

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
 - Student-based budgeting (SBB)
 - 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 charter schools
- Charter schools, contract schools, and Alternative Learning Opportunity Programs (ALOPs)
 - SBB
 - Non-SBB
 - Supplemental funding for schools in independent facilities
 - Special education
 - Allocations of supplemental bilingual teachers for English learners (ELs)

DISTRICT SCHOOLS

STUDENT-BASED BUDGETING (SBB)

SBB is a per-pupil funding allocation based on student grade level and learning category. Along with supplemental aid, this discretionary funding source is unrestricted and often used to provide core instruction.

For FY2022, the per-pupil base rate increased to \$4,805.31 from the FY2021 rate of \$4,665.35, an increase of 3 percent that will cover the cost of teacher salary increases. The base rate is allocated for students in grades 4–8. Students in grades K–3 receive a weight of 1.07, or 7 percent higher than the base rate. This rate reflects the district’s priority of smaller class sizes in early grades. High school students receive a weight of 1.24, or 24 percent higher than the base rate. This rate provides additional per-pupil funds in order to support the required two preparation periods for educators at the high school level.

Per-pupil funds are also weighted based on a student’s learning environment. Diverse learners are required to receive instruction in the least restrictive environment (LRE), which means they should remain in a general education classroom whenever possible. A diverse learner’s LRE category is based on how much time each school day a student spends learning outside of the general education classroom. The portion of time spent outside of the classroom corresponds with the student’s LRE category.

Table 1: LRE Categories for Diverse Learners

LRE Category	Amount of the School Day Spent Outside of the General Education Classroom
LRE 1	Less than 20%

LRE 2	Between 20% and 60%
LRE 3	More than 60%

Elementary LRE 1 and LRE 2 students receive a significant portion of core instruction in the general education classroom and therefore receive the same per-pupil SBB funding. These students also receive additional funding to compensate for time outside of the general education classroom. Students with LRE 3 status receive 40 percent of the per-pupil SBB rate because they receive instruction in core subject areas from diverse learner teachers, resourced through the Office of Diverse Learner Supports and Services (ODLSS), and are in a general education classroom only for special periods such as art, music, or physical education.

High school LRE 1 students receive the same funding as general education students because they may be in the general education classroom for every period. Students with LRE 2 status receive 70 percent of the high school per-pupil SBB rate because they will receive instruction from diverse learner teachers for at least two periods in core subject areas. Students with LRE 3 status receive 40 percent of the high school per-pupil SBB rate because it is assumed they only take elective subjects in the general education setting. More information on diverse learner funding is included later in this chapter.

Table 2: FY2022 SBB Rates

Enrollment Category	SBB Weighting	SBB Rates
K–3 Gen Ed / LRE 1 / LRE 2	1.07	\$5,414.68
4–8 Gen Ed / LRE 1 / LRE 2	1.00	\$4,805.31
9–12 Gen Ed / LRE 1	1.24	\$5,958.58
K–3 LRE 3	40% of 1.07	\$2,056.67
4–8 LRE 3	40% of 1.00	\$1,922.12
9–12 LRE 2	70% of 1.24	\$4,171.01
9–12 LRE 3	40% of 1.24	\$2,383.43

Total Amount of SBB Allocation

For FY2022, the SBB per-pupil allocation is \$1.73 billion, which is a \$61 million increase from the FY2021 budget.

Table 3: Distribution of SBB Allocation for FY2021 and FY2022 (in thousands)

	FY2021	FY2022
SBB Per-pupil Allocation before 10th day adjustment	\$1,376,021	\$1,415,507
Teacher Salary Adjustment for District Schools	\$31,613	\$36,667

Multiple Building Adjustment for District Schools	\$1,950	\$2,475
Miscellaneous Adjustments	\$932	\$932
Equity Grant and Opportunity Index fund	\$44,466	\$66,322
Other Adjustments	\$3,772	\$2,378
Contingency	\$5,481	-
Total SBB Dollar Distribution	\$1,464,235	\$1,542,281
Cost of Foundation Positions for District Schools	\$201,025	\$202,101
Total SBB Allocation	\$1,665,260	\$1,726,382

Enrollment Count for SBB per-pupil funding and 10th day adjustments

Since fiscal year 2019, the 20th day enrollment of the prior school year is used to calculate a school's per-pupil SBB allocation.

