment schedule.

Debt Service Fund: A fund established to make principal and interest payments on long-term debt.

Deficit: An excess of expenditures over revenues in a given period.

Depreciation: The portion of a capital asset cost that is charged as an expense during a particular period. This is the process of estimating and recording the lost usefulness, expired useful life, or diminution of service from a fixed asset.

Education Support Professional (ESP): Position classification for non-teacher/principal support staff. This category covers positions such as custodians, engineers, security guards, and most central office staff.

Effective Date: The date on which a Public Act takes effect (i.e., the date it becomes generally enforceable).

Effective Tax Rate: The ratio of taxes billed to the market value, generally expressed as a percentage.

Elementary and Secondary School Emergency Relief (ESSER): Federal grants that provided emergency assistance to local education agencies to support their COVID-19 response. ESSERs I, II, and III were authorized by the Coronavirus Aid, Relief, and Economic Security Act of 2020 (CARES), Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (CRRSAA), and American Rescue Plan Act of 2021 (ARP), respectively. States distributed funds to districts based on their share of Title I funding.

Encumbrance: Obligation in the form of a purchase order and/or contract which is chargeable to an appropriation and which reserves a part of the fund balance because the goods or services have not been received. When paid, the encumbrance is liquidated and recorded as an expenditure.

Enrollment Efficiency Range: The number of students is within 20 percent of **Ideal Program Enrollment** (see definition).

Enterprise Fund: A fund established to account for operations that are financed and operated in a manner similar to private business enterprises, where the intent of the governing body is to finance or recover the costs of providing the goods or services to the general public on a continuing basis primarily through user charges.

Enterprise Performance Management (EPM): Software owned and managed by Oracle. CPS utilizes the system for planning, budgeting, and forecasting revenue and expenditures.

Equalization: The application of a uniform percentage increase or decrease to assessed values of various areas or classes of property to bring assessment levels, on average, to a uniform level of market value.

Equalization Factor (Multiplier): The factor that must be applied to local property assessments to bring about the percentage increase that will result in an equalized assessed valuation equal to one-third of the market value of the taxable property in a jurisdiction.

Equalized Assessed Valuation (EAV): The assessed value multiplied by the State of Illinois equalization factor minus adjustments for exemptions. This gives the property value from which the tax rate is calculated.

Equity Index for Capital Investment (Equity Index): A tool that CPS has used since SY2021 to advance resource equity in its capital improvement planning and decision-making process. The Equity Index helps identify opportunity differences so that resources can be prioritized for the schools in greatest need.

Every Student Succeeds Act (ESSA): Signed into law by President Barack Obama in December 2015, ESSA updates and replaces the No Child Left Behind Act of 2001 and has been in full effect since the 2017–18 school year.

Evidence-Based Funding (EBF): State revenue provided to school districts to support basic education programs. The amount that each school district receives depends upon the educational needs of the school district, the size of the local tax base, the amount of tax effort by the local school district (in

certain cases), and the foundation level. The EBF formula works so that every child in the state has access to resources for their education at least equal to the foundation level.

Exemption: The removal of property from the tax base. An exemption may be partial, such as a homestead exemption, or complete, such as a church building used exclusively for religious purposes.

Expenditure: The outflow of funds paid for an asset or service. This term applies to all funds.

Extension: The actual dollar amount billed to the property taxpayers of a district. All taxes are extended by the County Clerk.

Federal Lunchroom Revenue: Revenue from the federal program that supports free and reduced-price meals for children from low-income families.

Fiscal Year (FY): The time period designated by a system signifying the beginning and ending period for recording financial transactions. The CPS fiscal year begins July 1 and ends June 30.

Fixed Asset: An asset of a long-term character that is intended to continue to be held or used, such as land, buildings, machinery, and equipment.

Full-Time Equivalent (FTE): A unit that indicates the workload of an employee in a way that makes workloads comparable across various contexts. An FTE of 1.0 means that the person is equivalent to a full-time worker, while an FTE of 0.5 signals that the worker is only half-time or works full-time for half a year.

Fund: A separate accounting entity with a self-balancing set of accounts that comprise its assets, fund equity, revenues, and expenditures. Money and other fund assets are set aside in an account for specific purposes and activities in accordance with legal requirements. A school or department may have resources available from several funds. Examples include the General Fund, Workers' Compensation/Tort Fund, and the Federal Title I Fund.

Fund Accounting: A governmental accounting system that organizes its financial accounts into several distinct and separate sets of accounts, or "funds," designated by their different functions.

