

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 <i>(per CBA for ELPTs hired before 6/30/25)</i>			\$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:	<u>\$19,742.27</u>	<u>\$19,742.27</u>
	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
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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.