For FY2022, to account for the impact COVID-19 and subsequent transition remote instruction had on student enrollment, the Office of Budget and Grant Management calculated a three-year average enrollment that, if greater than a school's FY2021 20th day enrollment, was used to calculate the per-pupil SBB allocation. The adjusted enrollment resulted in an additional \$32 million dollars allocated to schools through per-pupil SBB funding, with 262 schools receiving the additional funds. A detailed breakdown of the methodology can be found [here](#).

As in the previous three fiscal years, if a school's enrollment on the 10th day of the school year exceeds the 20th day enrollment or calculated three-year average enrollment in SY20-21, additional per-pupil SBB funding will be allocated.

The following rules apply to the counting of 20th day enrollment for funding purposes:

- Official enrollment counts are based on enrollment data collected by the district student information system on a specified enrollment count date.
- Students are not included in the enrollment count if they are not scheduled at the school or if they have not been in attendance for at least one full school 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 by the enrollment count date.
- 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 may be retroactively excluded from the enrollment count, and the school's funding shall be adjusted accordingly.

SBB Funds Distributed in Addition to the Enrollment Based, Per-Pupil Rate

Equity Grants

In FY2022, CPS allocated over \$66 million in equity grant funding to 332 elementary schools and 69 high schools, nearly 80 percent of district managed schools. This funding is allocated to schools experiencing year over year decline or low enrollment, as well schools experiencing community hardship. Bolstering the funds of schools with low enrollment ensures that students who attend small schools have access to instructional support, academic programming, and after-school activities, similar to students attending large schools. Schools below a specific enrollment threshold (450 for elementary schools and 600 for high schools) and with a school capacity status of “underutilized,” are allocated \$800 for elementary schools and \$1,200 for high students below an enrollment threshold. Information on utilization standards can be found [here](#).

New in FY2022, schools received equity grant funding based on the CPS Equity Office’s Opportunity Index. The index identifies high-need schools based on a variety of factors including income, diverse learner populations, community life expectancy, teacher retention, and SQRP rating to better target resources for schools in greatest need.

Teacher Salary Adjustment

The teacher salary adjustment allocation is provided to mitigate the financial shortfall for schools with an average SBB teacher cost that exceeds the district-wide average cost. Both the district-wide and school-specific teacher salary averages are calculated, and the district schools that have a higher average staff salary than the overall district average receive a teacher salary adjustment to help pay their staff costs. The averages are adjusted based on estimated resignations and retirements that will take effect prior to the beginning of SY21-22. The exact adjustment amount is calculated by multiplying the difference between the school’s average and the district’s average by the number of staffed teachers at the school, then subtracting the calculated resignations and retirements. The teacher salary adjustment is recalculated every year to account for school and district staffing changes. Therefore, it is possible for a school to receive a teacher salary adjustment this year and not receive one next year.

Multiple Building Adjustment

Schools with one or two branches that are a significant distance from the main school building receive the multiple building adjustment. This allocation is provided to help cover the staffing costs of a clerk or other administrative support needed at the second building. For FY2022, 27 schools received this additional allocation.

The total cost of the FY2022 multiple building adjustment in district-run schools is \$2.5 million.

Foundation Positions

Every district school is allocated three foundation positions—one principal, one counselor, and one clerk—in addition to the school’s SBB per-pupil allocation. The total cost of foundation positions in district-run schools in FY2022 is \$202 million.

ALLOCATIONS OF SPECIAL EDUCATION TEACHERS AND PARAPROFESSIONALS

Diverse Learner Allocation

In FY2022, schools received an allocation of centrally-funded special education teachers and

paraprofessionals to serve diverse learners outside of cluster programs.

A school's FY2022 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 Plans (IEP). Initial allocations are determined by each school's special education population as of spring 2021. 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 5: Cluster Allocations

Type of Cluster Program	No. of Teachers	No. of Paraprofessionals
Mild or Moderate	1	2
Severe or Profound	1	3
Deaf or Hard of Hearing	1	1
Vision Impairment	1	1
Multisensory	1	1
Early Childhood Instructional	1	1

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 Language and Cultural Education (OLCE). In FY2022, OLCE continued the allocation of supplemental bilingual teachers based on the allocation model introduced in FY2016.