Fund Balance: A fund's assets minus its liabilities, as determined at the end of each fiscal year. Any reservations of fund balance are deducted, leaving a remaining unreserved fund balance.

GASB 24 — Governmental Accounting Standards Board Statement #24: Establishes accounting rules for pass-through grants, food stamps, and on-behalf payments for fringe benefits and salaries. As it relates to "on-behalf payments," GASB 24 requires payments made by other governments to be included as revenues and expenditures as long as they are for employee benefits.

GASB 54 — Governmental Accounting Standard Board Statement #54: In order to improve consistency and clarity in fund balance reporting, GASB 54 establishes a hierarchy of fund balance classifications

categorized by the extent to which governments are bound by constraints on resources reported in the funds. The hierarchy includes:

1. **Non-spendable Fund Balance:** Amounts that cannot be spent, such as inventories, prepaid amounts, and the principal of a permanent fund. Additionally, long-term loans, notes receivables, and property held for resale would be reported as non-spendable unless the proceeds are restricted, committed, or assigned.
2. **Restricted Fund Balance:** Amounts constrained for a specific purpose by external parties, constitutional provision, or enabling legislation.
3. **Committed Fund Balance:** Amounts constrained for the specific purposes determined by a formal action of the government's highest level of decision-making authority. Formal action is also required by the same group to remove or change the constraints placed on the resources.
4. **Assigned Fund Balance:** For all governmental funds other than the general fund, any remaining positive amounts not classified as non-spendable, restricted, or committed. For the general fund, the assigned fund balance is the amount constrained to be used for a specific purpose by a governing board, body, or official that has been delegated the authority to assign such an amount.
5. **Unassigned Fund Balance:** Amounts not classified as non-spendable, restricted, committed, or assigned. The general fund is the only fund that would report a positive amount in unassigned fund balance.

General Fund: The primary operating fund used to account for all revenue and expenditures except those related to specific programs that are accounted for separately in special purpose funds.

General Obligation Bonds: Bonds that finance public projects, such as new school buildings. The repayment of the bonds is made from property taxes and is backed by the full faith and credit of the issuing entity.

Generally Accepted Accounting Principles (GAAP): A uniform minimum standard of, and guidelines to, financial accounting and reporting. GAAP governs the form and content of an entity's basic financial statements, encompassing the conventions, rules, and procedures necessary to define accepted accounting practices at a particular time. They include not only broad guidelines of general application, but also detailed practices and procedures. They provide a standard by which to measure financial presentations.

Government-Funded Funds and Special Grant Funds: Funds established by the Board to account for programs that are fully reimbursable by the state or federal government and special grants.

Governmental Accounting Standards Board (GASB): Organization that establishes accounting standards for state and local governments in the United States.

Grant: A contribution given by a government entity, private foundation, or other type of organization to support a particular activity or function.

Homeroom Classrooms: Refers to the number of allotted classroom spaces required for homeroom use. Homerooms are important for tracking daily attendance and distributing report cards. The number of

classrooms allotted for homeroom use is determined by multiplying the total number of classrooms by 0.769, rounding down to the nearest whole number.

Ideal Program Enrollment (Ideal Capacity): For elementary schools, this equals the number of allotted homeroom classrooms multiplied by 30. For high schools, this equals the total number of instructional classrooms multiplied by 30 and then multiplied by 80 percent.

Illinois School-Based Health Services Program: In September 1994, the Illinois Department of Public Aid (now the Illinois Department of Healthcare and Family Services) submitted a Medicaid State Plan Amendment, which expanded the range and scope of existing covered services and increased reimbursement rates. The program, based on 42 CFR 440.13D(d) of the Social Security Act, allows the District to receive reimbursements through Medicaid for certain services provided to eligible children.

Illinois State Board of Education (ISBE): The state organization created to oversee elementary and secondary education in Illinois.

Individuals with Disabilities Education Act (IDEA) — PL 94-142: Federal law requiring school districts to provide appropriate education services to children with disabilities. IDEA governs how states and public agencies provide early intervention, special education, and related services to eligible infants, toddlers, children, and youth with disabilities.

Interest Earnings: Earnings from available funds invested during the year in United States treasury bonds, certificates of deposit, and other short-term securities consistent with our investment policies.

Investments: Securities and real estate held for the production of revenues in the form of interest, dividends, rentals, or lease payments. Investments do not include fixed assets used in governmental operations.

Levy: Amount of money a taxing body authorizes to be raised from the property tax.

Liabilities: Debts or other legal obligations arising out of transactions in the past that must be liquidated, renewed, or refunded at some future date.