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 6: Supplemental Bilingual Position Allocations for District-Run Schools

EL Enrollment	250 +	200-249	100-199	50-99	20-49	Less than 20
Supplemental Position (EL Resource Teacher)	1.0 SUP TBE/TPI teaching	1.0 SUP TBE/TPI teaching	0.5 SUP TBE/TPI teaching	0.5 SUP TBE/TPI teaching	0.5 SUP TBE/TPI teaching	-
Per-Pupil Allocation	-	-	-	-	-	\$450/pupil
DLE Coordinator (DLC)	Each traditional CPS school approved for a Dual Language Education (DLE) Program (implementing or in a planning year) receives a 0.5 supplemental (SUP) DLC position.					
Bilingual Advisory Committee Funding	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	-
EL After School Tutoring (EL Grades 2-8, 9-12)	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500	-
ELPT Annual Stipend	\$3,000	\$2,500	\$2,000	\$1,500	\$1,000	\$1,000

Twenty-six schools received a position allocation, based on program enrollment, to support dual language programs in FY2022.

Additionally, OLCE provides Title III funding to support after-school tutoring programs to provide bilingual and English as a Second Language (ESL) academic support for EL students. There are 245 schools eligible to apply for the \$5,500 tutoring funds.

- 206 schools with 20 or more EL students will receive \$1.3 million in Title III funding to launch EL after-school tutoring programs, altogether serving more than 44,000 EL students.
- 427 schools are eligible to have their designated EL Program Teacher (ELPT) receive a stipend that varies from \$1,000–\$3,000 a year, depending on the number of ELs in the program.
- 306 schools are eligible to receive \$1,000 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, 10 specialty schools primarily serve students with significant diverse learning needs; three early childhood centers have only pre-kindergarten students. Because of the specialized focus of these schools, core instruction funding is not provided through SBB. As such, these schools receive additional staff positions, as well as funding for non-personnel resources. Most of the classroom teachers are special education teachers or early childhood teachers, both of which are funded by the Office of Diverse Learner Supports and Services and the Office of Early Childhood Education.

Specialty schools also receive the following general education resources:

- Foundation positions: One principal, one counselor, and one clerk, which is the same administrative base that all district schools receive through SBB.
- 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.
- An allocation for non-personnel items, equal to \$35,000 per school, plus \$150 for each Pre-K student, \$300 for each elementary school student, and \$400 for each high school student.

Alternative Schools

There are four alternative schools within the district that provide a pathway toward high school graduation for students who have dropped out of traditional high schools (e.g., over-age students without enough credits to graduate, pregnant students, or students in confinement).

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 students)
- Peace and Education Coalition High School (serving students at risk of dropping out or returning dropouts)

These schools are not funded through SBB, nor is funding based on any formula tied to enrollment. Enrollment counts at alternative schools can often be misleading, given the highly-transient nature of the student body 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.

ALLOCATIONS OF OTHER DISCRETIONARY FUNDS TO ALL SCHOOLS

Supplemental Aid

As part of the FY2022 budget, district managed schools, charter schools, contract schools, and ALOPs receive supplemental aid funding for Pre-K–12 students. For district run schools, supplemental aid funds can be budgeted at the principal's discretion. The calculation for allocating these funds is based on the number of students who are identified as coming from households with incomes that qualify the student for free or reduced lunch. The ratio of students eligible for free or reduced meals (FRM) to the total number of students enrolled is then applied to the total enrollment, effectively calculating the number of students eligible to receive a per-pupil rate. In FY2022 the rate was \$950, up from \$920 in FY2021.

Every Student Succeeds Act (ESSA) Title I - School Based Discretionary Allocations

The federal 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. The total amount of funds allocated to schools has remained flat from FY21 to FY22, but, because of the 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.

To calculate the poverty index, a ratio is determined using the number of students who qualify for free and reduced lunch or Temporary Assistance for Needy Families (TANF) and the number of students enrolled at a school. Student enrollment in these two categories is weighted, and because qualification for FRM status has less requirements than qualifying for TANF, a higher weight is placed on the free and reduced population to allocate more resources to students in this group. For the previous three years, CPS has requested enrollment and student level FRM and TANF status for a date in the first week of January.

Poverty rate calculations for Title I are different from the poverty percentages used to calculate supplemental aid. Supplemental aid considers only the number of students who qualify for free and reduced meals while Title I allocations considers the number of students who qualify for TANF and weights both household income metrics. Supplemental aid does not tier the amount of per-pupil funding a school receives, and there is no eligibility threshold for supplemental aid like for Title I.

CHARTER SCHOOLS, CONTRACT SCHOOLS, ALTERNATIVE LEARNING OPPORTUNITY PROGRAMS (ALOPs), AND SAFE SCHOOLS

STUDENT-BASED BUDGETING (SBB)

Like most district schools, charter schools, contract schools, and Alternative Learning Opportunity Programs (ALOPs) receive funding for their core instruction through SBB. The SBB rates for these schools, however, are modified to include additional components of SBB distributed to district schools outside of the per-pupil formula. These allocations, including foundation positions, teacher salary adjustment, multiple building adjustment, and equity grants, are translated to per-pupil amounts and added to the base rate to determine a modified base rate for charters, contracts, and ALOPs.

Table 7: Calculation of Modified SBB Base Rate for Charter Schools, Contract Schools and ALOPs

	FY2022 District School Allocation	District School Enrollment	Per-Pupil Equivalent
Foundation Positions	\$ 208,060,071	268,086	\$776.09
Teacher Salary Adjustment	\$36,720,066	268,086	\$136.97
Multiple Building Adjustment	\$2,400,000	268,086	\$9
Equity Grant	\$70,371,600	268,086	\$262.49
Per-Pupil Equivalent for Contract/ALOP	\$317,551,737	268,086	\$1,184.51

District School Base Rate			\$4,805.31
Modified Charter/Contract/ALOP Base Rate			\$5,989.82

The modified SBB base rate for charter schools, contract schools, and ALOPs is applied using the same weights as used for district schools, as outlined in Table 8.

Table 8: FY2022 SBB Rates for Charter Schools, Contract Schools, and ALOPs

Enrollment Category	SBB Weighting	SBB Rates with Equivalents
K–3 General Education / LRE 1 / LRE 2	1.07	\$6,326.19
4–8 General Education / LRE 1 / LRE 2	1.00	\$5,989.82
9–12 General Education / LRE 1	1.24	\$7,143.09
K–3 LRE 3	40% of 1.07	\$3,241.18
4–8 LRE 3	40% of 1.00	\$3,106.63
9–12 LRE 2	70% of 1.24	\$5,355.52
9–12 LRE 3	40% of 1.24	\$3,567.94

NON-SBB

Charter schools, contract schools, ALOPs, and Safe School programs receive a per-pupil equivalent for services that are provided in-kind to district schools, including operations and maintenance, security, Chicago Board of Education-funded programs (e.g., magnet, selective enrollment), and Central Office management. The non-SBB allocation is the entire amount of general funds in the operating budget, excluding special education, SBB allocation, and a limited set of items that are classified as district-wide shared obligations.

Table 9: FY2022 Non-SBB Allocation

	FY2022 Budget (in \$ thousands)
General Funds Excluding Special Education (Funds 115, 129, 210, 230)	\$4,217,798
Less SBB (Includes foundation positions, teacher salary adjustment, multiple buildings adjustment, equity grants)	\$2,029,360

Less Supplemental Aid	\$261,040
Less State Bilingual Funding	\$38,865
Less District-Wide Shared Obligations	\$1,131,782
Amount of Non-SBB to be Distributed on Per-Pupil Basis	\$756,750

Table 10 lists the district-wide shared obligations that are not included in the non-SBB allocation:

Table 10: District-Wide Shared Obligations

	FY2022 Budget (in \$ thousands)
Unfunded Pension Liability	\$ 679,900
Facilities Supplement for Charter/Contract/ALOP	\$77,923
Interest on Short-Term Debt	\$11,800
Core Instruction for Options, Specialty, Safe Schools	\$4,990
Real Estate Leases	\$19,077
Risk Management/Insurance	\$13,872
Transportation/Drivers Ed	\$2,190
Early Childhood (funded with General Funds)	\$101,695
New and Expansion Schools/School Transition	\$3,030
Offsetting revenue from Charters, JROTC, and E-Rate	\$62,306
Contingency	\$30,000
Vacancy Savings	\$125,000
Total District-Wide Shared Obligations	\$1,131,782

After removing the district-wide shared obligations, the non-SBB rate was based on an estimated non-SBB allocation of \$757 million. The non-SBB allocation includes the following categories of funding:

Table 11: FY2022 Non-SBB Allocation By Category

Category	Description	FY2022 Budget (in \$ thousands)
Operations	Operations and maintenance of school buildings, including cost of engineers, custodians, utilities, repairs, and Central Office operations management	\$365,227
Security	Security guards in school buildings and Central Office management of security operations	\$77,842
IT Phone/Data Network	Telephone and high-speed data wiring and network infrastructure in school buildings	\$34,589
Central Services	Central admin services funded from local sources, other than operations, security, and IT phone/data	\$161,133
School-Based Programs	Funding for magnet, selective enrollment, IB, STEM, JROTC, and other programs that provide supplemental funding to schools from local funds	\$109,508
Vacancy Savings	Estimated amount that district-run schools will underspend in SBB or other local funds due to vacancies—in FY2021, district-run schools are not allowed to reallocate vacancy savings for other purposes.	\$(125,000)
Subtotal of Above Items		\$623,299
Non-SBB Tuition	Charter per-pupil share of the above spending categories	\$133,451
Total Non-SBB		\$756,750

The non-SBB base rate is determined by dividing the components of the non-SBB 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.

Total weighted enrollment for the non-SBB rate is not the same as the total weighted enrollment for the SBB rate for the following reasons:

- 1) Diverse learner students are counted the same as general education students in the non-SBB rate. Some diverse learners receive a different SBB rate because much of their instruction is provided by special education teachers. Since the non-SBB rate is based on the administrative and operational support provided to schools, general education and diverse learner students are counted the same way.

2) Enrollment for all schools is included—not just SBB schools.

The following table shows the calculation of the FY2022 non-SBB base rate:

Table 12: Calculation of FY2022 Base Non-SBB Rate

Category	FY2022 Budget	Weighted Enrollment	Per-Pupil Amount
Facilities and Maintenance	\$365,227	310,495	\$1,176.27
Security	\$77,842	310,495	\$250.70
IT Phone/Data Network	\$34,589	310,495	\$111.40
Central Office	\$161,133	294,103	\$547.88
Programs at Schools	\$109,508	294,103	\$372.35
Vacancy Savings	(\$125,000)	294,103	(\$425.02)
Total	\$623,299		\$2,031.78

The following table shows the FY2022 non-SBB rates for all grade levels:

Table 13: FY2022 Non-SBB Rates

Non-SBB Rates	ES K–3	ES 4–8	HS 9–12
Weighting	1.07	1.00	1.24
Per-Pupil Amount for All Schools	\$2,175.93	\$2,033.58	\$2,521.64

SUPPLEMENTAL FUNDING FOR SCHOOLS IN INDEPENDENT FACILITIES

In FY2022, charter school, contract school, and ALOP facilities not owned by CPS will receive a facility supplement of \$1,762 per pupil to cover the costs of renting or owning the school facility. The FY2022 rate reflects an increase of \$137 from the FY2021 rate of \$1,625, 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 SBB, Non-SBB, and Facilities Supplement Adjustments

SBB, non-SBB, and facilities supplement funding for charter and 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, charter and 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 schools.

SBB, non-SBB, 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

CPS funds one Safe School program for students who have been expelled from traditional schools due to violence. It is funded like an ALOP, with a floor of 100 students, regardless of the actual number of students enrolled, to ensure that spots are available when needed. CPS receives a Regional Safe School grant from the State of Illinois, which helps pay these costs.