Local School Councils (LSC): LSCs comprise six parents, two community members, two teachers, one non-teacher staff member, the school's principal, and a student representative (for high school LSCs only). The LSC is responsible for approving how school funds and resources are allocated, developing and monitoring the Continuous Improvement Work Plan (CIWP), and evaluating and selecting the school's principal.

Long-term Debt: Debt with a maturity of more than one year after the date of issuance.

Lunchroom Fund: A fund for the assets, liabilities, receipts, and disbursements of the School Lunchroom Program.

Maintenance: All materials or contract expenditures covering repair and upkeep of buildings, machinery, equipment, systems, and land.

Medicaid Revenue: Revenue from the federal Medicaid program that the Board receives as reimbursement for the provision of Medicaid-eligible services to eligible children.

Miscellaneous Revenues: Proceeds derived from notes and bonds sold by the Board, interest on investments and undistributed property taxes, collections from food service sales, rental of property, gifts, donations, and the sale of Board-owned real estate.

Mission Statement: Designation of a department's purpose or benefits; how the department supports the overall mission of the system.

Modified Accrual Basis: An accounting method commonly used by government agencies that combines accrual- and cash-based accounting. Under this basis, revenues are recognized when they become both "measurable" and "available" to finance expenditures of the current fiscal period. Expenditures are recognized when the related fund liability is incurred, with the following exceptions: (1) inventories of materials and supplies that may be considered expenditures, either when purchased or when used; (2) prepaid insurance and similar items that do not need to be reported; (3) accumulated unpaid vacation, sick pay, and other employee benefit amounts that need not be recognized in the current period, but for which larger than normal accumulations must be disclosed in the notes to the financial statements; (4) interest on special assessment indebtedness that may be recorded when due rather than accrued, if offset by interest earnings on special assessment levies; and (5) principal and interest on long-term debt that are generally recognized when due.

Multiplier: See **Equalization Factor**.

Network: Grouping of schools, usually geographical, for management and support purposes.

Object: Specific nature or purpose of an expenditure. Object codes are common across all units, programs, and projects. Examples of objects include professional services and teacher salaries. Also referred to as *accounts*.

Operating Budget: Financial plan outlining estimated revenues, expenditures, and other information for a specified period (usually one fiscal year). Long-term costs, such as those related to capital projects, are typically excluded from the operation budget.

Operating Expenses: Proprietary fund expenses that are directly related to the fund's primary service activities.

Operating Expense Per Pupil: Gross operating cost of a school district for K–12 programs (excludes summer school, adult education, bond principal retired, and capital expenditures) divided by the average daily attendance for the regular school term.

Operations and Maintenance (O&M): Represents the portion of taxes assessed for the maintenance and operations of the system's facilities.

Opportunity Index: A tool developed by the CPS Equity Office that uses indicators (such as community factors, demographics, and historical funding) to measure opportunity gaps and more equitably support students, schools, and communities.

Public Act (P.A.): Public Acts are available on the General Assembly website at ilga.gov.

P.A. 87-17: Property Tax Extension Limitation Law that imposes a tax cap in Lake County, Will County, DuPage County, McHenry County, and Kane County, as well as the prior year's Equalized Assessed Valuation (EAV) on Cook County. The tax cap limits the annual growth in total property tax extensions in the operating funds of a non-home rule government to either five percent or the percentage increase in the Consumer Price Index (CPI), whichever is less. The previous year's EAV provision limits extensions in rate-limited funds to the maximum tax rate multiplied by the previous year's EAV for all current District property.

P.A. 88-593: Public Act that requires all five state pension funds to reach 90 percent funding by the year 2045; also established a state goal of funding the Chicago Teachers' Pension Fund at between 20 percent and 30 percent of state funding for the Teachers' Retirement System.

P.A. 89-1: Property Tax Extension Limitation Law that imposes a tax cap in Cook County. The provisions of this tax cap are the same as in P.A. 87-17.

P.A. 89-15: Public Act that gives the mayor of Chicago effective control of the Board; also changed the financial structure of the Board.

P.A. 93-21: Public Act that defines the current state poverty grant formula and defines the poverty count to be used for this grant as the unduplicated count of children in any one of four low-income programs (Medicaid, KidCare, Temporary Assistance for Needy Families (TANF), and food stamps); excludes children who are eligible for services from the Department of Children and Family Services.

P.A. 93-845: Public Act that authorized school districts to continue to file for adjustments of the previous year's GSA claims to reflect revenue lost due to property tax refunds.