SPECIAL EDUCATION

Charter and Contract School Special Education Funding

In SY2021–22, charter and contract schools will receive a per-pupil allocation based on the number of students with IEPs at each school. Similar to district school allocations, a March 2021 enrollment snapshot was used to determine each school’s allocation for SY2021–22, based on the following rates:

Table 14: Special Education Per-Pupil Funding Rates

	LRE 1	LRE 2	LRE 3	504	Speech
Elementary School	\$12,259.58	\$14,711.49	\$18,389.36	\$2,500.00	\$3,200.00
High School	\$9,930.26	\$11,916.31	\$14,895.92	\$2,500.00	\$3,200.00

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 Special Education Funding

ALOP schools are assigned special education teacher and paraprofessional positions using the same allocation methodology as district-run schools.

Table 15: Special Education Reimbursements

Position	Maximum for average position	Maximum for any individual position
Allocated teacher positions (license required)	\$92,700	\$113,300
Allocated paraprofessional (license required)	\$41,200	\$54,590
Clinician allocation (license required)	\$92,700	\$113,300

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 quarterly 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 \$113,300 per year. The maximum reimbursement rate for all FTE special education teachers for each school is an average per-teacher reimbursement rate of \$92,700 per FTE special education teacher.
- c. The quarterly 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 (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 quarter'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 quarterly basis. This reimbursement will be based on CPS’ determination that each special education paraprofessional providing instructional support is highly qualified in accordance with the 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 \$54,590 per year. The maximum reimbursement rate for all FTE special education paraprofessionals for each school is an average per-paraprofessional reimbursement rate of \$41,200 per FTE paraprofessional.
- d. The quarterly 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 quarter's instructional days for which the paraprofessional was employed; or (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 quarter'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 supports.
- b. The school may have the Board 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 quarterly 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 \$113,300 per year. The maximum reimbursement rate for all FTE clinicians for each school is an average per-clinician reimbursement rate of \$92,700.
- e. The quarterly 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 quarter's instructional days for which the clinician was employed; or (ii) aggregate sum of the actual salaries and benefits paid to the CPS-approved clinicians at the school for the percentage of the quarter'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 Board 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' 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 16: Special Education Reimbursements

Position	Maximum for average position	Maximum for any individual position
Related service providers (license required)	\$92,700	\$113,300

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 17: State Funding for Charter Schools

Tier	EL Enrollment	No. of Schools	FY2022 Supplemental Funding Allocation
1	100+ EL students enrolled	42	\$46,000
2	0 to 99 EL students enrolled	58	\$450 per EL student

Table 18: Federal Title III Funding for Charter Schools

Tier	EL Enrollment	No. of Schools	FY2022 Supplemental Funding Allocation
1	250+ EL students enrolled	9	\$46,000
2	0 to 249 EL students enrolled	91	\$85 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 19. The FY2022 rate for each charge is the same as the corresponding component in the calculation of the base non-SBB rate (see Table 12, above).

Table 19: Per-Pupil Rates for Facilities Charges

Deduction Type	FY2021 Rates	FY2022 Rates
Facilities and Maintenance	\$1,098.72	\$1,176.27

Security	\$288.85	\$250.70
IT	\$89.73	\$111.40
Total Facilities Charge	\$1,477.30	\$1,538.37

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 SBB model, charter schools receive per-pupil funding based on an SBB 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 FY2022. Pension payments are deducted from quarterly tuition payments. Pension charges will not apply to special education teachers, aides, or clinicians.

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 20: Administrative Fees

Funding Source	Fee	How Admin Fee Will be Charged
SBB	3%	Total fee for SBB, non-SBB, SA, and Special Education will be deducted from quarterly tuition payments.
Non-SBB	3%	
Supplemental Aid (SA)	3%	
Special Education	3%	
Facilities Supplement	–	No admin fee.
Title I	–	No admin fee. District’s administrative costs are deducted prior to the allocation of Title I funds.
Title II	–	No admin fee. District administrative costs covered in Title I.
Title III	2%	Admin fee is capped at 2% per grant rules. 2% fee deducted from Title III payments.