P.A. 94-976: Property Tax Extension Limitation Law that set the maximum extension rate for funds subject to tax caps, including the rate that requires voter approval. This does not allow a local government to exceed its total tax cap limit, but it does make it much less likely that tax rate limits in specific funds will prevent the local government from taxing up to its tax cap limit.

P.A. 96-490: Public Act that changed the value of the property tax bills mailed in the spring from 50 to 55 percent of the previous year's total bill.

P.A. 96-889: Public Act that created a new second-tier pension plan for the state pension funds and the Chicago Teachers' Pension Fund; changed the required funding schedule for the Chicago Teachers' Pension Fund.

P.A. 97-8 (SB 7): Public Act that makes significant changes to teacher tenure, layoff, and dismissal policies; changes the process for resolving collective bargaining impasses.

Penalty Date: Date by which property tax bills are due and payable. In Cook County, the penalty date for first-half tax bills is normally March 1, and the penalty date for second-half tax bills is typically August 3. However, the date in 2020 was extended to October 1 in light of the COVID-19 pandemic.

Pension: A defined benefit amount paid regularly to a former employee during their retirement.

Pension Funded Ratio: A percentage measurement of actuarially-calculated assets compared to actuarially-determined pension liabilities.

Pension Relief: A legislative action by the Illinois General Assembly that temporarily reduced required pension contributions by CPS. The relief, which lasted three years, expired in FY2013.

Per Capita Tuition Charge (PCTC): A funding formula that ISBE uses to quantify the amount a school district pays from its own resources for each student.

Personal Property Replacement Taxes (PPRT): A tax instituted in 1979 to replace the Corporate Personal Property Tax. PPRT consists of a state income tax on corporations and partnerships and a tax on the invested capital of public utilities. The tax is collected by the Illinois Department of Revenue and distributed to over 6,000 local governments based on each government's share of Corporate Personal Property tax collections in a base year.

Program: Instructional or functional activity.

Program Description: The description includes department/bureau mission, goals, accomplishments, performance measures, and total expenditures and staff counts.

Project: An activity that usually must be accomplished within a specified time period and whose costs are generally reimbursed by the state or federal government.

Property Tax Revenue: Revenue from a tax levied on the equalized assessed value of real property.

Proposed Budget: Financial plan presented by the Chief Executive Officer for consideration by the Board.

Public Hearing: A formal open meeting held to present information and receive public testimony on a local issue.

Public Building Commission (PBC): The Chicago municipal corporation from which local government taxing authorities lease facilities. The PBC issues bonds, acquires land, and contracts for construction for

capital projects of other local governments associated with the facilities that are being leased. Annual payments on these leases are included in the local government's tax extensions.

Public Building Commission (PBC) Lease/Rent Fund: Debt service fund for the receipt and disbursement of the proceeds of an annual tax levy for the rental of school buildings from the PBC. Most of the rental payment is used by the PBC to make debt service payments on revenue bonds that were issued to finance capital projects in PBC-leased schools.

Public Building Commission (PBC) Operation and Maintenance Fund: Fund for the receipt and disbursement of the proceeds of an annual tax levy for operation and maintenance of PBC-leased buildings.

Prior Year's Equalized Assessed Valuation (EAV): Provision of P.A. 87-17 which requires that extension limits for rate-limited funds for Cook County governments be determined using the EAV one year prior to the year of the levy.

Rate Limited Fund: Fund accounting for the accumulation and use of revenue generated by a rate-limited tax levy.

Reserve: Account used to indicate that a portion of a fund balance is restricted for a specific purpose, or an account used to earmark a portion of a fund balance to indicate that it is not available for expenditure. A reserve may also be an account used to earmark a portion of fund balance as legally segregated for a specific future use.

Revenue Bonds: A municipal bond whose principal and interest are payable exclusively from a revenue source (rather than a tax source) that is pledged as the payment source before issuance.

Safe Passage: A program designed to increase children's safety as they walk to and from school by placing CPS employees along designated Safe Passage routes.

School Actions: Significant changes to schools that require Board approval. Examples of school actions include consolidations and school moves.

Seal of Biliteracy: This is an award given by a school, district, or county office of education in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. It is designed to function as a nationally-recognized standard of achievement in bilingual education. In Illinois, the State Seal of Biliteracy is designated on the high school diplomas and transcripts of graduating public school pupils attaining proficiency in one or more languages in addition to English.

Social Impact Bond (SIB): A debt instrument that commits a public sector entity to pay for improved social outcomes that result in public sector savings. Private investors inject capital into the specified social initiative and are paid a financial return by the public entity only if social outcomes are achieved. SIBs are also known as "Pay for Success Bonds" or "Social Benefit Bonds."