State Bilingual	3%	Fee deducted from state bilingual payments.
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ADDITIONAL FLEXIBLE SCHOOL FUNDING FROM MOVING FORWARD TOGETHER

The district’s Moving Forward Together initiative, a two-year \$525 million investment to address students’ social and emotional needs, accelerate student learning, and prepare students for success beyond the pandemic through a holistic, equity-based approach, includes additional flexible school funding that will allow school communities to invest dollars to best support the needs of their students.

School leaders will receive additional funds over the course of the 2021-22 and 2022-23 school years. The additional funds will be distributed using a targeted universalist approach that prioritizes communities that have been historically marginalized and those most impacted by the pandemic. In total, the district will distribute approximately \$118 million in additional funds over the next two years.

Specifically, to determine additional fund allotment, the Unfinished Learning School Investment index outlined below will be used.

Unfinished Learning School Investment Index		
Indicator	Description	Threshold
Opportunity Index	The Opportunity Index uses indicators to analyze differences in access to opportunity structures so that those most impacted by inequity have strong, vibrant, and healthy school communities. It is a multidimensional analytical tool for identifying barriers to opportunity - including race, socioeconomic status, education, health, and community factors - and conditions that can be used to identify and advance a more equitable future state. *See Appendix for full listing of all indicators included in the Opportunity Index.	Priority 1: 3.6 or higher Priority 2: 2.6 to 3.5 Priority 3: 2.5 or less
COVID-19 Case Rates in School Zip Code	The impact at the beginning of the pandemic will have long-term social and economic impacts. The positivity rate data from March 2020 represents a time of heightened impact and potential trauma as students and families and Chicago were first experiencing COVID-19 in their homes and school communities.	Priority 1: >15% Priority 2: 10% to 15% Priority 3: <10%
Student Mobility	Students who stay within a school have a longer-term possibility for building a sense of belonging and receiving the academic and social-emotional support needed to succeed. This indicator identifies whether students were enrolled at 1 or 2+ schools in each school year. This indicator is then aggregated at the school level based on the school students attended at the beginning of the school year.	Priority 1: 20% or more students transferred from the school to another school Priority 2: Less than 20% but greater than or equal to 15% of students transferred Priority 3: Less than 15% of students transferred

Surrounding School Community Trauma Exposure	In an effort to center our unfinished learning work on healing, this indicator takes into account shooting incidents, where someone was injured non-fatally or fatally, within 500 meters of a school between May 2018 and April 2019 as a proxy of trauma the school community may experience related to school safety.	Priority 1: Greater than ten incidents Priority 2: One to ten incidents Priority 3: No incidents
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These indicators are combined using a weighted average to yield a final Unfinished Learning Investment Index prioritization level. The largest weight of 80 percent is assigned to the opportunity index and the remaining 20 percent to the COVID-19 positivity rate, student mobility, and surrounding school community trauma exposure factors. Based on index level, schools will receive additional funds according to the rates stated below.

Priority Level	Index Range	SY21-22	SY22-23
Priority Level 1	0.13-1.13	\$55,000	\$82,500
Priority Level 2	1.2-2.2	\$35,000	\$52,500
Priority Level 3	2.73-3	\$25,000	\$37,500

* Student enrollment calculations will mirror adjusted enrollment numbers used for SY21-22 initial per-pupil allocations. Enrollment calculations also include the number of pre-kindergarten students enrolled in the SY21-22 school year. Fund allocations will not be adjusted according to 20th day enrollment numbers.

These allocations to district schools will total \$47 million in FY2022.

Charter, Contract, and ALOP Proportionate Share Funding from Moving Forward Together

Charter, contract, and ALOPs will receive a proportionate share of ESSER III funding from the Moving Forward Together plan that reflects the per-pupil dollar equivalent of the funding described above and other central programs included in the Moving Forward Together initiative. Based on the final budget for FY2022 Moving Forward Together programming, charter schools will receive the following per-pupil amounts:

Category of MFT Funding	FY22 Per-Pupil Total
School-Based Funding	\$248.95
All Other Centrally-Run Programming	\$746.69

Similar to the funding allocated to district schools, these funds will be based on FY2021 fall enrollment counts and will be eligible to fund expenses based on the district's final ESSER III spending eligibility.