Space Use Status: There are three Space Use Statuses: Underutilized, Efficient, and Overcrowded. Underutilized is defined as school enrollment less than the lower end of the Enrollment Efficiency Range. Efficient is defined as school enrollment within the Enrollment Efficiency Range. Overcrowded is defined as school enrollment more than the upper end of Enrollment Efficiency Range.

Space Utilization Index: A school's enrollment expressed as a percentage above or below the Ideal Program Enrollment of the facility. Space Utilization Rate = Adjusted Enrollment/Ideal Capacity *100

Special Revenue Funds: A fund used to account for specific revenue source proceeds (other than special assessments, expendable trusts, or major capital projects) that are legally restricted to expenditures for specific purposes.

State Aid Pension Revenue: Revenue from an annual state appropriation to fund a portion of the employer contribution to the Chicago Teachers' Pension Fund.

State Statute: A law enacted by the Illinois General Assembly and approved by the governor.

Student Prioritization Index (SPI): Tool created in June 2021 to ensure that there is a District-wide, shared, and data-informed approach to identifying students for support. The SPI uses many data points to provide a holistic, data-based summary to connect schools with supports that could benefit the most affected students in their school. The index contains data from the most recent one to two school years (depending on the specific data point) to ensure the District is capturing a holistic view of students. The SPI captures four categories: engagement, academic performance, social-emotional need, and community factors.

Student-Based Budgeting (SBB): A flexible, per-pupil funding model that provided dollars based on the number of students at each school. CPS moved to the SBB approach in FY2014 and moved away from SBB in FY2025.

Supplemental Aid: Funding stream provided to schools that replaces Supplemental General State Aid. The previous state funding law required CPS to distribute $261 million of Supplemental General State Aid directly to schools based on their poverty levels. The new funding law does not have this requirement, but CPS maintained this methodology in the form of Supplemental Aid until FY2025, when CPS incorporated these funds into its new need-based resourcing model.

Targeted Support School: An ISBE summative designation referring to a school with one or more subgroups with low achievement. A Targeted Support School is eligible for targeted support under the state's School and District Improvement system of supports.

Tax Base: The total value of all taxable real and personal property in the city as of January 1 each year, as certified by the Appraisal Review Board. The tax base represents net value after all exemptions.

Tax Caps: Abbreviated method of referring to the tax increase limitations imposed by the Property Tax Extension Limitation Laws (P.A. 87-17 and P.A. 89-1). A tax cap places an upper bound on the amount of government tax that an individual might be required to pay.

Tax Increment Financing (TIF): A public financing method of providing local property tax funding for economic development projects within a designated TIF area.

Tax Rate: The amount of a tax stated in terms of a percentage of the tax base.

Tax Rate Limit: Maximum tax rate that a county clerk can extend for a particular levy. Not all tax levies have a tax rate limit.

Tax Roll: Official list showing the amount of taxes levied against each taxpayer or property in the county.

Teacher Pension Levy: A rate-capped property tax levy dedicated exclusively to paying the CPS employer cost to the Chicago Teachers' Pension Fund (CTPF). It is 0.567 percent of base Equalized Assessed Value (EAV) in Chicago from the prior year, and of new property from the current year. It was permitted by Public Act 99-0521, and further altered by Public Act 100-0586.

Title I Grant: Federal grant that provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

Title II Grant: Federal grant that seeks to increase student achievement by supporting the placement and development of highly qualified, effective leaders in every school.

Tort Fund: Used to collect tort fund revenue received from a special property tax earmarked to fund expenses related to tort judgment and settlement, liability, security, workers' compensation, unemployment insurance, and risk management. The monies in this fund, including interest earned on the assets of this fund, should be used only for the purposes authorized under the Tort Immunity Act.

Total Classrooms: Refers to the number of classroom spaces (located within a permanent non-leased building) designed to be used as classrooms regardless of current use, including science labs, art rooms, resource rooms, and special education rooms, but excluding spaces not designed as classrooms, such as offices, lunchrooms, libraries, gymnasia, and auditoria.

Unit: Each school, central office department, network office, or other special operating entity represented by a five-digit number. Examples of units include the Law Department and DuSable High School.

Uniform Pension System: A standard pension system that treats all teachers and all taxpayers in a given state exactly the same. References to a "uniform pension system" as it relates to CPS expresses the desire for CPS to be treated exactly the same as other Illinois school districts in terms of receiving state funding to cover annual teacher pension costs.

Vacancy Savings: The anticipated savings resulting from the delay in staffing new and vacant positions.